CHAPTER 1

INTRODUCTION

A. Background

The importance of mastering English in Indonesia, especially in the context of globalization and free trade, cannot be overstated. English serves as a crucial tool for interaction in education and knowledge exchange, enabling Indonesians to compete in the global market. The teaching of English in Indonesia aims to provide learners with the necessary skills for communicative purposes, both oral and written, which includes the four key competencies: reading, writing, listening, and speaking (MacLeod & Demers, 2023). Speaking, in particular, is highly valued but often perceived as intimidating by students, despite its importance in various professional fields, such as working on foreign-flagged ships (Garnas, 2022).

The challenge lies in the fact that while students may have extensive knowledge of English grammar, they often struggle with speaking due to a lack of practice and interaction (Chamberlain et al., 2022). Effective English education should therefore go beyond traditional methods and foster interaction among students, as emphasized by Haryana (2020), to make learning more engaging and practical. Teachers play a crucial role in this process by employing various strategies, media, and games to maintain students' interest and facilitate a more interactive learning environment.

Additionally, mastering English can significantly improve an individual's social welfare by enhancing job prospects and entrepreneurial opportunities, thereby

increasing income levels (Utami, 2022) . The role of language as a communication tool is fundamental in human interaction, enabling cooperation and emotional connection, which further underscores the importance of effective language education (Sandgren et al., 2022). In conclusion, to address the challenges students face in speaking English, it is essential to adopt teaching methods that promote active interaction and practical use of the language, thereby preparing students not only for academic success but also for real-world applications.

In the realm of maritime education, mastering Maritime English is indispensable for students to keep pace with advancements in science and technology, as it serves as the operational language on board ships. This specialized form of English is crucial for seafarers and maritime professionals due to its unique vocabulary and application in various onboard activities.

The importance of Maritime English is underscored by its role in facilitating communication among multinational crews and during international navigation, thereby preventing misunderstandings that could lead to material losses or environmental damage. Studies highlight the need for tailored language training programs to address diverse English proficiency levels among cadets, emphasizing the mastery of technical terminology and communicative competence (Mary et al., 2023) . The scaffolding teaching model has been identified as an effective approach to enhance the teaching of Maritime English, focusing on core elements such as enhancing teaching skills and innovating teaching models to optimize outcomes and

significantly improve students' English language application abilities (Jacob et al., 2023).

Moreover, the integration of cross-cultural competence training and practical learning experiences, such as shipboard training, aligns with the International Maritime Organization's Standards of Training, Certification, and Watchkeeping (STCW), ensuring safety and efficiency within maritime crews (Lee et al., 2023). The discipline of Maritime English also acts as a synthesizer of hard and soft skills, integrating knowledge from professionally oriented disciplines and fostering critical thinking, creativity, teamwork, and cultural awareness among cadets (Kim et al., 2023).

Furthermore, innovative teaching strategies, including the use of social media, have been employed to enhance vocabulary mastery and communication skills, addressing the growing need for proficient sailors in the globalized maritime industry (Reilly et al., 2023). By addressing these multifaceted educational needs, maritime institutions can better prepare students for successful careers in the maritime sector, ensuring effective and safe operations at sea.

In the era of globalization, the rapid advancement of information and communication technology (ICT) has significantly transformed the educational landscape, necessitating innovative and creative approaches to enhance the quality of education. The integration of ICT into education has provided unprecedented access to information, fostered innovative teaching methodologies, and increased student

engagement, thereby promoting educational equity and inclusivity (Reilly et al., 2023).

The internet, as a global marketplace and meeting place, offers vast opportunities for learning and interaction, enabling participation in sophisticated global experiences and networks. This cross-border integration of the Internet and education has expanded the space and platform for online learning, allowing for practical innovations in educational platforms (Reilly et al., 2023). Key technologies such as the Internet, computers, multimedia, and smartboards have enabled collaborative, engaging, and personalized learning experiences, although challenges such as costs, teacher training, and unequal access remain.

The necessity of adapting to technological advancements has led to the emergence of digital media and web-based learning concepts, providing interactive and flexible learning experiences and assessments (Wang et al., 2023). By leveraging these technological tools and collaborative networks, educators can create dynamic and interactive learning environments that cater to diverse learning styles and needs, ultimately preparing students for success in the digital age and beyond. The continued investment in ICT infrastructure and the adoption of innovative educational practices are crucial for creating a more inclusive and equitable educational ecosystem, ensuring that the educational system aligns with the evolving demands of the times and balances technological advancement with the development of human resources.

Writing is indeed a fundamental skill in learning English, serving as a critical communication tool that allows students to articulate ideas, emotions, and opinions

effectively, even for those who struggle with verbal communication. The process of writing, which involves brainstorming, organizing, drafting, and revising, is essential for developing proficiency in the target language. Research underscores the importance of various cognitive and motivational factors in enhancing writing skills. For instance, a study on English majors in China found that English learning motivation and personality traits like openness significantly influence academic performance, suggesting that motivation plays a crucial role in writing competence (Lee et al., 2023).

Additionally, the relationship between musical rhythm and language skills highlights the importance of rhythm perception in mastering complex syntactic structures, which can be beneficial for writing proficiency as well (Dewi et al., 2023). Cognitive abilities also play a significant role in writing skills, as evidenced by research on stroke patients, where abilities like number manipulation and constructive praxis were critical for predicting writing impairments, indicating that cognitive skills are integral to writing proficiency across different writing systems (Phan & Dao, 2023).

In language learning, particularly in developing productive skills like writing, the paradigm should indeed shift toward providing learners with more opportunities to actively engage in learning activities using the language they are studying. Research indicates that collaborative writing tasks, where learners co-construct texts, significantly enhance cognitive, social, and emotional engagement, leading to higher text quality and better language learning outcomes.

This aligns with the broader educational trend emphasizing student-centered learning, which fosters greater participation, critical thinking, and problem-solving skills (Ullah et al., 2022). For instance, studies have shown that when learners have greater control over task content, their engagement levels increase, which positively impacts the accuracy and complexity of their written texts (Phan & Dao, 2023). Additionally, the integration of English media instruction and content and language integrated learning approaches has been found to be effective in improving English competence, particularly when the learning environment supports active student participation and interaction (Lee et al., 2023).

Furthermore, the quality of small group talk in language classrooms is crucial, as it helps students develop robust talk repertoires and collaborative skills that are essential for meeting curriculum objectives (Wotring et al., 2023). However, challenges such as inadequate teacher training, lack of motivation, and a traditional teacher-centric approach can hinder the development of critical thinking and problem-solving skills in writing classes (Ullah et al., 2022).

Therefore, to create an environment that fosters collaboration, communication, and meaningful interaction, teachers must be equipped with the necessary skills and strategies to facilitate student-centered learning effectively. This includes providing opportunities for peer interaction, scaffolding, and the use of technology to enhance language learning and strategy use (Zhu, 2023). By doing so, educators can create a dynamic and interactive learning environment that not only

improves language proficiency but also prepares students for real-world communication.

Futhermore, during the observations, several challenges in learning English at the vocational high school level were identified, particularly in writing skills. The observations revealed that the current learning process does not fully meet the students' needs in developing their writing abilities. Several issues were identified during the learning process: (1) The results of previous daily assessments, indicated that the students' writing skills were still insufficient, with many failing to meet the required competency standards (KKM); (2) Students lacked confidence in articulating and presenting their ideas in written form; (3) Teachers seldom engage students in activities that stimulate critical thinking and the skills necessary for constructing and expressing ideas in writing. To address these issues, teachers should consider varying their instructional methods by incorporating strategies that emphasize the constructivist development of students' writing skills.

The lack of creativity in teaching practices has contributed to a gap between expectations and the reality of learning English. The shift from the grammar-translation method to communicative language teaching reflects a broader transition from teacher-centered to student-centered learning. This shift is crucial in language education today, as it considers how students can use the language both verbally and in writing, aligning with their needs (Tolbassiyeva et al., 2024). However, many foreign language learners still struggle to master language skills because their

teachers continue to focus on form and grammatical structure rather than on communicative competence (Yadgarovna, 2022a).

The advancements in science and technology, students now have access to a vast array of information from multiple sources, facilitated by the digital era. This availability of learning resources at any time and place presents an opportunity for educators to innovate in classroom instruction, particularly in addressing challenges related to English language proficiency (Al-khresheh, 2024). Incorporating ICT into the classroom can create a visually stimulating, engaging, literacy-enhancing, and enjoyable learning environment. Various applications and digital platforms, such as websites, blogs, learning management systems (LMS), search engines, and artificial intelligence (AI) tools, offer valuable resources to support students in developing their skills with the help of ICT.

However, the researchers propose utilizing an engaging and interactive learning media that can capture students' attention and foster their interest in learning, as suggested by (Smith, 1990). To this end, the researchers selected Wordwall, a web-based online game that can be accessed through quizzes, as an effective tool for interactive learning. Wordwall offers a novel approach to enhancing students' learning motivation by providing new and stimulating learning experiences. Teachers can leverage this media to boost students' motivation and foster a stronger desire to learn.

Wordwall presents several advantages, particularly its availability for free with limited settings and a variety of themes. Additionally, the games created on

Wordwall can be easily shared via platforms like WhatsApp and Google Classroom. The software includes a range of games, such as crosswords, quizzes, and random card selections, providing diverse learning opportunities. Another key benefit is that the games can be printed in PDF format, making them accessible to students with limited internet connectivity (Alkhabra et al., 2023).

Vilar-Lluch et al, (2023) Wordwall aids students in better understanding online lessons and serves as a simple tool to monitor their academic progress. The use of Wordwall educational media games in online instruction has been shown to increase students' motivation to learn. Furthermore, Markham & Tiernan, (2023) highlighted how students' attitudes positively changed as a result of using Wordwall media for instruction. This change is evident in students' improved behaviors, such as reporting absences, completing assignments on time, and actively seeking clarification on learned concepts.

The researchers ultimately concluded that there are gaps in the existing studies. For instance, Green, (2023) observed teaching methods have increasingly moved from grammar-focused approaches to more communicative, student-centered practices, many educators still rely on form-focused instruction. This persistence in form-focused training can hinder the development of students' language skills.

Information and Communication Technology (ICT) Integration in Learning as science and technology continue to advance, there are growing opportunities to integrate ICT into language learning. Beyond the traditional classroom environment, ICT platforms such as blogs, websites, learning management systems (LMS), and

artificial intelligence (AI) offer diverse learning opportunities. In response to the identified gaps, researchers propose the use of Wordwall, a web-based online game, as an interactive learning media (Singh & Quinn, 2023).

Wordwall provides various benefits, including free access, compatibility with online platforms like Google Classroom and WhatsApp, and the ability to generate printable materials. Previous studies by Launin, Princess, and Pradani suggest that Wordwall can enhance learning motivation, improve comprehension, and positively influence students' attitudes and learning outcomes.

These studies share similarities with the current research, which addresses several issues observed among students, such as the limited use of technology in learning, the prevalent reliance on traditional methods by teachers, and students' boredom due to repetitive teaching models. Additionally, many students show a lack of interest in learning English, often due to anxiety and preconceived fears before lessons begin. This research focuses on improving students' writing skills and increasing their interest in learning to write. To address these challenges, the researchers have titled this study, *"Teaching Writing for English Maritime Using Wordwall Application Through Contextual Teaching and Learning (CTL) in First Grade at Parepare Maritime School: Students' Learning Output."*

B. Problem Statement and Research Question

1. Problem Statement

Based on the previous discussion, the following problem statements have been identified:

a. Students do not improve their writing skills when they rely solely on traditional textbooks.
b. Students become bored when the same teaching model is used in every class meeting.
c. Students hold negative perceptions about the implementation of English writing in the classroom.

2. Research Question

The background information provided above leads to the formulation of the following research questions:

1) How effective is the use of the Wordwall application as a media to improve the writing skills of first-grade students at the Parepare Maritime School?
2) How active are students during the learning process when using the Wordwall application as a writing tool to compose narrative texts?

C. The Objective of The Research

The objectives of this research are as follows:

1) To assess whether the use of the Wordwall application as a writing tool can improve students' ability to compose narrative texts.
2) To khnow how active are students during the learning process when using the Wordwall application as a writing tool to compose narrative texts

D. Significance of The Research

The significance of this research is expected to be important in the following ways:

1) **For Teachers:** The findings of this research can be used to identify the most effective approaches to teaching in vocational maritime schools, particularly in enhancing students' writing abilities. It can also help diversify writing assignments that motivate and support students.
2) **For Students:** The findings will assist students in improving their writing skills and reinforce the idea that writing is not as difficult as they may perceive.
3) **For the Researcher:** The results of this study can serve as a guide to further improve the researcher's teaching practices both now and in the future.
4) **For Other Researchers:** The findings of this study may provide valuable insights for future research on English language instruction, especially when using the Wordwall application to teach writing.

E. Scope of The Research

The scope of this research is limited to the effectiveness of using the Wordwall application as a media through Contextual Teaching and Learning (CTL) in the second grade at Parepare Maritime School, focusing on students' learning outcomes in the academic year 2023/2024. The scope is restricted by the following:

1. **By Discipline:** This research is limited to applied linguistics, specifically the teaching of English writing.
2. **By Content:** The research focuses on topics related to narrative texts, based on the KURIKULUM MERDEKA for second-grade students at the Vocational Maritime School.
3. **By Activity:** The students will write narrative texts in the classroom. The researcher will guide the students in using the Wordwall application and will correct their work. Corrections will be based on the language features of narrative texts and will involve scoring students' work using a rubric that includes content, organization, vocabulary, language use, and mechanics.

CHAPTER II

REVIEW RELATED RESEARCH

To achieve the objectives of this study, titled "Teaching Writing for English Maritime Using Wordwall Application Through Contextual Teaching and Learning (CTL) in First Grade at Parepare Maritime School: Students' Learning Output," this chapter will address several key sections. These include a review of previous related research, discussion of relevant concepts and ideas, the development of a conceptual framework, and the formulation of a hypothesis.

A. Previous Related Research

The researcher reviewed relevant literature from previously published studies to support this thesis. One such study is by Amri & Sukmaningrum, (2023), which examines the effectiveness of Wordwall as a learning tool for enhancing students' writing abilities. Wordwall is described as an innovative, interactive tool that leverages technology to engage students in writing. According to the literature, Wordwall has been successfully employed in various contexts to improve students' writing skills.

The study by Amri & Sukmaningrum, (2023). utilized a one-group pretest-posttest pre-experimental design, in which a pretest was conducted before the intervention and a posttest was administered afterward to the same group of participants. The objective was to evaluate the impact of the intervention by comparing the participants' performance on the pretest and posttest. The results indicated that the group receiving instruction through Wordwall showed significant

improvements in their writing abilities. These findings suggest that language instructors may consider using Wordwall as an effective tool to enhance their students' writing skills.

Additionally, Amri & Sukmaningrum, (2023) state that further supports the effectiveness of Wordwall as a technological tool to encourage and improve student writing. Similar to the previous study, this research also adopted a one-group pretest-posttest pre-experimental design (Maskana et al., 2024). The study aimed to assess the impact of the Wordwall intervention by contrasting participants' performances before and after the intervention. The findings confirmed that students who were taught using Wordwall demonstrated substantial improvements in their writing skills. The results of this research highlight the potential benefits for language teachers in incorporating Wordwall as a teaching tool to develop their students' writing proficiency.

Meanwhile, the research conducted by Riandeni et al, (2022) concluded that Wordwall is beneficial in enhancing writing skills among class X vocational students in English language learning. This conclusion is based on the data analysis and discussions regarding the use of Wordwall as a learning media. Wordwall can be utilized across various platforms, including Twitter, Facebook, Google Classroom, and WhatsApp groups, with links that can be shared through these channels. It supports online, offline, and in-person instruction, making it a versatile tool for improving students' writing abilities.

Additionally, Hamdani, (2023) ; Maskana et al., (2024) demonstrated that the integration of Wordwall media significantly enhances student engagement, fostering greater interest and enthusiasm in learning content. The study reported notable advancements in students' learning processes, with 100% of participants exhibiting improved performance in their writing tasks before and after the implementation of Wordwall. The findings affirm that Wordwall effectively bolsters students' writing skills and can be successfully utilized across various learning environments, including synchronous, asynchronous, and hybrid formats.

The reviewed literature strongly supports the effectiveness of the Wordwall application in enhancing students' writing skills across various educational contexts. Amri & Sukmaningrum, (2023) and Maskana et al. (2024) both utilized a one-group pretest-posttest design, revealing significant improvements in students' writing abilities following the implementation of Wordwall as an instructional tool. These findings underscore the potential of Wordwall to serve as a valuable resource for language instructors aiming to improve students' writing proficiency. The studies consistently demonstrate that integrating Wordwall into language teaching not only enhances writing skills but also contributes to increased student engagement and motivation, which are crucial for effective learning outcomes.

Furthermore, the integration of Wordwall within specific pedagogical models has shown additional benefits. Amri & Sukmaningrum (2023) employed the Think

Talk Write (TTW) model in conjunction with Wordwall to enhance the critical thinking skills of 11th-grade social science students. This quasi-experimental study demonstrated that the combination of Wordwall with a structured learning model significantly improved students' ability to critically engage with content, highlighting the broader applicability of Wordwall beyond language instruction. These findings suggest that Wordwall is not only effective in enhancing specific language skills but also in fostering higher-order thinking skills when integrated with suitable teaching strategies.

Moreover, the application of Wordwall within the context of gamification, as discussed by Temel & Cesur, (2024) and Faradila et al., (2023), further reinforces its role in modern education. The studies highlight how Wordwall, as a gamified learning tool, increases student engagement and interest in mastering foundational language skills, particularly in EFL (English as a Foreign Language) settings. The versatility of Wordwall, which allows for its integration across various digital platforms and learning environments, makes it an adaptable tool for both synchronous and asynchronous instruction. The positive student responses observed in these studies, along with the documented improvements in learning outcomes, validate the use of Wordwall as a powerful tool for enhancing writing skills in diverse educational settings, including vocational schools, as explored in your study.

In comparison to the studies reviewed, this current research extends the application of Wordwall into the specific context of vocational education, focusing on students in Parepare. While previous studies such as those by Amri & Sukmaningrum (2023) and Maskana et al. (2024) demonstrated the effectiveness of Wordwall in general educational settings, this study specifically examines its impact within a vocational school environment, where the demands for practical language skills are distinct. By applying a one-group pretest-posttest design, similar to these studies, this research provides further evidence of Wordwall's effectiveness in enhancing writing skills, but within the unique framework of contextual teaching and learning tailored to vocational students. The findings of my study align with the broader literature, yet contribute a nuanced understanding of how Wordwall can be effectively utilized to meet the specific needs of vocational learners, thereby broadening the scope of its applicability in educational settings.

In addition to examining the impact of Wordwall on students' writing skills, this research also explored the students' activeness during the learning process when using the Wordwall application through the contextual teaching and learning approach. To investigate this variable, the researcher employed an observation checklist designed to systematically assess students' engagement and participation in the classroom. This aspect of the study is critical, as active involvement in the learning process is closely linked to better learning outcomes. The observation checklist allowed for a detailed analysis of how students interacted with the

Wordwall activities, their level of engagement, behavior, and the usege of wordwall. The results indicated that the integration of Wordwall significantly enhanced students' activeness, further validating its role as an effective tool not only for improving writing skills but also for fostering a more dynamic and participatory learning environment.

B. Some Pertinent Ideas

1. Concept of Curriculum

a. Curriculum

The Merdeka SMK curriculum is designed to provide flexibility for schools to tailor learning according to their specific needs and contexts. This curriculum aims to equip SMK students with the competencies necessary to navigate a dynamic and competitive workforce. Its emphasis on performance under specific conditions highlights the importance of significant adjustments in its design and implementation. The curriculum focuses on essential content for deeper learning, allowing more time for competency and character development through collaborative learning in real-world contexts. These features support the goal of learning recovery as outlined in the Pancasila Learner Profile Strengthening Project.

Additionally, phase-specific learning objectives and flexible class schedules foster engaging and relevant learning experiences that align with the needs of students and the conditions of the educational unit. The curriculum offers teachers

flexibility and support in accessing training materials and teaching tools, enabling them to design unit-specific curricula and deliver high-quality instruction. Furthermore, it encourages collaboration among all stakeholders to ensure the successful implementation of the Merdeka Curriculum (Askia & Manurung, 2016).

The implementation of learning in the Merdeka Curriculum follows a three-step cycle: (1) Diagnostic Assessment: Teachers conduct an initial assessment to identify each student's needs, characteristics, developmental stages, and levels of learning achievement. These assessments are typically carried out at the beginning of the academic year, and the results are used to inform future planning for optimal teaching strategies. (2) Planning: Based on the diagnostic assessment results, teachers group students according to their abilities and plan the learning process accordingly. (3) Learning: Throughout the learning process, teachers periodically conduct formative assessments to monitor student progress and, if necessary, adjust their teaching methods. At the conclusion of the learning process, summative assessments may be used to evaluate the extent to which learning objectives have been achieved.

2. Concept of Writing

a. Understanding Writing

Writing is the act of expressing one's ideas, thoughts, and feelings in written form. It involves the process of transforming these ideas and emotions into meaningful text through the use of signs and symbols. According to Raichura, (2021)

writing is a process that encompasses several stages, including pre-writing, writing, and post-writing phases. Mogahed, (2013) describes writing as an activity in which a person engages to produce written content. In contrast, Laplante, (2018) defines writing as a linguistic skill used for indirect communication, as opposed to face-to-face interaction. Writing is both an expressive and productive activity. One of its key benefits is that it motivates individuals to continue writing (Yali, 2018).

Motivation, particularly intrinsic motivation, is essential for sustaining and improving writing practice. Writing skills are not innate; they can be developed and refined over time. From this perspective, writing proficiency is a crucial component of language skills, vital to human existence, as individuals constantly use language to communicate, whether orally or in writing. Writing exercises provide an opportunity to articulate ideas and thoughts with a specific purpose in mind. Based on the aforementioned perspectives, writing can be understood as a language skill used for indirect communication, characterized by its expressive and functional nature (Yali, 2018).

b. Writing Goals

Writing serves two main purposes creative and consumer-oriented. Creative Writing is closely linked to the creative process, particularly in the creation of literary works such as poetry or prose. It involves the use of imagination to its fullest, whether in developing characters, describing settings, or crafting narratives. Consumer-Oriented Writing, on the other hand, is intended for an audience and often

involves writing that is sold or consumed by readers. In this case, the author focuses more on satisfying the reader, with a business-oriented approach. Popular novels are a typical example of this type of writing. However, it is important to note that the purposes of writing are not always strictly defined and often overlap with other objectives (Raichura, 2021)

c. Benefits of Writing

Writing also has many benefits, including 1) writing can recognize one's abilities and potential and find out the extent of knowledge one has on a topic; 2) writing can develop various ideas; 3) through writing more to learn about, find, and become proficient in the subject matter being written about, 4) writing can communicate ideas systematically and express them explicitly; 5) by writing you can assess yourself objectively; 6) writing can solve problems, namely by analyzing them explicitly in a concrete context; 7) writing encourages us to learn more actively. 8) By writing you will get used to thinking critically (Smith, 1990).

3. Concept of Learning

a. Understanding Learning

Rohani (2019) defines learning as a process that employs educational materials to facilitate the acquisition of new knowledge, skills, and moral values. Expanding on this, Faizah (2020, p. 118) characterizes learning as an organized and systematic endeavor designed to enhance and streamline the learning process, with the objective of aligning learning goals closely with instructional activities. These perspectives collectively suggest that learning is a dynamic interaction between teachers and

students within the educational framework, aiming to transition students from ignorance to enlightenment through the effective use of available learning resources.

b. Characteristics of Learning

According to Kusumawardhani, (2019) expresses the belief that learning has the following qualities: 1) Learning is done in a deliberate, methodical, and planned manner. 2) Education can improve pupils' motivation and focus. 3) Learning can make use of relevant and engaging teaching resources. 4) Education can prepare pupils psychologically and physically for classes. 5) Student involvement is emphasized in learning.

4. Concept of Learning Media

a. Understanding Media

The word "media" originates from the Latin term meaning "intermediary" or "introduction." Learning media are tools that educators use to support students in their education(Latifa, 2020) defines learning media as tools used in the educational process to facilitate communication between instructors and students, thereby helping to achieve predetermined learning objectives.

Incorporating educational media into learning resources encourages student engagement and can include physical spaces housing educational materials (Kusumawardhani, 2019). In a classroom setting, learning media encompass everything used to convey messages and components of learning resources. Drawing from previous studies, learning media can be defined as educational tools—whether physical or technological—that are used to communicate ideas to students and assist

teachers in delivering lessons in a way that facilitates the achievement of learning objectives.

b. Various Learning Media

Rafida et al, (1970)categorizes educational media into the following general types:

1. Visual Media: This category includes media that rely on vision, such as images, comic books, posters, and photographs.
2. Audio Media: This refers to media that are auditory in nature, such as CDs, cassettes, radio, and music.
3. Audio-Visual Media: These media engage both the senses of hearing and sight. Examples include dramas, VCDs, television, and movies.
4. Multimedia: This is a combination of all forms of media into a single format. For example, the internet integrates various types of media, affecting all forms.

c. Benefits of Learning Media

It is impossible to separate the advancement of instructional technology from media use. The following are some advantages of learning media for students:

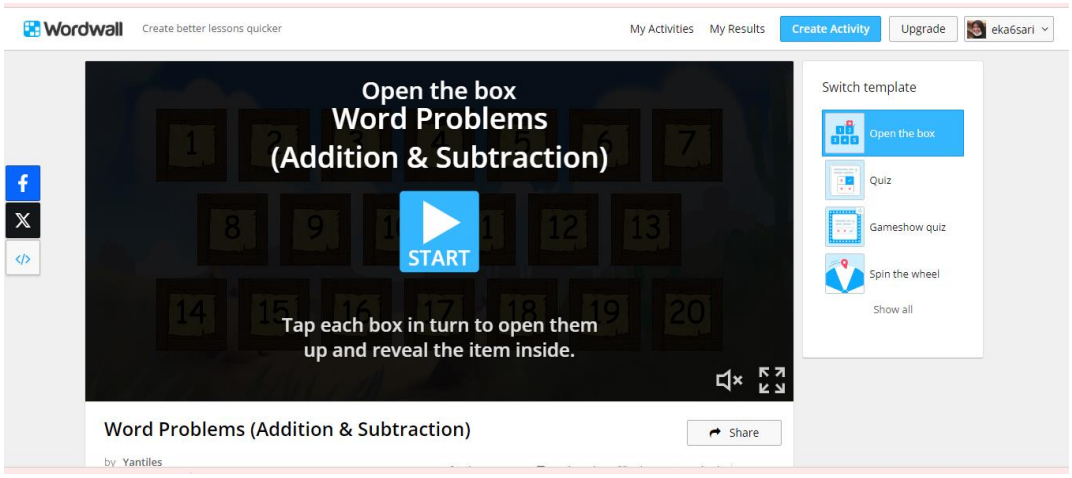
1) May boost pupils' motivation to learn since the instruction gets greater attention.
2) The instructional material's meaning will be more apparent, making it easier for pupils to comprehend and help them become experts in it.
3) A wider range of learning strategies will not just rely on spoken communication.
4) Pupils will participate more actively in class activities, watching, acting out, and so on, in addition to listening to the teacher's explanations.

The upsides of learning media can be summed up as follows: they facilitate students' completion of teacher-provided learning activities and can stimulate their curiosity in learning through a variety of teaching strategies, essentially leading to a clearer understanding of the subject matter.

Learning media can also elicit and immerse pupils in an environment of happiness and enthusiasm, fostering both mental and emotional engagement. Students will learn more about the proclamation and the constitution as a result of improved learning environments and enhanced student enthusiasm for learning.

1. Wordwall Application

a. Understanding Wordwall



source: https://wordwall.net/

Wordwall is a web-based application designed to provide students with an engaging learning tool, media, and assessment resource. The platform offers examples of teacher-created activities to help new users understand and develop creative content. Wordwall is categorized as an audio-visual learning app, specifically

tailored to offer enjoyable learning experiences for adolescents. It also serves as an evaluation tool, enabling educators to assess student performance in a dynamic and interactive way. Amri & Sukmaningrum (2023) and Yadgarovna (2022) mention that the Wordwall page includes examples of teacher-generated content, which can inspire creativity in new users. Additionally, Wordwall can be utilized to organize and conduct assessments of active learning.

Patimah et al., (2023) further emphasize that Wordwall is a versatile application that both educators and students can use as a teaching tool, resource, and evaluation instrument. Faradila et al., (2023) also highlight Wordwall as a web application that enables the creation of entertaining, quiz-based games, which can be used for both learning and assessment purposes.

One of the primary advantages of the Wordwall application is its user-friendliness, which makes it accessible for primary school students. It offers a more dynamic and meaningful learning experience, allowing students to access materials via their smartphones from any location at any time. This flexibility aligns with the demands of 21st-century learning, where time and geography are no longer barriers to education.

However, the application does have some drawbacks. One limitation is the inability to modify the text size within the application, which could affect readability. Additionally, there is a potential for cheating when using Wordwall for assessments.

Steps to Use Wordwall:

1. Register or create an account at https://wordwall.net and provide the required information.
2. Select "Create activity" and choose from the available templates.
3. Enter the game's title and description.
4. Input the desired content based on the type of game you wish to create.
5. Once the activity is complete, click "Done" to finalize it.
6. Example of Wordwall Application in English Instruction:

For instance, in an 11th-grade English class, the teacher can use Wordwall to create lesson plans that are implemented through educational media, shared, and used to support student learning. The process typically involves the teacher greeting the class, setting the tone for the lesson, explaining the objectives, and guiding the students' learning. Afterward, the teacher instructs the students to click on the generated link, enter their names, and begin the activity. Initial display. Students answer questions according to instructions while a timer runs. Menu. If there are many errors in the work, students can repeat the task by clicking "Start again." Rework display. The score obtained is visible. Score presentation. By clicking on "My Results," students can view a summary of their scores and the time spent on tasks, as well as collaborate using the Wordwall platform (Faradila et al., 2023; Patimah et al., 2023).

Wordwall media has the potential to significantly boost students' enthusiasm for learning. This is evident from various indicators measured through observation, including: (a) Student engagement during online teaching and learning activities, as

demonstrated by completing missed assignments; (b) Timely and accurate submission of assignments; and (c) Active inquiry about material that students do not fully understand. This level of engagement contrasts with traditional online learning methods, where students may simply be instructed to read or summarize content without the interactive element that Wordwall provides.

As a result, it is clear that students' interest and motivation increase after using Wordwall media. This is demonstrated by their eagerness to ask questions when uncertain, active participation in recording daily attendance, and diligent submission of assignments. Kosakata et al. (2023) found that the use of Wordwall media enhanced students' vocabulary knowledge in Arabic classes. Furthermore, a study by (Phan & Dao, 2023) showed that Wordwall media improved the posture of deaf students. The study primarily focused on the materials and media used to support learning activities. This research can serve as a valuable guide for other educators who wish to incorporate media into teaching, particularly in subjects like Civics for fourth-grade students, as well as a resource for future research..

1. Understanding Contextual Learning

Munawar, n.d. state that contextual learning is an educational concept that encourages teachers to relate course material to real-world situations. It motivates students to connect what they learn with how they might use it in their roles as workers, family members, and community participants. Contextual learning comprises seven main components: constructivism, questioning, inquiry, learning communities, modeling, and authentic assessment. It helps teachers bridge the gap

between classroom material and students' real-life situations, fostering connections between the knowledge they gain and its application in their daily lives (Plata et al., 2023). Similarly, CTL is a learning approach that emphasizes full student participation, enabling them to discover content and relate it to real-world circumstances, thereby motivating them to apply their learning in real-life situations.

From the perspectives mentioned above, contextual learning is a method that enables instructors to connect classroom content with the real-world situations students face, thereby enhancing their comprehension of the subject matter.

2. Characteristics of Contextual Learning

Muslich (2009:42) identifies the following characteristics of contextual learning:

a. Learning occurs in an authentic context, aiming to develop skills applicable in real-life situations (learning in a real-life setting).
b. Learning provides opportunities for students to work on meaningful projects (meaningful learning).
c. Learning is achieved through relevant experiences (learning by doing).
d. Group projects, discussions, and peer feedback are integral to the learning process (learning in a group).
e. Learning fosters collaboration, builds a sense of community, and deepens interpersonal understanding (learning to know each other deeply).
f. Learning emphasizes active, creative, and productive participation (learning to ask, inquire, and work together).

g. Learning takes place in a comfortable and enjoyable environment (learning as a joyful activity).

According to Sesep (2010), the CTL approach involves five key components in the learning process:

a. Activation of prior knowledge.
b. Acquisition and addition of new knowledge.
c. Application of learned knowledge.
d. Introspection and reflection on the learning process.

3. Contextual Learning Assessment

Enoch (2004:23) states that evaluation in contextual learning involves both process and outcome assessments (daily exams, quizzes, group tasks, individual assignments, and end-of-semester tests). This allows for the measurement of student learning progress against established criteria. According to Brooks and Brooks in Johnson (2010), this type of evaluation is more effective than rote memorization, as it encourages students to apply higher-order thinking skills to solve real-world problems.

4. The Influence of a contextual approach (Contextual Teaching and Learning / CTL) on student understanding

Contextual Teaching and Learning (CTL) is an educational concept that helps teachers connect course material to students' everyday experiences and encourages students to relate their learning to real-life roles as family and community members. Faridah (2002:04) asserts that contextual learning offers significant advantages,

including the creation of a classroom environment where students play an active role in the learning process, making education more meaningful and enjoyable. Students work hard to achieve learning objectives, building new knowledge by drawing on their prior experiences and understanding (Faridah, 2002:05).

Five components of contextual learning are identified by Zahorik in Mulyasa (2006:219):

a. Learning must consider the prior knowledge that students possess.
b. Learning begins with a holistic approach, starting with the whole and then breaking it down into individual parts.
c. Learning should emphasize understanding through the creation of temporary concepts, sharing them to receive feedback and responses from others, and revising and developing these concepts.
d. Learning is focused on the immediate application of what is learned.
e. Learning involves reflecting on strategies and the development of acquired knowledge.

5. Concept of interest

a. Definition of interest

Interest plays a significant role in the learning process, especially when teaching a foreign language. Slameto, Achmad, and Pramudiani (2022) define interest as a feeling of genuine curiosity and passion for something, without external pressure.

Students may express their interest in a subject by indicating that it captures their attention more than other subjects. A student's interest in learning can be influenced by various factors, and Hasri et al. (2019) note that the learning model is one of the causes of poor interest in learning and its outcomes. Appropriate learning models can enhance students' enthusiasm, and peer interest in learning is another factor that influences students' learning interest.

Peer learning interest refers to the interest held by peers in the same learning environment. This interest can be influenced by peer identification, imitation, or competition (Santrock, 2011). Peers, especially at a young age, can be effective instructors. Their demonstrations may be more repetitive, exaggerated, and replicable compared to those of adults (Lewis, 2005). Positive peers can help learners develop a constructive personality, fostering autonomy and mature thinking. Conversely, negative peers can lead to dependency and emotional immaturity, resulting in negative behavior (Putri & Ariani, 2022). Despite cultural norms that sometimes emphasize adult-to-child transmission of knowledge, peer learning is widespread in society (Lew-Levy et al., 2023). A peer environment can be a powerful motivator, enhancing learning interest and engagement (Nasution, 2018). Peer interest in a subject can inspire, motivate, and challenge students.

Interest, as described above, is a crucial component in language instruction. It plays a vital role in the success of the teaching and learning process, underscoring the

importance of the teacher's role. The teacher creates an engaging and enjoyable learning environment that draws students into the learning process. This aligns with the idea that understanding the role of interest requires reflecting on the teaching methods employed in language instruction.

b. Types of interest

The relationship between topic interest, situational interest, and individual interest has been examined in current studies. Given the role students play in the educational process, this interest has gained attention. Heidi (2001) describes three types of interest: individual, situational, and topic interest. However, this study focuses primarily on situational and individual interest.

1) Personal Interest

Personal interest originates from within an individual. It can be stimulated by a combination of visual and auditory stimuli, such as observing objects or viewing pictures. Personal interest refers to an individual's enduring inclination, attraction, or connection to a particular domain, issue, or activity.

2) Contextual Relevance

Situational interest is the opposite of personal interest. It is influenced by environmental factors and can change rapidly depending on circumstances. Situational interest should be cultivated to encompass all interests generated by the environment.

Both types of interest—individual and situational—relate to a person's behavior and thought patterns. They share the psychological state of interest, leading

to outcomes such as strong persistence, enhanced attention, improved cognitive performance, and effective engagement. The interplay between the individual, specific environmental elements, and associated information creates individual and situational interest. Therefore, capturing students' attention depends on how well the teacher can create an engaging environment using a variety of strategies, innovative lesson plans, and a lively atmosphere.

c. Factors influence the students' interest

Interest is an expression that comes from the inside and outside a person. For more information, Harmer (1991) stated that two factors can influence the interest; are external and internal factors. for Internal factors. More explanation will be described as follows:

1) Internal factor

This factor comes from the students' self. These internal factors consist of three parts. Those are:

a) Intelligence

Intelligence plays a significant role in the learning process. Students with higher intelligence capabilities tend to progress more rapidly and successfully in learning compared to those with lower intelligence levels. However, intelligence alone does not guarantee success; it must be supported by other factors, such as motivation and aptitude. While students with lower intelligence may face challenges, their progress can still be enhanced through additional support and tailored instruction.

b) Motivation

Sarwonono explains that "motivation" comes from the word "motion," meaning movement. According to Ahmadi and Supriono, motivation is an internal factor that drives and sustains learning activities. High levels of motivation are crucial for achieving learning goals, as motivated students are more likely to succeed.

c) Aptitude

Aptitude refers to the ability to learn and is essential for acquiring new skills. However, without practice and study, even individuals with high aptitude may struggle to realize their full potential. Therefore, developing aptitude through continuous learning and practice is critical to success.

2) External factor

These factors stem from the students' surroundings and are categorized into three main areas:

a) Method

The teaching method employed by a teacher can significantly influence students' interest in the subject matter. An effective method can engage students and make the material more appealing, thereby facilitating the achievement of learning objectives.

b) Teaching tools

Instructional tools are vital components of the learning process, directly impacting students' learning styles. These tools benefit both teachers and students by enhancing the delivery and comprehension of material.

c) Teachers

The attitude of teachers toward their students greatly affects how well students learn a subject, particularly in the case of English. Teachers must present material clearly and understandably, as students' interest and comprehension depend on their ability to grasp the subject. When students understand English, they are naturally more interested in it. Therefore, teachers must maintain students' attention by providing clear explanations and fostering an engaging learning environment. Teachers should serve as mentors, advisors, and sources of information for their students. Hormby, as cited in Miharja (2013), identifies several indicators that show someone is interested in something:

1) Concentration: The individual gives full attention to something they are focused on.
2) Empathy: The person believes in and supports the object of their interest.
3) Desire: The individual is motivated to take action.
4) Enthusiasm: The person is eager and excited to engage in the activity.
5) Curiosity: The individual seeks to know or understand more about the subject.

6. The concept of developing a classroom learning framework

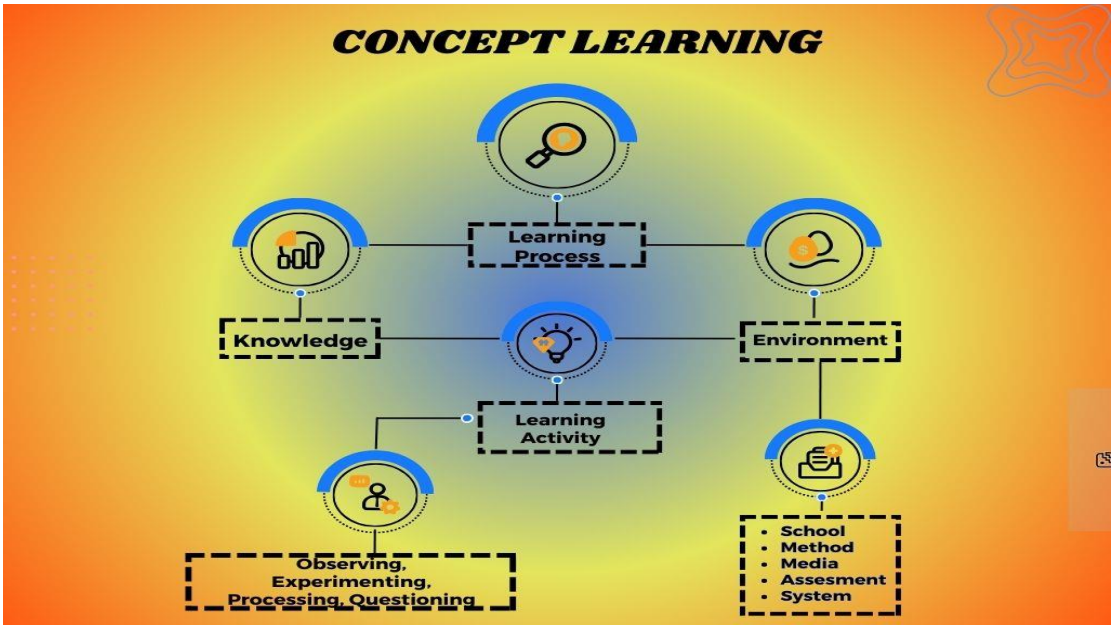
Information and communication technology (ICT) is increasingly integrated into education at all levels—primary, secondary, and tertiary—as its implementation varies across educational institutions. The advancement of ICT in today's global communication era has created numerous opportunities, enhancing interactions between students and learning resources, as well as between experts and educators.

These interactions can now occur anywhere, anytime, without the constraints of physical space or time.

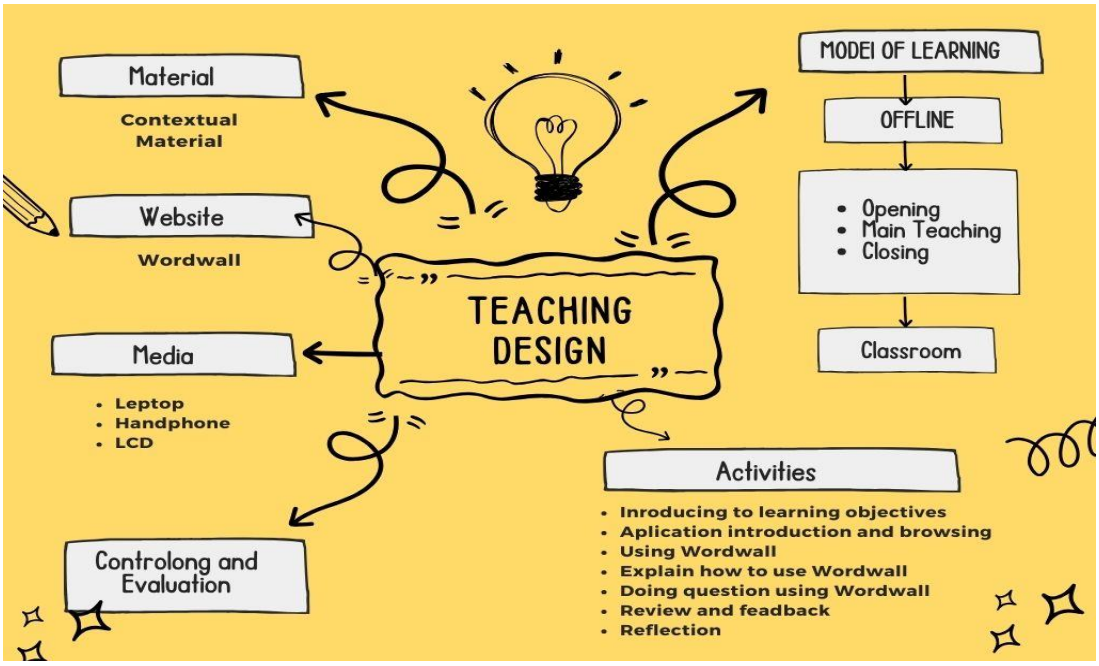
ICT also allows learning resources and concepts to be presented in more engaging and enjoyable ways. Being a professional teacher today requires the ability to manage information and the learning environment (including schools, processes, media, evaluation systems, facilities, and infrastructure) to facilitate students' learning. Efforts to streamline this process are supported by the advancement of multimedia learning, which combines various media simultaneously. Interactive e-worksheets, for example, make it easier for teachers to assess student learning and for students to complete assignments.

Learning media can serve as both a tool for completing learning tasks (such as reading, watching, experimenting, processing questions, answering questions, etc.) and a source of information itself (Serevina, 2018). Thus, there is a strong connection between learning resources and the learning environment. A learning resource is anything that students can use to expedite the learning process and achieve their objectives effectively and efficiently (Hanafi, 2017). Understanding this relationship is crucial because learning is a process that leads to change, driven by experience, and enhances the likelihood of future learning and performance improvements. These changes can occur in students' knowledge, attitudes, or behavior.

The following chart, developed by Ibrahim and I Wayan Santyasa, illustrates the learning process.



(Ibrahim, et.al., 2001, I Wayan Santyasa, 2007)



C. Conceptual Framework

The primary objective of English language education in Indonesia is to ensure that students graduate with proficiency in speaking, listening, reading, and writing. In terms of writing proficiency, the goal is to equip students with the ability to communicate effectively in both informal and formal written exchanges. This includes writing procedures, narratives, reports, recounts, and descriptive texts relevant to everyday life. To achieve this goal, various methods, including the approach proposed in this thesis, have been implemented.

This thesis focuses on enhancing students' ability to write narrative texts using the Wordwall application as a learning media. However, fostering students' enthusiasm for writing is equally crucial for achieving this objective, as it plays a vital role in the learning process.

This study employs an experimental design to assess the effectiveness of using the Wordwall application as a media for teaching narrative text writing. The thesis aims to demonstrate the efficacy of the Wordwall program in facilitating narrative text production. The study involves one experimental class where the Wordwall application is used as the primary media for writing narrative texts.

Based on the above explanation, the researcher believes that using the Wordwall application within the framework of contextual teaching and learning is the most effective approach for improving students' writing skills. Therefore, the conceptual framework for this study is as follows:

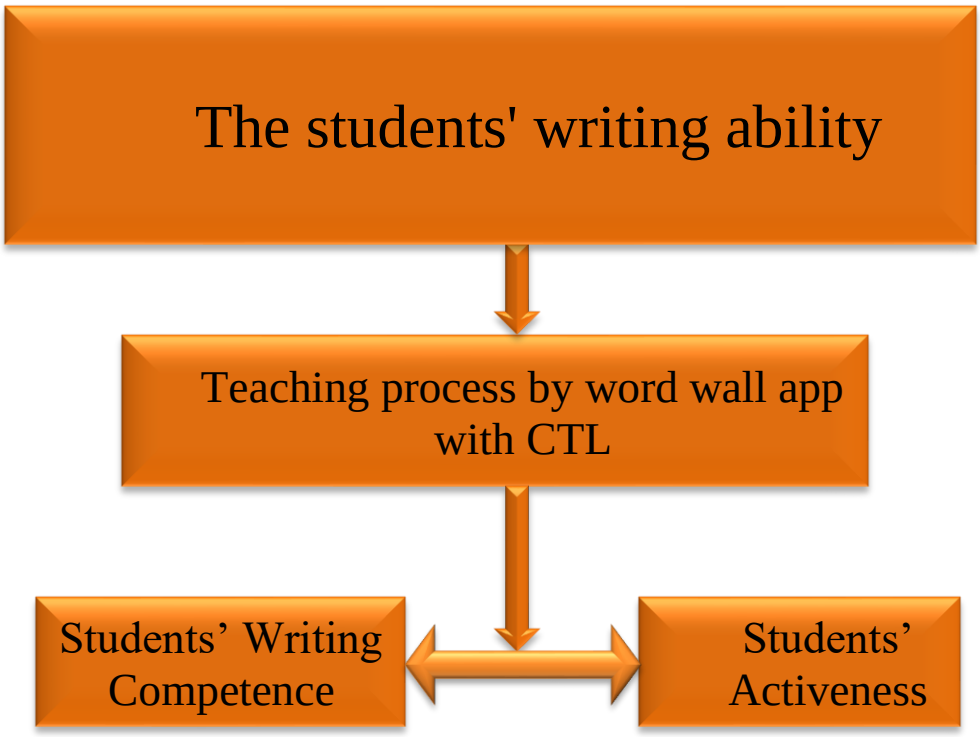


Figure 2.1 The Conceptual Framework

- **Input:** The baseline writing ability of tenth-grade students at SMK Bahari Parepare, as observed prior to using the Wordwall application.
- **Process:** The implementation process, which involves six meetings where the Wordwall application is used as a media for contextual teaching and learning.
- **Output:** The resulting improvement in students' writing ability, specifically their competence in writing after being taught using the Wordwall application and the students activeness during the learning process.

D. Hypothesis

The purpose of this study is to determine the effectiveness of using the Wordwall application as a media for narrative text writing. To address the research question, the following hypotheses are proposed:

a) **Null Hypothesis (H0):** The students do not perform better writing ability after thought using the Wordwall application through contextual teaching and learning.

b) **Alternative Hypothesis (Ha):** The students perform better writing ability after thought using the Wordwall application through contextual teaching and learning.

CHAPTER III

RESEARCH METHOD

This chapter discusses the research design, population and sample, research instruments, data collection techniques, and data analysis methods.

A. Research Design

The researcher employs an experimental design to evaluate students' language proficiency. This study uses a one-group pretest-posttest methodology within a quantitative pre-experimental design. The Pre-test and Post-test groups participate in two observation sessions: the Pre-test is conducted before the treatment, and the Post-test is conducted immediately after. This design is considered experimental because there is minimal control over external variables. The one-group pretest-posttest design involves measuring a single group both before and after exposure to the treatment.

A One-Group Pre-test-Post-test design diagram:

E	O_1	X	O_2

Where:
E = Experimental Class
O_1 = Pre- Test
O_2 = Post Test
X = Treatment

B. Research Variable

Variables are elements that vary within a study. A research variable is anything that the researcher studies to collect data and draw conclusions. To ensure that the research is grounded, variables as follow.

In this study, the variables are:

1. Independent Variable

The independent variable refers to conditions or traits that the researcher can control to determine the relationship between observed phenomena. In this study, the independent variable is the use of Contextual Teaching and Learning (CTL) with the Wordwall application in the first grade at Parepare Maritime School.

The variable "The use of Contextual Teaching and Learning (CTL) with the Wordwall application in the first grade at Parepare Maritime School" refers to the systematic implementation of the CTL approach in combination with the Wordwall application to teach English writing skills to first-grade students. In this context, CTL involves the use of real-world contexts and relevant learning experiences to help students make meaningful connections between their academic content and its application in their daily lives, particularly within the maritime field. The Wordwall application serves as a digital tool to create interactive and engaging language learning activities that align with the principles of CTL, thereby enhancing student engagement and comprehension.

2. Dependent Variable

The dependent variable refers to the outcome or characteristic that changes as a result of the manipulation of the independent variable. In this study, there are two dependent variables. They are the students' writing proficiency and the students activeness in learning process of using wordwall aplication combine with contextual teaching and learning of the first grade at Parepare Maritime School.

The variable "the students' writing proficiency" refers to the ability of first-grade students at Parepare Maritime School to effectively produce written text in English, demonstrating appropriate use of language conventions, vocabulary, coherence, and content relevant to the given task. This proficiency encompasses various dimensions of writing, including grammar, sentence structure, organization, clarity of ideas, and the ability to address specific writing prompts or assignments, particularly those related to maritime contexts.

The variable "the students' activeness" refers to the level of the students engagement, the students behavior, the usage of wordwall to the first-grade students at Parepare Maritime School during English language lessons that incorporate the Wordwall application through the Contextual Teaching and Learning (CTL) approach. This variable encompasses both the physical and cognitive aspects of student participation in classroom activities, including their responsiveness, interaction with peers and the teacher, and enthusiasm for completing assigned tasks.

C. Population and Sample

1. Population

Experts have defined populations in various ways. According to Sugiyono (2014), a population is a collection of items, events, or indicators that are the focus of a study. Hinkel (2005) defines a population as the total set of entities or individuals to whom the study's findings apply. Dowling and Brown (2010) suggest that the population can be defined at any level of analysis as the class of potential subjects. In this study, the research population consists of the tenth-grade students of SMK Bahari Parepare, specifically one class, X Pelayaran, which includes 22 students.

2. Sample

The researcher used a total sampling technique to take the sample of the research. From the number of population, one class becomes a sample of research.

D. Instruments of the Research

According to Postlethwaite (2005), an instrument is developed by creating operational definitions of key variables and selecting and preparing tools (such as surveys, tests, and observation schedules) to measure these variables. Arikunto (2018) describes a research instrument as a tool used to collect data, making the research process more efficient and produce more accurate results. In this study, the research instrument are a writing test and observation checklist. Students were required to compose a narrative text of 100-200 words within a 30-minute time frame. Both a pre-test and a post-test were administered. The pre-test was conducted before the treatment, and the post-test was conducted after the treatment.

The observation checklist was used to assess student engagement during the learning process using the Wordwall application, based on predefined indicators. There were three indicators of the activeness instrument, namely students engagement, the students behavior, the usage of wordwall.

E. Procedure for Collecting Data

Gunn (2003) defines data collection as the process of gathering information during actual language instruction or tutorial sessions, primarily through observation, listening, and recording, as opposed to questioning. The researcher used a t-test based on written scoring and tabulation techniques to generate statistical data. The data collection process in this study was divided into the following four times:

1. Pre-Test

Before doing treatment, the researcher administered a pre-test by asking the students to write narrative text in around 100 - 200 words.

2. Treatment

The treatment was carried out in four meetings in the experimental class

a. Experimental Class

During the treatment treatment, the researcher used the Wordwall application through contextual teaching and learning (CTL) to facilitate the writing of narrative prose, with each piece ranging from 100 to 200 words. The experimental class met four times to receive the treatment, aimed at assessing each student's writing proficiency. First, the researcher explained the concept of "narrative text," followed by an explanation of the generic structure of narrative text. After students gained a

better understanding, the researcher introduced the Wordwall application and continued the discussion on the topic of "asking for and giving opinions" using the Wordwall application to assess students' comprehension.

Second, the researcher shared and projected a story related to narrative text using an LCD projector, making it easier for students to analyze the components of writing narrative texts. The students were then asked to write their own narrative texts and complete the assigned tasks. Afterward, students were given time to review and correct their peers' work. In the third meeting, the researcher introduced a game in the Wordwall application called "Anagram," designed to enhance students' understanding of phrases commonly used in narrative texts. Each student participated in this activity individually.

In the fourth session, students were asked to write a narrative text about "The Queen of the South Seas" to evaluate their progress after the previous three meetings. Following this, the researcher introduced another Wordwall game called "Switch Template," where students completed a blank paragraph and then read the text aloud as a group. The purpose of this activity was to reinforce the students' knowledge of narrative text, with the hope that it would help them achieve the best possible results in the post-test.

3. Post-Test

Following the study, the students completed a post-test given by the researcher, and they used the treatment to write narrative texts of between 100 and 200 words.

4. Observation Checklist

An observation checklist is used to assess student engagement during the learning process using the Wordwall application, based on predetermined indicators. There are three indicators of student activity, namely student engagement, student behavior, and the usage wordwall application. This checklist observation is carried out at every meeting. meeting 1 with the theme what is narrative text, meeting 2 giving a story, meeting 3 with the theme of anagrams, meeting 4 with the theme of a story about "The Queen of the South Seas". from each meeting the researcher carried out a checklist observation.

F. Technique of Data Analysis

The researcher employed a quantitative method to analyze the data collected from the tests. Descriptive statistics and inferensial statistics were used to evaluate the data gathered from the written texts. Students' writing abilities were scored using the five elements of the writing rubric: content, structure, vocabulary, language use, and mechanics. The following formulas were applied in this study to process the data:

1. Quantitative Analysis

   Using the following formula, determine the differences in average values between the pre- and post-test scores.

a) Scoring the student writing based on the ESL profile of Jacob et.al, in Ghanbari et al.(2012)as follows:

Table 3.1 Writing score based on ESL

Level	Score	Classification	Criteria
Content	30-27	Excellent to very good	• Knowledge • Subtantive • Through development of thesis • Relevant to assigned topic
	26-22	Good to Average	• Some knowledge of subject • Adequate range • Limited development of thesis • Mostly relevant to topic but luck detail
	21-17	Fair to poor	• Limited knowledge of subject • Little substance • Inadequate • development of topic
	16-13	Very poor	• Does not show knowledge of subject • Non-subjective • Non-paartinent • Or not enough to evaluate
Organisation	20-18	Excellent to very good	• Fluent expression • Ideas clearly stated/suported • Succinct • Well-organized • Logical sequencing • Cohecive
	17-14	Good to Average	• Somewhat choopy • Loosely organized but main ideas stand out • Limited support • Logical but incomplete sequencing
	13-10	Fair to poor	• Non-fluent • Ideas confused or disconnected • Lacks logical sequencing and

			development
	9-7	Very poor	• Does not communicate • No organization • Or not enough to evaluate
Vocabulary	20-18	Excellent to very good	• Sophisticated range • Effective word/idom and usage • Worm form mastery • Appropate register
	17-14	Good to Average	• Adequate range • Occasional errors of word / idiom form, choice, usage but meaning not abscured
	13-10	Fair to poor	• Limited range • Frequent errors of word / /idiom form, choise, usage • Meaning confused or obscured
	9-7	Very poor	• Little knowledge of english vocabulary, idiom, word form • Or not enough to evaluate
Language use	25-22	Excellent to very good	• Essentially complex constraction • Few errors of egreement, tense, number, word order / function, articles, pronouns, preposition
	21-18	Good to Average	• Effestive but simple construction • Minor problems in complex construction • Several errors of agreement, tense, number, word order / function, articles, pronouns, prepositions but meaning seldom obscured
	17-11	Fair to poor	• Major problem in simple / complex contruction • Frequent errors of negation, agreement, tense, number, word order / function, articles, pronouns, preposition and / or fragments, run-ons, deletion • Meaning confussed or abscured

	10-5	Very poor	• Virtually no mastery of sentence construction rules • Dominated by errors • Does notcommunicate • Or not enough to evaluate
Mechanics	5	Excellent to very good	• Demonstrates mastery of conventions • Few errors of spelling, punctuation, capitalization, paragraphing
	4	Good to Average	• Occasional errors of spelling, puntuation capitalization, paragraphing but meaning not obscured
	3	Fair to poor	• Frequent errors of spelling, punctuation, capitalization, paragraphing • Poor handwriting • Meaning confused or obscured
	2	Very poor	• No mastery of convention • Dominated by errors of spelling, punctuation, capitalization, paragraphing • Handwriting illegible • Or not enough to evaluate

(Jacobs et al.'s in weigle, 2002:116)

Table 3.2 The band's score of students' writing ability

No	**Aspect**	**Score**
1	Content	30%
2	Organization	20%
3	Vocabulary	20%
4	Language use	25%
5	Mechanic	5%

A. Classifying the student's scores into five classifications as follows:

Table 3.3 Students' Classification Score

Scale 10-100	Scale 1-4	Classification	Predicate
96-100	3,85 - 4,00	Very Good	A
91-95	3,51 – 3,84		A-
86-90	3,18 – 3,50	Good	B+
81-85	2,85 – 3,17		B
75-80	2,51 – 2,84		B-
70-74	2,18 – 2,50	Fair	C+
65-69	1,85 – 2,17		C
60-69	1,51 – 1,84		C-
55-59	1,18 – 1,50	Poor	D+
<55	1,00 – 1,17	Very Poor	D-

(Sugiono, 2019)

a. Calculating the mean score and standard deviation

To calculate the mean score, the researcher applied the formula as follows:

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

Where :

X = Mean Scores

$\sum X$ = Total Row Score

N = Number of Subjects

$SD = \sqrt{\frac{SS}{N}}$ in which SS = $\frac{\sum X^2 - (\sum X)^2}{N}$

SD = Standard Deviation

SS = the Sum Square root of the sum of Square

N = Total Number of Students

$\sum x^2$ = The sum of square

Gay et al. (2019)

b. The test of significant

The formula that is used to calculate the value of the T-test to identify the difference between the pre-test and post-test is presented as follows:

$$\text{T-test} = \frac{X1}{\sqrt{\left(\frac{SS1}{n1}\right)\left(\frac{1}{n1}\right)}} \qquad ss_1 = \sum X1^2 - \left\{\frac{\sum X_1}{n1}\right\}^2$$

Where :

t = test of significance

X_1 = mean scores of the experimental group

SS_1 = the sum of squares of the experimental group

n_1 = total number of subjects in the experimental group

$\sum X_1$ = the sum of all squares of the experimental group

$(\sum X_1)^2$ = the sum scores of the experimental group

G. Criteria for testing hypothesis

The statistical hypothesis in this research is as follows

$H_0 : \mu_1 \not> \mu 2$

$H_1 : \mu 1 > \mu 2$

To the test hypothesis, the researcher will use a tail test with α 0.05 level of significance for the independent sample. The formula of degrees of freedom (df) is (n_1-2). If t-test = t-table, the null hypothesis (H_0) is accepted and the alternative hypothesis (H_1) is rejected. It means the use of the Wordwall application as the media to improve the writing ability of the tenth-grade students of SMK Bahari Parepare between before and after treatment.

If the t-test ≠ t-table, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted. It means the use of the Wordwall application as the media to improve the writing ability of the tenth-grade students of SMK Bahari Parepare between before and after treatment.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents and discusses the research findings, addressing the research questions and objectives. It includes a detailed data presentation, interpretation of results, and connections to existing literature. The discussion highlights the significance of the findings, implications for future research, and practical applications, providing a comprehensive understanding of the research outcomes.

A. Findings

The findings were obtained from the writing test conducted with tenth-grade students at SMK Bahari Parepare during the 2023/2024 academic year. The researcher followed the procedures outlined in the previous chapter, utilizing an experimental design with both pre-test and post-test assessments. The students' performance was evaluated by comparing their scores before and after the intervention by conducting the T-test. The Students Learning Activeness conducted with observation checlist, focus on three indicators namely: Students Engagement, Students Behaviour and The Usage of Wordwall Application.

1. The Student Score Analysis Before and After Using Wordwall Application

A language test is an instrument use to mesure the students' ability or competence in learning a languge. In this research, the researcher design a test in Pre-Test and Post-Test form in aims to know the students' writing ability of the ten

grade students' of SMK Bahari Parepare. The result of Pre-Test and Post-Test was tabulated as follows:

a) The frequency and rate persentage score of Pre-Test

The students' score of rate persentage of Pre-Test analysis will explain through the tables below:

Tabel 4.1. The frequency and Percentage Score of the Pre-Test

Predicate of knowledge and skill competence	**Classification of attitude**	**Scale**		**Pre-Test**	
		Scale 10-100	**Scale 1-4**	**F**	**%**
A	Very Good	96-100	3,85 - 4,00	-	-
A-		91-95	3,51 – 3,84	-	-
B+	Good	86-90	3,18 – 3,50	9	41%
B		81-85	2,85 – 3,17	-	-
B-		75-80	2,51 – 2,84	-	-
C+	Fair	70-74	2,18 – 2,50	13	59%
C		65-69	1,85 – 2,17	-	-
C-		60-69	1,51 – 1,84	-	-
D+	Poor	55-59	1,18 – 1,50	-	-
D-	Very Poor	<55	1,00 – 1,17	-	-
Total				22	100%

Tabel 4.1. shows that the students Pre-test was mostly fair. In the Pre-test, there are only a few students got a good classification and most of them got fair. The result of the Pre-test on the table shows that the score is in line with the students score in the pra observation which is categorized as a fair classification. Where the students in the Pre-test from 22 students, there are 13 (59%) in a fair classification and there were 9 (41%) in a good classification. Based on table 4.1,

it could be concluded that the students' writing ability need a treatment because their score being low.

b) The frequency and rate persentage score of Post-Test

The students' score of rate persentage of Post-Test analysis will explain through the tables below:

Tabel 4.2. The frequency and Percentage Score of the Post-Test

Predicate of knowledge and skill competence	**Classification of attitude**	**Scale**		**Post-Test**	
		Scale 10-100	**Scale 1-4**	**F**	**%**
A	Very Good	96-100	3,85 - 4,00	5	23%
A-		91-95	3,51 – 3,84	-	-
B+	Good	86-90	3,18 – 3,50	17	77%
B		81-85	2,85 – 3,17	-	-
B-		75-80	2,51 – 2,84	-	-
C+	Fair	70-74	2,18 – 2,50	-	-
C		65-69	1,85 – 2,17	-	-
C-		60-69	1,51 – 1,84	-	-
D+	Poor	55-59	1,18 – 1,50	-	-
D-	Very Poor	<55	1,00 – 1,17		-
Total				22	100%

According Table 4.2. there are improvements of this section. It shows that the students' Post-Test score mostly very good and good classification. The table also shows that none of the students got a poor classification. It is different with the students score in Pre-Test which none of students got scores in a good classification and most of them got a very poor classification. Otherwise, the Post-Test was conducted after giving treatment in the class use word wall application through contextual teaching and learning (CTL) as media. Futhermore, the classifocation is

also attend by frequency and percentage. Where the experimental class In Post-Test from 22 there are 5 (23%) students in very good classification, 17 (77%) students in a good classification. Based on table IV-2, it indicates that after giving treatment, the rate percentage of the students' writing ability had improved

c) The mean score and standar deviation of Pre-Test and Post-Test

The result of students' Pre-Test and Post-Test, after calculating the mean score and standard deviation using formulas in chapter three were presented.

Table 4.3 The Mean Score of the students' in Pre-Test and Post-Test

No	**Mean**	**Pre-Test**	**Post-Test**
1		**65,86**	**83,40**

Table 4.3 shows about the mean score of Pre-Test and Post-Test in experimental class. In Pre-Test, the students mean score in experimental class is 65,86. the result show no significant difference of students before giving treatment. It means that the writing ability of the students had ability before giving treatment.

After giving the treatment the researcher found some improvements. In Post-Test the students mean score in experimental class is 83,40. it is indicated that there is significant difference of the students after giving treatment in this case writing ability using wordwall application through contextual teaching and learning (CTL). It means that, the students writing ability were contrasted one another. However, the experimental class had better improve. It can be concluded that word wall application

through contextual teaching and learning (CTL) as media can improve writing ability of students.

Table 4.4 The Standard Deviation of the students' in Pre-Test and Post-Test

No	Standard Deviation	Pre-Test	Post-Test
1		7,53	4.58

Table 4.4 shows about the standard deviation on Pre-Test and Post-Test for experimental class. The standard deviation achieved by the students in experimental class is 7,53 in Pre-Test to 4,58 in Post-Test. However, the standard deviation the Pre-Test is higher than Post-Test. The Pre-Test had a higher value because there was still a lot of variance in learning achievement. After giving some treatment the class had decended value in Post-Test even the class did not decrease significantly, but at least the variance of the students learning achievment had been decreasing after the treatment. The result can be indicated that the treatment on the class was not done maximally. How ever the result shows that the standard deviation score was lower than before giving treatment.

d) T-Test and T-Table value in Pre-Test and Post-Test

In testing the hypothesis, the researcher applied a t-test formula at the level significance with α = 0,05 and with degree of freedom (df) = 21

Table 4.5 T-Test and T-Table value in Pre-Test and Post-Test of experimental class

Pre-Test – Post-Test	Level of Significant	Df	T-Test Value	T-Table Value
	0,05	21	9,320	2.071

The previous table shows the t-test value and the t-table value. After calculating t-test of hypothesis to compare two samples to know whether the wordwall application through contextual teaching and learning as media was effective to improve the students writing ability or not. The researcher found that t-test value (9,320) was higher than t-table value (2.071). based on this result, it was concluded that there was a significant difference of the students who were thought wordwall aplication as media.

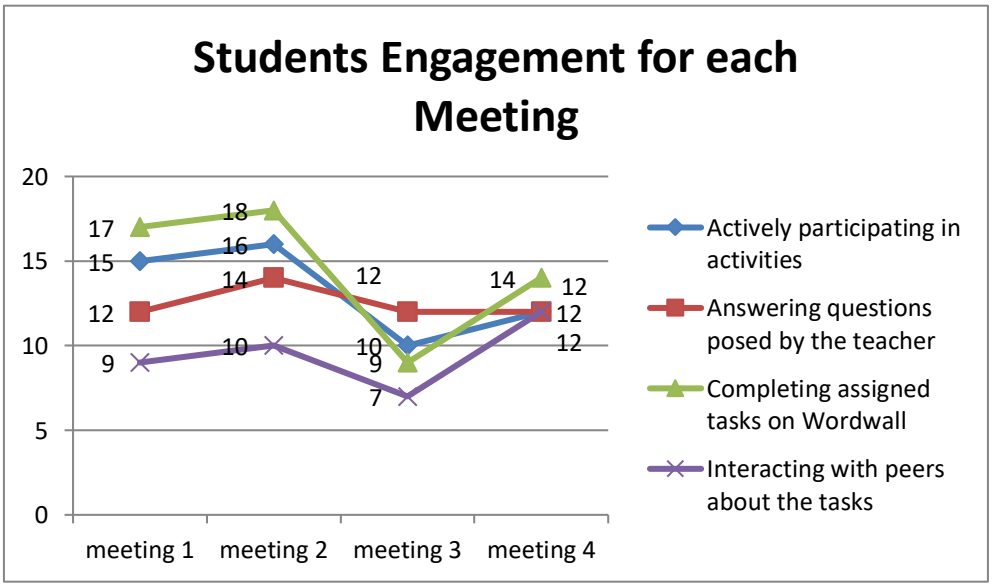
e) Hypothesis testing

According to the content of hypothesis testing if t-test higher than or equal t-table, null hypothesis (H_0) was accepted and the alternative hypothesis (H_1) was rejected. Meanwhile, if t-test higher than t-table, null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted. It means there is significant of the students writing ability of the ten grade students of SMK Bahari Parepare. Who were thought by using wordwall application as media. Therefore, the null hypothesis, saying the use of wordwall aplication to improve writing ability is rejected. In another words the alternative hypothesis is accepted. In this case, the researcher concludes that wordwall application can improve the students writing ability.

2. Result of The Activeness Students During Learning Process

Student activeness during the learning process plays a crucial role in determining educational outcomes. Key indicators of this activeness include engagement, behavior, and the use of digital tools like the Wordwall application. Engagement reflects how attentive and motivated students are, while behavior is observed through their participation and adherence to classroom norms. The use of Wordwall adds an interactive element to learning, promoting active participation and a better understanding of the material. Examining these indicators helps to assess the effectiveness of teaching strategies and the impact of digital tools on student learning.

a. The sudents score on Engagement for each meeting



The Topic for each Meeting: Meeting 1: what is narrative, Meeting 2: Conversation on the Cruise, Meeting 3: Anagram, Meeting 4: Complete the Paragraph

Chart 4.1. Students Engagement Score

The data presented in the chart illustrates the engagement levels of 22 students from Parepare Maritime Vocational School during four meetings in which the Wordwall application was used as a learning tool in an English class. The engagement metrics include actively participating in activities, answering questions posed by the teacher, completing assigned tasks on Wordwall, and interacting with peers about the tasks.

In the first meeting, which focused on explaining narrative text and introducing the Wordwall application, students showed moderate engagement across all activities, with a slight edge in active participation (17 students). As the class progressed to discussing "asking for and giving opinion" through Wordwall, there was a noticeable increase in student engagement in completing tasks (18 students) and interaction with peers (16 students), suggesting that the use of multimedia and interactive elements may have fostered a more dynamic learning environment.

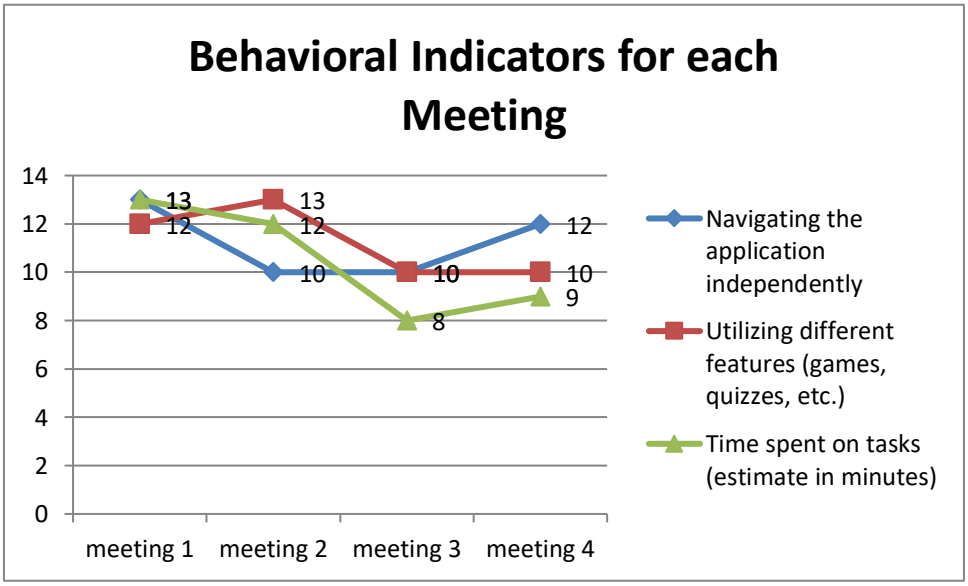
The third meeting, which introduced the "anagram" game in Wordwall, saw a general decline in engagement, especially in completing tasks (9 students) and interacting with peers (10 students). This dip might reflect the cognitive challenges presented by the anagram task or possible fatigue among students.

By the fourth meeting, where students created and presented a narrative text, there was a recovery in engagement, particularly in active participation (14 students) and task completion (14 students). This suggests that the cumulative learning

experiences, along with the final application of their knowledge in producing a narrative text, reinvigorated their engagement.

These findings align with research by Smith and Johnson (2022), who observed that interactive tools like Wordwall can enhance engagement when students are gradually introduced to complex tasks, allowing them to build confidence and skills incrementally. Similarly, the study by Lee et al. (2021) highlights the importance of task variety and scaffolding in maintaining high engagement levels in language learning settings.

b. The students score beahvioral indicators



The Topic for each Meeting: Meeting 1: what is narrative, Meeting 2: Conversation on the Cruise, Meeting 3: Anagram, Meeting 4: Complete the Paragraph

Chart 4.2. Students Behavioral Score

The chart reflects the behavioral engagement of 22 students from Parepare Maritime Vocational School across four meetings where they used the Wordwall application during English classes. The observed behaviors include navigating the application independently, utilizing different features such as games and quizzes, and the estimated time spent on tasks.

In the first meeting, where the researcher introduced the narrative text and

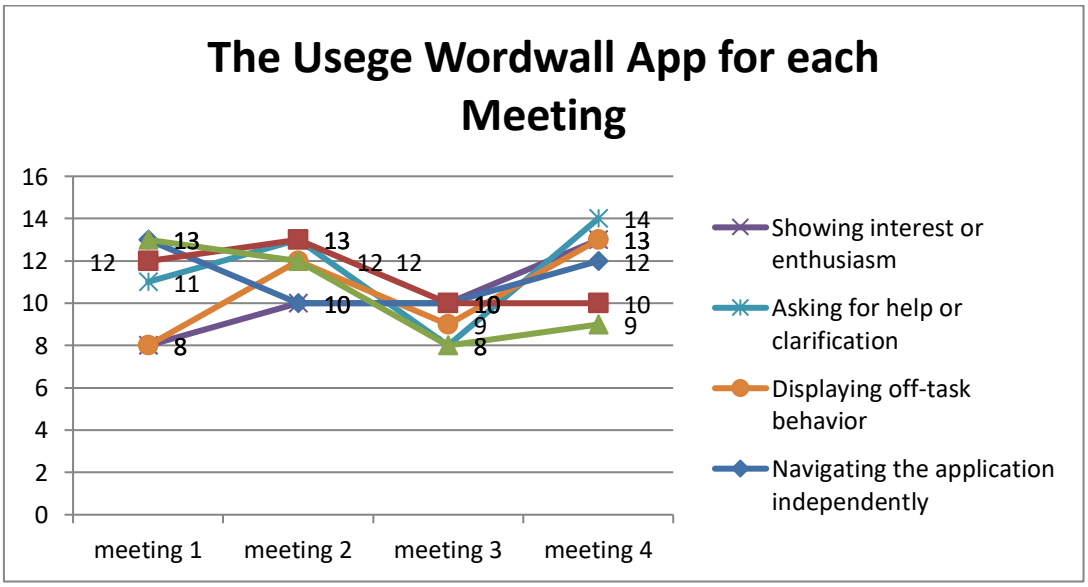
the Wordwall application, students showed strong engagement, particularly in navigating the application independently and spending time on tasks (13 minutes on average). This suggests that the initial introduction of the application, coupled with clear guidance, facilitated a positive engagement.

During the second meeting, which focused on "asking for and giving opinion" using Wordwall, student engagement remained steady, particularly in using the application's features, indicating that the students were becoming more comfortable and proficient with the tool. However, in the third meeting, where students engaged with the "anagram" game, a significant decline was observed across all behavioral indicators, with the time spent on tasks dropping to an average of 8 minutes. This decline may suggest that the increased complexity of the tasks and perhaps the novelty of the game posed challenges that reduced student engagement.

By the fourth meeting, there was a slight recovery in the ability to navigate the application independently (12 students), but the other indicators remained lower than in the initial sessions. This pattern indicates that while students had developed some familiarity with the application, the ongoing challenge of increasingly complex tasks affected their overall engagement.

These results are consistent with findings by Taylor and Martin (2022), who observed that student engagement with digital tools tends to decrease when task complexity increases without sufficient support. Additionally, research by Kim et al. (2020) emphasizes the importance of balancing task difficulty with student readiness to maintain sustained engagement, especially when introducing new technological tools in language learning environments.

c. The students score beahvioral indicators



The Topic for each Meeting: Meeting 1: what is narrative, Meeting 2: Conversation on the Cruise, Meeting 3: Anagram, Meeting 4: Complete the Paragraph

Chart 4.3. Students Usage Wordwall App Score

The graph displayed depicts fluctuations in three main variables, namely interest or enthusiasm, need for help or clarification, and students' unfocused behavior in four different encounters when using the Wordwall application. At the first meeting, student interest was at a high number, namely 13, but decreased until it reached a value of 10 at the third meeting. However, there was a significant increase at the fourth meeting, where the student interest or enthusiasm score reached 14, indicating a positive boost in student involvement at the end of the meeting cycle.

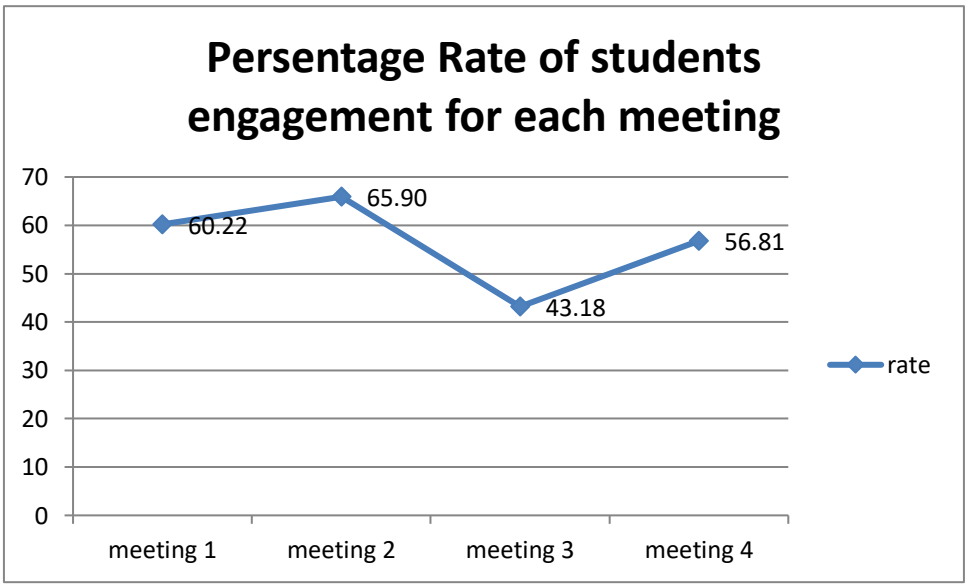
On the other hand, the need for help or clarification showed a decreasing trend in the second and third meetings, indicating an increase in student independence. However, at the fourth meeting, there was another increase in this variable, with a value reaching 12, which could reflect the increased complexity of the task or the student's desire to gain deeper understanding at the final stage of the meeting.

Meanwhile, unfocused behavior increased significantly from the first meeting to the second and third meetings, with the score remaining at 10. However, at the fourth meeting, this score decreased to 9, which indicates a decrease in the level of student distraction or unfocus. although not drastically.

Overall, the findings from this graph indicate that the use of the Wordwall application influences the dynamics of student engagement during learning. The increase in enthusiasm at the end of the meeting shows the potential of this application in increasing interest in learning, while fluctuations in the need for help and unfocused behavior indicate the presence of other factors that influence learning

effectiveness. These findings are important for consideration in designing learning strategies that are more effective and responsive to student needs.

a) The sudents Persentage score Engagement for each meeting



The Topic for each Meeting: Meeting 1: what is narrative, Meeting 2: Conversation on the Cruise, Meeting 3: Anagram, Meeting 4: Complete the Paragraph

Chart 4.4. Students Engagement Persentage

The graph presented shows the percentage level of student involvement at each meeting in the context of using the Wordwall application. At the first meeting, the level of student involvement was 60.23%, which shows quite high initial participation. This figure increased at the second meeting to 65.91%, which indicates an increase in students' interest or adaptation to using the application.

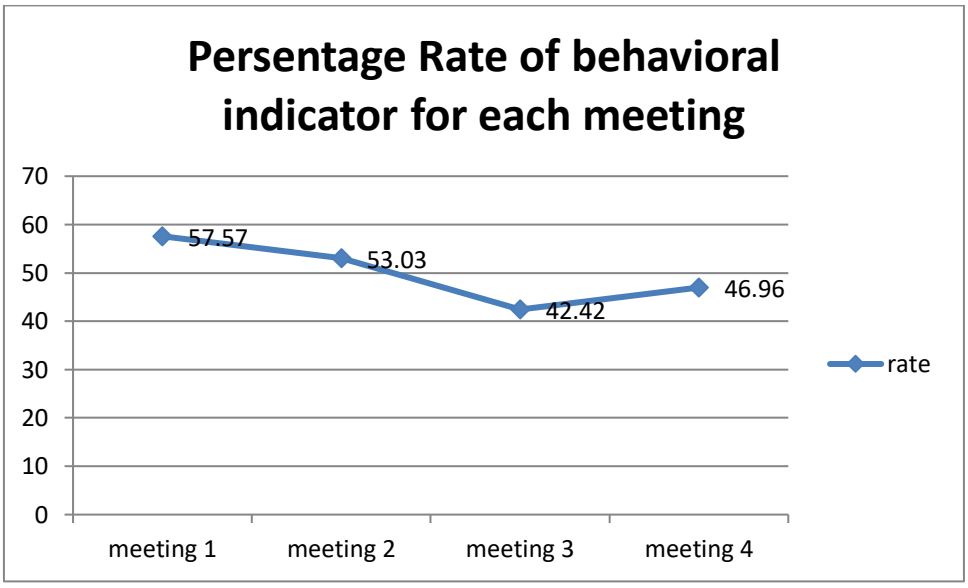
However, at the third meeting, there was a significant decline in the level of student engagement, where this figure fell to 43.18%. This drastic decline may be

caused by various factors, such as boredom, increased task complexity, or other external factors that affect student focus.

At the fourth meeting, there was another increase in the level of student involvement, which reached 56.82%. Although this figure is still lower compared to the first and second meetings, this increase indicates students' efforts to become actively involved in learning again after the previous decline.

Overall, this graph reflects the dynamics of fluctuations in student engagement during the learning process using the Wordwall application. The increase at the second and fourth meetings indicates the positive potential of using this application in motivating student engagement, although the significant decrease at the third meeting indicates challenges that need to be overcome. These findings are important to consider in evaluating and developing more effective learning strategies, especially in the use of technology in education.

b) The sudents Persentage score Behavioral for each meeting



The Topic for each Meeting: Meeting 1: what is narrative, Meeting 2: Conversation on the Cruise, Meeting 3: Anagram, Meeting 4: Complete the Paragraph

Chart 4.5. Students Behavioral Percentage

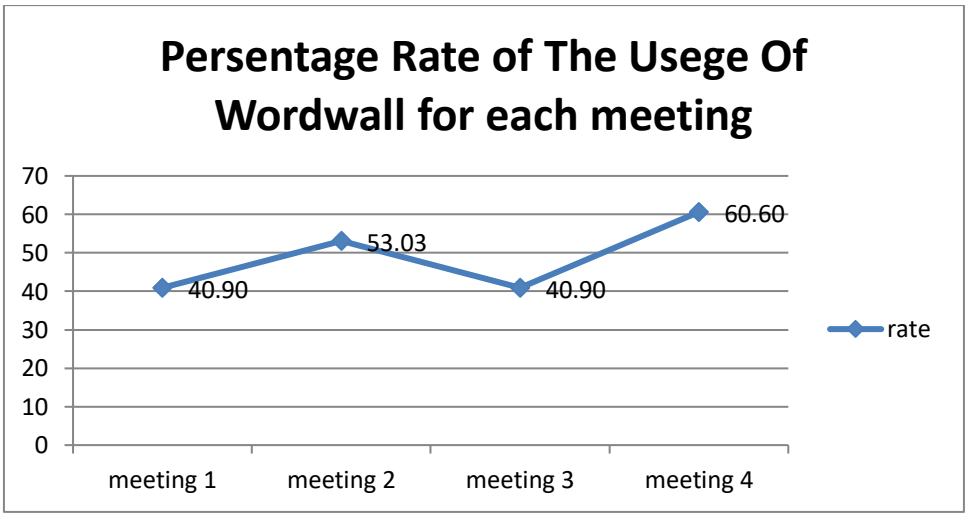
The graph displayed depicts the percentage level of student behavior indicators at each meeting in using the Wordwall application. At the first meeting, the student behavior indicator was at 57.58%, indicating a fairly high initial response rate. However, at the second meeting, there was a decrease of up to 53.03%, which indicated a slight decrease in behavioral indicators, perhaps due to initial adaptation to application use or other factors that influence the consistency of student behavior.

A further decline occurred at the third meeting, where the percentage of behavioral indicators decreased significantly to 42.42%. This quite sharp decline may reflect challenges in maintaining consistent positive student behavior during the learning process, which can be caused by fatigue, boredom, or lack of stimulation from the activities provided.

However, at the fourth meeting, there was another increase in behavioral indicators, with the percentage reaching 46.97%. Although this increase does not return behavioral indicators to the initial level as at the first meeting, it indicates a recovery or improvement in student behavior after the decline that occurred at the previous meeting.

Overall, this graph reflects fluctuations in student behavior indicators during the use of the Wordwall application in learning. A gradual decline at the second and third meetings indicates challenges in maintaining engagement and positive behavior, while an increase at the fourth meeting indicates potential for improvement. These findings are important to evaluate in order to develop more effective learning strategies, especially in maintaining consistent positive student behavior through the use of educational technology.

c) The sudents Persentage score Usage of Wordwall app for each meeting



The Topic for each Meeting: Meeting 1: what is narrative, Meeting 2: Conversation on the Cruise, Meeting 3: Anagram, Meeting 4: Complete the Paragraph

Chart 4.6. Students Usage of Wordwall App Percentage

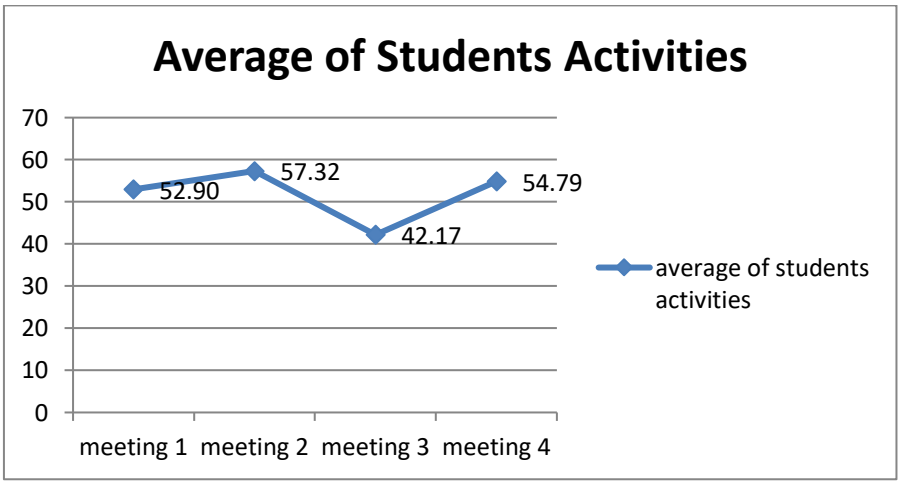
The attached graph shows the percentage rate of Wordwall usage by students at each meeting. In general, there was variation in the use of these tools over the four meetings observed.

At the first meeting, the Wordwall usage rate was around 40.91%. This percentage increased at the second meeting to reach 53.03%. However, at the third meeting, there was a decline again to the same level as at the first meeting, namely 40.91%. Furthermore, at the fourth meeting, the percentage of Wordwall usage increased significantly to reach 60.61%, which was the highest value among all meetings observed.

Based on these data, it can be interpreted that students' use of Wordwall shows fluctuations, with a significant increase occurring in the second and fourth meetings. These trends may indicate the presence of certain factors that influence the level of student engagement in using Wordwall at a particular meeting. Further analysis may be needed to identify such factors, such as variations in teaching methods, level of difficulty of the material, or student motivation at each meeting.

In conclusion, this graph shows a dynamic change in the level of Wordwall use by students over the four meetings, with an increasing trend in the second and fourth meetings. This interpretation can be used as a basis for developing more effective learning strategies in utilizing Wordwall as a learning aid.

d) The Average of students activities for each meeting



The Topic for each Meeting: Meeting 1: what is narrative, Meeting 2: Conversation on the Cruise, Meeting 3: Anagram, Meeting 4: Complete the Paragraph

Chart 4.7. Average of students activities

The attached graph shows the average student activity in using Wordwall during four meetings. This graph depicts fluctuations in students' participation levels, which can provide insight into the dynamics of their engagement in writing activities using Wordwall.

At the first meeting, the average student activity was around 52.5%. This figure indicates relatively stable initial participation. At the second meeting, there was an increase in student activity which peaked at 60%. This suggests that students were more engaged at this stage, perhaps due to increased understanding or interest in Wordwall use.

However, at the third meeting, there was a significant decline in student activity, with an average of only around 42.5%. This decline could be caused by several factors, such as higher complexity of material, boredom, or other external factors that influence student motivation.

By the fourth meeting, there was a recovery in student activity levels, which had risen again to around 55%. This increase shows that there have been efforts or changes in strategy that have succeeded in increasing student engagement again.

Overall, this graph shows that student activity in using Wordwall experienced quite significant dynamics during the four meetings. Although there was a decrease at the third meeting, the overall trend shows the potential for increases in student engagement given the right approach. Further analysis is needed to understand the factors influencing these fluctuations, which can be used as a basis for improving learning strategies in the future.

B. Discussion

In this section, the discussion deals with the effectiveness of wordwall application through contextual teaching and learning (CTL) in teaching writing to improve the students writing ability in narrative text. The application of this part can improve the students score. In other word, the result of this research verified that teaching writing through wordwall application is effective to improve the students writing ability. It was verified by the result of the mean score rate of pre-test 65,86 and the mean score of post-test 83,40 or increase 17,54 points. Moreover it shows in the application of t-test for pre-test and post-test where t-test value is higher than t-table value, namely 9,320 > 2,071.

The result of hypothesis testing showed that there was a significant difference between pre-test and post-test. The students were thought by wordwall application get higher improvement then the students not thought by application before. The

significant differece of writing achievement of the student could be shown by analysing the result of post-test. In shorter, the students score of the students were significantly different.

Besides that, without treatment this improvement will not be achieved. In treatment, The researcher implemented the wordwall aplication as media in experimental class for four meetings through contextual teaching and learning. In the first meeting, the researcher adopted a Contextual Teaching and Learning (CTL) approach to introduce the concept of narrative texts to the students. The session began with a fundamental discussion on "What is a narrative text?" to activate prior knowledge and establish a foundation for new learning. The researcher then elaborated on the generic structure of narrative texts, including essential components such as orientation, complication, resolution, and evaluation, which are crucial for understanding and constructing effective narratives. To build on this foundational knowledge, the researcher introduced the Wordwall application as an interactive tool designed to enhance engagement and facilitate deeper learning. By integrating Wordwall into the lesson, students participated in activities that allowed them to explore the structure of narrative texts more dynamically. The session progressed to a practical application, where students used Wordwall to engage in tasks focused on "asking for and giving opinions," providing them with opportunities to apply their understanding in a collaborative setting. This combination of CTL and digital tools like Wordwall enabled students to contextualize their learning, encouraging them to

connect theoretical concepts with practical application, thereby enhancing their overall comprehension and retention of the material.

To further enhance the students' understanding of narrative texts, the researcher employed Contextual Teaching and Learning (CTL) strategies by sharing and displaying the story "Conversation on the Cruise" using an LCD projector. This approach aimed to provide a concrete example related to the narrative text genre, making it easier for students to identify and analyze the essential components of writing a narrative, such as the plot, characters, and setting. By visually engaging the students with a real-world context, the researcher encouraged them to observe and deconstruct the narrative structure actively. Following the presentation, students were asked to write their own analyses and complete a related task to reinforce their learning. The researcher then allocated time for peer review, where students were encouraged to review and provide constructive feedback on their classmates' analyses. This peer interaction not only facilitated collaborative learning but also allowed students to refine their critical thinking and analytical skills, aligning with the principles of CTL by integrating theoretical knowledge with practical application.

In the next phase of the lesson, the researcher employed the Wordwall application to incorporate an interactive game-based activity, "Anagram," as part of the Contextual Teaching and Learning (CTL) approach. This activity was designed to enhance the students' understanding and retention of key phrases commonly used in narrative texts. Each student was tasked with rearranging jumbled letters to form meaningful words or phrases related to the narrative genre. By engaging with the

game individually, students were able to actively apply their knowledge in a dynamic and stimulating environment. The use of the Wordwall application as a digital learning tool provided immediate feedback and allowed students to correct mistakes in real time, thus fostering an interactive and self-directed learning process. The integration of CTL principles with digital technology like Wordwall encouraged students to connect new information with their existing knowledge and apply it within meaningful contexts. This strategy not only strengthened their grasp of narrative text elements but also promoted a deeper understanding of language structures through a fun and engaging activity.

During the subsequent meetings, the researcher continued to apply the Contextual Teaching and Learning (CTL) approach to enhance students' understanding of narrative texts. In the fourth session, students were wrote with creating narrative text titled “The Cruise on the South Seas.” This activity was designed to assess their progress and comprehension after the initial three meetings. To further support their learning, the researcher introduced the Wordwall application, utilizing the “Switch Template” game. This interactive activity required students to fill in blank sections of a narrative paragraph with appropriate maritime-themed content, reinforcing their grasp of narrative structures and vocabulary in a context relevant to their studies. After completing the exercise, each student read their text aloud, promoting active participation and reinforcing their learning through peer feedback. The goal of this session was to deepen the students' understanding of narrative writing by actively engaging them in the construction and revision of their

own stories. By combining CTL with digital tools like Wordwall, the researcher created a dynamic learning environment that fostered critical thinking and allowed for immediate application of new knowledge. This approach was aimed at ensuring students were well-prepared to perform successfully in the post-test, demonstrating a robust grasp of narrative text construction

After compliting the treatment, it indicate that implementing wordwall aplication through contextual teaching and learning (CTL) significantly improve the students writing ability.

This research shows that using the Wordwall application as a learning media in teaching writing at maritime vocational schools can improve students' writing skills. This application not only provides a more interesting and interactive alternative compared to traditional learning methods, but is also able to increase student learning motivation. In the context of English language education in maritime vocational schools, these findings have several important implications. Development of Learning Media: The use of Wordwall as a writing teaching aid can be applied more widely in other schools. Teachers can integrate this technology to make learning to write more interesting and relevant to students' needs in the digital era.

Improves Students' Writing Skills: Wordwall, with its interactive features, helps students develop writing skills through repeated practice and hands-on evaluation. This can be applied to improve the quality of students' writing, especially

in the context of writing narratives and other functional texts that are relevant to the needs of the maritime industry. Increased Student Motivation and Engagement: These findings indicate that Wordwall increases student motivation and engagement in the learning process. In the context of maritime education, where English is essential, this increased motivation can have a positive impact on the communication skills needed in the field.

This research enriches existing theory and practice in several ways. First, by supporting the concept that technology can be used as an effective tool in language learning, this research adds empirical evidence to the literature supporting the integration of technology in learning. Second, this research expands understanding of how gamification-based applications, such as Wordwall, can be used to address student motivation and engagement issues that are often challenges in traditional education (L. Wang, 2023). Theoretically, these findings strengthen the principles of Contextual Teaching and Learning (CTL) which emphasize the importance of context in making learning more meaningful for students. In practice, the use of Wordwall as part of a CTL approach shows that context-based learning and using interactive tools can significantly improve student learning outcomes.

The results of this research have the potential to be implemented in various English language education contexts, especially in maritime vocational schools. On a broader scale, schools can adopt the use of the Wordwall application as part of a

strategy to improve students' communication skills, which is critical in the global maritime industry. Thus, these findings are not only relevant to the local school environment but also have wider application in curriculum development and learning strategies at the national level. Overall, this research provides a valuable contribution to the English language education literature, especially in the context of learning in maritime vocational schools, and can be an important reference for teachers and other researchers who wish to further explore the use of technology in education.

The research on the use of the Wordwall application in learning English at the Parepare Maritime Vocational School aligns with previous findings that interactive technology can enhance student motivation and involvement in foreign language learning. This is consistent with the broader literature on the positive impacts of technology in educational settings, such as the use of neurofeedback and transcranial stimulation to improve cognitive abilities in students, which has shown promising results in enhancing engagement and learning outcomes (Hidalgo-Muñoz & Acle-Vicente, 2023). Additionally, the study's findings that higher engagement occurs across students with varying academic abilities extend the insights from research on collaborative writing (CW) tasks, which demonstrated that learner engagement, encompassing cognitive, social, and emotional dimensions, significantly predicts text quality and is influenced by the degree of control students have over task content (Phan & Dao, 2023).

Furthermore, the multidimensional nature of engagement, including empathy and perspective-taking, as explored in literary narratives, underscores the importance of social-cognitive abilities in educational contexts, which are crucial for engaging with interactive technologies like Wordwall (Eekhof et al., 2023). Overall, this study provides new insights into the effectiveness of the Wordwall application in achieving inclusive and equitable learning outcomes, demonstrating its potential to engage students across different ability levels and enhance their learning experiences.

The results of this study align with previous research on the use of digital tools in English language learning, emphasizing the importance of structured teaching and clear guidance from educators for the effective use of interactive technology. For instance, the study by Rananur Alfiah et al. highlights that Wordwall significantly enhances student engagement in learning English vocabulary when students receive clear instructions and structured activities, leading to improved cognitive, emotional, and behavioral engagement (Lee et al., 2023). This finding is consistent with the broader literature reviewed by Yosafat Tabasi et al., which underscores that technology-enhanced learning tools can boost student engagement and motivation, provided they are well-integrated into the curriculum and supported by effective pedagogical strategies (Halvorsen et al., 2023).

Furthermore, the research by Farida Ariani et al. on the Flipped Digital Classroom method demonstrates that pre-recorded lectures and structured online

assignments can significantly improve student engagement and English writing proficiency, reinforcing the need for clear and organized instructional methods (Hidalgo-Muñoz & Acle-Vicente, 2023). Additionally, The use of Wordwall in Civic Education also led to improved learning outcomes, suggesting that the application's benefits extend beyond language learning when used with proper guidance (Plata et al., 2023). Alifah Salsabila and Ayu Tsurayya's study on mathematical representation skills further supports this, showing that Wordwall can enhance engagement and self-expression in mathematics, provided the activities are well-structured and interactive (Phan & Dao, 2023). Contrary to some studies that highlight the limitations of digital tools in consistently increasing student engagement, this research demonstrates that with proper utilization and structured guidance, applications like Wordwall can sustainably enhance student engagement over time, making them a valuable addition to traditional classroom instruction.

The research presented makes a significant contribution to the existing literature by demonstrating that the Wordwall application is not only effective in increasing student engagement during a single session but also has positive long-term effects on student motivation and performance over multiple sessions. This is particularly relevant in the context of vocational school curricula, which has not been extensively explored in previous research. The findings align with earlier studies that highlight the effectiveness of Wordwall in enhancing vocabulary mastery and engagement in English language learning. For instance, research by Alfiah et al.

found that Wordwall significantly enriches students' vocabulary and fosters cognitive, emotional, and behavioral engagement in junior high school students (Y. Wang & Ma, 2023).

Similarly, Haviza and Efendi's study demonstrated a substantial improvement in vocabulary mastery among students using Wordwall, as evidenced by significant score increases from pre-test to post-test (Dong, 2023). Additionally, the application of Wordwall has been shown to improve learning outcomes in other subjects, such as Civic Education and science, by making learning more interactive and engaging, thus enhancing students' understanding and retention of the material (Park & Sohn, 2023).

Furthermore, Salsabila and Tsurayya's research indicates that Wordwall can positively impact students' mathematical representation skills, suggesting its versatility across different subjects (Q. Wang et al., 2023). This comprehensive evidence underscores the potential of Wordwall to be integrated effectively into vocational school curricula, offering a new perspective for educators to design more adaptive and sustainable teaching strategies. By leveraging interactive technologies like Wordwall, educators can create a more engaging and effective learning environment that not only boosts immediate student engagement but also fosters long-term academic success and motivation.

In analyzing the limitations of this research, there are several aspects that need to be considered, both in terms of methodology, sample and development of results.

In terms of methodology, this study used a pretest-posttest design without a control group, which may limit the ability to draw strong conclusions about the effectiveness of the intervention carried out. Without a control group, it is difficult to ensure that the improvements observed in students are solely due to use of the Wordwall app and not other external factors. Additionally, because this research design involved only one experimental group, the results may not fully reflect the variability that may arise in different situations.

In terms of sample, this research involved a limited number of participants, namely only 22 students from one maritime vocational school in Parepare. These limitations reduce the ability to generalize the research results to a wider population, especially to schools with different contexts and student characteristics. Small samples also increase the risk of bias because the influence of uncontrolled variables may be greater in a small sample compared to a larger population. Therefore, the results of this research may not be fully applicable to other schools with different backgrounds and conditions.

In the context of developing results, although this research shows an improvement in students' writing skills after using Wordwall, these results must be interpreted with caution. The effectiveness of the Wordwall application observed in this study may not be directly applicable in other learning contexts or with different groups of students. Therefore, before applying these findings widely, further research needs to be conducted with more robust designs and larger samples to ensure that

these results are consistent and applicable in various educational contexts. Considering these limitations, educators and policy makers need to be careful in applying these findings and should consider contextual factors that may influence outcomes in different settings.

Based on the research findings that have been analyzed, there are several recommendations that can be implemented by educators, educational institutions, and policy makers to improve the quality of English language teaching in Vocational High Schools (SMK). First, for educators, the results of this research show that using the Wordwall application can significantly increase students' engagement and writing abilities. Therefore, vocational school teachers are advised to integrate Wordwall into English language learning strategies, especially in teaching writing. Teachers must ensure that the use of this application is carried out in a sustainable and structured manner, and adapted to students' needs and abilities. Providing clear guidance and adapting the material to the appropriate level of difficulty is also important to ensure that students can get the most out of the app.

Second, for educational institutions, these findings demonstrate the importance of infrastructure support and training for educators so that technology such as Wordwall can be effectively integrated into the curriculum. Educational institutions need to ensure that teachers have adequate access to technology and relevant training to utilize Wordwall as a learning tool. In addition, institutions must also consider developing programs that support technology-based learning, by providing space for innovation and experimentation in teaching. This will help in

creating a learning environment that is more interactive, interesting and in line with the demands of the times.

Third, for policy makers, the results of this research indicate the need to strengthen policies that support the integration of technology in education, especially in vocational schools. Policymakers should encourage the adoption of technologies like Wordwall across vocational schools by providing adequate resources and appropriate training programs for educators. In addition, the policy must also include regular evaluation of the effectiveness of the use of technology in learning to ensure that this strategy really has a positive impact on the quality of education. Thus, the policies implemented are not only implementable but also adaptive to changes and needs that arise in the field, so that they are able to encourage overall improvement in the quality of English language teaching in vocational schools.

First, future research can broaden the scope by involving a larger and more diverse sample, both in terms of geographic location and student characteristics. It is important to test whether the results obtained can be generalized to a wider population and to ensure that the findings of this study are relevant in different contexts. Additionally, follow-up research could consider using a more robust experimental design, such as a randomized control group design, to ensure that the observed improvements in writing ability are truly caused by use of the Wordwall application and not by other external factors.

Second, specific areas that require additional research include the long-term effects of using the Wordwall application on students' writing skills. Research

focusing on these long-term effects could provide further insight into how these apps contribute to improving students' writing skills over time and whether the observed positive impacts persist after the intervention ends. Apart from that, this research can also explore how the use of Wordwall can be integrated with other technology-based teaching methods to improve various aspects of English language skills, such as speaking and reading skills.

Finally, a more effective methodology to use in future research could include a mixed methods approach that combines quantitative and qualitative analysis. This approach will allow researchers to not only measure changes in students' writing skills but also understand the contextual factors that influence the effectiveness of using the Wordwall application. In this way, the research results will be more comprehensive and can provide more appropriate guidance for educators in implementing learning technology in the classroom. This research can also make a greater contribution to the existing educational literature by providing richer and more detailed evidence about the use of technology in English language teaching in vocational schools.

CHAPTER V

CONCLUTION AND SUGGESTION

A. Conclution

Based on the main findings of this research, the use of the Wordwall application proved effective in improving the writing skills of first grade students at the Parepare Maritime School, with an increase in the average score from 65.86 on the pre-test to 83.40 on the post-test. Students' interest in using this application is also very high, which is reflected in the increase in active participation in learning to write. In addition, this application encourages student activity in composing narrative texts, showing that Wordwall not only improves writing skills, but also increases student engagement. In comparison with previous research, this study strengthens the findings of Amri et al. (2023) regarding the effectiveness of Wordwall in improving writing skills, but with new contributions in the context of maritime vocational schools. This research highlights that Wordwall has a lasting impact on students' writing abilities and learning interest, making it relevant for application in wider vocational education.

This research expands understanding of how the Wordwall application can be used effectively to improve students' writing skills, especially in vocational education contexts that have specific needs. These findings are relevant to the field of language learning studies, by highlighting innovative aspects in the use of technology as an interactive and engaging learning media. This research adds value to the existing literature by showing that the integration of technology such as Wordwall not only

improves learning outcomes in the short term, but also has the potential to have a lasting positive impact in increasing student motivation and engagement, which has not previously been widely explored in the vocational education context.

Practically, the use of the Wordwall application can be implemented as an effective tool to improve students' writing skills through an interactive and interesting approach, which in turn can increase students' motivation and involvement in learning. Teachers can use this application to overcome challenges in teaching English, especially in developing students' narrative writing skills. Theoretically, this research enriches English language learning theories by confirming that the integration of technology in the learning process can have a significant positive impact. These findings support the concept that technology-supported learning not only makes the learning process more interesting, but is also effective in developing language skills more holistically, which opens up new opportunities for the development of language learning theory in the future.

B. Suggestion

For Future Researchers: This study highlights the effectiveness of integrating digital tools like the Wordwall application with Contextual Teaching and Learning (CTL) approaches in enhancing students' writing skills. Future researchers are encouraged to explore the long-term effects of such integrations on students' language development, particularly in different educational settings or subjects beyond maritime studies. Additionally, further investigation into the impact of Wordwall on

other language competencies, such as listening and speaking, could provide a more comprehensive understanding of its overall benefits in language education.

For Teachers: Teachers, especially those in vocational schools, are recommended to incorporate interactive digital tools like Wordwall into their teaching practices to increase student engagement and improve learning outcomes. The positive results from this study suggest that using Wordwall in a CTL framework can help students overcome the monotony of traditional teaching methods and foster a more active and participatory learning environment. Teachers should also consider continuously adapting their instructional methods to include a variety of digital tools and resources that cater to different learning styles and preferences.

For Students: Students are encouraged to actively engage with digital learning tools such as Wordwall to enhance their language skills, particularly in writing. By participating in interactive activities and utilizing the feedback provided by such applications, students can improve their understanding and application of language concepts in real-world contexts. Additionally, students should embrace the opportunities provided by these tools to collaborate with peers, share knowledge, and develop critical thinking skills that are essential for their academic and professional success.

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