The effect of English learning media in improving student's writing skills through the mastery of different discourse markers

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ABSTRACT

This research aims to determine the effect of learning media and mastery of discourse markers (DMs) on students' writing skills. Students in Indonesia experience many obstacles in their ability to write English. However, along with changes in students' needs in learning to write, digital-based learning media using Google Word Coach Game and Scrabble Word offers new ways to improve students' writing skills through teaching media Google Word Coach Game and Scrabble Word, learning media integrated with Mastering DMs can help improve students' writing skills. However, previous research still needs to incorporate mastery of DMs with the Google Word Coach Game and Scrabble Word learning media. Therefore, this research looks at how the Google Word Coach Game and Scrabble word learning media integrated with mastery of DMs can improve students' English writing skills. This research also examines how the interaction between the Google Word Coach Game and Scrabble Word learning media is integrated with mastery of DMs. This research suggests a Google Word Coach Game and Scrabble Word learning media and provides suggestions about the importance of mastering DMs for students in high schools in Indonesia. It also outlines how to test these suggestions and suggests directions for future research.

1. Introduction

Students in Indonesia experience many obstacles in their ability to write English; the problems faced by students in Indonesia are in terms of linguistics, cognitive, psychology, grammar, cohesion, coherence, paragraph organization, diction, spelling errors in writing essays, grammar problems include usage plural forms, articles, verb forms, clauses, passive sentences and prepositions are found in students' writing (Ariyanti and Fitriana, 2017; Hasan and Marzuki, 2017; Arifanita et al., 2019; Toba et al., 2019). Writing English for EFL learners is problematic because English is a foreign language. Also, sometimes Indonesian students need clarification in organizing ideas, translating language from Indonesian to English, following grammar rules, and finding and writing the correct vocabulary

(Sinta and Astutik, 2019). In addition, the results of the researcher's observations found that students in secondary schools needed help in composing words. Students faced additional difficulties when expected to produce texts, including the inappropriate use of instructional media and problems in mastering discourse markers (DMs), such as low DMs. DMs encompass linguistic properties, such as semantic and pragmatic meaning, and their users' cognitive, expressive, social, and textual competence. DMs serve various functions, and analyzing them helps us understand their role in discourse (Schiffrin, 2012).

Meanwhile, the Merdeka curriculum structure in Indonesian high schools also hinders improving English writing skills. In the Merdeka curriculum structure, classroom learning time is only two hours per week, thus limiting the teacher's time to instill English language skills in students. Low proficiency in written English among Indonesian students may hinder their capacity to participate effectively in the global context, particularly in professional prospects, educational endeavors, and intercultural cooperation. Improving English writing skills in Indonesian educational institutions can effectively equip students to face increasingly fierce global competition. The need for English writing skills

among secondary school students in Indonesia impacts their competitiveness in work and industry.

To improve students' writing skills, educators can enhance the teaching and learning experience by using exciting and varied learning media. Using engaging and varied press is very important for students in facilitating the generation and exploration of concepts or ideas (Suhono and Sari, 2020). The utilization of media in educational settings is a previously introduced notion. Educators are advised to employ several forms of media to engage pupils in acquiring knowledge (Syafrizal et al., 2020). Several previous studies related to students' writing abilities (Melissourgou and Frantzi, 2015; Zhan, 2015; Ariyanti and Fitriana, 2017; Hasan and Marzuki, 2017; Arifanita et al., 2019; Ceylan, 2019; Toba et al., 2019). This research found that students learning to write faced many obstacles. The main difficulties in students' writing are mainly in vocabulary and grammar. Then, previous research on teaching media (Hebblethwaite, 2009; Hinebaugh, 2009; Hulme and Snowling, 2013; Klimova, 2015; Kobzeva, 2015; Hua and Keenan, 2017; Catts, 2018; Suryadi et al., 2020; Khaira et al., 2021). This research found that various media formats are designed to be utilized cohesively to facilitate the exchange of communicative information between educators and learners throughout the educational process. Meanwhile, previous research regarding DMs (Fox Tree, 2015; Vahdat et al., 2016; Al Mughrabi, 2017; Manan and Raslee, 2018; Al-Khazraji, 2019; Taweel, 2020; Riznanda, 2021; Alsaawi, 2022) the importance of DMs in improving the quality of essay writing and increasing text understanding. Our research concentrates on how integrating learning media and DMs influences students' writing skills to fill the research gap. The novelty of this research is that it emphasizes integrating learning media with students' mastery of high, medium, and low DMs to improve the English writing skills of Indonesian high school students. This research presents a new direction for involving teachers and students in integrating learning media and mastery of high, medium, and low DMs to improve students' English writing skills. Apart from that, this research has broad implications for the world of education, namely the use of gadgets or technology-based learning media, which significantly impacts the use of technology-based learning media. The findings of this research will contribute to overcoming the problem of high school students' English writing skills in Indonesia. Using Google Word Coach Game and Scrabble Word learning media by integrating students' mastery of DMs is expected to improve students' writing skills regarding the problems faced by high school students in Indonesia. Consequently, the purpose of this study is to resolve the following issues:

1. Is there a difference in students' writing abilities between students who use Google Word Coach Games and those who use Scrabble Word learning media?

2. Is there a difference in students' writing abilities between high, medium, and low students' mastery of DMs?
3. Is there an interaction between learning media and high, medium, and low students' mastery of DMs on students' writing abilities?

2. Literature review

2.1. The problem of learning to write English for high school students in Indonesia

Several previous studies (Ariyanti and Fitriana, 2017; Hasan and Marzuki, 2017; Arifanita et al., 2019; Toba et al., 2019; Bulqiyah et al., 2021) have indicated that Indonesian students encounter numerous challenges in their English writing proficiency. These challenges encompass linguistic, cognitive, and psychological aspects, as well as issues related to grammar, cohesion, coherence, paragraph organization, diction, and spelling errors in essay writing. Specifically, grammar problems in students' writing include difficulties with plural forms, articles, verb forms, clauses, passive sentences, and prepositions. The task of proficiently writing in English poses challenges for Indonesian students. Some students noted that English has many grammatical regulations that must be memorized and implemented in written form (Sukandi and Rianita, 2018). The task of proficiently writing in English poses challenges for Indonesian students. Some students noted that English has many grammatical regulations that must be memorized and implemented in written form. This research aims to explore the potential implications for addressing the English writing challenges faced by students in Indonesian high schools, with a specific focus on Madrasah Aliyah Negeri in Serang Regency, Indonesia, and the broader context of Indonesian high schools. By enhancing the English writing proficiency of high school pupils in Indonesia, they have the potential to attain empowerment. In the context of the global market, the term "globally competitive" refers to the ability of a company or industry, or the primary factor in acquiring proficiency in the English language is the ability to write it effectively.

There are several reasons why students should work hard to improve their writing skills. Firstly, writing serves to solidify the grammatical framework. Secondly, it improves the vocabulary of the students. Thirdly, it improves their ability to read, listen, and speak. The inability of many students to produce writing that is both clear and analytical in its explanation has led to a widespread belief that learning to write is a challenging task (Kellogg, 2008). Writing is a complicated process involving thinking, generating concepts, organizing them into effective sentences and paragraphs, and then editing and revising the rough draft to produce a final product (Pertiwi et al., 2018). The writing instructions are essential because they not only provide students with academic English skills but

also make them ready to live in an interconnected world, obliging them to produce texts in various purposes or genres (i.e., expository, descriptive, narrative, and persuasive (Burns and Siegel, 2018). The goal of writing is to accurately record the phrases and create unity and consistency in the texts by applying coherent markers, like DMs. English as a foreign language writing in language training is significant since it requires students' consistent effort and ongoing practice to cultivate a specific skill (Abdel-Haq and Ali, 2017; Castillo-Cuesta et al., 2021). Using efficient instructional methodologies is vital in facilitating the development of students' writing abilities, given the importance of this ability (Blasco, 2016). Hence, educators must possess the knowledge and skills to effectively guide the writing process through diverse instructional approaches within the educational setting.

Writing is a challenging and intricate skill encompassing both a procedural aspect and a final product. Writing involves transforming thoughts into symbolic representations (Widosari et al., 2017; Sofiya et al., 2018; Winarni et al., 2021). The act of writing is an intellectual endeavor that promotes the acquisition of knowledge and the development of critical thinking skills across several academic fields (Klein and Boscolo, 2016). This writing is a crucial educational tool for instructing students on developing critical thinking skills, structuring their ideas, and acquiring novel concepts. Creating written texts in a non-native language has historically posed a significant obstacle for individuals studying languages while serving as an affluent area of exploration for scholarly investigation. Numerous individuals who are not native English speakers encounter difficulties composing in a foreign language since they must generate essays or reports of scholarly caliber in the desired linguistic medium. Teachers possess the capacity to significantly enhance students' writing abilities through the implementation of different approaches. Specifically, they must allocate increased attention to students throughout the writing process and guide the principles of effective writing (Inayah and Nanda, 2016). The originality of this study is in its focus on the interplay between students' acquisition of high, medium, and low DMs and the use of learning media to enhance their English writing skills. Prior studies of English proficiency concentrated on the difficulties that students face while attempting to write in English.

2.2. Learning media: Google Word Coach Game and Scrabble Word

The existing literature on learning media has been examined in several studies (Hinebaugh, 2009; Klimova, 2015; Kobzeva, 2015; Van Hees et al., 2017; Suryadi et al., 2020; Khaira et al., 2021; Knaus, 2023). This study discovered that within education, various media formats are intentionally created and employed in a coordinated manner to enhance the transmission of communicative information between teachers and students. Students' utilization of media has become increasingly prevalent in contemporary educational settings. Although this practice may align differently from the ideal educational framework, it is seen as necessary in order to facilitate academic progress. According to Knaus (2023), contemporary students exhibit a notable inclination toward forming robust connections with their digital devices and social networking platforms. The advancement of technology has led to the creation of diverse educational tools that educators can employ to enhance the process of teaching and learning (Liu et al., 2014). According to Gu and Guo (2017), this tool can serve as a valuable resource for meeting educational requirements by offering relevant information. The utilization of media can contribute to the facilitation of a seamless learning process. The media can address misconceptions in education.

In the context of Scrabble, the construction of words or vertical sequences is employed to achieve the highest possible points. The competitive mode rigorously adheres to time limitations, with penalties imposed on cheating individuals (Van Hees et al., 2017). Scrabble is widely recognized as one of the most popular board games, rendering it a valuable tool for English as a Foreign Language (EFL) educators on a global scale. This board game is an effective educational instrument as it enables players to use their knowledge in a relevant and enjoyable manner, hence fostering inspiration. The board game under consideration is designed for a competitive setting and can be played by a minimum of two players and a maximum of four players. The game involves interlocked tiles that display letters similar to those in a crossword puzzle (Kobzeva, 2015). According to Hinebaugh (2009), Scrabble is a valuable tool for students to enhance their vocabulary and explore unfamiliar terminology. The utilization of Scrabble as an educational tool within the school setting has the potential to facilitate the enhancement of children's cognitive vocabulary processing skills. This is achieved through iterative engagement in word formation activities with semantic significance (Protzner et al., 2016). The novelty of this research is that it highlights the integration of learning media with students' mastery of high, medium, and low DMs in order to improve students' writing skills. Previous research on learning media only focused on the use of learning media for writing or speaking English.

2.3. DMs

In learning English, students need to actively practice creating words, phrases, and sentences to improve their overall language skills. Many studies have focused on the use of DMs in academic writing because writing is a particularly challenging language skill. This difficulty affects both non-native and native English speakers. In other words, not using or misusing DMs in a second language can lead to poor communication or misunderstanding. DMs

are important because they help produce clear and effective written texts. Second-language writers need to understand that signaling connections between their ideas and those before and after them makes it easier for readers to follow and understand the concepts in their writing (Rahimi, 2011). DMs are commonly used in spoken discourse due to speech's inherent fluidity and casual nature. Conversely, the arrangement and justification for their utilization in written communication may exhibit notable distinctions. In less formal writing or speech, it is common to utilize DMs multiple times within a single sentence. Although DMs are commonly used in everyday speech, their usage requires careful consideration (Aysu, 2017).

Previous studies have examined the significance of DMs in enhancing the quality of essay writing and facilitating text comprehension (Fox Tree, 2015; Vahdat et al., 2016; Al Mughrabi, 2017; Manan and Raslee, 2018; Al-Khazraji, 2019; Riznanda, 2021; Alsaawi, 2022). These investigations have underscored the importance of DMs in these areas. According to Haselow (2019), DMs facilitate discourse processing by integrating discrete conversational units into a coherent and structured mental representation of ongoing interaction and discourse. Generally, a particular collection of words is employed to express the discourse relationship between two phrases. Typically, a particular set of words is used to convey the discourse relationship between two sentences. As DMs, words such as "but" and "and" are denoted as such Pan et al. (2018). Specific DMs in the English language are predominantly used between the two assertions they link. In contrast, the placement of other DMs may vary concerning the statements they connect (Nie et al., 2019). Alahmed and Kırmızı (2021) explained that DMs are important for creating a clear and connected flow of language by showing relationships between different parts of a text. Because DMs are flexible, they can serve various purposes depending on the context. In terms of their role in texts, DMs often help define the structure of discourse. They do this by linking sentences and helping the reader or listener move between ideas smoothly. As a result, DMs are useful for organizing and managing communication. This study contributes something new by focusing on how well students use DMs alongside English language learning tools to improve their writing skills. Previous research has mainly looked at DMs in the context of students' English writing or speaking, without exploring their integration with learning media.

3. Research methodology

3.1. Participants

Two hundred fifty participated in this study. Each group consists of one hundred twenty-five people. All students are native Indonesian speakers. The first experimental group was treated with Google Word Coach Game learning media, while the second was with Scrabble Word material. This research also discusses variations in students' mastery of DMs. The population in this study was 1000 students of Madrasah Aliyah Negeri in Serang Regency, Indonesia. The sampling technique uses random sampling. Their writing is expected to be grammatically correct but also cohesive and consistent. DMs play an important role in text cohesion and should be given significant consideration when writing instructions. No one can confirm that DMs are significant in English writing. Still, no one can deny that DMs considerably influence the cohesion and consistency of writing. The production of coherent DMs shows the relationship between discursive units or utterances and longer stretches of text, as well as between text and extralinguistic context (Aidinlou and Mehr, 2012).

3.2. Data collection procedures

The initial step in this research was to pre-test writing skills and DMs in the experimental and control classes before being given treatment. Furthermore, during the treatment, the experimental group received teaching using the Google Word Coach Game media related to verbs, nouns, adjectives and adverbs as an initial stage. In the experimental group, learning in textbooks was arranged according to their respective themes or topics. In the experimental group, students were taught using the Google Word Coach Game with precision to differentiate verbs, nouns, adjectives and adverbs. In the second stage, the control class was taught about verbs, nouns, adjectives, and adverbs using Scrabble words. During the third phase, the researcher clarified the purpose of the DMs in writing. In each session, the researcher instructed five categories of DMs in the unit. In addition, students in the experimental group were separated into three groups of the same size in each class, that is, when all students were present. Researchers emphasize and encourage collaboration between students to better understand the function of DMs by using the Google Word Coach Game in the experimental class and Scrabble Word in the control class. In the fourth stage, each group was tasked with writing a text and assigned to identify the DMs contained in it. Next, each group was instructed to write a text by taking on a different role. Next, the discourse was refined to gather input from peers and, if necessary, from researchers. The final stage is doing homework for the next session. For example, researchers invite students to read a text. Then, the story must be summarized using DMs for the next session.

Although students in the experimental group were given this intervention, students in the control group were not given explicit guidance regarding DMs. Instead, they were instructed to read assigned storybooks, listen to written texts, and engage in text-writing exercises. Therapy was carried out

throughout 15 sessions, each lasting 50 minutes, under the supervision of an English instructor. Treatment was carried out from January 2023 to April 2023. In the initial session, participants were standardized. In the second session, students are given an initial assessment. During 12 sessions, students were instructed to use DMs using Google Word Coach Game and Scrabble Word learning materials. In the final session, both groups carried out a post-test focused on students' writing skills. Next, the data is analyzed to obtain results. As an illustration, researchers asked students to read narrative literature carefully. Then, the story must be summarized using DMs for the next session. In the final session, both groups were assessed using a writing post-test and DMs. Researchers and English teachers at Madrasah Aliyah developed the test questions. Then, the data is evaluated to obtain results**.**

3.3. Research instrument

Data collection instruments included written assessments and DMs tests. In the first semester, each instrument was evaluated. The characteristics of the trial students mirrored those of the actual students; the participants were eleventh-grade students of Madrasah Aliyah Negeri Serang Regency, Indonesia. Normality and homogeneity tests were carried out before analyzing the data using SPSS. To evaluate students' writing skills, researchers conducted a writing test. In this study, participants in experimental groups took a pre-test and a post-test after creating step-by-step instructions. The second test was designed to test student's mastery of DMs. The researchers analyzed Students' writing assignments and their use of DMs. The DMs examination employed Fraser's theory (Fraser, 1990). Fraser's theory attempts to explain the numerous categories of DMs used by Madrasah Aliyah Negeri Serang Regency, Indonesia, students in procedural texts and their functions and relationships.

3.4. Data analysis

The data analysis process commences by presenting descriptive analytical statistics, as informed by the problems and hypotheses outlined in this research. The components of this analysis encompass the average score, the measure of variability (standard deviation), the lowest and highest scores observed, and the Estimated Marginal Mean, all about students' writing proficiency. The research was analyzed using a Two-Way ANOVA using a 2 x 3 factorial design, employing inferential statistics. The present examination of data assesses the effect of learning media in facilitating the acquisition of DMs and their subsequent utilization in enhancing students' writing skills. Before conducting any analysis, all data was verified to ensure that it satisfied the normality, homogeneity, and correlation feasibility tests*.*

4. Results and discussion

This study analyzed differences in improving student's writing skills through learning media and mastery of high, medium, and low DMs. This research also highlights the influence of learning media interactions and mastery of high, medium, and low DMs on students' writing abilities. The results of this research were grouped into three research findings, namely (1) differences in students' writing abilities between students who were treated using the Google Word Coach Game and Scrabble Word learning media, (2) differences in students' writing abilities with high, medium and low students' mastery of DMs, and (3) the interaction between learning media and high, medium and low students' mastery of DMs on students' writing abilities, from the average pre-test and post-test. This research examines the impact of different learning media on students' writing abilities. The control class used Scrabble Word, while the experimental class used the Google Word Coach Game. The pre-test and post-test results were carried out to measure students' writing abilities before and after treatment. The research results show a significant difference in writing ability between the two class groups, thus indicating that the integration of learning media plays a role in increasing mastery. Significant disparities in DMs were observed between the two classes. Specifically, students with high, medium, and low proficiency in DMs showed apparent differences. This can be seen from the difference in average scores between groups. These initial research findings raise the question of whether there are disparities in students' writing abilities when comparing those who were given the Google Word Coach Game learning media with those who were given Scrabble words. Data is presented as the average value of pre-test and post-test results and the standard deviation. Therefore, Tables 1 and 2 can describe students' writing abilities before and after using learning media by integrating students' English DMs between different groups.

4.1. The difference between pre-and post-test writing skill

Conversely, within the experimental group, the pre-test outcomes indicated that individuals with high mastery of DMs exhibited an average writing skill score of (M=70.83, SD=2.041). Those classified as having medium mastery of DMs achieved an average writing skill score of (M=54.42, SD=8.406). In contrast, those classified as having low mastery of DMs achieved an average writing skill score of (M=60.57, SD=6,200). Based on the post-test outcomes of the experimental group, individuals with high mastery of DMs demonstrated an average writing skill score of (M=95.50, SD=2.041). Those with medium mastery of DMs achieved an average writing skill score of (M=65.00, SD=8.389), while those with low mastery of DMs achieved an average writing skill score of (M=80.00, SD=8.975). The

results of this study provide an answer to the second research problem statement, which was whether there are significant differences in writing abilities among students with varying degrees of mastery of DMs (high, medium, or low). According to this study, proficiency in DMs at different proficiency levels, high, medium, and low, can enhance students' English writing abilities. The mean grade of the students in the experimental group exhibited a substantial increase.

Table 1: Descriptive statistics of the experimental group

Statistic	DMs	Pre-test	N	Post-test	N
Mean	High	70.83	50	95.50	50
	Low	54.42	100	65.00	100
	Medium	60.57	100	80.00	100
Standard deviation	High	2.041	50	4.456	50
	Low	8.406	100	8.389	100
	Medium	6.200	100	8.975	100

Table 2: Descriptive statistics of the control group

Statistic	DMs	Pre-test	N	Post-test	N
Mean	High	62.27	50		50
	Low	50.00	100		100
	Medium	43.75	100		100
Standard deviation	High	6.497	50		50
	Low	9.147	100		100
	Medium	12.200	100		100

According to the data presented in Table 2, the pre-test outcomes for the control group indicated the following: the group with lowest mastery of DMs had the lowest average writing skill value (M=43.75, SD=12.200); the group with medium mastery of discourse marker values (M=50.00, SD=9.174); and the group with high mastery of discourse marker values (M=62.27, SD=6,497). The post-test results revealed the following: The mean score for writing skills in the low group with mastery of DMs was

(M=50.00, SD=7.975), the mean score for writing skills in the high mastery of DMs was (M=64.42, SD=6.975), and the mean score for writing skills in the medium mastery of DMs was (M=59.17, SD=7.389).

4.2. The effect of learning media and discourse marker mastery on students' writing skills

A study examined the impact of learning media and proficiency in using high, medium, and low-level DMs on students' English writing skills. The data was analyzed using a two-way ANOVA to evaluate the relationship between independent and dependent variables. The results indicated that the type of learning media used and the mastery of DMs significantly affected students' writing abilities.

Table 3 shows that a two-way ANOVA analysis indicates a significant difference in students' English writing skills using either the Google Word Coach Game or Scrabble Word learning media. This is illustrated by the outcomes of a two-way parametric test or analysis of variance (ANOVA), in which the computed F value is compared to the F table value at a significance level of 5%. The calculated F value (F=28.915) exceeds the F table value (3.936), suggesting statistical significance. In addition, the Sig value (0.000) is below the significance level of 0.05. This study utilizes a two-way analysis of variance (ANOVA) to investigate variations in variance among distinct groups. This approach is consistent with the researcher's predetermined study goals and problem definition. The analysis of variance, often known as two-way ANOVA, is used to investigate the interactions between groups of variables.

Table 3: Two-way ANOVA results

Source	Type III sum of squares	df	Mean square	F	Sig.
Corrected model	9127.404a	5	1825.481	28.851	0
Intercept	134118.1	1	134118.1	2119.697	0
Learning media	1639.704	1	1639.704	28.915	0
DMs	1252.707	2	626.354	10.899	0
Learning media * DMs	1782.804	2	891.402	18.088	0
Error	5947.596	245	63.272		

a: R squared=.805 (Adjusted R squared=.784)

Furthermore, a high level of competence in DMs substantially influences students' abilities to write in English. This is illustrated by the outcomes of a 2-way parametric test or analysis of variance (ANOVA), in which the calculated F value is compared to the F table value at a significance level of 5%. The computed F value (F=10.899) is higher than the F table value (3.936), suggesting statistical significance (Sig. value=0.000<0.05). This finding is consistent with the second research question. The conclusions of the third study demonstrated a significant association between various forms of educational media and students' English writing competency, particularly their knowledge of DMs. This is illustrated by the outcomes of a 2-way parametric test or analysis of variance (ANOVA), in which the computed F value is compared to the F table value at a significance level of 5%. The calculated F value (=18.088) exceeds the F table

value (3.936), suggesting statistical significance. Furthermore, the significance value (0.000) is below the significance threshold of 0.05.

In contrast, an R-squared score of 0.805 suggests that the combined influence of studying media and proficiency in DMs can explain 80.5% of the variation in students' English writing abilities. Moreover, the impact of teaching materials on writing outcomes depends on the skill level of the students using DMs. The research findings were strengthened by a two-way ANOVA data analysis, which identified a correlation between the use of different learning media and students' skill levels (high, medium, and low) in DMs. This contact had a significant influence on the English writing skills of the students. The researcher performed supplementary tests utilizing the Scheffe test and graphed approximations of the marginal mean. This action aimed to improve the accuracy of the two-way

ANOVA test outcomes and reduce any potential prejudice in the research conclusions.

The results in Table 3 indicate that a two-way ANOVA analysis demonstrates a significant and advantageous influence of discourse marker proficiency at different levels (high, medium, and low) on students' English writing abilities. Furthermore, the two-way ANOVA analysis demonstrated notable discrepancies in the writing proficiencies of students exposed to the Google Word Coach Game and Scrabble Word learning media. The results of the third analysis using a two-way ANOVA revealed an interaction effect between the use of learning media and competency in DMs on the English writing skills of the students. The research emphasizes the importance of teachers being careful when providing instructional resources to learn DMs. In addition, educators should integrate a more comprehensive array of digital learning resources. Researchers have found that many students cannot still understand and effectively use DMs. The results of this study align with previous research that suggests DMs positively impact students' English writing. Furthermore, researchers encounter limitations when evaluating data, choosing samples, and deciding study methodologies. The findings of this study are consistent with the research objectives and formulation specified by the researcher at the beginning of the investigation.

4.3. The impact of learning media and students' DM mastery on writing skills

Table 4 illustrates the interaction between learning media and high, medium, and low mastery of DMs on students' English writing abilities. The results are as follows: 1) The interaction between high versus medium mastery of DMs is M=9.79. Moreover, the Sig value <0.05 means Ho is rejected.

These findings conclude that there are differences in the English writing abilities of students with high and moderate mastery of DMs. 2) The interaction between high versus low mastery of DMs is M=4.94. With Sig value>0.05, Ho is accepted. These findings conclude that there are no differences in the English writing abilities of students with high and low mastery of DMs. 3) The interaction between moderate versus high mastery of DMs is M=-9.79. Sig value <0.05 means Ho is rejected. These findings conclude that there is a difference in the English writing abilities of students with medium and high mastery of DMs. 4) The interaction between moderate versus low mastery of DMs is M=-4.86. Sig value>0.05 means Ho is accepted. These findings conclude that there are no differences in the English writing abilities of students with medium and low mastery of DMs. 5) The interaction between low versus high mastery of DMs is M=-4.94. Sig value>0.05, then Ho is accepted. These findings conclude that there are no differences in the English writing abilities of students with low and high mastery of DMs. 6) The interaction between low versus medium mastery of DMs is M=4.86. Sig value>0.05 means Ho is accepted. These findings conclude that there are no differences in the English writing abilities of students with low and medium mastery of DMs.

The following graph estimates the marginal mean between learning media and mastery of DMs on students' English writing abilities. As visualized in Fig. 1, through Scrabble, the group with low mastery of DMs significantly outperformed the group with high mastery of DMs regarding writing results. On the other hand, in implementing Google Word Coach Game teaching, the group with high mastery of DMs significantly improved their writing results compared to the group with low mastery of DMs.

Table 4: Tukey's test for multiple comparisons

(I) DMs	(J) DMs	Mean difference (I-J)	Std. error	Sig.	95% Confidence interval
High	Moderate	9.79*	2.836	0.003	2.96 to 16.63
High	Low	4.94	2.531	0.135	-1.16 to 11.04
Moderate	High	-9.79*	2.836	0.003	-16.63 to -2.96
Moderate	Low	-4.86	2.623	0.163	-11.18 to 1.47
Low	High	-4.94	2.531	0.135	-11.04 to 1.16
Low	Moderate	4.86	2.623	0.163	-1.47 to 11.18

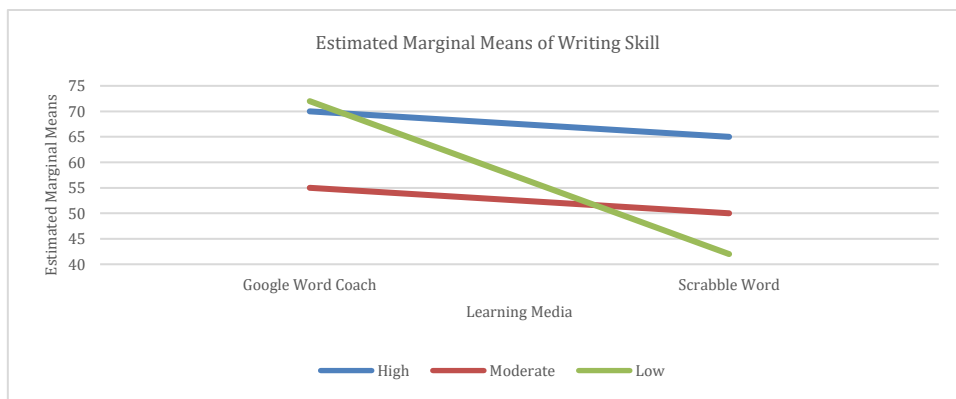*: mean difference is significant at the 0.05 level

Fig. 1: Estimated marginal mean

The marginal average estimates in the graph above show an interaction graph of three lines that intersect with other lines. This means that the use of learning media affects students' English writing abilities by interacting with their mastery of DMs, regardless of their level of achievement.

This study investigates three research questions, focusing on the impact of learning media (Google Word Coach Game and Scrabble) on students' mastery of DMs. It presents the findings related to the use of these learning tools and their effect on students' ability to use DMs. The research reveals three key findings. First, many students struggle to master English vocabulary, likely due to teachers' reliance on dictionaries and traditional learning methods. Second, a significant number of high school students have not yet achieved proficiency in vocabulary and DMs. Lastly, Indonesian students face challenges with complex English grammar, in addition to difficulties in effectively communicating ideas in writing. This is partly because of the differences in cultural and linguistic structures between their native language and English, which leads students to apply the grammatical patterns of their first language when writing in English, resulting in content that does not align with English rhetorical standards.

On the other hand, teachers need help with large classes in teaching writing, which causes ineffective teaching and learning production (Ariyanti, 2016). Several studies regarding the learning media Google Word Coach Game and Scrabble Word (Hinebaugh, 2009; Klimova, 2015; Kobzeva, 2015; Van Hees et al., 2017; Suryadi et al., 2020; Khaira, et al., 2021; Knaus, 2023). Previous research findings indicate that various media formats are deliberately created and coordinated to improve the transmission of communicative information between teachers and students. This research differs from previous research; the difference lies in integrating learning media and students' mastery of DMs, which can improve students' writing skills. Meanwhile, mastery of DMs for Indonesian students is still a little foreign to the ears, even though Indonesian students often hear and pronounce DMs in learning procedural text genres.

High school students, especially MA Negeri in Serang Regency, Indonesia, still need to master DMs for writing skills. Students must master DMs to improve their writing skills. DMs have higher coherence and integration activity levels, especially in referential use. DMs indicate the level of positive participation from students. Regarding the first research question: Is there a difference in students' writing abilities between students treated using the Google Word Coach Game and Scrabble Word learning media? We want to highlight our findings that the research results show that the influence of learning media (Google Word Coach Game and Scrabble Word) on writing results varies according to the level of mastery of DMs (high, medium, and low). Students with high mastery of DMs show much higher writing abilities through the Google Word Coach Game and Scrabble Word media than students with insufficient mastery of DMs. Among the high discourse mastery group, the group that received Google Word Coach Game media significantly outperformed the group that received Scrabble Word media, although the difference was slight.

Meanwhile, performance through the Google Word Coach Game and Scrabble Word media is very different for those with low mastery of DMs. Our findings from research data after treatment and post-test show a significant difference in English writing ability after using learning media with high, medium, and low mastery of DMs. This difference is enormous. This can be seen from the results of the two-way ANOVA test (Table 3) and the results of descriptive statistics on student writing (Tables 1 and 2). These results show the influence of learning media and mastery of DMs on students' writing abilities. The Google Word Coach Game effectively improves students' mastery of high and low DMs in a fun and engaging way. This research aligns with research from Suryadi et al. (2020) that the Google Word Coach Game is straightforward to understand. Google Word Coach Game helps students improve their mastery of English vocabulary so that they can speak English properly and correctly. The novelty of this research is that it emphasizes integrating learning media with students' mastery of high, medium, and low DMs to improve students' writing skills. Previous research on learning media only focused on its use for writing or speaking English. These results indicate that the influence of teaching media on writing results depends on mastery of DMs. The Google Word Coach Game effectively improves students' mastery of DMs at all levels.

The subsequent elements encompass DMs, such as well, now, so, but, oh, because to, now, OK, right/all right, well, let us start, let us discuss, let me conclude Sequencing: First, firstly, second, next, then, finally Marking topic shifts: So, now, and what about, how about Marking continuation of the current topic: Yeah, and, cos, so Regain control over the talk or to hold the floor: And, cos Summarizing opinions: So (Fung and Carter, 2007). The problem of mastering DMs for senior high school students in Indonesia is still limited to a few words. Many Indonesian English teachers and students need to familiarize themselves with discourse marker terminology, even though they have used words or phrases included in DMs. DMs may happen because they have never heard of the terminology or do not know precisely what is meant by DMs themselves. Even students in high schools in Indonesia are rarely introduced to and taught about DMs, even though they already use them. Using DMs is a crucial aspect of achieving fluency in the English language. DMs, as a collection of cohesive devices, play a significant role in establishing coherence and enhancing the fluidity of language (Rahimi and Riasati, 2012).

Regarding the second research question: Are there differences in students' writing abilities with high, medium, and low mastery of DMs? We want to highlight our findings that the research results show

that the influence of high, medium, and low mastery of DMs on students' writing abilities varies according to the level of mastery of DMs (high, medium, and low). Based on the Scheffe follow-up test (Table 3), two groups of students mastered DMs, indicating significant writing ability (High vs. Medium group and Medium vs. High group). The results for the four groups of DMs (high vs. low, medium vs. low, low vs. high, and low vs medium) were not statistically significant. However, the two-way ANOVA test (Table 2) revealed a significant difference in the writing ability of students with high, medium, and low mastery of DMs.

On the other hand, there are several problems raised in the findings of this research, namely that there are quite a lot of students who have low mastery of DMs compared to students who have high mastery of DMs. Students at Madrasah Aliyah Negeri Serang Regency, Indonesia, also need to learn DMs even though they already use them. These results are generally supported by many studies that emphasize that mastery of DMs can improve students' writing abilities (Fox Tree, 2015; Al-Qahtani, 2015; Vahdat et al., 2016; Al Mughrabi, 2017; Manan and Raslee, 2018; Al-Khazraji, 2019; Riznanda, 2021; Alsaawi, 2022). However, the findings of this study contradict research that shows that DMs do not have a significant relationship between writing proficiency and the use of DMs among Malaysian English as a Second Language (ESL) students. DMs are essential to teaching high school students in Indonesia, but no specific research has been conducted on mastery of DMs. Based on our findings at Madrasah Aliyah Negeri Serang Regency, Indonesia, one of the main obstacles in teaching DMs is the limited time provided for English lessons according to Indonesian language criteria. Hence, DMs can be integrated with alternative pedagogical approaches or instructional resources to enhance the educational experience and efficiently enhance students' writing proficiency (Sun, 2013).

The final part of this study examined whether there is an interaction between learning media and students' high, medium, and low mastery of DMs on their writing abilities. Our findings confirm an interaction effect between learning media (Google Word Coach Game and Scrabble Word) and students' DM mastery levels on their writing skills. Students can access these digital-based learning tools via Android, which helps prevent boredom and motivates them to improve their writing. The use of learning media (Google Word Coach Game and Scrabble Word) enhances students' interest in writing English, which positively influences their writing abilities. These tools not only boost motivation and interest but also improve understanding, present engaging and reliable information, support data interpretation, and simplify content. Based on the two-way ANOVA analysis (Table 3) and interaction evidence from the graphs (Fig. 1), there is a clear interaction effect between learning media and DM mastery on students' writing skills. The novelty of this research lies in its integration of learning media and DM mastery to explore their combined effect on writing skills.

The implications of our findings regarding the problems of English writing skills faced by high school students in Indonesia can illustrate how teachers must use various English language learning media, and teachers must also focus on teaching intensive mastery of DMs. Furthermore, students can experience the benefits of using the learning media Google Word Coach Game and Scrabble Word and mastering DMs to improve their writing skills. So, researchers want to provide more research evidence that supports the effectiveness of teacher's use of learning media in the context of writing skills. Furthermore, this research seeks to explore the impact of media on the development of discourse marker skills during the learning process. School principals must provide efficient learning media facilities to support teacher efforts in each learning session. Future researchers should examine learning media and students' mastery of DMs at all levels of education in Indonesia.

Based on the discussion of the findings, this research provides new highlights regarding integrating the use of learning media and mastery of DMs on students' writing abilities. The results of this research should also remind schools to prepare their students to master English language competencies in facing global competition and provide more opportunities for students to practice writing English at school. This study has several limitations. The most obvious is the sample size, which is limited by the study's relatively short duration and limited to only high school education. Finally, this research is determined by several problems in the research design, such as the unequal number of students in each group.

5. Conclusions

This research explores the impact of learning media (Google Word Coach Game and Scrabble Word) and mastery of DMs (high, medium, and low) on the writing ability of class XI students at Madrasah Aliyah Negeri in Serang Regency, Indonesia. The data shows that the influence of learning media on improving students' writing skills depends on the level of mastery of DMs for students with high, medium, and low mastery of DMs. The research results show a significant influence of learning media (Google Word Coach Game and Scrabble Word) on students' writing abilities. Then, there is a significant influence of students' mastery of markers on students' writing abilities. Furthermore, there is a significant interaction effect between learning media and mastery of DMs on students' writing abilities. In the future, further research on the mastery of DMs and learning media on students' writing or speaking abilities will be carried out at all levels of education in Indonesia. This research has several limitations. The most obvious is the sample size, followed by the study

duration, which is relatively short and limited to only high school education. Finally, this research is determined by several problems in the research design, such as the unequal number of students in each group.

Compliance with ethical standards

Ethical considerations

Ethical approval was obtained, and informed consent was secured from all participants. Privacy and confidentiality were maintained, and participation was voluntary.

Conflict of interest

The author(s) declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

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