The Effectiveness of Wordwall Media in Enhancing Students' Writing Skills in Descriptive Texts at Senior High School Bandar Lampung Through Task-Based Language Teaching

Qonita Vidina[1], Achmad Yudi Wahyudin[2]
[1,2] Faculty of Arts and Education, English Education, Universitas Teknokrat, Bandar Lampung, Lampung
Corresponding E-Mail: qvidina@gmail.com, achmad.yudi@teknokrat.ac.id

Abstract

This study investigated the effectiveness of integrating Wordwall media with Task-Based Language Teaching (TBLT) to improve eleventh-grade students' descriptive writing skills at SMAN 14 Bandar Lampung. A quasi-experimental one-group pre-test and post-test design was employed with 36 students. Writing scores were assessed using a modified rubric covering content, organization, vocabulary, language use, and mechanics. Inter-rater reliability was excellent (pre-test $r = .985$; post-test $r = .998$, $p < .01$), and normality tests confirmed parametric assumptions. The results showed significant improvement in students' writing performance after the intervention (pre-test mean = 54.83; post-test mean = 76.42; paired-samples t-test, $t = 14.85$, $df = 35$, $p < .001$), with the largest gains in organization and language use. Qualitative interviews with high, medium, and low achievers revealed increased motivation, engagement, and peer-supported learning. These findings suggest that integrating gamified digital platforms like Wordwall within a task-based framework effectively enhances descriptive writing skills in EFL classrooms.

Keywords: Descriptive Text, Task-Based Language Teaching, Wordwall, Writing Skills

Introduction

The four essential skills of speaking, listening, reading, and writing must be mastered in order to teach English as a foreign language. Because it requires complicated cognitive functions including concept organization, word selection, and proper grammar application, writing is frequently seen as the most difficult of these (Harmer, 2004; Hyland, 2003). Students may find it especially difficult to

write descriptive writings since they require the capacity to communicate vivid details, consistency, and clarity (Siahaan, 2013; Oshima & Hogue, 1996). Despite its significance, descriptive writing remains a challenge for many students because of poor grammar, a small vocabulary, and a lack of comprehension of text organization (Bahar & Latif, 2019; Kaharuddin & Hasyim, 2020).

These difficulties are made worse by traditional teaching strategies, which frequently place more emphasis on rote memory than on communicative and student-centered techniques (Richards & Renandya, 2002). Thus, to improve students' writing abilities, creative and engaging teaching methods are required. Task-Based Language Teaching (TBLT), which gives students authentic communication activities that promote active participation, problem-solving, and meaningful language use, is one promising method (Ellis, 2003; Willis, 2006). According to research, TBLT can enhance students' writing performance in terms of topic development, text organization, and grammatical accuracy (Halimi, 2019; Yasuda, 2017).

Students can participate in contextualized assignments that provide writing a greater sense of purpose and effectiveness according to this learner-centered approach. TBLT consists of three main stages that guide the learning process effectively: **(1) the pre-task stage**, where the teacher introduces the topic, activates students' background knowledge, and provides input necessary for task completion; **(2) the task cycle**, which includes task performance, planning, and reporting stages, allowing learners to use the target language meaningfully to accomplish communicative tasks; and **(3) the language focus or post-task stage**, where students analyze language forms, receive feedback, and refine their output to improve accuracy (Ellis, 2003; Willis, 2006).

These stages create a balance between fluency and accuracy, supporting learners' engagement and reflection while performing real-world tasks. The integration of technology in language instruction has grown in importance in line with the development of digital learning. In today's educational environments, the usage of technology-based learning materials is strongly promoted since it contributes to the creation of exciting, engaging, and inspiring learning environments. Wordwall, a gamified digital platform that provides interactive tasks to enhance vocabulary growth, sentence construction, and instant feedback, is one example of such technology (Azizah et al., 2021; Sari & Lestari, 2022).

Previous research has emphasized its advantages for learner engagement and vocabulary retention (Kurniasih, 2014), but nothing is known about how it might be combined with TBLT to improve descriptive writing abilities. The following research questions serve as the study's focus in light of the background mentioned above:

1. To what extent do Wordwall materials influence students' descriptive writing skills?

2. To what extent do Task-Based Language Teaching and Wordwall media complement each other to improve various aspects of descriptive writing?

This project also aims to investigate the pedagogical implications of combining interactive digital platforms like Wordwall with Task-Based Language Teaching (TBLT) in light of the developed research topics. By integrating gamified learning environments with organized communicative activities, the study seeks to add to the expanding literature on technology-assisted language instruction. In addition to providing a dynamic and captivating learning environment, this integration gives teachers useful tactics for raising their students' descriptive writing proficiency in EFL classes. Adopting tools that suit learners' tastes and digital fluency becomes more and more important as educational paradigms change in conjunction with technology improvements. It is anticipated that the results of this study will serve as a starting point for further investigation into the best ways to use online resources such as Wordwall to improve students' writing abilities and general language competency.

Method

This study employed a quantitative approach with a quasi-experimental design to examine the effectiveness of Wordwall media integrated with Task-Based Language Teaching (TBLT) in improving students' descriptive writing skills. The design used was a one-group pre-test and post-test, allowing the researcher to measure students' progress before and after the implementation of the treatment over a two-month period.

The participants were 37 students of the eleventh-grade English for Advanced Class at SMAN 14 Bandar Lampung, selected through purposive sampling based on the English teacher's recommendation. The class was chosen because students often encountered difficulties in developing ideas, organizing sentences, and using appropriate vocabulary when writing descriptive texts. Therefore, this group was considered suitable to evaluate the impact of integrating Wordwall and TBLT.

Data were collected through six sessions: one pre-test, four treatment sessions, and one post-test. During the **pre-test**, students were asked to write a 150–200 word descriptive essay on the topic "Someone You Admire (teacher or public figure)" to measure their initial writing ability. The **post-test**, administered at the end of the treatment, required them to write another 150–200 word descriptive essay on the topic "A Family Member You Admire." Both writing tasks followed Mardiana's (2020) principle of guided writing to assess descriptive ability effectively.

The **treatment** was conducted in four consecutive meetings following Ellis's (2003) TBLT framework, which includes the pre-task, task cycle, and language

focus phases. Each meeting involved distinct but interrelated learning activities supported by Wordwall.

In the **first meeting (pre-task phase)**, the teacher introduced the topic of "Describing People" and activated students' prior knowledge through a Wordwall *matching words with pictures* activity. Students matched adjectives such as *tall, kind, cheerful,* and *intelligent* to corresponding pictures of people. The teacher then explained the generic structure and language features of descriptive text. Students collaboratively analyzed a model descriptive text and identified its components, such as identification and description.

In the **second meeting (task cycle phase)**, the focus shifted to vocabulary enrichment. Students participated in a Wordwall *quiz game* containing adjectives and descriptive phrases. The gamified environment motivated them to compete and review vocabulary interactively. Afterward, students worked in small groups to describe their favorite celebrity using the learned vocabulary, then shared their work orally with peers.

The **third meeting (language focus phase)** emphasized grammar and organization. Using a Wordwall *sentence sequencing* activity, students arranged jumbled sentences into coherent paragraphs. The teacher guided them in identifying grammatical errors and improving sentence construction. Students then collaborated in pairs to write a short descriptive paragraph about their classmate, applying the correct use of adjectives, linking verbs, and conjunctions. In the **fourth meeting (task revision and production phase)**, students engaged in a Wordwall *review activity* to reinforce vocabulary and grammar patterns learned previously.

After the review, they created a descriptive text based on a visual prompt showing a family scene. Students worked independently but were allowed to consult peers for vocabulary suggestions. The teacher provided scaffolding and feedback throughout the process to help them refine their drafts. Students' writing performance in both pre-test and post-test was assessed using a rubric adapted from Jacobs et al. (1981), which evaluated five components: Content (30 points), Organization (20 points), Vocabulary (20 points), Language Use (25 points), and Mechanics (5 points), with a total possible score of 100. The rubric ensured objectivity, validity, and reliability in assessing students' descriptive writing skills.

To enrich the quantitative findings, semi-structured interviews were also conducted with three students representing high, medium, and low achievers based on their post-test results. The interviews, guided by Nunan (2004) and Mackey & Gass (2016), explored students' perceptions, experiences, and challenges while learning through TBLT and Wordwall. Conducted in Indonesian for clarity, each interview lasted 10–15 minutes. The qualitative data were used to triangulate the quantitative results following Creswell's (2014) mixed-method validation framework and recent studies (Mirhosseini & Pearson, 2024; Alhaqi & Hartati, 2025).

Finally, the collected pre-test and post-test data were analyzed through both descriptive and inferential statistics. Descriptive statistics, including means and standard deviations, illustrated overall performance before and after the intervention. Inferential statistics, using a paired-sample t-test in SPSS version 25, determined whether the improvement in students' writing skills was statistically significant at the p < .05 level. This analytical procedure provided a systematic framework for evaluating the effectiveness of integrating Wordwall within a TBLT-based learning environment in enhancing students' descriptive writing ability.

Results
Test (Pre-Test and Post-Test)
This section presents the results of the statistical analyses, which aim to examine the effectiveness of Wordwall media integrated with Task-Based Language Teaching (TBLT) in improving students' descriptive writing skills.

Table 1. Inter-Rater Reliability of Pre-Test Scores

Correlations			RATER1	RATER2
Spearman's rho	RATER1	Correlation Coefficient	1.000	.985**
		Sig. (2-tailed)	.	.000
		N	36	36
	RATER2	Correlation Coefficient	.985**	1.000
		Sig. (2-tailed)	.000	.
		N	36	36

**. Correlation is significant at the 0.01 level (2-tailed).

Using Spearman's rho correlation coefficient, Table 1 displays the inter-rater reliability findings of the pre-test scoring between Raters 1 and 2. With a significance threshold of p =.000 (p <.01), the calculated correlation value of r =.985 shows that the two raters have a very strong and positive relationship. A coefficient above.80 indicates strong reliability, according to Cohen (1988), indicating that both raters scored students' descriptive writing performance on the pre-test with high consistency. This high reliability indicates that both raters utilized the modified rubric (Jacobs et al., 1981) consistently, guaranteeing the impartiality and reliability of the scoring procedure prior to the start of treatment.

Table 2. Inter-Rater Reliability of Post-Test Scores

Correlations			RATER1	RATER2
Spearman's rho	RATER1	Correlation Coefficient	1.000	.998**
		Sig. (2-tailed)	.	.000

	N	36	36
RATER2	Correlation Coefficient	.998**	1.000
	Sig. (2-tailed)	.000	.
	N	36	36

**. Correlation is significant at the 0.01 level (2-tailed).

The post-test data was subjected to the Spearman's rho correlation test in order to guarantee score consistency between the two raters. Excellent inter-rater reliability was indicated by the results, which revealed a very strong positive correlation between Rater 1 and Rater 2 (r =.998, p <.01). This indicates that the assessments of the students' descriptive writing abilities were fairly comparable among the two raters.

Table 3. Tests of Normality for Pre-Test Scores

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
PRETEST	.131	36	.123	.971	36	.445

a. Lilliefors Significance Correction

To determine if the pre-test data were normally distributed, a normality test was performed before to the inferential analysis. As indicated in Table 2, the Shapiro-Wilk and Kolmogorov-Smirnov tests were used. The findings showed that the pre-test scores were normally distributed, with significance values greater than 0.05 (Kolmogorov–Smirnov =.123; Shapiro–Wilk =.445). As a result, the data satisfied the normalcy assumption needed for additional parametric testing.

Table 4. Tests of Normality for Post-Test Scores

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
POSTTEST	.115	36	.200*	.956	36	.158

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

To confirm that the score distribution fulfilled the requirements for parametric testing, a normality test was also performed on the post-test data. Both the Shapiro-Wilk and Kolmogorov-Smirnov tests yielded significant values higher than 0.05 (p =.158 and p =.200, respectively), as shown in Table 3. This suggests that the post-test results were appropriate for additional statistical analysis and were normally distributed.

Table 5. Descriptive Statistics of Pre-Test Scores

Descriptive Statistics

	N	Range	Minimum	Maximum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
RATER1	36	57.00	25.00	82.00	54.8333	2.40848	14.45090	208.829
RATER2	36	53.00	27.00	80.00	53.7222	2.34135	14.04810	197.349
Valid N (listwise)	36							

To give an overall overview of the students' descriptive writing abilities prior to the intervention, descriptive statistics were calculated. The pre-test results varied from 25 to 82, as indicated in Table 4, with a mean score of 54.83 for Rater 1 and 53.72 for Rater 2. There is a moderate degree of score variability across the students' performances, as indicated by the standard deviations (14.45 and 14.05, respectively). According to these results, students' writing skills varied prior to the intervention, with the majority achieving disappointing outcomes.

Table 6. Descriptive Statistics of Post-Test Scores

Descriptive Statistics

	N	Range	Minimum	Maximum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
RATER1	36	32.00	59.00	91.00	76.4167	1.45208	8.71247	75.907
RATER2	36	32.00	61.00	93.00	78.2222	1.43599	8.61597	74.235
Valid N (listwise)	36							

To show student's writing performance following the treatment, descriptive statistics were also computed. The post-test results for Rater 1 and Rater 2 varied from 59 to 91 and 61 to 93, respectively, as shown in Table 5. After Wordwall was integrated into the TBLT framework, students' descriptive writing performance significantly improved, as seen by the mean scores rising to 76.42 and 78.22, respectively. The comparatively lower standard deviations (8.71 and 8.62) in comparison to the pre-test further imply that during the intervention, student results stabilized.

Paired Samples Test

			Paired Differences						Sig. (2-tailed)
				Std. Error Mean	95% Confidence Interval of the Difference				
		Mean	Std. Deviation		Lower	Upper	t	df	
Pair 1	PostTest - PreTest	23.04167	9.30927	1.55154	19.89186	26.19147	14.851	35	.000

Table 7. Paired Samples Test Results

Using the average scores of both raters, a paired-samples t-test was performed to see whether the increase in students' descriptive writing scores from the pre-test to the post-test was statistically significant. The findings, which are shown in Table 7, indicate that the pre-test and post-test scores differed by an average of 23.04 points (SD = 9.31, SE = 1.55). Following the incorporation of Wordwall into the TBLT framework, students' descriptive writing skills improved statistically significantly, as evidenced by the t-value of 14.85 at df = 35 with p =.000 (p <.05). These findings show that after engaging in Wordwall-based TBLT exercises, students' writing abilities significantly increased, demonstrating the efficacy of this teaching strategy in fostering descriptive writing skills.
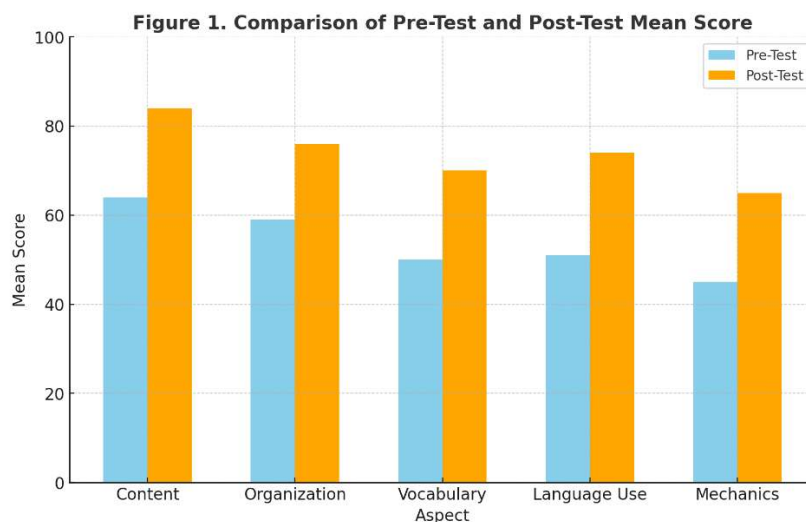

Figure 1. Comparison of Pre-Test and Post-Test Mean Score.

Before and after the Wordwall-based TBLT intervention, students' mean scores in descriptive writing across five categories Content, Organization, Vocabulary, Language Use, and Mechanics are displayed in Figure 1. Content (64), Organization (59), Vocabulary (50), Language Use (51), and Mechanics (45) all had moderate to low pre-test assessment scores. Content (84), Organization (76), Vocabulary (70), Language Use (74), and Mechanics (65) all showed improvements

following the intervention, with Language Use and Organization showing the biggest increases. These findings show that Wordwall exercises successfully improved students' writing abilities, such as word usage, idea organization, and grammar correctness.

Interpretation

According to the study's findings, students' descriptive writing abilities are considerably enhanced when Wordwall media is incorporated into the Task-Based Language Teaching (TBLT) framework. Students who participated in interactive, task-based learning improved their writing skills more successfully than they did prior to the intervention, as seen by the significant increase in post-test mean scores. Significant gains were found when the five main areas of content, organization, vocabulary, language use, and mechanics were analyzed. The content scores of the students improved from 64 to 84, demonstrating improved idea formulation and elaboration.

As a result of better coherence and logical sentence and paragraph sequencing, organization scores increased from 59 to 76. Students' vocabulary increased from 50 to 70, indicating that they learned more complex word choices and evocative expressions. Language Use improved from 51 to 74, indicating improved sentence structure and grammatical precision. Lastly, Mechanics scores improved from 45 to 65, demonstrating improved capitalization, punctuation, and spelling. Organization and Language Use demonstrated the most improvements among these areas, demonstrating how well task-based assignments and interactive online exercises reinforce grammar and structure.

These gains were the result of several factors. First, by enabling repeated practice of vocabulary, sentence structures, and descriptive components, Wordwall's gamified, interactive assignments raised students' interest and engagement. Second, by using contextualized tasks to foster problem-solving, idea organization, and learner autonomy, the TBLT approach promoted meaningful engagement. Third, the integration of Wordwall and TBLT supported the development of descriptive writing proficiency holistically by offering both scaffolding and chances for autonomous practice.

In summary, this study indicates that students' writing performance, engagement, and confidence in using English can be greatly improved by combining task-based teaching methodologies with gamified digital platforms like Wordwall. Since it offers a successful, interesting, and learner-centered strategy for enhancing descriptive writing abilities, this technique is strongly advised for EFL teachers, especially in high school settings.

Discussion

In accordance with the study's findings, students' descriptive writing abilities are successfully enhanced when Wordwall media is incorporated into the

Task-Based Language Teaching (TBLT) framework. Overall scores significantly improved from the pre-test (Rater 1 = 54.83; Rater 2 = 53.72) to the post-test (Rater 1 = 76.42; Rater 2 = 78.22), with the biggest improvements in Organization and Language Use, according to quantitative data. This shows improved sentence structure, grammatical accuracy, and coherence following the intervention.

Additional insight is provided by qualitative information gathered from interviews. Three primary elements were emphasized by the students: difficulties, task-based support, and participation. First, Wordwall's gamified activities raised motivation and engagement. "The games help me remember adjectives and sentences quickly," a high achiever explained. Unlike regular writing classes, this one isn't dull. While the low achiever gradually gained confidence in utilizing new vocabulary, the medium achiever stated that learning while taking tests helped them think more quickly.

Second, step-by-step learning was facilitated by TBLT exercises. Students appreciated cooperative group work and incremental activities, which prioritized vocabulary, grammar, and writing in order of priority. While the lowest achiever profited from peer examples to generate sentences, the high achiever observed that group conversations helped organize concepts. These results support those of Ellis (2003) and Willis (2006), which highlight the importance of meaningful, task-based contact in promoting writing skills.

Finally, students mentioned difficulties with grammar, vocabulary, and sentence structure. Through repeated practice and Wordwall scaffolding, learners were able to get past these obstacles. For instance, medium performers acknowledged that grammar was challenging at first but became better with practice. Reviewing vocabulary and sentence structures throughout the interactive exercises was beneficial for low achievers as well.

When all factors considered, the combination of Wordwall and TBLT encourages learner-centered, interesting, and successful writing training. This method not only improves students' descriptive writing abilities but also boosts their self-assurance and independence when speaking English. Combining task-based learning with gamified digital platforms is a useful tactic for EFL teachers looking to raise the standard and level of participation of writing assignments in high school classes.

Sociocultural Implications

Vygotsky's Sociocultural Theory, which highlights how social mediate learning, can help us understand these findings. According to the Zone of Proximal Development (ZPD), pupils can do more under supervision than they can on their own. While TBLT provided instructional scaffolding through structured, meaningful, and collaborative tasks, Wordwall functioned as a cultural artifact or mediating tool in this study, offering instant feedback and interactive practice.

In accordance with the scaffolding principles which state that guidance diminishes as proficiency increases students progressively assimilated the abilities necessary for producing excellent descriptive writing. Drafting, editing, and peer review are examples of activities that demonstrate this progressive assistance. Through task-based activities and real-time engagement, Wordwall transformed passive reception into active learning by improving vocabulary retention and grammatical accuracy.

Further improving cognitive and language development, collaborative TBLT exercises encouraged social negotiation of meaning as students exchanged, structured, and discussed ideas as a group. To sum up, from a sociocultural standpoint, the study's successful results show that language development is enhanced when students are assisted by social interaction and mediated resources, underscoring the theoretical and practical advantages of integrating task-based pedagogy and gamified digital platforms in EFL classrooms.

Limitations of the Study

There are various restrictions on this study. It only included one class from one school, which might have limited how far the results can be applied. Because there is no control group in the one-group pre-test and post-test approach, it is challenging to rule out other factors influencing students' writing improvement. Individual variations in digital literacy, motivation, and past knowledge were not taken into account. The study didn't look at long-term retention; it simply looked at immediate post-test findings. Lastly, just three students participated in the qualitative interviews, which might not accurately reflect the opinions of the entire class. In order to further understand the impact of TBLT combined with Wordwall on writing skills, future research could involve more thorough qualitative data collecting, several classes, control groups, and long-term assessments.

Conclusion

This study demonstrates that students' descriptive writing abilities are successfully enhanced when Wordwall media is incorporated into a Task-Based Language Teaching (TBLT) framework. According to quantitative statistics, post-test scores significantly improved in all areas, particularly in Organization and Language Use, showing improved grammar, coherence, and sentence structure. Students were inspired and involved by the gamified activities, which aided in vocabulary growth, sentence construction practice, and productive teamwork, according to qualitative data from interviews.

From a sociocultural standpoint, this intervention's success is consistent with Vygotsky's theory: TBLT offered scaffolding within the students' Zone of Proximal Development (ZPD), whereas Wordwall acted as a mediating tool. Students were able to internalize skills and overcome barriers in grammar, vocabulary, and text organization through guided practice, peer interaction, and incremental task

challenges. Passive learning was converted into meaningful language growth through active engagement and group problem-solving.

In conclusion, task-based learning combined with gamified digital platforms like Wordwall produces an effective, learner-centered method for improving descriptive writing in EFL classes. This method encourages motivation, independence, and social connection in addition to improving writing performance. To further support the use of technology in TBLT, future research could examine varied proficiency levels, long-term effects, or other language abilities.

Suggestions

Based on the findings, several suggestions are proposed for future practice and research.

1. For teachers: To develop interesting and learner-centered writing exercises, English teachers are urged to combine Task-Based Language Teaching (TBLT) with interactive online resources such as Wordwall. Teachers can boost student motivation, give immediate feedback, and enhance descriptive writing vocabulary, grammar, and organization by integrating gamified exercises with scaffolded activities. To avoid boredom and suit various learning types, it is also advised to use a variety of teaching techniques.

2. For students: Wordwall and other interactive resources should be used to encourage active participation in both classroom and independent activities. Students can improve their writing confidence, sentence structure, and vocabulary retention by participating in these gamified exercises. Frequent practice enables children to become more independent and assume accountability for enhancing their descriptive writing abilities.

3. For future researchers: Since this study only looked at one class, more research with bigger and more varied samples is advised to increase generalizability. To learn more about students' experiences, difficulties, and perspectives during interactive writing assignments, future research might potentially look at various gamified platforms, examine the long-term consequences of TBLT and digital integration, or employ qualitative methods.

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