



Students Responses Toward the Use of Wordwall Unjumbled Word in Teaching Learning Context

Ganing Tiyas Asri^{1*}; Rahmawati Sukmaningrum²; Laksi Setiyorini³

^{1,2,3}Department of English Education, Universitas PGRI Semarang, Indonesia

^{1*}Corresponding Email: ganingtiyasasri@gmail.com, Phone Number: 0882 xxxx xxxx

Article History:

Received: Aug 12, 2023

Revised: Oct 11, 2023

Accepted: Dec 21, 2023

Online First: Jan 02, 2024

Keywords:

Student's Responses,
Teaching-Learning Context,
Wordwall Unjumbled Word.

Kata Kunci:

Wordwall Unjumbled Word,
Konteks Belajar-Mengajar,
Respon Siswa.

Abstract: English is the most influential language in the world. However, since learning a language is rarely applied in real life, students tend to think that learning this language is unnecessary. In this situation, integrating technology and education education becomes the most crucial part of making the learning process more successful. This article aims to determine the students' responses to using the educational online game Wordwall Unjumbled Word. Qualitative descriptive is used in this research's design. As the object of the research, the researcher chose 35 students from 11th graders of Social 4 in 10 senior high schools in Semarang. The results of the research are 57,1% agreed that they like the media, 33,6% agreed that the media is enjoyable, 51,4% agreed the media improves their motivation, 57,1% agreed that the media draws their interest, 48,6% agreed that the media made their learning easier, 34,3% stated that the media did not make them stressed, 42,9% agreed that understand the material, 46,7% agreed that the media is easy to be used, 40% agreed that they would use this media in the subsequent learning and 45,7% agreed that the media is appropriate for English learning. The results found in this research should be considered when choosing a suitable media for the English teaching and learning process.

How to cite:

Asri, G. T., Sukmaningrum, R., & Setiyorini, L. (2024). Students Responses Toward the Use of Wordwall Unjumbled Word in Teaching Learning Context. *Edunesia : Jurnal Ilmiah Pendidikan*, 5(1), 474-487.

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Abstrak: Bahasa Inggris merupakan Bahasa yang sangat penting untuk dipelajari. Namun, karena Bahasa Inggris jarang untuk diaplikasikan dalam kehidupan sehari-hari, peserta didik cenderung menganggap bahwa Bahasa Inggris merupakan Bahasa yang kurang penting. Pada situasi ini, penggabungan antara teknologi dan Pendidikan menjadi bagian yang sangat penting dalam menunjang keberhasilan dari sebuah pembelajaran. Tujuan pembelajaran dari penelitian ini adalah untuk menemukan respon siswa pada penggunaan game online Bernama Wordwall Unjumbled Word. Desain penelitian yang digunakan dalam artikel ini adalah deskriptif kualitatif. Untuk objek pada penelitian ini, peneliti memilih 35 siswa dari kelas XI IPS 4 SMA Negeri 10 Semarang. Hasil penelitian yang didapatkan, peneliti menemukan 57,1% setuju bahwa mereka menyukai permainan tersebut, 33,6% menikmati permainan tersebut, 51,4% setuju permainan tersebut meningkatkan motivasi mereka, 48,6% setuju media tersebut mempermudah pembelajaran, 34,3% setuju bahwa permainan tersebut tidak membuat mereka stress, 42,9% setuju bahwa mereka mengerti materi pembelajarannya, 46,7% setuju media tersebut mudah untuk digunakan, 40% setuju mereka akan menggunakan game ini dalam pembelajaran selanjutnya dan 45,7% setuju bahwa game ini cocok digunakan dalam pembelajaran Bahasa Inggris. Penelitian ini diharapkan dapat digunakan sebagai bahan masukan bagi guru untuk memilih media yang akan digunakan dalam pembelajaran.

A. Introduction

English teaching-learning difficulties as a second language have been a big issue that has been hard to solve for a long time. In the English learning process, students are forced to learn and memorize all the grammar, vocabulary, pronouncing, and so on that are hard to memorize; hence, the second language is barely applied in daily life, whereas a mother tongue is taught by will not (Machdarini & Hidayat, 2023). According to the research done by Rezeki & Segala (2021), the difficulties faced by students in learning English are affected by several factors. The first factor found by Rezeki & Segala (2021) is the need for more motivation of the students to learn English. Their findings indicated that those students were interested in learning English but had low motivation to learn it. The second factor is their need to understand the importance of English. Most students needed to learn the benefits they could get by learning English. The third factor is the minimum opportunities that they have in learning English. The last factor is the lack of support given by their surroundings, such as parents and friends. Students need to pay more attention to English and learn this second language.

Besides its hardness to learn that prevents students from learning English, Cohen & Ball (1999) noted that many schools needed to improve their ability in education or were unable to sustain their success. The problem happened due to schools' need to present the materials to become more attractive for the students or the limited facilities they have.

Before this study, the researcher had observed students in XI IPS in 4 of 10 state senior high schools. The researcher found that many students needed more interest in learning English. It happened because the teacher needed to use varied media in running the learning. English learning material was delivered using an old-fashioned learning style. Moreover, when the researcher had a chance to interview the teacher, those students mainly were from something other than a well-to-do. This affects students' learning motivations since nobody cares about their education.

Based on those problems faced in the educational system, using varied media for teaching takes a significant role. The role of varied media in the teaching-learning process has the most oversized decoy to increase the student's interest in trying to read and use their thoughts to accept all learning materials delivered by teachers. In 2014, UNESCO stated that using technology in teaching also has a role in reaching learning objectives, especially for developing countries or areas that count as rural (Drummer et al., 2018). The technology used for the educational environment can improve the quality of the learning content and the engagement between the teachers and the learners.

Many researchers have used Wordwall Unjumbled Word as the media in the learning process to analyze its effectiveness in improving student outcomes. The research was carried out by Magasvaran et al (2022), Nenohai et al (2022), and Agusti & Aslam (2022). Their study only covered general Wordwall as a learning media. Meanwhile, Wordwall has more than 18 different games. This study analyzed high school graders' responses toward using specified types of Wordwall learning media, the game name of which is Unjumbled Word. In another research by Abwi et al (2023), Lestari said that using game-based media

in a learning process may trigger competition. Thus, gamified learning media can trigger and increase students' interest in the topic they learn. When their learning motivation is gained, they can improve their achievements.

Drawing students' interest in the teaching-learning process is the main requirement of every effort that the teacher makes in the teaching process. Students' interest or happy feelings while the teaching-learning process is running supports the success in reaching learning objectives formulated carefully by the teacher. According to the research done by [Mofareh \(2019\)](#), there is a significant difference in students' reactions to traditional and modern teaching methods. Mofareh found that about 60% to 80% of students are dissatisfied with the traditional method application. However, on the contrary, more than 90% of students are enthusiastic when the teachers apply modern technology during the teaching-learning process.

In solving the problem in XI IPS 4 of 10 State Senior High School, the researcher started the research by observing the teacher's teaching process. Then, the researcher interviewed the teacher. This enriched the researcher's understanding of the problem found in the class. After collecting all the information from the teacher, the researcher chose Wordwall Unjumbled Word as the media in this research. Before starting the research, the research instrument should be well arranged. In this stage, the researcher consulted the research instruments with the researchers' mentors. The researcher begins making a Google form-based survey when the research instruments are well arranged. This survey was spread among students of XI IPS 4 using a Google form link.

This learning game is a medium that pressures all students in the learning process ([Sudira & Astuti, 2022](#)). Based on this case, the researcher wanted to determine if this educational game was enjoyable for the 10 State Semarang Senior High School students. This research also aims to gain students' interest in learning English.

B. Method

The qualitative descriptive research design used for analyzing the research findings was found after the researcher observed the students' responses toward using the Wordwall Unjumbled Word game. In this qualitative descriptive data analysis method, the researcher used the theory from Miles and Huberman. Miles and Huberman stated that data analysis should be done in three stages. The first stage that should be done by the researcher at the beginning of data analysis is reducing the data. Miles and Huberman said that data reduction is selecting, focusing, simplifying, abstracting, and transforming the data that appears in the research (2014). The application of this stage in research has two aims. The first aim is to reduce the data that has been recorded. The second aim is to make it easier for the researcher to summarize or draw conclusions based on the data that has been simplified ([Turner et al., 1998](#)). The researcher reduced the data in this stage by making codes for each student's name. The second stage is data display. The researcher showed all the data that the researcher had gotten from doing the survey. [Verdinelli & Scaqnoli \(2013\)](#) say that displaying the data has been the most crucial stage in qualitative research. Research data

displayed in graphic format will depict information efficiently.

The last stage of this data analysis method is conclusion drawing. After processing and analyzing the data, the researcher found the results. The analyzed data that was validated and compared supported the conclusion drawing (Fujiati & Rahayu, 2019). From the results that showed up after the data analysis, the researcher concluded and verified it by looking back at the data. Here is the simple simulation of the data analysis that the researcher chose.

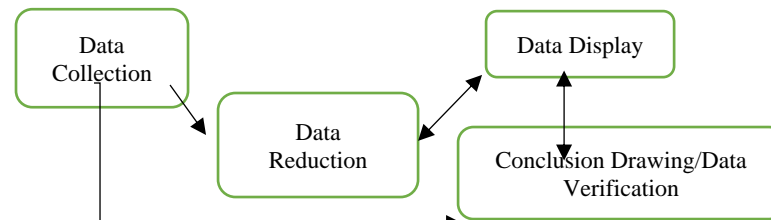


Figure 1. Miles and Huberman (in Lisabella, 2019)

For the sampling techniques in this research, the researcher chose purposive sampling. The researcher collected all the information about the class that paid less attention to English subject teachers. As a result, the researcher chose the students from 11th grade of Social 4 in 10 Senior High School Semarang as the sample in this research. This class contains 36 students, which consists of 20 males and 16 females. Before conducting the data collection process, the researcher formulated and arranged the questions related to the student's satisfaction with the learning process that was going to be held by the researcher. The data collection instrument also consulted the lecturer, who reviewed the researcher's article. This step was needed to improve the validity of the questionnaire's result. Based on this action the researcher took, the researcher decided to use a Likert-scale-styled questionnaire. It means that the instrument of this research will be answered by choosing a scale of 1 to 5. According to the experts, the Likert-typed questionnaire provides definite results. It does not ask for probabilities (Douven, 2017). This type of scaling is aimed to make the questionnaire more straightforward for the respondents to answer. The students expressed their feelings or thoughts toward using Wordwall Unjumbled Word as the media in their teaching and learning process. After preparation, the researcher ran the teaching process using Wordwall Unjumbled Word, and the students followed the researcher's instructions by answering the questionnaire. The answers given by the students depicted their feelings toward the application of the media in their teaching and learning process. This data-collecting process was done on 16th June 2023. After the research data was received, the answers from the students were analyzed in detail.

C. Result and Discussion

Result

For surveying students' responses to the use of Wordwall Unjumbled Word, the researcher conducted a learning on 3rd February 2023. This learning media delivers material about cause and effect in English sentences and their correlation. Before conducting the learning process and delivering the learning material, the researcher set all the plans that should be completed. Those included research instruments and teaching administrations. Those activities should be done in order to make the research well accomplished.

For data collection, the researcher prepared an instrument for measuring students' satisfaction with using Wordwall Unjumbled Word as their learning media. After passing the questionnaire to the students and collecting and analyzing their feedback, the researcher found that their feedback varied.

1. Wordwall Unjumbled is Strongly Desired.

The application of Wordwall Unjumbled Word in learning the correlation between Cause and Effect is strongly desired by students in XI IPS 4. About 57,1% of the students answered: "Strongly agree." Additionally, students in 10 Semarang High School can bring their smartphones. This school policy makes the students' and teachers' learning process easier. The design of this media is also simple so that students can operate the media using their smartphones.

2. Students Enjoyed the Use of Wordwall Unjumbled Word

The learning media of Wordwall Unjumbled Word application in the cause-and-effect learning process did not stress students out. Students of XI IPS 4 enjoy the media application in their learning process. According to the researcher's result from spreading the research instrument, around 33,6% of students agreed that using Wordwall Unjumbled Word in English learning made it enjoyable. The students did not feel any stress from using the media.

3. The Use of Wordwall Unjumbled Word Improves Students' Motivation

The application of Wordwall Unjumbled Word had the power to motivate students to learn English. The gain happened unconsciously to the students when they used the program to learn. Wordwall Unjumbled Word has a ranking system in which students' correct answers will be calculated and displayed from the highest to the lowest. This system allows them to know their score and the rank of their achievements after completing their assessment. When they know their achievement is lower than their friends, they are urged to redo the assessment until they pass their rank. This act of learning indicates that students' motivation for learning the topic increased significantly.

Leaderboard			
Rank	Name	Score	Time
1st	amanda	10	46.3
2nd	Dwi Aisyah	10	58.4
3rd	Baguszzzz	10	1:03
4th	Darmawan heru ssssss	10	1:04
5th	Andana NOOR	10	1:09
6th	Sigit rendang	10	1:09
7th	Noor Kameliya	10	1:09
8th	Rina	10	1:15
9th	Annisa w	10	1:20
10th	Ronald	10	1:25
11th	Ilyas aditya	10	1:34
12th	Carlo renjiro	10	2:08
13th	Nugroho Cahyo W	10	2:12
14th	Septia	10	2:20
15th	Desvita putri	10	2:42
16th	Gadis	10	2:43
17th	fifd	10	3:38
18th	Alfiana	10	4:01
19th	Lie lie ale	10	4:30
20th	Nurul Aini Adzdzikri	10	4:39

Figure 2. Students' Enthusiasm in Taking Part on Learning Cause and Effect

4. Wordwall Unjumbled Word Can Draw Students' Curiosity

The teacher used Wordwall Unjumbled Word to assess the students' learning. During the use of the media, students' curiosity toward the learning topic increased. Students tried to place the words correctly. When they arranged the words correctly, the color turned into green. If they failed to arrange the words, the color stayed the same. This part of their learning made them open the notes the researcher had given and reread them.

5. Wordwall Unjumbled Word as Their Learning Media Eases Students' Understanding

The monotonous learning process made students feel bored during the learning process. It also stressed them out when the time for assessing students' learning came since their understanding of the material was low. In that case, Wordwall Unjumbled Word was able to increase students' understanding. When the researcher applied Wordwall Unjumbled Word to gain students' interest in learning the topic, students' understanding of the given material increased. This process was completed due to their learning felt like playing. They could apply the given notes by replacing the words with perfect sentences. This game strengthened their memory of the structure of cause-and-effect sentences.

6. Wordwall Unjumbled Word is Easy to be Operated

The school's policy on the education system has allowed students to bring their own. Using their phone, they can participate in the learning process and strengthen their understanding. Teachers often use Wordwall for their learning media. When the researcher assessed using this media, the researcher needed to share the assessment link. After that, when students received the link, their phone was instantly directed to the game page. They do not need to register themselves to create an account. When completing the task, they needed to hold and drop the dependent clause to replace it

with a suitable independent clause. During this media operation, students felt that it was easy to use the media only by using their smartphones. Around 45,7% of students in XI IPS 4 strongly agreed that Wordwall Unjumbled Word was easy to operate on their phones.



Figure 3. Wordwall Unjumbled Word's Operation

7. Students' Enthusiasm in Using Wordwall Unjumbled Word for Another Topic

For students who love to play games, Wordwall Unjumbled Word has become the solution for them to increase their enthusiasm for actively participating in a learning process. This media was desired by most students for the fun created while completing the given assessment using this media. According to the student's responses, 40% agreed, and 40% strongly agreed that they wanted to use Wordwall Unjumbled Word for another learning process.



Figure 4. Students' Enthusiasm in Learning Cause and Effect Relationship

8. Wordwall Unjumbled Word is Suitable for English Teaching and Learning Process.

Wordwall Unjumbled Word for English learning media is very appropriate to be used. This media is suitable for a learning process in which the capability to arrange unjumbled words into perfect sentences. This result can be seen in the research instrument about the students' responses. About 45% of students agreed that Wordwall Unjumbled Word is suitable for learning the correlation between cause and effect. The questionnaire's results can be seen in the table below.

Table 1. Students' Responses Toward the Use of Wordwall Unjumbled Word

No	Question	1	2	3	4	5
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	Do you like Wordwall Unjumbled Word?	-	-	8,6%	34,4%	57,1%
2	Do you enjoy playing Wordwall Unjumbled in today's learning process?	15,7%	22,9%	8,6%	33,6%	19,3%
3	Does using Wordwall Unjumbled Word in the English teaching and learning process improve your motivation?	-	-	11,4%	51,4%	37,1%
4	Does using Wordwall Unjumbled Word as the media in English teaching and learning process build your interest in the learning topic?	-	-	8,6%	57,1%	34,3%
5	Does using Wordwall Unjumbled Word in your learning process make understanding the learning topic easier?	-	-	8,6%	42,9%	48,6%
6	Does using Wordwall Unjumbled Word as the media in the English teaching and learning process stress you?	31,4%	34,3%	8,6%	17,1%	8,6%
7	Can you arrange the unjumbled words containing cause-and-effect relationships to become perfect sentences?	-	-	17,1%	42,9%	40%
8	Is Wordwall Unjumbled Word easy to use in English teaching and learning?	-	-	11,4%	42,9%	45,7%
9	Can you use Wordwall Unjumbled Word as the media in your other learning process?	-	-	20%	40%	40%
10	In your opinion, is Wordwall Unjumbled Word appropriate to be used in the English teaching and learning process?	-	-	11,4%	42,9%	45,7%

From the table above, it can be seen that most students like Wordwall Unjumbled Word to be used as the media in English teaching and learning English. Most of the students enjoyed using this online game as their learning media. For a better understanding, here is the data related to the results that the researcher got.

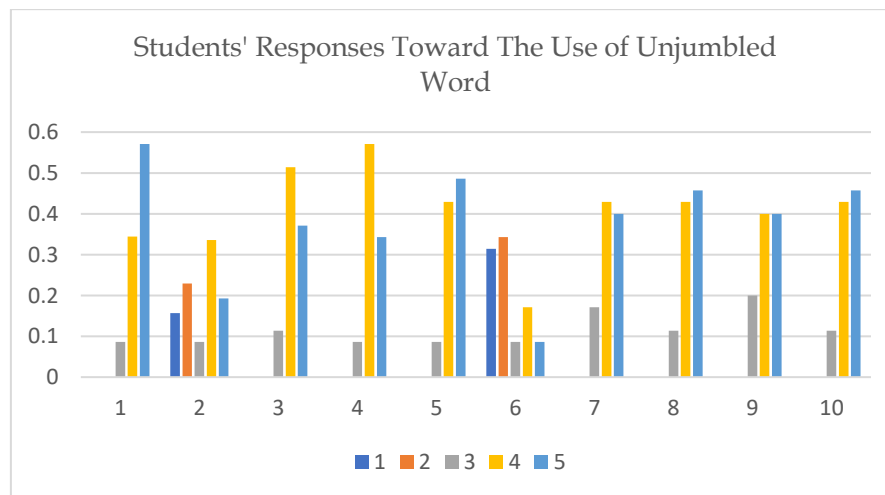


Figure 5. Students' Responses Toward The Use of Wordwall Unjumbled Word

That is the chart about students' responses toward using Wordwall Unjumbled Word in the English learning process. The chart depicts the measurement of students' desire to use Wordwall Unjumbled Word, enjoyment while using Wordwall Unjumbled Word, students' learning motivation improvement, Students' learning interest building toward the learning, the use of the media in making students' understanding easier, the pressure made by the media, the use of the media in making the learning becomes understandable, the easiness in using the media, students' willingness in using the media for the next meeting and media's appropriateness to be used in English teaching and learning process.

Discussion

After analyzing the data received in the surveying process, the researcher found that the application of online media of Wordwall Unjumbled Word in the English learning process affected students' motivation and interest. This media application minimizes students' stress during their learning process.

The research that the researcher had completed resulted in significant answers. The answers are varied from the table consisting of the researcher's questions to the students in XI IPS 4. They expressed their experience when using Wordwall Unjumbled Word in their learning process. Every medium used during the learning or teaching process should be helpful. As cited in [Hamid et al \(2020\)](#), the role of media in the teaching and learning process is not only seen as property, entertainment, or event an intermezzo. However, media in the teaching and learning process is also counted as an inseparable tool that can affect the success of a teaching and learning process that has been conducted.

During the research, the researcher gave the students a questionnaire depicting their feedback on using media in their learning process. The questionnaire given to the students contains ten questions. After using the media, the researcher formulated the questions carefully so that the students answered the questions appropriate to their feelings and understanding of the material. Those questions are asking about their tendency to love Wordwall Unjumbled Word, their boredom when they use Wordwall Unjumbled Word in

their teaching and learning process, the capability of Wordwall Unjumbled Word in increasing their motivation in learning cause and effect, the capability of the media in increasing the student's interest in learning cause and effect, the chance for the media in making the students stressed, the media's capability in making students understand the unjumbled words containing cause and effect relationship, the ease of the usage of the media for students' learning process, the student's willingness in using the media for learning other topics and the last is about the suitability of the media to be applied in English learning process (Vaghela, 2022). This questionnaire containing ten questions was spread among students of 11th grade of Social 4 in 10 senior high schools. This class contains 36 students. This action determined the students' thoughts, opinions, or responses toward using Wordwall Unjumbled Word in their English teaching and learning process.

After processing the data, the researcher found that about 57,1% of students strongly agreed that they love the online game. This media makes students learn how to arrange unjumbled words containing cause-and-effect relationships without considering that they are learning it. When they tried to arrange the unjumbled words into a perfect sentence, they moved all these words to the left and right until they placed these words into the correct positions. From that way of learning, they will memorize all the words' places and where they should place them to form those unjumbled words into perfect sentences. Zapalska et al (2012) believes that when students are involved in the learning process, they will practice the theory they learned from the teachers' real-life explanations. They will more likely enjoy and consider the learning process as playing.

Instead of using the traditional teaching method, online games as the media in the learning process will be more effective. Running teaching and learning processes using a conventional style builds students' inattentiveness toward the process. They feel bored, not enjoying the class and paying attention to other things rather than studying. In this case, using online games as the media in students' learning process helps increase students' attention. About 33,6% of the students agreed that they enjoyed the learning process that involved Wordwall Unjumbled Word as their media. Involving Wordwall Unjumbled Word requires students' activeness. By using this media, passive learners changed into active learners. Cheung & Ng (2021) said that a gamified learning process allows students to be active, activate their multisensory, and involve themselves in an experimental environment.

Using this media has the benefit of improving students' motivation in learning cause-and-effect relationships. 52,4% of the students stated that their motivation in learning cause-and-effect relationships is increased. They felt curious about why they failed to arrange the unjumbled words and tried the game several times until they got a higher score. In addition, this game is featured with a grading system, which allows students to know where they are after completing the game. This feature also supports and improves students' motivation to be involved in the learning process. By this finding that the researcher got from this research, as cited in Mahmoud & Tanni (2014), Kamra said that efficiently using gamified media will lead to good results. The students get the best result at the end of the learning process. This leads to the elevated motivation of the students, and this gives the educators good feedback

to keep their teaching quality.

Online games used as the media in the teaching and learning process have been a good facility given by teachers to increase students' interest. Wordwall Unjumbled Word can increase students' interest in learning cause-and-effect relationships. The table shows that 57,1% of the students agreed that their interest was increased when they used Wordwall Unjumbled Word as their media in learning cause and effect relationships. They would rather be active students involved in teaching and learning activities than passive students. Game-based learning draws more interest from the students. It stimulates them to achieve achievement since they gain knowledge through experience and overcome the challenges to achieve the highest score. [Mustaqim \(2017\)](#) said that the integration of media that can draw students' interest in the learning process gives the students a chance to improve their achievement and creativity.

Based on the research done by [Nenohai et al \(2022\)](#), this online game has the power to improve students' development in science learning. By using this media, the learning process became easier rather than using conventional-styled learning. Another advantage of using this media is that the teacher can measure students' improvement during the learning process. According to the students' responses that the researcher found toward using Wordwall Unjumbled Word in the cause and effect learning process, about 48,6% strongly agreed that Wordwall Unjumbled Word has an advantage in making the learning process easier. The media has the power to simplify the learning material and make students' learning process easier rather than using traditional learning methods. The role of media in the teaching and learning process is to facilitate the students in accepting all the material that has been given by the teacher or educator ([Kurniawati & Koeswanti, 2021](#))

Making students enjoy the learning process is also essential. Teachers must make the class and the learning environment comfortable for the students. Especially in making media that makes the learning process joyful and does not cause any stress among the students. 34,4% of students in 11th Social 4 disagreed that using Wordwall Unjumbled Word in cause-and-effect relationship learning makes them stressed. The implementation of this media makes students feel relaxed and happy. Avedon said (in [Mubaslat, 2012](#)) that when teachers apply a game in their teaching process, it spurs students' motivation and makes them very conscious of being mixed up with the game. They were naturally triggered to win the game and got very curious when they failed to play the game.

D. Conclusion

Based on the research that the researcher has finished, the researcher found that using Wordwall Unjumbled Word gave some benefits for the progress of the cause-and-effect learning process. The first finding the researcher found was that Wordwall Unjumbled Word was desired by most of the students of XI IPS 4. The second finding was the joy felt by students while using this media in the cause-and-effect learning process. They did not feel any stress during the application of Wordwall Unjumbled Word. Students' motivation was also improved when the researcher chose to apply this learning media. Another

capability found by the researcher while doing the research is the media's capability to increase students' interest in learning this topic. By using this media, students' curiosity toward the topic was increased. Including Wordwall Unjumbled Word made students feel it was easy to understand the topics. The researcher found that students had no difficulty with the operation of the media. After finishing the data calculation, the researcher found that these students were willing to use Wordwall Unjumbled Word for another topic. The last finding of this research is that Wordwall Unjumbled Word is suitable to be applied in the English learning process.

Based on the research findings, the researcher implied that Wordwall Unjumbled Word significantly improves students' concentration in the English learning process. Wordwall Unjumbled Word reduces students' stress while learning the correlation between cause and effect and its' words' order to form perfect sentences. This media has contributed to making the English learning process go well. Another contribution made when applying Wordwall Unjumbled Word is that students understood the material they learned.

According to the conclusion drawn by the researcher after analyzing the results of students' feedback toward the use of Wordwall Unjumbled Word, the researcher suggested that another researcher find out students' outcomes after using Wordwall Unjumbled Word. Analysis based on responses did not depict students' outcomes when they said that their understanding was much better than not using game-based learning media. Using quantitative research to analyze students' outcomes will reveal Wordwall Unjumbled Words' ability.

Acknowledgment

No words can express my gratitude to everyone involved in my research writing process. Thanks to God, who blessed me and allowed me to write this research. Thank you to my lecturer and tutor, who gave me valuable lessons and feedback with patience during the writing process of this research. This journey would not have been undertaken or finished without her, who had supported me with her knowledge and professionalism sincerely, without any doubt, in guiding me. I am also very grateful for my parents and family, who always supported and kept my spirit and motivation so I can complete my journey in writing this research.

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