ABSTRACT

Putri, N. F. 2024. *The Effect of Wordwall to the Quality of Students' Writing Skills*. Thesis. English Language Education Program, Faculty of Teacher Training and Education, Universitas Muhammadiyah Jember. Advisors: (1) Dr. Tanzil Huda, M.Pd. (2) Yeni Mardiyana Devanti, M.Pd

Key Word: Writing skills, *Wordwall*

The aim of the current study was to investigate the effectiveness of the use of *Wordwall* on the quality of students' EFL writing skills. *Wordwall*, a web-based application, is one of the AI-based applications that is used to facilitate teaching-learning activities. It can help students in improving their writing skills, which is essential for EFL skills mastery. However, a lot of students had difficulty in attaining the skill because of some factors such as a lack of vocabulary and other grammar competencies. The data sources were from the result of the score in narrative fractured text made by students in *Sekolah Menengah Atas* (Senior High School). The method employed in this study was quantitative with an ex post facto design. The measurement of writing test as the data was measured using several criteria followed by components of writing. The components of writing skills consisted of content, organization, vocabulary, grammar, and mechanics. The result of this investigation indicated that a class taught along with *Wordwall* attained an average score of 16.17. Meanwhile, the average value for a class taught using a printed English textbook was 14.43. The results of the Mann-Whitney Test had a significant difference of 0.000, which meant that it was significantly less than < 0.05. It revealed that the null hypothesis was disregarded, which implied that there was a significant variation in values of the class with used *Wordwall* (AI) and that without using the AI-based application, i.e., *Wordwall*. Therefore, it could be concluded that the students' EFL writing skills who learned English by using *Wordwall* were better than those who learned English by using printed textbooks.