
EXPLORING WORDWALL MEDIA FOR TEACHING ENGLISH TO GEN Z STUDENTS: CHALLENGES AND STRATEGIES FOR TEACHER

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Abstract

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This research aims to find out the Wordwall is implemented as interactive media for teaching English to Gen Z students, To find out the challenges faced by English teacher and students when using Wordwall as learning media in class, and to find out the strategies by an English teacher use when teaching Gen Z students with wordwall media. The population of this research is an English Teacher and students of 11 F9 class of a Senior High School in SMA Negeri 1 Lemahabang. This research uses a case study as a research design that involves an English teacher of a Senior High School who has been using “Wordwall media” in teaching English and using a qualitative technique. This research use interviews and documentation as the instruments to collect the data and use reduction, display, and verification data in analyzing data. The results of this research found that wordwall is used by the teacher to teach hortatory exposition text material. As an interactive media for teaching English to Gen Z students, Wordwall has three following characteristics; (1). Wordwall has more than one media convergence (2). Wordwall is interactive (3). Wordwall makes students independent There were four of the challenges by English teacher faced when teaching Gen Z students with Wordwall media. (1). Related to internet connection and data plan. (2). Gen Z students have limited attention (3). Differences in students' learning style. (4). Related to time management. There also was found four of challenges by students faced when using wordwall media as learning media. (1). Limited internet access and connectivity, (2). Limitations in language use, (3). Distraction from social media, (4). Variations in learning styles. There was found Five of the strategies by English teacher used when teaching Gen Z students with Wordwall media. (1). The teacher commands hotspots between students. (2). The teacher uses collaborative learning methods. (3). The teacher uses student-centered learning. (4). The teacher gives motivation to all students in class. (5). The teacher facilitates student needs.

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INTRODUCTION

The development of information technology today in the world of entertainment is increasingly rapid, so that our children prefer to watch soap operas, and films, play games, and the internet as their teacher rather than listening to the teacher's lessons in class. Therefore, today's teachers are required to create interesting and entertaining learning so that they are not inferior to the increasingly sophisticated world of information technology and entertainment (Risnawati et al., 2018). So that the learning process created is interesting, one of the things that teaching staff must do now is try to develop and utilize interesting learning media in the learning process. The media that must be used are advances in Educational Technology and Learning Technology that require the use of various instructional media and increasingly sophisticated equipment (Prayudi et al., 2021).

In the learning process, media is a very important part of creating student activity. The existence of media is also very helpful for educators in the learning process, especially helping educators in conveying information to the recipients of the message, in this case, the students. This is because the conventional learning system (faculty teaching) which is often applied in the classroom is thick with the instructional atmosphere considered less appropriate to the dynamics of the increasingly rapid development of science and technology (Wirawan, 2020). However, the problem is that sometimes some learning media are interactive and some are not interactive, especially in learning English. Choosing media to teach English is not an easy thing for teachers. Because, before using the media as a learning medium, the teacher should first know the forms of media so that it is easier to choose the interactive media in the learning process (Hikmah et al, 2019). The demands of the times and generations of students are certainly taken into account by teachers. This will be a problem if teachers use media that is not interactive for the student generation. The generation of students continues to develop according to the times. In an increasingly modern era and increasingly advanced technology, a generation has emerged called Gen Z, where Gen Z is today's students. Generation Z students have characteristics that keep up with the times. Generation Z has different characteristics from previous generations, they are more willing to take risks and can adapt to rapidly changing situations (Primantari & Qintara, 2021). Generation Z students grew up in the digital era

and have strong abilities in using technology and social media. They are also used to information that is fast and abundant, so they tend to choose information that is relevant and effective. Apart from that, generation Z students also tend to value freedom and feel they have the right to be given space to express themselves. Therefore, handling the learning and upbringing of Generation Z students must be carried out with the right approach and by the characteristics they have (Schwieger & Ladwig, 2018).

Gen Z students need media that is appropriate today, namely media related to technology. Santosa (2017) stated that implementing technology in learning is taken into a consideration to increase students' learning motivation so that there is interaction during learning. It is supposed that an effective school is a school that can carry out its functions optimally and all students can develop themselves (Darwisyah & Indrasari, 2019). Therefore, from some of these problems, the researcher offers an alternative solution by utilizing a smartphone application that can be done online, namely the Wordwall web-based application. Maulana (2019) stated that word wall could be an assortment that square measures age-acceptable, classified or class, and settled on the room wall thus students can easily see and learn. Sipayung (2019) also stated that word walls are collections of words shown somewhere in the classroom that can be vocabulary significant to the students. Cleaver (2018) said that a word wall is dedicated to displaying high-frequency words (these could be sight words or words that are used a lot in your class) that are important for students to know and use.

Utilizing this application can provide learning media by technology for Gen Z students. SMA Negeri 1 Lemahabang is one of the schools that uses word wall media as a learning medium in English classes. As we know, high school students are Gen Z students. This should be an easy thing for teachers to maximize their English learning. Learning English using Wordwall media is used by teachers to teach Hortatory Exposition texts in English material. Wordwall is used for matching vocabulary and learning English using a feature game of snakes and ladders and air plan. Based on the experience of one of the students at SMA Negeri 1 Lemahabang, This is the first time the teacher has used digital media, according to her this word wall helps them understand more about the text in the English language, and they also get high scores when using the word wall. Therefore, today's teachers must have more knowledge about media. With this media wordwall, it can

help an English teacher in SMA Negeri 1 Lemahabang maximize English learning there. Apart from wordwall media being an interesting media, this teacher also succeeded in getting the students to get high scores in her English class.

Previous research from Swari, (2023), Anisah, (2022), and Widyaningsih et al., (2023), stated that Wordwall is an effective medium for teaching English. While, Arsini et al., (2022) stated that wordwall is not only effective, but also, wordwall can help students to be more motivated to learn English. However, further research still needs to be added to pay attention to how wordwalls become interactive media for students' increasingly developing characters (Seemiller & Grace, 2017). Therefore, this research will explore more deeply the wordwall media used by English teaches there. This research wants to find out the implementation of wordwall media as interactive media for learning English. The aim of this research is to take a part in media solutions for teachers teaching English to Gen Z students. Apart from that, this research also wants to find out what challenges teacher and students face and what strategies teacher use when teaching Gen Z students with Wordwall media.

METHOD

The population of this research is an English Teacher and students of 11 F9 class of a Senior High School in SMA Negeri 1 Lemahabang. This research uses a case study as a research design that involves an English teacher of a Senior High School who has been using "Wordwall media" in teaching English and using a qualitative technique. This research use interviews and documentation as the instruments to collect the data and use reduction, display, and verification data in analyzing data.

RESULTS AND DISCUSSIONS

1.1 The implementation of Wordwall media for Hortatory Exposition Text material

Wordwall is used at the beginning of core activities. To enter the learning core, the teacher introduces new vocabulary with wordwall media that students will learn in hortatory exposition text material. This is in accordance with the data of the document of *modul ajar* Hortatory Exposition Text material :

Figure 1.1 Document of *modul ajar* Hortatory Exposition Text material

In line with this, the teacher also explains more deeply related use of wordwall in the result

of the interview: "I introduced new vocabulary in Hortatory Exposition Text material with the use of wordwall. Students play with the new vocabulary there. Then, after that the students and I discussed the vocabulary game they had just played on wordwall". This is also in line with the interview results from the students. The student said, "At the beginning, we play vocabulary individually on the wordwall".

After being introduced to new vocabulary, students were given reading material related to

Kegiatan Inti (70 Menit)	
Sintak Model Pembelajaran	Kegiatan Pembelajaran
1. Orientasi peserta didik pada masalah	<ul style="list-style-type: none"> • Peserta didik diberikan vocabulary building sebelum masuk kepada inti pembelajaran untuk mengenal kosakata baru. • Peserta didik mempelajari kosakata dengan wordwall. • Peserta didik dianjurkan untuk mengingat kosakata-kosakata tersebut lalu ditulis di papan tulis serta membahasnya sedikit

hortatory exposition text. In groups, students read, discuss, and play games on the wordwall. This is in accordance with the data of the document of *modul ajar* Hortatory Exposition Text material:

Figure 1.2 Document of *modul ajar* Hortatory Exposition Text material

In line with this, the teacher also explains more deeply related use of wordwall in the result of the interview: "Entering the

2. Mengorganisasi kan peserta didik untuk belajar	<ul style="list-style-type: none"> • Peserta didik telah dibagi menjadi 8 kelompok • Guru memberikan bacaan terkait materi hortatory exposition text • Peserta didik berdiskusi dan bermain menggunakan wordwall terkait bacaan atau materi hortatory exposition text tersebut
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material, students are divided into 8 groups. Then they are given reading material, which will later become the answer in the wordwall game". This is also in line with the interview results from the students. The student said, "Then the second time, we played as a group".

1.2 Wordwall as an Interactive Media for Teaching English to Gen Z Students

A respondent from SMA Negeri 1 Lemahabang is an English teacher and students Wordwall has the following characteristics, according to Hamdani (2011):

1.2.1 Have more than one media convergence

Interactive learning media must have several elements, for example, combining audio and visual media elements or others. Ernawati, (2017) stated that audio-visual media is a type of media that, apart from containing sound elements, also contains image elements that can be seen, such as video recordings, various sizes of film, sound slides, and so on. Likewise word wall. Wordwall has more than one media convergence, namely audio and visual.

This is by the results of the interview, it was found that the teacher said, "It is true that word wall media has more than one element, such as audio and visual. If the teacher wants two elements, such as audio and visual, word wall media provides the feature when the teacher facilitates it".

Wordwall media has more than one element that combines audio and visuals. The sounds and images presented on the word wall make Gen Z students at SMA Negeri 1 Lemahabang enthusiastic when learning takes place.

This is in accordance with the results of the interview, the teacher said: "Wordwall has great sounds, is interesting, and is more fun than PowerPoint which only presents slideshows. Wordwall helps me because only with Wordwall I don't need to create my games. Students in class became enthusiastic when learning took place". In line with this, the student also said: "I feel happy when learning using wordwall because there's sound".

This is in accordance with the figure feature of wordwall :



Figure 1.3 Feature of wordwall media

1.2.2 It is interactive, in the sense of having the ability to accommodate responses from the user

Kwiatkowska et al., (2017) said that interactive is a communication process between two or more directions in the presence of reciprocity of communication elements. Teacher has a way of building communication with their students by guiding, going around the class, and facilitating students.

This is by the results of the interview, the teacher said: "Wordwall creates communication between me and students in class very well. The students' response was also good. When learning using word wall media in class, I create communication by guiding students to use the word wall correctly, going around the class to ensure each student's understanding, facilitating students to ask questions, and so on". In line with this, the student said "teacher was very good at building communication when using wordwall in class".

In line with the document of module ajar show that :

<p>7. Membimbing <u>penyelidikan individu maupun kelompok</u></p>	<ul style="list-style-type: none"> • Guru membimbing peserta didik dalam memahami materi • Guru menjawab pertanyaan-pertanyaan dari peserta didik
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Figure 1.4 Document of *module ajar* Hortatory Exposition Text Material

1.2.3 Be independent, in the sense of giving convenience and completeness of such content in such a way that users can use it without guidance from others

With interactive learning media, students should become independent (Widyaningsih et al., 2023). The meaning of independence here is that students can use the media easily without guidance from others. Likewise, in classroom learning, word wall media is used easily by students. According to the result of the interview, the teacher only guides them at the beginning by introducing and explaining how to use Wordwall media well. Because word wall is a game, students are very quick to understand the use of this media but are still under teacher supervision.

This is in accordance with the results of the interview, the teacher said: "I guide at the beginning, in the form of explaining step by step how to use word wall media correctly. Then, students play while learning using the word wall media, but still under my supervision".

Apart from that, Wordwall also has quite complete content or features.

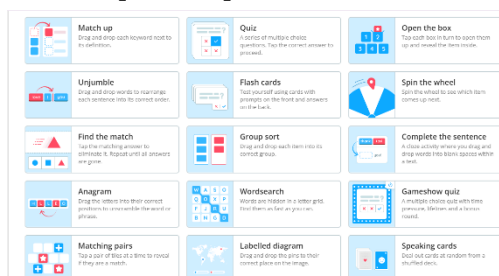


Figure 1.5 Content and features in wordwall

This is in accordance with the results of the interview, the teacher said, "The completeness of the content in the media word wall is quite good. Wordwall media has many features that students can use. There are games that I use for learning English in class, one of which is the "match up" feature".

2.1 The challenges faced by English teacher when teaching Gen Z students with Wordwall media

2.1.1 Internet connection and data plan

Wordwall is digital media. Digital media as a means of conveying information is present through the development of communication and information technology, which is currently playing an important role in the lives of Gen Z students. When using digital media such as word walls in class, challenges related to the internet connection and data plan are something that is bound to happen, especially if schools do not provide facilities such as wifi for students.

This is in accordance with the results of the interview, the teacher said: "The challenges I faced when using Wordwall were the inadequate signal and data plan. When using digital media, the internet and data plan must be adequate".

2.1.2 Differences in student learning styles

The next challenge is related to student learning style. Every student has a different learning style. The differences in learning styles of each student create a lack of enthusiasm from some students in the class when learning using Wordwall media. The next challenge is related to student learning style. Every student has a different learning style. The differences in learning styles of each student create a lack of enthusiasm from some students in the class when learning using Wordwall media.

This is in accordance with the results of the interview, the teacher said: "80% of Gen Z students' response to learning English using wordwall media was very good, while 20% of them were less enthusiastic because not all students in the class liked learning with games, or from them also less able to express their excitement, so it looks ordinary".

2.1.3 Gen Z students have limited attention

The large amount of information available online means that Gen Z students have lower attention spans, making it difficult for them to stay focused for a long time on one topic or task.

This is in accordance with the results of the interview, the teacher said: “Sometimes there are students in the class who have limited attention in class, so when the teacher tells them to open the word wall on their smartphone, they are tricked into opening another one from their smartphone.”

2.1.4 Time management

Wordwalls can be very interactive tools, but their use can also be time-consuming. Therefore, teacher need to plan the use of word walls wisely. Teacher must ensure that the use of wordwalls does not disrupt the flow of learning. This is a challenge faced by teacher, some of students need more time due to technical errors and so on, making the time management that the teacher determines previously take longer.

This is accordance in with the results of the interview the teacher said, “Sometimes there are some students who experience technical errors like the one I mentioned earlier, the signal is weak or the data plan is inadequate, making the time to use the word wall longer than the time I had intended decide beforehand”

2.2 The challenges faced by students when using wordwall as learning media in class

2.2.1 Limited internet access and connectivity

Internet access and connection play a crucial role when using online digital media. This is a challenge faced by students when learning using wordwall media. Students who do not have stable internet access experience difficulties when learning takes place, this hinders students' access to interactive learning materials and reduces their opportunities to participate actively.

This is in accordance with the results of the interview, the student (II) said: “Insufficient internet access and connection often occur in class, this makes me and my friends panic because in the middle of us

doing the teacher's assignment on the wordwall it suddenly stops and then we have to start over from the beginning”.

2.2.2 Limitations in language use

Wordwall uses text and images to convey material. Students who have limitations in reading skills or understanding English texts experience difficulties.

This is in accordance with the results of the interview, the student (II) said : “The teacher only gives English on the word wall, this makes my friends and I think extra because apart from us playing on the word wall we also think about what each word means”.

In line with the figure of feature in wordwall, this is the language of wordwall that makes the student think extra :

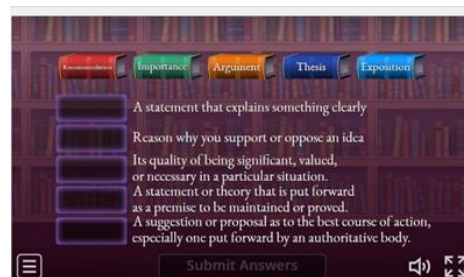


Figure 1.6 Wordwall media

2.2.3 Distraction from social media

Gen Z students' high multitasking abilities make them easily distracted by notifications or other applications. Students are often distracted by social media and other apps on their smartphones. When using Wordwall on the same device they choose to switch to another more interesting application, this reduces their focus and concentration during the learning process.

This is in accordance with the results of the interview, the student (I) said: “There are some of my friends in class who don't open the wordwall link that the teacher has given. They prefer to open Instagram, Whatsapp, and others”.

2.2.4 Variations in learning styles

Not all students learn in the same way. Students with a kinesthetic learning style, where they prefer direct or practical learning, face their challenges when using wordwalls as a learning medium in class.

This is in accordance with the interview results, the student (II) said: "I prefer practical learning, often I feel bored but I still do what the teacher tells me to do".

3.1 The Strategies used by the Teacher in Teaching English for Gen Z Students with Word wall media

3.1.1 The teacher commands hotspots between students

The teacher strategies for dealing with students who lack a data plan are to instruct them to share hotspots. A hotspot is a feature that allows electronic devices, such as smartphones, to share an internet connection with other devices via a WiFi signal (Salam et al., 2023). This allows students to connect their device's internet connection to another student's device, so they can play Wordwall at the same time.

This is in accordance with the results of the interview, the teacher said: "To overcome students who lack data plans, I ask them to share hotspots so they can play Wordwall at the same time". In line with the result of interview, the student (II) said that : "If the signal doesnot support, the teacher tells us to hotspots".

3.1.2 The teacher uses collaborative methods

To support the learning more attractive, teacher can use collaborative methods in learning (Shin, 2018). The collaborative method can attract students' attention and enthusiasm, because in this case students do not learn individual but learn collaboratively.

This is in accordance with the results of the interview, the teacher said: "To attract students' attention and enthusiasm, I use wordwall with the support of collaborative learning methods". In line with the result of interview the student (I) said that: "The second time, we played as a group". The student

(II) also said that, "We study wordwall in groups".

In line with this, the figure of wordwall show that there are 8 groups that did the activity in wordwall :

Leaderboard

Rank	Name	Score	Time
1st	TEAM 6	5	43.5
2nd	team 1	5	52.0
3rd	4	5	1:18
4th	Team 7	5	1:25
5th	FIVE	5	1:26
6th	eight	5	1:38
7th	TEAM 2	5	2:38
8th	Team3	5	3:56

Figure 1.7 Groups class in wordwall media

3.1.3 The teacher uses students centered learning

Student-centered learning is an approach where students are placed at the center of the learning process. Implementing a student-centered approach in the classroom means focusing on students' needs, interests, and abilities and giving them an active role in the learning processs (Sumardi et al., 2020). In this learning process, students are more actively involved in constructing their knowledge. Not only in student-centered learning but also in the independent curriculum, student activity in class is the main key. Therefore, teacher use student-centered learning in the classroom by creating interactive activities, collaboration between students, and game-based features.

This is in accordance with the results of the interview, the teacher said: "I use student-centered learning in the classroom by creating interactive activities, collaboration between students, and game-based features. This is done because, apart from supporting the creativity of Gen Z students, I also follow the rules of an independent curriculum". In line with this, the student (I) said that: "Yes, we come forward as group representatives to explain the results of the discussion". The student (II) also said that, "We

present the results of discussion, then other groups respond it”.

In line with the document of *module ajar* show :

8. Mengembangk an dan menyajikan hasil karya.	• Peranikan dari peserta didik mendapatkan tugas untuk mempresentasikan hasil diskusinya di depan kelas secara acak
9. Menganalisis dan mengevaluasi proses pemecahan masalah.	<ul style="list-style-type: none"> • Peserta didik lain memberikan feedback. • Guru memberikan pengumuman materi yang telah dipelajari • Peserta didik melakukan review pembelajaran hari ini

Figure 1.8 Document of *module ajar* Hortatory Exposition Text Material

3.1.4 The teacher gives motivation to students

The next strategy is to motivate students. Students need motivation from teachers so that they are focused and ready to study. According to the interview results, teachers convey to students why focus is important in learning and how it will help them achieve academic and career goals.

This is in accordance with the results of the interview, the teacher said: “I motivate students by saying that focusing on learning hortatory exposition text is important not only for today but also for the future”. In line with this, the student (I) said that: “Yes, we are motivated by the teacher to focus on learning”. The student (II) also said that: “Yes, we were asked by the teacher in studying”.

In line with the document of *module ajar* show that :

Motivasi
• Memberikan gambaran tentang manfaat mempelajari materi hortatory text

Figure 1.9 Document of *module ajar* Hortatory Exposition Text Material

3.1.5 The teacher facilitates student needs

Facilitating students in class is a learning approach that aims to provide guidance and support to students so they can be actively involved in the learning process. Teacher facilitate students' needs according to learning materials and teacher also provide feedback for the students.

This is in accordance with the results of the interview, the teacher said: “I facilitate students' needs by adapting learning materials to the wordwall and providing constructive feedback.”. In line with this, the student (I) said that: “That's right, the teacher gives feedback when the lesson is finished”. The student (II) also said that: “The teacher gives us appreciation at the end of lesson”.

In line with the document of *module ajar* shows that :

Kegiatan Penutup (5 menit)	
Penutup	<ul style="list-style-type: none"> • Guru dan peserta didik melakukan refleksi dari pembelajaran yang telah dilakukan. • Guru memberikan penghargaan kepada peserta didik terkait pembelajaran hari ini • Guru menutup pembelajaran dengan membaca doa, lalu diakhiri dengan mengucapkan salam.

Figure 1.10 Document of *module ajar* Hortatory Exposition Text Material

CONCLUSION

In conclusion, it can be said that Teacher use it at the beginning and while of learning. At the beginning of learning wordwall used by the teacher as a tool to introduce new vocabulary that students will learn in hortatory exposition text material. Students learn new vocabulary, before entering the core of learning. As interactive media for teaching English to Gen Z students, Wordwall has three following characteristics; The first is wordwall has more than one media convergence namely audio and visual. The second, wordwall is interactive in the sense of having the ability to accommodate the response user. The last, wordwall makes students independent in the sense of giving convenience and completeness of such content in such a way that users can use it without guidance from others. There are several challenges that teacher face when using wordwalls in Gen Z students' classes, such as internet connections, data plans, differences in student learning styles, Gen Z students who have limited attention, and finally related to time management. Teachers have created engaging learning experiences for Gen Z students. Although there are several challenges that students face when using wordwalls in learning English, such as internet access and connectivity, limitations in language use, distracted from social media, variations in learning style. The use of Word wall in teaching English to Gen Z students provides

opportunities for teachers to apply various and interesting strategies. From word games to interactive activities, Word wall enables teacher to create a fun and engaging learning environment for students, allowing them to be actively involved in the English language learning process.

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