INVESTIGATING STUDENTS' EXPERIENCES IN DESCRIPTIVE TEXT WRITING USING THE WORDWALL WEBSITE : A STUDY AT A JUNIOR HIGH SCHOOL IN PEMALANG

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Wassalamu'alaikum Wr.Wb.

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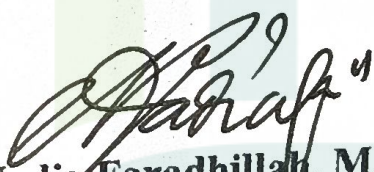
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MOTTO

Manifesting :

"Good heart, good brain, good face"

ABSTRAK

Penelitian ini bertujuan untuk mengungkap pengalaman siswa kelas VII dalam menulis teks deskriptif dengan menggunakan situs Wordwall di salah satu sekolah menengah pertama di Pemalang. Penelitian ini menggunakan pendekatan *narrative inquiry* untuk mengeksplorasi respons emosional dan persepsi belajar siswa terhadap penggunaan Wordwall sebagai media digital dalam pembelajaran menulis. Analisis data mengacu pada teori *Appraisal* yang dikemukakan oleh Martin dan White (2005), yang mencakup dimensi afektif seperti *inclination/disinclination*, *happiness/unhappiness*, *security/insecurity*, dan *satisfaction/dissatisfaction*. Data dikumpulkan melalui wawancara semi-terstruktur dengan empat siswa dan satu guru Bahasa Inggris. Hasil penelitian menunjukkan bahwa sebagian besar siswa memiliki pengalaman positif selama menggunakan Wordwall. Mereka merasa lebih termotivasi, senang, percaya diri, dan puas dalam proses pembelajaran menulis teks deskriptif melalui permainan interaktif dan aktivitas kolaboratif. Wordwall membantu menyederhanakan tugas menulis yang kompleks serta menciptakan suasana kelas yang menyenangkan dan partisipatif. Meskipun demikian, beberapa tantangan juga ditemukan, terutama kendala teknis seperti koneksi internet yang tidak stabil dan rasa gugup dalam konteks kegiatan yang bersifat kompetitif. Namun, tidak ditemukan adanya pernyataan yang menunjukkan rasa tidak bahagia selama pembelajaran berlangsung. Kesimpulannya, Wordwall memberikan kontribusi positif dalam pengembangan kemampuan menulis siswa dengan meningkatkan keterlibatan, mengurangi kecemasan, dan menciptakan lingkungan belajar yang menyenangkan. Penelitian ini memberikan rekomendasi praktis bagi pendidik untuk mengintegrasikan media digital secara efektif dalam pembelajaran menulis, serta membuka peluang bagi penelitian lanjutan terkait penggunaan alat pembelajaran berbasis permainan secara lebih luas di kelas.

Kata kunci: **Wordwall, pengalaman siswa, menulis teks deskriptif, teori appraisal, media digital dalam pendidikan**

ABSTRACT

This research investigated the experiences of seventh-grade students in writing using the Wordwall website at a junior high school in Pemalang. The study used a narrative inquiry approach to explore students' emotional responses and learning perceptions when engaging with Wordwall as a digital writing tool. The Appraisal Theory by Martin and White (2005) served as the analytical framework, focusing on affective dimensions such as inclination/disinclination, happiness/unhappiness, security/insecurity, and satisfaction/dissatisfaction. Data were collected through semi-structured interviews with four students and one English teacher. The findings showed that most students had positive experiences using Wordwall. They mentioned feeling more motivated, enjoying the learning process, gaining confidence, and feeling satisfied while learning to write through interactive games and group activities. The platform helped simplify writing tasks and created a more engaging classroom atmosphere. However, some challenges were also reported, mainly technical problems like unstable internet connections and hesitation during competitive activities. Despite these issues, there were no major expressions of unhappiness found. In conclusion, Wordwall had a positive impact on students' writing development by increasing their engagement, reducing writing anxiety, and providing a more enjoyable learning experience. This research provided useful insights for teachers who want to use digital media in writing lessons and encouraged further studies on the use of gamified learning tools in the classroom.

Keywords: Wordwall, students' experiences, descriptive text writing, appraisal theory, digital media in education

PREFACE

All praise and gratitude are due to Allah SWT, the Most Compassionate and the Most Merciful. By His grace and blessings, I was finally able to complete this undergraduate thesis entitled **"Investigating Students' Experiences in Descriptive Text Writing Using the Wordwall Website: A Study at a Junior High School in Pemalang."** This thesis is submitted as one of the requirements to obtain the Bachelor's degree in English Education at UIN K.H. Abdurrahman Wahid Pekalongan.

The successful completion of this research would not have been possible without the support, guidance, and encouragement of many people. Therefore, I would like to take this opportunity to sincerely thank:

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I am fully aware that this thesis is not without its flaws. Therefore, I sincerely welcome any constructive feedback and suggestions for its improvement. I hope this research will be useful for readers and provide meaningful contributions, especially in the field of English language teaching and learning through digital media.

Pekalongan, April 2025

Writter's

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CHAPTER I
INTRODUCTION

1.1 Background

Writing is one of the most important skills that students need to master. It is a basic way to express ideas clearly, both to teachers and classmates. Writing is also a useful tool for communication when speaking directly is not possible (Dwi et al., 2019). More than just sharing information, writing helps students think better, organize ideas, and create meaning through structured sentences and paragraphs (Hyland, 2016). In learning English, writing plays a key role because it shows how well students can use the language. It also helps them express their thoughts and feelings in a clear and meaningful way (Ismayanti & Kholiq, 2020). Writing is needed not only in English classes but also in other school subjects. It supports learning across many areas and helps students grow academically. As stated by Graham and Perin (2007), writing gives students the chance to improve, succeed, and develop their skills in education. In the global world of education, writing in English is especially important. Being able to write in English allows students, teachers, and researchers to connect with people from different countries and share knowledge internationally (Muñoz et al., 2012; Canagarajah, 2013). Today, writing is not just about using words—it also involves digital and visual elements. This is called multimodal literacy, where students are expected to understand and use different types of information, such as text, images, and media, especially in online settings (Jewitt, 2008). Because of these changes, learning to write well is not just helpful, but necessary. It prepares students to take part in modern education, communication, and professional environments. The junior high school level is recognized as a fundamental stage for cultivating students' English writing abilities under Indonesia's Merdeka Curriculum. At this stage, the focus is no longer limited to basic literacy; instead, students are guided to develop the ability to compose meaningful and contextually appropriate written

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communication. This includes organizing ideas, applying correct grammar, and using suitable language features across various text types. Writing is positioned as a medium for both academic expression and personal communication, aligning with the broader goals of the curriculum. According to Hermawan et al. (2022) and Kemendikbudristek (2022a), writing in the Merdeka Curriculum is defined as the ability to express ideas, thoughts, and emotions effectively and creatively through various written forms, while maintaining clarity and accuracy in structure and language. This definition underlines key objectives such as the ability to express ideas clearly, foster creativity within structured language use, understand genre conventions, apply proper linguistic elements, and maintain awareness of the intended reader. These competencies are designed to help students grow into communicative, independent writers who can adapt their writing to different audiences and purposes. A central feature of the curriculum is the structured introduction of diverse written genres. Descriptive text is introduced early to develop students' vocabulary, use of adjectives, sensory details, and spatial organization. Gradually, students are also exposed to other genres such as recount texts that recount past events, narrative texts that involve story development, procedure texts for delivering instructions, and short functional texts like messages and invitations. This variety enables students to develop versatile writing skills suited for real-life communication scenarios (The ministry of Education, Culture, Research, and Technology of the Republic of Indonesia : 2024).

The Merdeka Curriculum intentionally promotes the early development of comprehensive writing skills. Recognizing that writing is a complex and layered process, the curriculum emphasizes the importance of consistent practice and scaffolding. From the beginning of junior high school, students are encouraged to engage in structured writing practices that build their confidence and support the development of foundational habits such as planning, drafting, and revising. These practices are also aimed at increasing students' metalinguistic awareness—that is, understanding how language operates to fulfill different communicative functions. Moreover,

writing is linked directly to the real-world purpose of effective idea communication, as stated by Kemendikbudristek (2024), which emphasizes the importance of equipping learners from an early stage with the skills needed to communicate ideas and information through writing.

Importantly, writing is not taught in isolation. It is developed in an integrated manner alongside other language skills, including reading, speaking, and listening. Reading texts expose students to various writing models; speaking activities help them generate ideas and vocabulary; and listening tasks provide input on language patterns and context, all of which contribute to more effective writing outcomes (The ministry of Education, Culture, Research, and Technology of the Republic of Indonesia : 2024).

As students begin their writing journey, they frequently face challenges, including confusion and a lack of confidence in constructing sentences. Their struggle with shaping sentence structures significantly impacted their writing performance, hindering their ability to follow instructions, identify main ideas in texts, and comprehend effectively (Amalia et al., 2021). Currently, digital media provides numerous tools aimed at enhancing writing skills, aiding students by providing guidance, activities, and feedback to enhance their writing abilities (Ramamuthie & Abdul Aziz, 2022). Hence, Effective implementation of digital tools by educational institutions is crucial to assist students in their writing endeavors, as it can boost their confidence and foster their development as proficient writers.

One of the most effective tools to teaching writing is the Wordwall website. Wordwall is a platform that offers engaging learning activities such as quizzes, matchmaking, pairing, anagrams, word randomization, word search, grouping, and more. According to (Safitri et al., 2022), teachers can utilize Wordwall to create dynamic exercises that cater to various writing skills and foster interactive learning experiences in the classroom. With its gamification features, Wordwall encourage teachers to design activities that not only

enhance writing proficiency but also promote student engagement and participation.

Few investigations have explored how students actually experience using Wordwall to support their writing development particularly from cognitive, emotional, and social perspectives. To address this gap, the present study adopts Moore's (1989) interaction framework, which emphasizes the importance of meaningful engagement across three dimensions: between learners and content, learners and instructors, and among learners themselves. Learner-content interaction encourages deeper understanding through structured engagement with instructional materials (Anderson, 2003). Learner-instructor interaction highlights the teacher's role in guiding students, clarifying expectations, and providing individualized feedback (Blau & Shamir-Inbal, 2017). Meanwhile, learner-learner interaction supports motivation, collaboration, and peer-assisted learning (Storch, 2013). By examining these interconnected forms of interaction, this study aims to uncover the broader pedagogical potential of Wordwall beyond its technical features.

1.2 Identication of the Problem

The integration of digital learning tools like Wordwall in English language classrooms has created new opportunities to engage students in writing activities. However, despite its growing use, there is limited understanding of how students emotionally and cognitively experience such tools, especially in the context of writing descriptive texts. Many junior high school students still struggle with motivation, confidence, and engagement in writing tasks, and while Wordwall is often perceived as enjoyable, the depth of its impact on students' learning experiences remains unclear. Observations at a junior high school in Pemalang showed varied student reactions when using Wordwall, ranging from enthusiasm to uncertainty. These differing responses highlight the need to explore how Wordwall influences students' emotional states—such as inclination, satisfaction, and security—during writing activities. This research thus emerged from the need to investigate students' experiences in using Wordwall, aiming to better

understand how digital tools can support the writing process beyond technical instruction.

1.3 Limitation of the Problem

This study was limited to investigating the experiences of seventh-grade students in writing descriptive texts using the Wordwall website at a junior high school in Pemalang. The research focused on students' emotional and cognitive responses while engaging with Wordwall as a digital writing tool. The scope did not include assessment of students' writing products or comparison of learning outcomes between Wordwall and other media. Instead, the study explored students' perceptions, feelings, and learning experiences, particularly in relation to motivation, enjoyment, confidence, and challenges encountered during the learning process. The investigation was guided by the Appraisal Theory by Martin and White (2005), which categorized affective responses into inclination/disinclination, happiness/unhappiness, security/insecurity, and satisfaction/dissatisfaction. This research was also delimited to a small group of four student participants and one English teacher, selected purposefully to represent diverse experiences within the selected school.

1.4 Formulation of the Problem

In this study, researcher will address a single research question: How do students perceive the use of the Wordwall website in enrich their experience with descriptive text writing?

1.5 Aim of the Study

Based on the research question, this study described students' experiences in utilizing Wordwall as a digital educational tool. By examining their emotional responses, the research aimed to explore students' experiences.

1.6 Operational Definition

a) Wordwall Website : An online platform used as a medium to aid in learning descriptive text writing is adaptable in conveying information through diverse formats, including text, images (both static and animated), audio, and video (Çil, 2021).

b) Learning Experiences : The emotions experienced by junior high school students while learning writing using the Wordwall website reflect their interactions with course content, instructors, and peers. (Bouilheres et al., 2020).

c) Descriptive Text : Descriptive text is a type of text used by junior high school students to describe specific things, people, animals, places, or events to the readers or listeners (Gerot & Wignell, 1994).

1.7 Significance of the Study

Theoretically, this study aims to provide an accurate representation of students' experiences in writing descriptive texts using Wordwall. Practically, it seeks to generate comprehensive insights into students' interactions with this activity. Additionally, this research is expected to contribute valuable perspectives and inspire innovation among educators, particularly in fostering student engagement in learning through online media for writing tasks and enriching multimedia learning experiences. Furthermore, this study will help reinforce the theory proposed by Solomon and Stone (2002).

CHAPTER II
LITERATURE REVIEW
2.1 Theoritical Framework
2.1.1 Students Experiences

The researcher used Appraisal Theory as the primary framework in this research. The appraisal theory is based on Halliday's systemic functional linguistic theory (Halliday, 1994), which conceptualizes language as a tool for meaning-making through three interconnected metafunctions. The ideational metafunction enables language to represent experiences and the external world. The interpersonal metafunction allows speakers or writers to establish social roles, identities, and relationships. The textual metafunction organizes these meanings into coherent discourse suited to particular communicative contexts (Martin and White, 2005). The study will focus on examining positive and negative emotions to interpret the "experiences" of students while learning descriptive text through the World Wall website. Appraisals of approval define positive emotions, whereas negative emotions are linked to appraisals of disapproval; in cases of multiple appraisals, the overall sentiment may reveal a mixture of approval and disapproval. By exploring these emotional responses, the researcher seeks to better understand students' learning experiences and their engagement with the educational platform (Solomon & Stone, 2002).

The idea of experience within appraisal offers an interpersonal perspective that highlights how attitudes reflected in a text are evaluated, allowing these evaluations to be used in interpreting the emotions of others (Martin and White, 2005). According to Martin and White (2005), experience holds a crucial function in how language is employed to express judgments or evaluations

of events or circumstances. This evaluation process contributes to expressing interpersonal meaning across three connected areas: attitude, engagement, and graduation.

Attitudes, which generate either positive or negative reactions, can be interpreted through experience, influencing how individuals respond to people, objects, or situations. Attitude itself is categorized into affect, judgment, and appreciation. Martin (1996) as cited in Wiedarti (2006), describes affect as concerning positive or negative responses associated with emotions or feelings toward the subject matter or emotional expression. In this research, the term "affect" will be applied to analyze participants' experiences and emotional responses. To discover students' experiences, notions such as those in the following table are needed.

2.1.2 Writing

2.1.2.1 Writing Overview

Writing is an essential skill that enables individuals to acquire new ideas, persuade, document information, create fictional worlds, express emotions, entertain, heal psychological wounds, document experiences, and explore the significance of events and situations (Graham, 2019).

Four categories of written performance that encompass the range of written production are identified by (Brown, 2015). Each category mirrors those defined for other language skills, yet distinctly reflects the unique aspects of writing.

1. Imitative

At this fundamental level, learners focus on the basic tasks of writing letters, words, punctuation, and very brief sentences. This category includes correct spelling and understanding phoneme-grapheme

correspondences in the English spelling system. Here, learners concentrate on mastering the mechanics of writing, prioritizing form over context and meaning.

2. Intensive (Controlled)

Building on the fundamentals, this level involves producing appropriate vocabulary within a context, using collocations and idioms, and ensuring correct grammatical features up to sentence length. While meaning and context play a role in determining correctness and appropriateness, assessment tasks at this stage are predominantly form-focused and strictly controlled by test design.

3. Responsive

At this stage, learners engage in tasks that require connecting sentences into paragraphs and creating sequences of two or three logically connected paragraphs. Tasks are guided by pedagogical directives, criteria lists, outlines, and other guidelines. Writing genres include brief narratives, descriptions, short reports, lab reports, summaries, brief responses to reading, and interpretations of charts or graphs. Writers begin to exercise some freedom in expression, focusing on discourse conventions and achieving the text's objectives. Attention to form shifts to the discourse level, with a strong emphasis on context and meaning.

4. Extensive

This advanced level involves managing all writing processes and strategies for various purposes, extending to the length of an essay, term paper, major research project report, or thesis. Writers concentrate on achieving a purpose, logically organizing and developing ideas, using details to support or illustrate points, demonstrating syntactic and lexical variety, and

often engaging in multiple drafts to produce a final product. Focus on grammatical form is limited to occasional editing or proofreading of drafts.

These categories, as outlined by Brown, provide a comprehensive framework for understanding the stages and skills involved in written performance.

2.1.3 Writing Descriptive Text

Descriptive text is designed to convey specific and detailed information about a particular subject, which may include a person, animal, object, or other entity. In contrast to report texts that provide broad and general overviews, descriptive texts aim to present the unique attributes and features of a subject in a vivid and elaborate manner. Typically, the focus is on familiar topics, such as well-known individuals or commonly encountered objects like pets. The core social function of descriptive text is to deliver richly detailed portrayals that allow the reader to construct clear mental representations of the subject, whether it be a person, place, or thing. This functional distinction is emphasized by Gerot and Wignell (1994).

The main communicative purpose of descriptive writing is to depict a person, place, or object in a manner that enables the reader to form a mental image of the subject. As stated by Protadinata (2018), the goal of descriptive text is to provide a thorough and specific depiction of a particular individual, location, or item, allowing the audience to clearly visualize what is being described.

According to Hammond et al. (1992), descriptive texts generally adhere to a structured format composed of two main components:

1. Identification – This section introduces the subject being described, providing a general overview that sets the stage for further elaboration.
2. Description – Following the identification, this section details the subject's attributes, such as physical features,

behaviors, qualities, or other notable aspects, offering an in-depth depiction of the topic.

Through this structure, descriptive texts aim to inform while also helping readers visualize and connect with the subject through precise and expressive language.

The primary objective of descriptive text writing is to depict a person, place, or object in such a detailed way that readers can clearly visualize what is being described. According to Potradinata (2018), descriptive text aims to explain and present specific and detailed information about a particular subject so that readers can form a mental image based on the description.

Furthermore, Bosede and Fakaye (2016) explain that descriptive texts portray the physical appearance of objects, people, buildings, or cities. Therefore, it can be concluded that descriptive texts serve to convey in-depth observations of things seen by the writer.

2.1.4 Descriptive Text Competencies for Grade VII

The *Kurikulum Merdeka* emphasizes the importance of students' ability to effectively convey ideas, express creativity, and produce written texts in various genres. This competency involves presenting information in a clear, structured, and engaging manner, ensuring that the message is not only understandable but also appealing to the reader. To support this, students are expected to apply appropriate organizational structures and linguistic features that align with the conventions of each text type. The development of this skill encourages learners to communicate their thoughts and imaginative ideas with precision, coherence, and relevance within written discourse (Damayanti et al., 2022).

Seventh-grade students are expected to achieve the ability to write basic descriptive texts focusing on objects commonly found in their surroundings. This learning goal includes the correct application of articles and adjectives to

describe the attributes of the objects effectively. Zuarniwati (2023) emphasizes that the emphasis is placed on helping learners construct grammatically accurate and contextually appropriate descriptive sentences. Mastery of this competence allows students to enhance their fundamental writing abilities, particularly in expressing specific information through suitable linguistic elements.

2.1.5 Wordwall Website

2.1.5.1 Wordwall as Writing Learning Media

In the context of English writing instruction, learning media play a crucial role not merely as supplementary tools, but as essential drivers that shape the entire learning process. They function as scaffolds to support students' cognitive development, provide visual and contextual models, stimulate ideas, offer consistent practice, and transform abstract language concepts into more accessible forms(Sahanata et al., 2022). These media become particularly significant within the framework of the Merdeka Curriculum, where writing instruction involves the mastery of vocabulary, grammar, organization, and genre awareness (The Ministry of Education and Technology of Indonesia, 2024).

The advancement of technology has brought notable changes in how learning media are utilized in the classroom. With the integration of digital tools, traditional methods of writing instruction have been enhanced by interactive, multimodal platforms that promote student engagement (Sahanata et al., 2022). These technology-based media offer various benefits, such as immediate feedback, flexibility in use, multimedia presentation, and broader accessibility. As a result, students are more motivated, and teachers are

able to focus on higher-order writing skills rather than repetitive and static exercises (Utami, 2023)

Wordwall is one such digital platform that exemplifies the application of interactive media in education. It is designed to enable teachers and students to create and engage with educational games and activities. What makes Wordwall effective is its template-based system, which includes activities such as quizzes, matching pairs, word searches, anagrams, categorization tasks, and random wheels. These features allow content to be delivered in diverse formats, suitable for different learning styles. Moreover, Wordwall's accessibility across multiple devices, including smartphones and tablets, makes it convenient for both in-class and remote learning situations. The platform also offers the flexibility to print activities for offline use and allows teachers to share links or embed activities into learning management systems, making it practical and user-friendly (Sari, 2021; Utami, 2023).

The integration of Wordwall in writing instruction has been shown to provide several pedagogical advantages. It enhances students' understanding of writing-related concepts, such as vocabulary and grammar, by presenting them through engaging, game-based tasks. These activities create a meaningful learning context while also reinforcing material through repetition in a low-pressure environment (Zulkifli et al., 2019; Utami, 2023). Furthermore, Wordwall fosters student motivation and participation, which are essential for developing writing fluency. Its clear visual layout and user-friendly interface contribute to student comprehension and ease of use, especially when accessing assignments on their own devices.

Another strength of Wordwall lies in its function as a tool for formative assessment. Teachers can monitor students' progress on specific skills, receive immediate feedback, and adjust instruction accordingly. Activities such as matching games and categorization tasks also provide valuable scaffolding for understanding sentence construction and paragraph organization, preparing students for more extended writing tasks (Utami, 2023).

Despite its many strengths, the use of Wordwall also requires thoughtful implementation. Some potential drawbacks include the possibility of students guessing answers or copying from peers in competitive settings, limitations in design customization within the free version, and the significant amount of time needed by teachers to create high-quality materials. Additionally, reliable internet access is required to use the online version effectively, posing challenges in regions with limited connectivity. Although the print feature offers a partial solution, the interactive aspect of the platform is often lost in offline use. Moreover, while Wordwall is effective for practicing discrete skills—such as vocabulary recall or grammar structure identification—it is less suitable for tasks involving extended writing, such as composing full paragraphs or essays. Therefore, it should be used as a complementary tool alongside more comprehensive writing activities (Sahanata et al., 2022; Utami, 2023).

2.1.3.1 Features of the Wordwall Website

To uncover and analyze students' experiences, it is essential to consider the various types of games provided by the Wordwall platform, as each offers distinct tasks that support student engagement and learning. The table below presents these game types along with their descriptions, which serve as the basis for interpreting students' experiences in this study.

Table 2. Features of Wordwall Website

NO	GAME TYPE	DESCRIPTION
1.	Match Up	This activity requires students to match pairs of related items, such as vocabulary words with their meanings.
2.	Quiz	A multiple-choice format where students select the correct answer from several given options.
3.	Wordsearch	Students locate and highlight hidden words in a grid based on a specific list or theme.
4.	Whack-a-Mole	A fast-paced game in which students must quickly select the correct answers as they appear on the screen.
5.	True or False	Students determine whether a given statement is accurate (true) or inaccurate (false).
6.	Group Sort	Learners categorize items into appropriate groups based on shared characteristics.
7.	Anagram	Students rearrange jumbled letters to form the correct word or phrase.
8.	Open the Box	Students select boxes to reveal and answer questions; commonly used as a revision or review activity.
9.	Random Wheel	A spinning wheel randomly selects a question or task, promoting active student engagement.

NO	GAME TYPE	DESCRIPTION
10.	Find the Match	Learners identify and select the correct match from a list of possible options.
11.	Missing Word	Students complete sentences by selecting or typing in the correct missing word(s).
12.	Label the Diagram	This activity requires students to correctly label parts of an image or diagram, often used in science topics.
13.	Gameshow Quiz	A competitive, game show-style quiz featuring animated effects to enhance student motivation.
14.	Rank Order	Students are asked to arrange items in a specific logical or sequential order.
15.	Maze Case	Learners navigate a character through a maze by selecting the correct answers to advance throug the path.

2.2 Previous Study

The researcher discovered some prior investigations that focused on similar subject, specifically, platforms like websites or applications designed to aid in the improvement of writing skills as follows.

In Ade Dwi Jayanti's (2019) study titled "Students' Writing Ability on English Descriptive Text at Grade VIII in SMPN 33 Padang," descriptive research was utilized as the methodology. Data were collected through tests assessing the writing of descriptive texts, and analysis incorporated Heaton's assessment theory and research rubrics related to writing. The results indicated that students exhibited a good to average level

of proficiency in identifying writing, while their ability to compose descriptive text was categorized as fair to poor.

Another study by Eni Ismayanti and Abdul Kholiq (2020) titled "An Analysis of Students' Difficulties in Writing Descriptive Text" employed a quantitative descriptive approach, using documentation and interviews for data collection. The analysis included data reduction, display, and conclusions. Findings revealed that students from X MIPA 6 faced challenges writing descriptive texts, particularly in generic structure, grammar, and spelling.

Kartika Aprila Ulfa's research in 2020, titled "The Influence of Using Web Blogs Towards Students' Writing Ability in Descriptive Text at the First Semester of the Tenth Grade at SMA Al Kautsar Bandar Lampung in the Academic Year of 2020/2021," utilized a pre-experimental design (specifically the one-group pretest-posttest type). Data were analyzed using the paired sample test formula, and the results indicated a significant influence of using a web blog on students' writing ability in descriptive text during the first semester of the tenth grade.
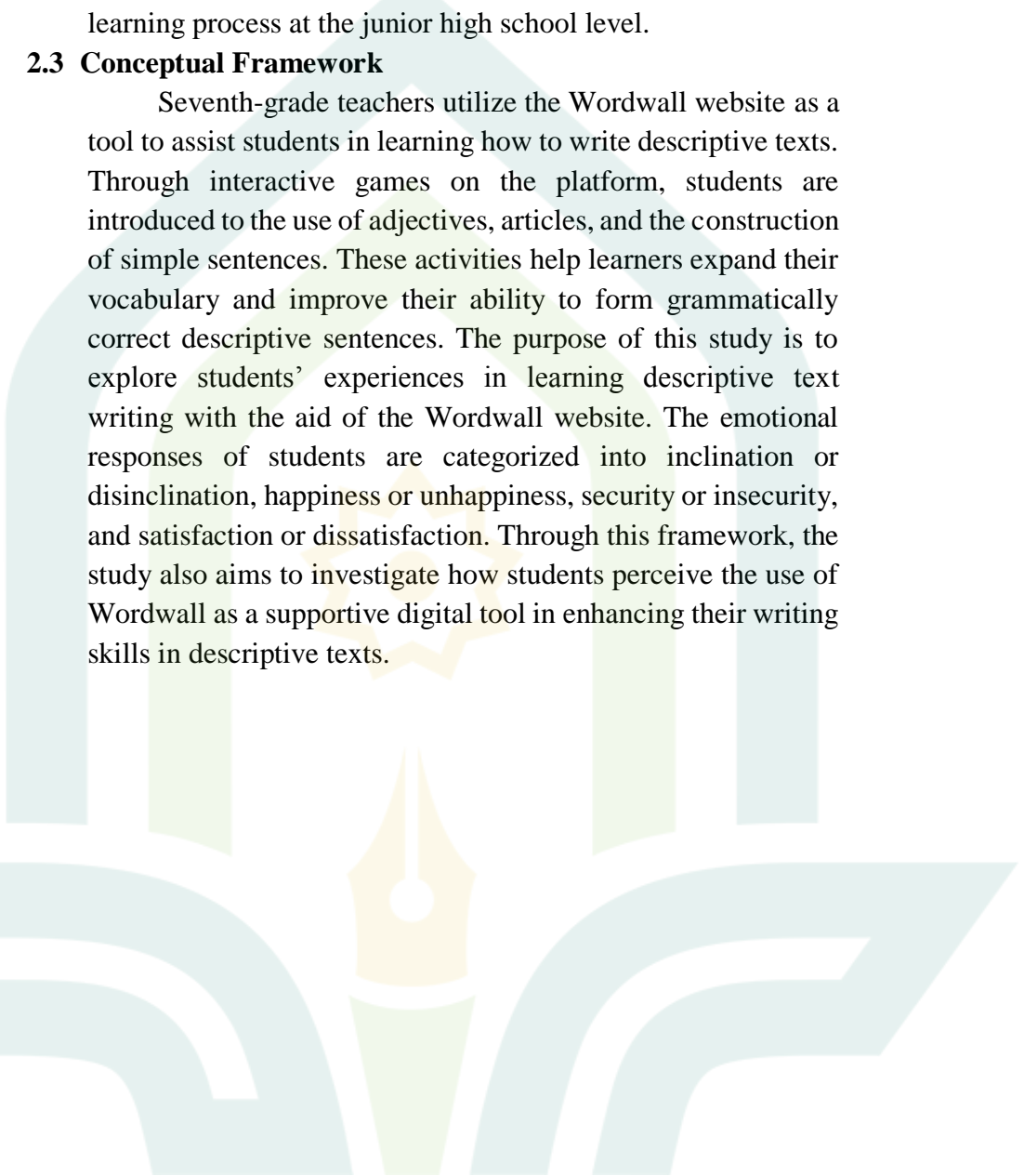
Esra Çil's study in 2021, titled "The Effect of Using Wordwall.net in Increasing Vocabulary Knowledge of 5th Grade EFL Students," employed an experimental and control group design. The findings revealed that using Wordwall.net independently effectively enhanced students' vocabulary knowledge.

This study differentiates itself from the previous research referenced by being conducted in a different location and focusing on a distinct research scope. Specifically, it is carried out at a junior high school in Pemalang and investigates students' experiences in writing descriptive texts using the Wordwall website. Unlike studies centered on vocabulary acquisition, this research explores students' perceptions and emotions regarding the use of the Wordwall application as a tool

for learning to write descriptive texts. Furthermore, it aims to support future research by examining the strengths and weaknesses of the Wordwall website in facilitating the writing learning process at the junior high school level.

2.3 Conceptual Framework

Seventh-grade teachers utilize the Wordwall website as a tool to assist students in learning how to write descriptive texts. Through interactive games on the platform, students are introduced to the use of adjectives, articles, and the construction of simple sentences. These activities help learners expand their vocabulary and improve their ability to form grammatically correct descriptive sentences. The purpose of this study is to explore students' experiences in learning descriptive text writing with the aid of the Wordwall website. The emotional responses of students are categorized into inclination or disinclination, happiness or unhappiness, security or insecurity, and satisfaction or dissatisfaction. Through this framework, the study also aims to investigate how students perceive the use of Wordwall as a supportive digital tool in enhancing their writing skills in descriptive texts.
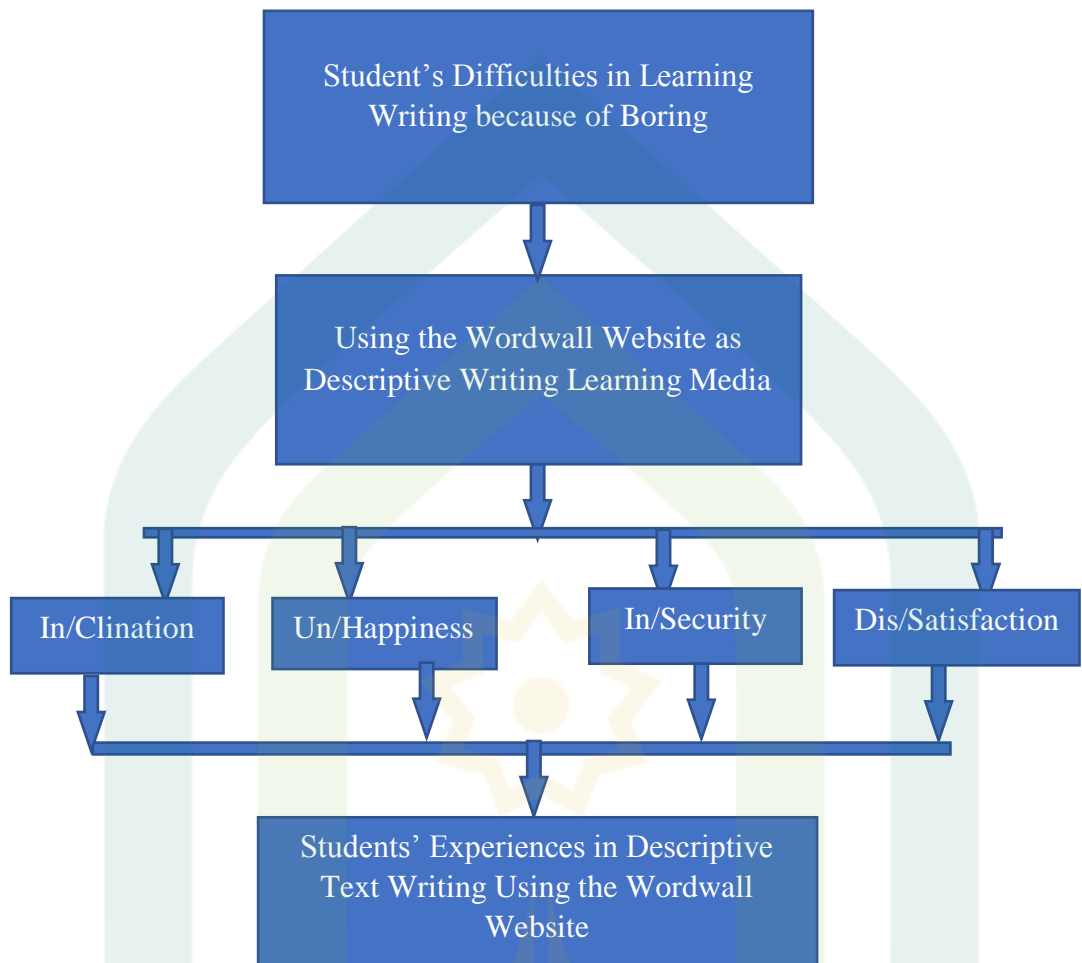
Figure 1. Conceptual Framework

CHAPTER V
CONCLUSION

5.1 Summary

This study aimed to investigate the experiences of seventh-grade students in descriptive text writing through the use of the Wordwall website at a junior high school in Pemalang. The focus was on exploring students' positive and negative emotions as categorized under the Appraisal Theory proposed by Martin and White (2005), namely inclination/disinclination, happiness/unhappiness, security/insecurity, and satisfaction/dissatisfaction.

The research employed a narrative inquiry method to collect and analyze students' stories. Data were obtained through semi-structured interviews with five students and a supporting interview with an English teacher. The findings indicated various emotional responses towards the use of Wordwall in writing descriptive texts.

Students generally showed positive emotions such as interest, enjoyment, and satisfaction due to the interactive and engaging features of Wordwall. They reported that the website made the learning process more fun and helped them understand descriptive text structures more easily. Feelings of happiness and security were expressed when students succeeded in completing tasks or received praise for their work.

On the other hand, negative emotions were also identified, although less frequently. A few students experienced temporary feelings of insecurity or dissatisfaction, mainly when facing technical issues or difficulties in understanding certain instructions on the platform. However, no students reported a strong disinclination or consistent unhappiness with the use of Wordwall.

5.2 Suggestions

5.2.1 For English teachers

Teachers are encouraged to integrate interactive digital platforms like Wordwall more frequently in the teaching of descriptive texts and other writing genres. Such tools can create a more engaging and supportive learning environment that stimulates students' positive emotions and motivation. Additionally, teachers should provide clear instructions and guidance, especially for students who may face difficulties in using the technology at first.

5.2.2 For students

Students are advised to actively explore digital learning tools such as Wordwall to support their writing practice. By becoming familiar with such platforms, they can enhance their learning experience, increase confidence in writing tasks, and develop their descriptive writing skills more effectively.

5.2.3 For future researchers

Future research could investigate the long-term effects of using Wordwall on students' writing performance and emotional development. It is also recommended to conduct studies with a larger and more diverse group of participants, or to compare different digital tools to provide deeper insights into the role of technology in English writing instruction. Furthermore, quantitative approaches or mixed-method studies could be employed to strengthen the validity of the findings.

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