



Teacher Perceptions on the Use of the Wordwall.Net Application as an English Vocabulary Learning Media

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Article History:

Received: Nov 17, 2022

Revised: Dec 23, 2022

Accepted: Dec 30, 2022

Published: Dec 31, 2022

Keywords:

Perception, Vocabulary, Wordwall.net

Kata Kunci:

Kosakata, Persepsi, Wordwall.net

How to cite:

Paksi, G. R., Sari, R. K., Somawati, S. (2023). Teacher Perceptions on the Use of the Wordwall.Net Application as an English Vocabulary Learning Media. *Edunesia: Jurnal Ilmiah Pendidikan*, 4(1), 120-132.

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Abstract: This study aims to determine the teacher's perception of using the Wordwall.net application as a medium for learning English vocabulary. This research is descriptive research with a quantitative approach. The research data was the teacher's perception of using the Wordwall.net application as a medium for learning English vocabulary. The data source is teachers at SDN Makassar 06, East Jakarta. Data was collected using a questionnaire. The data from the questionnaire were then tabulated, analyzed, and interpreted. This study found positive perceptions from teachers towards the use of the Wordwall.net application as a medium for learning English vocabulary. This study concludes that teachers are satisfied with learning media Wordwall.net to use in teaching English vocabulary.

Abstrak: Tujuan penelitian ini adalah untuk mengetahui persepsi guru terhadap penggunaan aplikasi Wordwall.net sebagai media pembelajaran kosakata bahasa Inggris. Penelitian ini adalah penelitian deskriptif dengan pendekatan kuantitatif. Data penelitian adalah persepsi guru terhadap penggunaan aplikasi Wordwall.net sebagai media pembelajaran kosakata bahasa Inggris. Sumber data adalah guru di SDN Makasar 06 Jakarta timur. Data dikumpulkan dengan menggunakan kuesioner. Data dari kuesioner kemudian ditabelkan, dianalisis dan diinterpretasikan. Penelitian ini menemukan persepsi positif dari guru - guru terhadap penggunaan aplikasi Wordwall.net sebagai media pembelajaran kosakata bahasa Inggris. Kesimpulan penelitian ini adalah bahwa guru - guru puas dengan media pembelajaran Wordwall.net untuk dihunakan dalam mengajarkan kosakata Bahasa Inggris

A. Introduction

The rapid advancement in information technology has brought the future to us. Distance is no longer a problem when it comes to communication. Since the start of the internet era, long-distance communication between regions, countries, and even continents is no longer impossible. Global language skills, especially English, are becoming increasingly crucial in this global era. Unfortunately, the Indonesian people's English skills still need to improve. According to the EF 2022 survey, Indonesians' average English language ability is still categorized as Low Proficiency and ranks 81st out of 111 non-native English countries. This position still needs to catch up compared to its neighbor Malaysia which is ranked 24th and is in the High Proficiency category (EF, 2022). Therefore, English language education is the most important factor to be improved to catch up on this situation.

In English education, vocabulary is important. No matter how bad the grammatical structure they have, someone can still be understood by another person. However, without vocabulary, there is nothing to say. Improving vocabulary for students is a challenge that the teacher must answer. Moreover, English is a language whose vocabulary is growing very fast (WallStreetEnglish.co.id, 2017). Traditionally, teachers might force students to memorize a few words daily and give them a memorization test to see if they improved over time. However, such authoritarian methods will certainly demotivate students. Students will feel burdened, and in the future, they may hate English subjects (Sumiyati in Winastiti, 2016). In addition, words that are forced to be memorized will usually only enter memory without ever being used in real life.

Learning activities must be meaningful for students. That way, students will effectively absorb knowledge and relate it to their daily lives (Ausubel in Laali, 2019). Reinforcing Ausubel, Pambudi argues that meaningful learning will only occur if students connect the new phenomena they receive with the cognitive structures they previously possessed (Pambudi, 2022). Meaningful learning is obtained from a variety of fun and challenging activities. In addition, students must be the center and subject of learning, or what is known as student-centered. Student-centered is a learning method that places the students in the center of teaching and learning activities so that their motivation, abilities, and thought processes will develop (Haddar & Juliano, 2021). This method is very different from traditional methods, such as lectures, which place the teacher as the learning center.

In learning vocabulary, memorizing several words directly is less interesting and challenging. Therefore the teacher should have other alternative methods to work around this. In the early grades of elementary education, games and songs are good ideas for dealing with the need to increase vocabulary. Through games, students do not even feel like learning, but without realizing it, their vocabulary increases. The use of games as a medium for learning English has been a hot topic and an implication of the digitalization era for at least the last decade. For example, Irsyadi et al (2019) conducted a study whose output was an educational game about English vocabulary. The study claims that the level of acceptance from the application's users is 69.19%, which is a fairly high category (Irsyadi et al., 2019). Song lyrics

are medium that is quite effective for learning vocabulary. By combining singing activities and doing movements, students will easily remember the vocabulary exposed in the song. As [Aunurrahman et al \(2020\)](#) argue that by singing which combines physical movements, students learn vocabulary more easily and are highly motivated ([Aunurrahman et al., 2020](#)).

Using interesting learning media can also support the creation of meaningful learning. Using pictures, posters, and flashcards, is an alternative to add to the impression on students. In the current era of digitalization, there are many websites or software teachers can use as media to help make learning fun. Some of them are commonly used, such as Kahoot, Quiziz, and Wordwall.net. These three applications offer different features but have the same goal: to increase students' impressions and involvement. Researchers have written a lot about this web-based application. Among them are ([Sodiq et al., 2021](#)), who examines the perceptions of teachers and students at SDN Sondakan Surakarta regarding the use of Quiziz as a learning medium. They found a positive perception of using Quiziz in class as a learning medium. Next is research by [Irwan et al \(2019\)](#), which focuses on the effectiveness of using Kahoot to improve learning outcomes. Through a quasi-experimental quantitative approach, namely by comparing the experimental class (using Kahoot) and the controlled class (not using Kahoot), it was found that the experimental class using Kahoot as a learning medium was significantly more effective in improving student learning outcomes. In line with Irwan et al., research conducted by [Fadly & Sari \(2022\)](#) found something similar. They concluded that elementary school students' perceptions were positive towards Kahoot and Quizzes, but these elementary students preferred Kahoot over Quizzes.

From the search results for journal articles on the Google scholar search engine, it is known that there are still very few articles that discuss the Wordwall.net application when compared to similar applications, namely Kahoot and Quiziz. One of the researchers who took the Wordwall.net application as a research object was [Nisa & Susanto \(2022\)](#). They examined the effect of using the Wordwall.net application as a learning medium on junior high school students' motivation in mathematics. They found an effect in the form of a significant increase in motivation. Another study that takes the theme of Wordwall.net is by [Jannah et al \(2017\)](#). This research reveals students' perceptions of using the Wordwall.net application as a medium for learning English vocabulary. Seeing that there is still little research discussing Wordwall.net to contribute to adding scientific insights about this application, the researcher decided to participate in raising this theme. This study focuses on discussing the use of the Wordwall.net application in increasing student vocabulary, especially in teacher perceptions.

To make it easier to understand this research, the following describes the operational definition of this research variable. The first variable is the teacher's perception. In the Big Indonesian Dictionary, perception is the "direct response (acceptance) of something or the process of someone knowing several things through their five senses". Jalaludin Rakhmat quoted in [Supiani et al \(2021\)](#) argues that Perception is "an experience of objects, events, or relationships obtained by concluding". Sunaryo, as cited by [Supiani et al \(2021\)](#), explained that perception is an awareness at the end of a process of receiving various stimuli.

Summing up some of these definitions, perception is a general view of an object based on sensory perception and meaning by the human mind. From this definition, it is necessary to understand that perception is subjective and unique among individuals. Because everyone's senses and meanings are naturally different. For example, when we see a child crying at the convenience store, asking his mother to buy candy, his mother ignores him. Some people who "sensuously" witnessed this might have the perception of how bad the child's parents were for allowing their child to "disturb" the comfort of a public place. However, some other people who are the same sensory witness, even at the same time, may have a positive perception that "this is the right firm way, children must learn that crying is not the right way to get what they want".

In the context of this research, the teacher, as having an important role in learning, certainly has a view that can be trusted. The educational background, as well as the teacher's experience in teaching students, is certainly why the teacher's perception is a good source of data to reveal a phenomenon that occurs in the classroom.

The second variable is the Wordwall.net web-based application. The idea to create a web-based application was first sparked in 2006 by a secondary school (junior high school) teacher in London, UK. At that time, she felt that teachers for generations had always had a hard time making learning media with paper and posters on the classroom walls. So it was in 2006 that she and her team created an application that aims to help teachers prepare classes, especially learning media and interactive and fun activities.

This idea is reflected in Wordwall.net's mission statement: "Wordwall.net enables teachers to create interactive games and printed materials for students. Teachers simply enter the content they want and we automate the rest" (Wordwall.net, 2022). Since the idea was sparked, the Wordwall.net application has experienced many developments. Until this research was made, the Wordwall.net application had 18 main features to assist teachers in preparing teaching and learning activities.

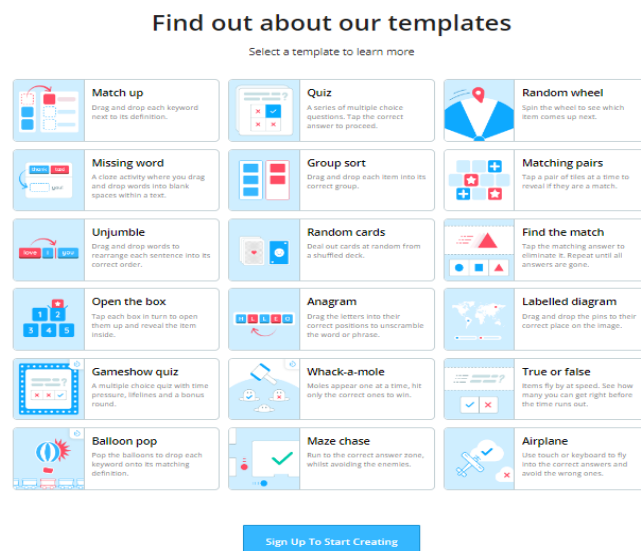


Figure 1. Screenshot of Wodwall.net application

The Wordwall.net application is currently run and developed by a team of 25 people spread across 12 countries. It is recorded that daily visitors to this site reach 1 million people, and 100 thousand of them are paid followers.

B. Method

This research is a descriptive research with a quantitative approach. The use of descriptive methods because this research describes a perception or behavior. As Whitney said in Paksi & Sari (2021), the descriptive method studies problems in society, procedures or habits, including attitudes, views and behavior of the community as a result of certain situations and or phenomena. While the quantitative approach in this study is a simple quantitative method using tables, averages, medians and mean which are interpreted and associated with existing theories to reveal the reality that occurs.

This research data is the perception of teachers at SDN Makassar 06 East Jakarta who have taught using the Wordwall.net application. This perception is reflected in the questionnaire they filled out. The source of the data from this study were 12 teachers at SDN Makasar 06 East Jakarta.

The questionnaire used consisted of 20 questions with 4 Likert scales and 1 open question. The results of the questionnaire were tabulated and a simple statistical analysis was carried out to process them into data. The data is then presented in the form of tables and diagrams. Finally, the data is described and interpreted in words.

The following is a research flowchart

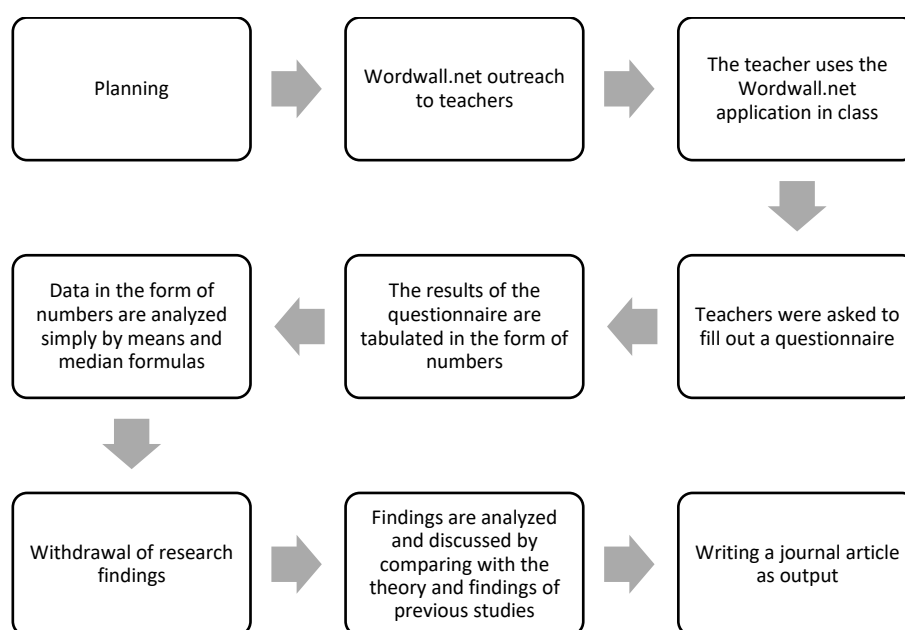


Figure 2. Research Flowchart

C. Result and Discussion

The data entered through the questionnaire was then tabulated and the following results were obtained.

Table 1. Teachers' Perceptions on The Ease of The Wordwall.Net Usage

No	Statement	Very Agree (%)	Agree (%)	Disagree (%)	Very Disagree (%)
1	I found it easy to register (sign in) on the Word Wall site	89	11	0	0
2	I found it easy when designing a learning activity on the Word Wall application	63	37	0	0
3	I found it easy when creating lesson variations	68	32	0	0
4	I found it easy to control the running of the class	42	58	0	0
5	I found it easy to evaluate learning	37	63	0	0
6	I found it easy to give feedback to students	47	47	5	0

Table 1 reveals teachers' perceptions on the ease of the Wordwall.net usage in various aspects of classroom learning. The majority of respondents answered strongly agree and agree. Here is the description. In the statement on the ease of registering (signing in), it can be seen that 89% of respondents answered strongly agree, 11% answered agree, and no one answered neither disagree nor strongly disagree. In the statement regarding the ease of designing activities, it can be seen that 63% of respondents answered strongly agree, 37% answered agree, and no one answered neither disagree nor strongly disagree. In the statement regarding the ease of making lesson variations, it can be seen that 68% of respondents answered strongly agree, 32% answered agree, and no one answered neither disagree nor strongly disagree. In the statement regarding the ease of controlling the running of the class, it can be seen that 42% of respondents answered strongly agree, 58% answered agree, and no one answered neither disagree nor strongly disagree. In the statement regarding the ease of evaluating lessons, it can be seen that 37% of respondents answered strongly agree, 63% answered agree, and no one answered neither disagree nor strongly disagree. In the statement regarding the ease of providing feedback to students, it can be seen that 47% of respondents answered strongly agree, 47% answered agree, 5% answered disagree and no one answered strongly disagree.

The description above shows that the teacher's perception of the ease of use of the Wordwall.net application is positive. The majority of respondents agreed to all the statements given. This is in line with the findings of [Rahmawati & Wijayanti \(2022\)](#). They concluded that

one of the advantages of using the Wordwall.net application is the ease it offers to help teachers plan, create, and carry out class activities.

Table 2. Teacher Perceptions on Management of the Wordwall.net Usage

No	Statement	Very Agree (%)	Agree (%)	Disagree (%)	Very Disagree (%)
7	The features in the Wordwall.net application really helped me	68	32	0	0
8	In my opinion, the features in the Wordwall.net application suit the needs of me and my students	42	53	5	0
9	I found it easy to manage which activities come first and which activities are conducted later on the Wordwall.net application	47	47	5	0

Table 2 shows the teacher's perception on the management of the Wordwall.net usage. Almost all respondents answered agree or strongly agree. Here is a more detailed explanation. In the statement regarding whether the features in the Wordwall.net application are very helpful, 68% of respondents answered strongly agree, 32% answered agree, and no one answered neither disagree nor strongly disagree. In the statement regarding whether the features in the Wordwall.net application meet the needs of students, 42% of respondents answered strongly agree, 53% answered agree, 5% answered disagree and no one answered strongly disagree. In the statement regarding the ease of sorting activities 47% of respondents answered strongly agree, 47% answered agree, 5% answered disagree and no one answered strongly disagree.

From this description it can be concluded that the teacher feels helped by the various features in the Wordwall.net application. They also have no difficulty in arranging the sequence of learning activities so that the class runs in stages according to what the teacher wants. This is in line with learning theory, that the teacher as the party who designs the course of learning activities in class must have a plan or strategy that will later be implemented in class. With this plan, learning will be directed and its success will be measured (Mawati et al., 2021).

Table 3. Teacher Perceptions on the Information Presentation in the Wordwall.net

No	Statement	Very Agree (%)	Agree (%)	Disagree (%)	Very Disagree (%)
10	The instructions on the Wordwall.net application are easy for teachers to understand	32	63	5	0
11	I think it is easy for students to understand the instructions on the Wordwall.net application	42	53	5	0
12	I think the screen display on the Wordwall.net application is fun for students	63	37	0	0

Furthermore, in table 3, the teacher's perception on the information presentation in the Wordwall.net application is revealed. Here's a further explanation. In the statement regarding the ease of the teacher in understanding the instructions in the application, it was found that 32% strongly agreed, 63% agreed, 5% did not agree, and no one answered strongly disagree. In the statement regarding the ease of students in understanding instructions in the application 42% of respondents answered strongly agree, 53% agreed, 5% disagreed, and no one answered strongly disagree. In the statement regarding the screen display that pleases students, 63% of respondents answered strongly agree, 37% agreed, and no one answered neither disagree nor strongly disagree.

The description above reveals that teachers as respondents agree that the Wordwall.net application has a pleasant appearance for students. Not only that, the instructions in the application are also easy to understand. Clear and easy-to-understand instructions are a crucial point in successful classroom management. Instructions that are unclear and multiple interpretations are allegedly the cause of students being ignorant of class activities. This is in line with the opinion of Doringin (2019). Reported on the Binus University PGSD website, Doringin believes that clear instructions will make students responsive and active, he added that apart from clear language of instruction, good body language also helps in the effectiveness of instruction.

Table 4. Teachers' Perceptions on the Speed to Access the Wordwall.net Application

No	Statement	Very Agree (%)	Agree (%)	Disagree (%)	Very Disagree (%)
13	Very easy and fast to access the Wordwall.net site	63	37	0	0
14	I had no network issues when I accessed the Wordwall.net site to create a new learning activity	21	68	5	5
15	I did not experience network problems when accessing the Wordwall.net site in carrying out the learning process	21	68	11	0

Table 4 shows us the teacher's perception on the speed to access of the Wordwall.net application. The following is the explanation: In the statement that it is easy and fast to access the Wordwall.net application, 63% of respondents answered that they strongly agreed, 37% answered that they agreed, and no one answered neither disagree nor strongly disagree. In the statement of being free from network problems when accessing Wordwall.net to create a new activity, 21% of respondents answered strongly agree, 68% answered agree, 5% answered disagree and 5% answered strongly disagree. In the statement of being free from network problems when accessing Wordwall.net while carrying out learning, 21% of respondents answered strongly agree, 68% answered agree, 11% answered disagree and no one answered strongly disagree.

Speed and ease of access to applications is important. An application can have many interesting and useful features. However, if those burdens the access speed, the user will feel frustrated and irritated. The main goal of learning will fail to be achieved. The description above shows us that the teacher's perception of the speed of the application is positive or in other words, in general there are no network problems accessing the Wordwall.net application. This is possible because this web-based application has implemented some of the latest technology into the application. Reporting from the official website, some of these technologies include: the use of C#.NET server code. They claim the use of this server code allows seamless integration into game engines that also use C# code. The next use of technology is artificial intelligence (artificial intelligence). The use of AI in this application makes the application capable of predicting what the user will or needs according to the algorithm so that the application can run faster and make the user feel helped (Wordwall.net.net, 2022).

Table 5. Teacher Perceptions of Satisfaction in Using the Wordwall.net

No	Statement	Very Agree (%)	Agree (%)	Disagree (%)	Very Disagree (%)
16	In general, class needs are met by the Wordwall.net application	32	63	5	0
17	In general, the Wordwall.net application is easy to use	53	42	5	0
18	In general, I have no problems using the Wordwall.net application	37	58	5	0
19	I feel my students are getting more motivated when using the Wordwall.net application in class	37	58	5	0
20	I am satisfied with the Wordwall.net application usage in learning	32	68	0	0

Table 5 informs the teacher's perception on the satisfaction in using the Wordwall.net application. Further explanation of this is as follows. In the statement about meeting the general needs of the class, 32% of respondents answered strongly agree, 63% answered agree, 5% disagreed, and no one answered strongly disagree. Regarding the general ease of use statement, 53% of respondents answered strongly agree, 42% agreed, 5% disagreed, and no one answered strongly disagree. In the statement about the absence of significant obstacles in general, 37% of respondents answered strongly agree, 58% answered agree, 5% disagreed, and no one answered strongly disagree. In the statement about students being more motivated, 37% of respondents answered strongly agree, 58% answered agree, 5% disagreed, and no one answered strongly disagree. In the statement regarding general satisfaction in using the Wordwall.net application, 32% of respondents answered strongly agree, 68% answered agree, and no one answered neither disagree nor strongly disagree.

The description above clearly indicates that the teacher is satisfied and according to the teacher's perception, students are even more motivated after using the Wordwall.net application. This is in line with the findings of [Rahmawati & Wijayanti \(2022\)](#). They found that using the Wordwall.net application in class made students happy and more enthusiastic about participating in learning. They further said that teachers also find it helpful in many ways, for example when evaluating student activities and progress. Teachers don't need to worry about going to students one by one because this application also provides a record feature, so that it can be seen easily by the teacher.


D. Conclusion

This research concludes that the majority of teachers agree that the Wordwall.net application is very easy to use and really helps their work in planning, implementing, and evaluating learning. In terms of managing class activities, teachers agree that the Wordwall.net application plays a role well so that activities go according to plan and stages. In terms of appearance, respondents think that the appearance of the Wordwall.net application is very attractive and enjoyable for both teachers and students. In the aspect of speed of access, the teachers did not find any significant obstacles. This application has a lot of features and games in it, but the user's speed in accessing the web-based application is still good. This is because the application has implemented some of the latest technology. In general, the teachers agreed that they are satisfied with the use of the Wordwall.net application in increasing students' English vocabulary.

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