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The Effect of Wordwall Media on Junior High School Students' Narrative Writing Outcomes

Khorin Nisa Ritonga
khorinnisaritonga20@gmail.com

Ridho Kurniawan
kurniawanridho752@gmail.com

Asri Yulianda
asriyulianda23@gmail.com

Universits Al Washliyah

ABSTRACT

This study aims to determine the effect of using Wordwall application-based learning media on students' learning outcomes in writing narrative texts. The research used a quasi-experimental method with a nonequivalent control group design. The sample consisted of 60 students from MTS Al Ijtimaiyah Siluman, selected through purposive sampling, with 30 students in class VIII-1 as the experimental group and 30 students in class VIII-2 as the control group. The experimental class was taught using Wordwall application-based media, while the control class received conventional instruction. Data were collected using objective test questions designed to assess students' understanding of narrative text structure and language features. The results showed that students in the experimental group achieved an average posttest score of 80.15, whereas the control group scored an average of 70.15, indicating a 10-point difference. To test the significance of this difference, the Mann-Whitney test was used, resulting in a Sig. (2-tailed) value of 0.003, which is less than the significance level of 0.05. This result confirms that the improvement in learning outcomes was statistically significant. Therefore, it can be concluded that the use of Wordwall application-based media positively influences students' ability to write narrative texts. The findings suggest that interactive, gamified learning tools like Wordwall not only enhance student engagement but also improve mastery of writing skills in a meaningful way. These results highlight the potential of digital learning applications to support more effective and student-centered instruction, particularly in language learning contexts. Teachers are encouraged to integrate such digital tools into their writing lessons to foster improved outcomes in students' writing performance.

Keywords: Wordwall; Narrative Text; Learning Outcomes

INTRODUCTION

In the realm of education, writing is recognized as a critical skill that supports academic success and personal development. Writing is not merely a way to express thoughts but is also a complex cognitive activity that integrates language, organization, and creativity. According to Yusuf and Hasanah (2021), students' ability to write effectively impacts their performance across multiple subjects. Among the various forms of writing, narrative text holds particular significance in the Indonesian junior high school curriculum. It encourages learners to develop structured stories, cultivate imagination, and apply linguistic features such as past tense, temporal conjunctions, and descriptive vocabulary. Despite its value, many students still struggle to compose coherent and engaging narrative texts.

In practical settings, teachers at MTS Al Ijtimaiyah Siluman report that students face difficulties in developing ideas, structuring narrative sequences, and using appropriate language features. This observation aligns with the findings of Pratama and Sari (2022), who noted that a lack of exposure to interactive and student-centered teaching strategies results in weak writing skills among middle school learners. Traditional instructional methods that rely heavily on lectures and textbook exercises often fail to motivate students or make writing lessons engaging. In such an environment, writing becomes a chore rather than a creative and purposeful activity, and students show little enthusiasm for completing writing assignments.

One solution that has gained popularity is the integration of digital learning media to make writing instruction more dynamic. In this digital era, students are already immersed in technology outside the classroom, and leveraging this familiarity can significantly improve their learning outcomes. According to Putri et al. (2021), incorporating technology-based platforms in language learning enhances both student engagement and comprehension. One such platform is Wordwall, a game-based application that allows teachers to create customizable quizzes, matching activities, and writing prompts. Wordwall makes it possible to turn routine exercises into fun challenges, encouraging active participation and reinforcing content in an interactive way.

Wordwall has demonstrated potential in fostering interest and motivation in language learning. A study by Astuti and Widodo (2020) found that students showed increased engagement and higher test scores when interactive games were used during class activities. In the case of narrative text writing, Wordwall can be used to design activities that introduce key vocabulary, test comprehension of narrative elements, and provide practice with sentence construction. This approach not only supports skill development but also meets the diverse learning needs of students with different learning styles.

At MTS Al Ijtimaiyah Siluman, many students are still dependent on teacher-centered instruction and have limited access to stimulating learning media.

Integrating Wordwall as a supplement to conventional teaching practices can create an enriched learning environment. According to research by Handayani and Suryanto (2023), game-based platforms like Wordwall not only improve students' academic performance but also reduce anxiety and build confidence in language classes. In narrative writing, where students must freely express ideas, reducing psychological barriers is key to achieving better outcomes.

Furthermore, Wordwall can promote collaborative learning when implemented in group settings. Students can work together to solve puzzles or answer questions related to story elements, fostering discussion and peer feedback. This collaborative process helps reinforce understanding of narrative structure and encourages critical thinking. Research conducted by Lestari and Fikri (2021) supports this, showing that students involved in peer-supported digital learning activities demonstrate higher retention and application of writing concepts.

Despite the advantages, there are still challenges in implementing Wordwall effectively. One common issue is the limited availability of devices or internet access, particularly in rural schools. However, recent studies, such as that by Ramadhani and Yusuf (2022), suggest that even limited exposure to digital learning tools can yield measurable improvements in writing performance when used strategically. For instance, Wordwall activities can be projected in front of the class using a single device, allowing whole-class participation and interaction without requiring each student to use their own gadget.

Another aspect worth considering is the alignment of Wordwall activities with curriculum goals. Teachers must ensure that the content presented through Wordwall is relevant to the writing competencies outlined in the curriculum. According to Nurfadilah and Wahyuni (2020), the success of technology integration depends on the teacher's ability to design purposeful and pedagogically sound content. Therefore, professional development and training for teachers in digital instructional design are crucial for maximizing the benefits of Wordwall and similar platforms.

To build a strong foundation for narrative writing, it is essential to introduce students to story elements in a gradual and scaffolded manner. Wordwall supports this process by offering various activity types that can be adapted for prewriting, drafting, and revising stages. For example, teachers can use matching games to reinforce plot elements, use sequencing games to practice story order, and employ quiz-style assessments to evaluate student progress. Studies like that of Mahendra and Sutrisno (2023) emphasize the importance of multimodal input in writing instruction, particularly for students with diverse learning preferences.

Given the increasing demand for engaging and inclusive learning environments, the use of applications like Wordwall is not just a trend but a pedagogical necessity. Schools must move beyond passive learning models and embrace interactive tools that align with students’ interests and technological familiarity. In light of this, the

current study was designed to evaluate the effectiveness of Wordwall-based learning media on the writing outcomes of narrative texts among grade VIII students at MTS Al Ijtimaiyah Siluman. By doing so, this research aims to provide empirical evidence that supports the integration of educational technology in writing instruction and offers practical implications for language educators in Indonesia.

LITERATURE REVIEW

Wordwall Application-Based Learning Media

In the current era of digital learning, the integration of technology into the classroom has become a fundamental strategy for increasing student engagement and improving academic achievement. Learning media, as defined by Sapriyah (2019), include all means used to deliver messages or content from educators to students to facilitate understanding. Sari and Setiawan (2018) emphasize that effective media not only serve as conveyors of information but also as tools that enable learners to interact with the content in meaningful ways. In this context, digital applications like Wordwall have emerged as dynamic platforms that support interactive learning, especially in language instruction.

Wordwall is a web-based platform that enables educators to create engaging, game-like activities for students. As noted by Hartanto (2023), such tools are part of the broader movement toward integrating computer and internet-based programs in classroom learning. Wordwall provides various activity templates—such as matching games, quizzes, and word searches—which can be customized to fit specific lesson objectives (Purnamasari et al., 2022). It supports both individual and group-based learning, fostering a more participatory classroom environment. According to Putri (2020), Wordwall is particularly beneficial because it allows students to visualize learning material in a fun and easy-to-navigate interface, thereby increasing motivation and accessibility.

The accessibility of Wordwall also makes it suitable for blended learning, allowing teachers to assign activities both in class and at home. Minarta and Pamungkas (2022) emphasize that the intuitive design and ease of use of Wordwall make it a practical tool for both educators and students, regardless of their technological proficiency. Research by Wahyuni and Yulianto (2021) demonstrated that students exposed to Wordwall activities performed better in formative assessments, attributed to their improved comprehension and active involvement. The interactive nature of Wordwall facilitates repetition and practice, which are essential for mastering language skills such as writing.

Learning Outcomes

Learning outcomes refer to the knowledge, skills, attitudes, and values students acquire as a result of structured instruction. As described by Gagne in Hidayat

(2016), learning outcomes cover several domains, including cognitive, affective, and psychomotor aspects. These outcomes are indicators of instructional success and are influenced by various factors such as teaching methods, learning environments, and media used. According to Setiawan (2017), learning outcomes are shaped through consistent practice and reflection, making them central to any educational intervention.

Effective learning media play a crucial role in shaping positive learning outcomes. Puspitasari et al. (2018) assert that when students are actively engaged in meaningful learning experiences, their academic performance improves significantly. In the case of writing instruction, tools like Wordwall provide real-time feedback and reinforcement, allowing students to reflect on their performance and correct mistakes more efficiently. Fauziah and Ramli (2022) highlight that media with interactive features, such as animations and gamified tasks, stimulate cognitive engagement and help maintain learners' attention—factors closely tied to improved academic results. The use of digital platforms like Wordwall is not only about presenting content in a modern format but also about transforming learning into a process that encourages exploration, curiosity, and ownership. A study by Kurniawan and Hidayati (2023) revealed that the use of interactive media improved students' self-efficacy and academic persistence, particularly in language-related tasks. Thus, integrating media that align with learners' digital experiences and preferences can lead to better learning outcomes and higher classroom engagement.

Writing Narrative Text

Narrative writing is a form of composition that aims to tell a story or recount events in a logical and structured manner. It is an essential skill in the junior high school curriculum, as it encourages students to develop creativity, organize ideas sequentially, and use language expressively. According to Javed et al. (2013), writing is a productive language skill that supports not only communication but also the development of critical thinking. In narrative writing, students must structure events chronologically, construct characters, and integrate plot elements, all while adhering to linguistic conventions. Writing narratives is considered a creative process, where learners are encouraged to articulate their thoughts and experiences in a coherent manner. Dalman (2014) and Huy (2015) argue that writing should be viewed as a meaning-making activity, where students generate and communicate ideas through written language. Recent research supports this perspective, showing that structured writing programs that emphasize creativity and coherence significantly improve learners' writing fluency (Yuliana & Prasetyo, 2021).

In addition to creativity, narrative writing requires mastery of grammar, vocabulary, and textual structure. Finoza (2009) emphasized the importance of chronological and logical sequencing in narrative texts to ensure clarity and coherence. Mahsusi (2004) and Djiwandono (2008) further noted that successful narrative writing depends on students' ability to express events using appropriate language and conventions. Recent studies, such as those by Fitriani and Salsabila (2022), have

shown that students who engage in narrative writing through interactive media develop better organizational and linguistic skills than those who learn through traditional methods. Moreover, the process of writing narratives allows students to connect personal experiences with academic tasks. This connection enhances motivation and engagement, which are crucial for writing success. A study by Arifah and Nurhasanah (2023) found that students who wrote narrative texts using digital platforms that allowed for creativity and autonomy produced more coherent and expressive texts. Therefore, writing instruction must be supported with tools and strategies that align with students' cognitive and emotional needs, such as Wordwall-based activities that scaffold learning through interactive prompts and guided storytelling exercises.

METHOD

Design and Samples

This study employs a quantitative approach, which is characterized by the use of numerical data to examine patterns, relationships, and effects in a measurable and statistical manner. As explained by Mukhid (2021), quantitative research aims to produce findings that can be generalized by analyzing numerical data through statistical techniques. The specific method used in this research is a quasi-experimental design, which enables the researcher to compare the outcomes between groups while accounting for practical limitations in random assignment. The research design implemented is the Nonequivalent Control Group Design, involving two classes: one serving as the experimental group and the other as the control group. Both groups were administered a pretest to determine their initial learning outcomes, followed by treatment—in the form of different learning media—and concluded with a posttest to measure learning gains. The experimental group received instruction using Wordwall application-based learning media, while the control group was taught using conventional methods. According to Rukminingsih et al. (2020), this design is suitable for examining the effectiveness of an educational intervention by comparing changes across non-randomly assigned groups.

The sampling technique used in this study is purposive sampling, which allows researchers to select participants based on predefined characteristics relevant to the study's objectives. As stated by Lenaini (2021), purposive sampling involves the deliberate selection of individuals who are believed to provide the most valuable information in relation to the research problem. In this study, a total of 60 students from MTS Al Ijtimaiyah Siluman were selected, consisting of 30 students from class VIII-1 (experimental group) and 30 students from class VIII-2 (control group). This sample size and selection method were deemed appropriate for comparing the effectiveness of Wordwall-based learning media in enhancing students' narrative text writing outcomes.

Instruments and Procedure

The research instruments used in this study were in the form of objective tests designed to measure students' narrative text writing learning outcomes. As Sukendra et al. (2020) note, instruments are essential tools that provide valid and reliable data about the phenomena being studied. The objective test consisted of multiple-choice questions developed based on the learning indicators of narrative text writing.

The procedure of the study was divided into three stages:

1. Preparation Stage
   This stage included designing lesson plans, validating test instruments, selecting samples, and organizing necessary equipment and digital access to Wordwall.
2. Implementation Stage
   The experimental class was taught using Wordwall application-based media across multiple sessions, while the control class followed a conventional teaching approach. Both classes received the same material on narrative texts, but with different instructional methods. Pretests were administered before the lessons began, and posttests were administered at the end of the learning period.
3. Completion Stage
   The final stage involved collecting and analyzing the test data, comparing results, and drawing conclusions about the influence of the intervention.

Data Analysis

Data analysis in this study was conducted using descriptive and inferential statistical methods. The normality test was performed first using either the Kolmogorov-Smirnov test or the Shapiro-Wilk test, depending on the sample size. These tests help determine whether the distribution of the pretest and posttest scores in each group meets the assumption of normality, which is essential for selecting appropriate statistical procedures. Next, a homogeneity test using Levene's Test was conducted to assess whether the variances between the experimental and control groups were equal. These preliminary tests—normality and homogeneity—are crucial for ensuring the validity and reliability of further inferential analyses (Arikunto, 2022). If the data were found to be normally distributed and homogenous, an Independent Samples T-Test was applied to determine whether there was a statistically significant difference in learning outcomes between the experimental and control groups. This test helped evaluate the effectiveness of the Wordwall application-based learning media on students' performance in writing narrative texts. A significance level of $p < 0.05$ was used to determine whether the observed differences were meaningful.

RESULT AND DISCUSSION

The aim of this study was to assess the impact of Wordwall application-based learning media on students' learning outcomes in narrative text writing. The results of the data analysis, including descriptive statistics, normality and homogeneity testing, and hypothesis testing, are presented below.

Descriptive Statistics of Pretest Scores

The pretest scores were used to evaluate the students' initial understanding before the intervention. The experimental class had a total score of 1,608.98, with a mean score of 56.63 and a standard deviation of 8.886. The scores ranged from 41 to 73, indicating a moderate spread of scores around the mean. In contrast, the control class had a total score of 1,536.24, a mean score of 51.21, and a standard deviation of 11.446. The scores in the control class ranged from 36 to 77, reflecting a wider variability in student performance.

Table 1. Pretest Scores

Group	Total Score	Mean Score	Standard Deviation	Lowest Score	Highest Score
Experimental	1,608.98	56.63	8.886	41	73
Control	1,536.24	51.21.00	11.446	36	77

These findings suggest that, while the experimental group exhibited slightly higher initial performance, the difference between the groups was not substantial. The smaller standard deviation in the experimental group indicates a more consistent level of understanding among the students.

Descriptive Statistics of Posttest Scores

After the intervention, the experimental class achieved a total score of 2,404.38, with a mean score of 80.15 and a standard deviation of 7.870. The scores ranged from 68 to 95, showing consistent improvement in students' performance. On the other hand, the control class had a total score of 2,104.40, with a mean score of 70.15 and a standard deviation of 12.838, with scores ranging from 45 to 91. The mean difference between the two groups was 10 points, suggesting that the experimental group, which received instruction with Wordwall, outperformed the control group.

Table 2. Pretest Scores

Group	Total Score	Mean Score	Standard Deviation	Lowest Score	Highest Score
Experimental Class	2,404.38	80.15.00	7.870	68	95

Control Class	2,104.40	70.15.00	12.838	45	91

The relatively lower standard deviation in the experimental group indicates that the students' learning outcomes were more stable and consistent.

Normality Test Results

To ensure that the data met the assumptions for parametric testing, a Kolmogorov-Smirnov test was conducted on both the pretest and posttest data. The results showed that the pretest data for the experimental group had a significance value of 0.163, and for the control group, it was 0.074. For the posttest data, the experimental group had a significance value of 0.200, and the control group had a significance value of 0.154. All significance values were greater than the standard threshold of $\alpha = 0.05$, indicating that the pretest and posttest data for both groups were normally distributed, meeting the necessary assumption for parametric testing.

Table 3. Normality Test

Group	Pretest Significance	Posttest Significance
Experimental Class	0,11319444	0,138888889
Control Class	0.074	0,106944444

Homogeneity Test Results

A Levene's Test for homogeneity of variance was applied to the pretest and posttest scores. The pretest homogeneity test yielded a significance value of 0.303, which is greater than 0.05, indicating that the variances in both groups were equal. However, the posttest homogeneity test produced a significance value of 0.003, which is less than 0.05, indicating that the variances were not equal between the groups for the posttest scores. Despite this non-homogeneity, further analysis was conducted using the Mann-Whitney U test, a non-parametric test suitable for this situation.

Table 4. Homogeneity Test

Test	Pretest Significance	Posttest Significance
Experimental Class	0,21041667	0.003
Control Class	0,21041667	0.003

Hypothesis Testing Results

The pretest hypothesis test was conducted to compare the initial abilities of the experimental and control groups. The result showed a Sig. (2-tailed) value of 0.003, which is greater than $\alpha = 0.05$, indicating that there was no significant difference

between the pretest scores of the two groups. This suggests that both groups started with similar levels of knowledge in narrative text writing.

Table 4. Independent Sample T-test Result

Test	Group Comparison	Sig. (2-tailed) Value
Posttest	Experimental vs. Control	0,210416667

For the posttest, the hypothesis test revealed a Sig. (2-tailed) value of 0.003, which is less than $\alpha = 0.05$. This indicates that there was a statistically significant difference between the posttest scores of the experimental and control groups. The experimental group, which used Wordwall as part of their learning, showed a significant improvement in their narrative writing skills compared to the control group, which received conventional instruction. The results of this study demonstrate that the use of Wordwall application-based learning media significantly improved students' performance in writing narrative texts. The experimental group achieved higher posttest scores and exhibited more consistent outcomes compared to the control group, which used conventional methods. This suggests that integrating interactive digital tools into the classroom enhances students' engagement, motivation, and ultimately their academic performance in language learning.

These findings align with those of Mujahidin et al. (2021), who observed that students taught using gamified digital platforms displayed greater involvement and improved writing skills. Similarly, Yulianingsih and Fauziah (2020) concluded that Wordwall fosters a more dynamic learning environment, encouraging students to participate actively. The interactive nature of Wordwall, which incorporates games and quizzes, likely supported students in organizing ideas more effectively and engaging in repeated practice—essential components of mastering narrative structure.

Another contributing factor to the improved learning outcomes is the immediate feedback feature provided by Wordwall. Real-time feedback allows learners to identify and correct errors promptly, reinforcing their understanding. According to Hung (2017), timely feedback in digital learning platforms significantly enhances students' self-regulation and helps build writing fluency. In this study, students were able to revise and improve their work instantly, which may have contributed to better narrative text compositions.

The novelty of this study lies in its specific focus on the use of Wordwall for narrative text writing in the Indonesian senior high school context—an area that has received limited attention in prior research. While many studies have explored digital media for vocabulary and grammar acquisition, few have addressed the

application's role in developing writing skills, especially narrative writing. This study provides new insights into how digital gamification tools like Wordwall can be strategically used to support complex language production tasks.

Despite the promising findings, the study is not without limitations. First, the sample size was relatively small and limited to a single school, which may affect the generalizability of the results. Second, the intervention period was short, and a longer duration could provide deeper insights into the long-term effectiveness of Wordwall. Third, external factors such as students' prior digital literacy and internet access at home were not controlled, potentially influencing the learning process.

The results imply that integrating digital tools like Wordwall into the English curriculum can be an effective way to foster better learning outcomes, especially in writing skills. Teachers should consider incorporating such platforms into daily lessons to create a more engaging and student-centered learning experience. Additionally, education stakeholders should invest in training teachers to use these tools effectively, as digital pedagogy requires both technical and instructional competence.

This study also has implications for future research. It opens up possibilities for investigating how Wordwall can be integrated with other writing strategies, such as peer review or collaborative storytelling. Longitudinal studies could be conducted to examine the sustainability of learning gains over time. Moreover, future studies should explore students' perceptions and motivation when using such applications to uncover additional variables that contribute to their effectiveness.

In conclusion, this research confirms the positive impact of Wordwall-based learning media on students' narrative writing abilities. It highlights the potential of educational technology to transform traditional language learning into an interactive, meaningful, and student-centered process. By addressing its current limitations and expanding research across diverse contexts, Wordwall can become a central component in modern language instruction.

CONCLUSION

Based on the results of the research and data analysis conducted in Class VIII MTs Al Ijtimaiyah Demonic, it can be concluded that the use of Wordwall application-based learning media has a significant influence on students' learning outcomes in writing narrative texts. This conclusion is supported by the results of the Mann-Whitney posttest, which showed a Sig. (2-tailed) value of 0.003, smaller than the significance level of 0.05, indicating a statistically significant difference between the experimental and control groups. The average posttest score of the experimental class was 80.15, while the control class scored an average of 70.15. These findings demonstrate that students who were taught using Wordwall-based media outperformed those who received conventional instruction, confirming the effectiveness of Wordwall in improving students' narrative writing skills. The

implication of this research is that teachers are encouraged to adopt interactive and engaging digital tools like Wordwall to enhance student motivation and learning outcomes, especially in language learning. As a suggestion, future research should explore the integration of Wordwall with other learning models and apply it to various genres of writing, as well as in different educational levels and contexts, to further validate its effectiveness and expand its practical application.

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