

The Impact of Using Wordwall.Net and Canva as Media Technology in Learning to Write Procedure Texts for Students of SMPN 8 Kandis

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Abstract: This study aims to find out and improve students' understanding and learning outcomes in the Procedure Text on English Subject in class 7 of SMP N8 Kandis through technology-based application integration media, namely *Wordwall.net* and *Canva*. Through a classroom action research approach, actions were taken in the learning cycle involving 38 students. The data collection method for this study used tests, interviews and documentation with data analysis techniques using quantitative and qualitative descriptive. Student learning outcome data were collected through tests at the end of each cycle. The results of the study showed a significant increase in student learning completeness both in terms of knowledge and skills. From the knowledge score, it can be concluded that the average increase in students from the pre-cycle was only 85.79 to 98.42 in cycle 2. While the student's skill score which was only 67.10 in the pre-cycle then increased to 88.55 in cycle 2. Data collection was also carried out through interviews to collect qualitative data. The results of the interviews were conducted to collect students' opinions as a reflection on the learning and media used. The results of the interviews showed that students felt very helped and interested in learning practices through the *Wordwall.net* media and the *Canva* application. So, these media can create an active, fun, and non-monotonous learning atmosphere, and encourage students to work together in completing tasks.

Keywords: *Use of technology, Worldwall.net, Canva*

1. INTRODUCTION

Nowadays, integrating computer and internet technology in the teaching and learning process has changed the way subject matter is delivered to students. The internet plays a big role in foreign language teaching and learning. According to Yang and Chen (2007), students have access to many English language resources if they use computers and the internet in language classes. They can improve their listening, speaking, reading and writing skills through real-world situations. Due to the widespread use of computers and the internet in educational settings, language teachers are motivated to implement these technologies in their classrooms to facilitate the language teaching and learning process. Teachers are the real representatives of the use of technology in language learning (Albirini, 2004).

The integration of computers and technology in language teaching and learning has been widely recognised. For example, there has been rapid growth in the use of educational technology with various distance education applications, internet access and educational games (Ross, Morrison, & Lowther, 2010) and in integrating various technology applications into teaching and learning (Mogbel & Rao, 2013). In fact, Computer Assisted Language Learning (CALL), which deals with the use of computers, software and online learning materials for foreign language teaching and learning (Chapelle & Jamieson, 2008), has become a standard and expected part of the curriculum (Kessler, 2006).

Language learning in the 21st century presents unparalleled opportunities and tremendous challenges, most of which are a direct result of computer technology (Ostendorf, Shriberg, & Stolcke, 2005). Indeed, traditional English for Foreign Learner (EFL) pedagogy and modern computer technology will combine to form new EFL instructional approaches. Computer-assisted language programs and internet resources have now become an integral complement to EFL education. Teachers realize that the use of computer technology can facilitate the creation of independent and collaborative learning environments and provide students with language experiences as they move through the various stages of second language acquisition (Rost, 2002; Taylor & Gitsaki, 2003). Through the use of the internet, word processing, presentation software, multimedia, hypermedia, drill and practice programs, EFL students can engage in individualized instruction designed to meet their specific needs and participate in cooperative projects that encourage communication with peers in their class and across the global community.

In Indonesia, the Minister of Education and Culture of the Republic of Indonesia, through a substantial policy set out in the Indonesian National Qualifications Framework (Ministry of National Education of the Republic of Indonesia, 2012), appears to be issuing a policy to integrate technology into teachers' teaching practices. Briefly, the Indonesian National Qualifications Framework technically consists of nine levels of qualifications, where each level has specific descriptions to be performed. In relation to the framework, teachers in Indonesia who have a Bachelor's or Master's degree are at levels six to eight, whose specific descriptions would encourage them to utilize technology in their teaching. Another national policy, Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 65 of 2013 on Process Standards for Primary and Secondary Education, Chapter 1, article 13 (Nuh, 2013), also encourages teachers to use technology to improve the efficiency and effectiveness of student learning. For sure, national policies (Ministry of National Education of the Republic of Indonesia, 2012; Nuh, 2013) support that teachers in Indonesia cannot always rely on the use of blackboards in their classrooms to support teaching and learning (Mali, 2015a). I interpret these policies positively as an active encouragement for teachers to start utilizing educational technology to support their teaching practices. This is because technology can be a very interesting tool that can provide real language resources, increase students' learning motivation (Stanley, 2013), make classrooms more interesting for students (Park & Son, 2009), and improve students' language learning (Cahyani & Cahyono, 2012). Taking these theoretical points into consideration, I aim to introduce *WordWall.net* as an alternative educational technology specifically for students learning English as a foreign language in Indonesia.

Although the use of computers in the classroom cannot guarantee a better quality of education (Park & Son, 2009) and technology cannot replace traditional classroom teaching approaches, I agree that the current education system cannot develop without access to computers and the internet (Javad & Leila, 2015). Teachers need to find other ways to make implementation easy and fun.

The learning process in the classroom should keep up with technology, and in this technological era, students always prefer to use media in their learning practice as a daily activity using mobile phones (Davis et al., 2015). Teachers should encourage students to learn vocabulary by using technology such as games, funny stories, pictures, and real-world content support media to carry out the English learning process. Because of this, *Wordwall.net* can help and enrich students' experience in learning English. The game is designed with colorful pictures to attract players' attention, associate words with pictures, strengthen memory and support vocabulary comprehension directly and indirectly.

The game-based learning design using *Wordwall.net* encourages the use of classroom learning as a teaching aid and serves as supplementary material to encourage fun and independent learning outside the classroom. The game is also considered because teachers can extend it with materials that can be customized to suit students' needs. There are great benefits from the use of interactive worksheets, such as students' perception of the ease of use of online educational games is a consideration to ensure the effectiveness and success of online game implementation in the field of education (Maruf, & Anjely, 2020).

After all, the game is designed for their language learning. Although Hasram et al. (2021) stated that *Wordwall.net* online games can improve students' understanding of vocabulary, so far, there is limited research conducted in investigating students' perceptions and grammar learning.

In the other hand, the use of *Wordwall.net* as an online game tool as explained, media is used by teachers as a tool for student learning (Nababan, 2020). Media is very important because it helps teachers communicate to convey messages correctly and also motivate students in learning English. One of them is *Canva*. Bradley (2015) *canva* can be accessed at <https://www.canva.com>, which offers a variety of ready-made designs for creating presentations, blog graphic posters, and social network headers for our accounts. *Canva* is capable of doing more sophisticated designs for print media (for example, flyers, posters, invitation cards, brochures, etc.). Navarre (2018). *Canva* helps users demonstrate understanding of various topics through individual or collaborative development of posters, presentations, flyers, info graphics, book covers, newsletters, programs, reports, media kits, and more (Waring, 2021). According to (Martin, 2016), states that *canva* offers teachers and students a new, easy method to design. Its drag-and-drop capabilities allow the creation of presentations, posters, one-page documents, and social network posts.

Similarly, as stated by Smaldino and Lowther (2015), visuals in the classroom, including canvases, can serve several purposes, including 1) creating concrete abstract ideas; 2) motivating students; 3) providing immediate attention; 4) repeating information; 5) recalling prior knowledge, and 6) streamlining learning. According to Siswanjaya (2021), using *canva* in writing helps students provide visuals, colors, photos, images, fonts, and graphics. Students have everything they need to build their writing concepts. Finally, students can improve their

writing skills by using *Canva* as a technological medium. Students also learn how to utilize technology in language learning. In addition, students think that learning a foreign language is a fun activity.

Furthermore, previous researchers, Rosydiyah, Asari, Maruf (2022) from Muhammadiyah Gresik University, with the title "The Effectiveness of *Wordwall* Online Game as Technology-Based Learning on Grammar Quality among Junior High School Students". This research uses a quasi-experimental design. The results of this study indicate that the *Wordwall.net* online game significantly affects the quality of students' grammar. Other researchers are Hidayaty, Qurbaniah, Setiadi (2022) from the Faculty of Teacher Training and Education, Muhammadiyah University of Pontianak, the title *The Influence of World Wall on Students' Interest and Learning Outcomes*. This research uses experimental methods, Quasi-Experimental form with Nonequivalent Control Group Design. The results of this study show that there is a difference and influence of *Wordwall.net* media on student interest and learning outcomes. Some researchers from Palangkaraya University, Noor, Karani, Ristati (2023) examined the Effectiveness of *Canva* Application as a Learning Media for Writing Greeting Cards in Class VIII SMP Negeri 12 Banjarmasin. This study aims to determine the effect of using *Canva* media in writing greeting cards for class VIII students of SMP Negeri 12 Banjarmasin. This research is a quantitative research using Randomised-Groups Pre-test-Post-Test Control Group Design. The results of this study concluded that the use of *Canva* media has a significant effect on students' ability to write greeting cards.

The report card results of SMP Negeri 8 Kandis show the need for improvement in students' creativity. Therefore, the researcher will introduce *Wordwall.net* and *Canva*, which are popular apps nowadays, in order to motivate students to learn how to write procedure text through technology; and also with *Canva*, they can design their writing by relying on their creativity to attract readers' interest. Writing procedure text requires writing skills and creativity, and it becomes a fun activity for students to design procedure text to make it look beautiful and the result is interesting. Based on the explanation above, the problem of this research can be formulated as follows:

1. Can the application of *Wordwall.net* and *Canva* media improve student learning outcomes in writing seventh grade procedural texts at SMPN 8 Kandis?
2. How can *Wordwall.net* and *Canva* media improve the learning outcomes of writing procedure text for seventh grade students of SMPN 8 Kandis?

2. METHODS

This research is designed in Classroom Action Research (PTK) or also called Classroom Action Research (CAR). This research was carried out in collaboration between the English language teacher and a teacher who was trusted as an observer to design, implement, and reflect to improve or make improvements in the learning process in the classroom through certain actions or treatments in cycles. Kemmis and MC Taggart (Kurniasari et al., 2019) proposed an action research model with a different chart, but broadly speaking there are four stages that are passed, including planning, implementation (action), observation (observation), and reflection. The research used quantitative analysis of the questionnaire data (Tri & Nguyen, 2014; Muslem et al., 2018) to answer the research questions. The following paragraphs will present a detailed description of the participants of this study, the data collection instruments, and how to analyse the research data. Apart from that, this study also applied qualitative methods obtained from observations, interviews and field notes. This research was conducted with 38 students of class VII A who participated in several cycles, pre-cycle on Monday, 29 April 2024 and cycle 1 on Tuesday, 30 April 2024 and cycle 2 on Monday, 6 May 2024 in class VII A, SMPN 8 Kandis, Siak Regency, Riau Province.

3. FINDINGS AND DISCUSSION

3.1 Findings

The application of *Wordwall.net* and *Canva* media can improve students' learning outcomes in writing seventh grade procedure text at SMPN 8 Kandis. To measure the results of students' abilities, researchers conducted three cycle stages, namely pre-cycle, cycle 1 and cycle 2. This research was conducted on class VII A students total 38 students. The pre-cycle was conducted on Monday, 29 April 2024, cycle 1 on Tuesday, 30 April 2024 and cycle 2 on Monday, 6 May 2024. The assessment was done through *Wordwall.net* worksheet and the creation of procedure text through *Canva* by each student. This is evidenced by the test results of the cycles that have increased. The following is a recapitulation of student test scores from pre-cycle to cycle 2.

Table 1. Recapitulation of Worldwall.net Assessment on students' understanding in generic structure procedure text

Total	3260	3420	3740
Highest Score	100	100	100
Lowest Score	20	20	60
Centre Value	100	100	100
Mode (most occurring value)	100	100	100
Average	85.79	90	98.42
Average percentage increase		4.67%	8.55%

From the table above, it can be concluded that there was a significant increase in students' understanding of the generic structure of procedure text from the pre-cycle stage to cycle 2. This is evidenced by the lowest score of students in the pre-cycle and cycle 1 was 20 and during cycle 2 it increased to 60. Not only that, the average score during the pre-cycle period was 85.79 which increased to 90 in cycle 1 with a presentation of an increase of 4.67%. The improvement of students' ability can also be seen from the average score of cycle 1 to cycle 2, which is from 90 to 98.42 with a presentation increase of 8.55%. It can be concluded that the use of Worldwall.net on students' comprehension in the generic structure of procedure texts proved to be effective and succeeded in improving the quality of learning significantly. Overall, from pre-cycle to cycle 2, it shows that the intervention successfully improved students' learning outcomes.

Furthermore, the researcher also assessed the students' procedure texts. This procedure text was created through the Canva application by each student. The following are the results of the recapitulation of students' grades in writing procedure texts.

Table 2. Recapitulation of students' scores in writing procedure text through Canva application

Total	2550	2915	3365
Highest Score	90	95	100
Lowest Score	50	65	70
Centre Value	65	75	85
Mode (most occurring value)	60	75	95
Average	67.10	76.71	88.55
Average percentage increase		12.52%	13.37%

From table 2 above, it can be concluded that there was a significant increase in students' ability to write procedural text through Canva application from the pre-cycle stage to cycle 2. This is evidenced by the lowest score of students in the pre-cycle was 50. Then in cycle 1 it increased to 65, and there was an increase again during cycle 2, namely to 70. Not only that, the average score in the pre-cycle period which was initially 67.10 increased to 76.71 in cycle 1 with a percentage increase of 12.52%. Not stopping there, the improvement in students' abilities can also be seen from the average score of cycle 1 to cycle 2, namely from 76.71 to 88.55 with a presentation increase of 13.37%. It can be concluded that the use of Canva in writing procedure texts proved effective and succeeded in improving the quality of learning. Overall, from pre-cycle to cycle 2, it shows that the intervention successfully improved students' learning outcomes. On the value of knowledge, the pre-cycle average score of students is still 85.79. Followed by cycle 1 which increased with an average score of 90, and ended with cycle 2 which also increased with an average score of 98.42. This also occurs in the skill scores, where the average pre-cycle score of students is still 67.10. Followed by cycle 1 which increased with an average score of 76.71, and ended with cycle 2 which also increased with an average score of 88.55. This study aims to determine the impact of using Wordwall.net and Canva as technological media in learning to write

procedure text and improve students' learning completeness in English subject in grade 8 SMP Negeri 8 Kandis. The bar chart that accompanies this data provides a clear picture that the change in the percentage of student assessment from the pre-cycle stage to cycle 2 shows a positive impact that illustrates the success of the learning media applied.

Factors of Wordwall.net and Canva media in improving seventh grade students' procedure text writing lesson results of SMPN 8 Kandis.

In this Classroom Action Research, researchers also collected qualitative data in the form of observation notes and interviews as a reflection of learning. Based on observation notes and the results of interviews between researchers and students, several things can be drawn. The factors that caused the use of *Wordwall.net* and *Canva* media to improve students' motivation and learning outcomes towards the ability to write procedure texts include:

- Interactive learning takes place



Figure 1 and 2. Learning with Wordwall.net

The use of Wordwall.net media creates an interactive and fun learning atmosphere, so students are directly involved in the learning process (Figures 1 and 2). This is in accordance with the results of student interviews (Student 4) in answering questions regarding student opinions about the learning experienced, as follows:

"My opinion about learning English today is very fun, because we learnt while playing games."

- Honing in on student creativity

The use of *Canva* media increases students' motivation in completing the task of writing procedural texts and hones their creativity in creating attractive designs (Figure 3 and 4). This field note is in accordance with the results of student interviews (Student 23) in answering questions regarding student opinions about the media used, as follows:

"Very interesting, because the media that used by the teacher is not boring and attracts students' enthusiasm for learning."



Figure 3. Student operating Canva.



Figure 4. Procedure text with Canva.

- Fulfill students' learning needs

The use of *Wordwall.net* and *Canva* media is one of the teacher's efforts to fulfill students' learning needs based on their learning styles, whether auditory, kinesthetic or visual. The use of Wordwall.net media involves students to move forward for those who have a kinesthetic learning style, while students who have a visual learning style can work with the devices they have and students who have an auditory learning style can directly answer questions submitted by the teacher verbally. This explanation is very consistent with the results of student interviews (Student 17) in answering questions regarding students' opinions about fulfilling their learning needs.

"I enjoyed learning and trying new things in front of the class. This experience really helped me in learning procedure texts."



Figure 5. Students feel their learning needs can be met.

3.2. Discussions

This study found that *Wordwall.net* and *Canva* can improve student learning outcomes in the seventh grade procedure text writing material of SMPN 8 Kandis as seen from cycle 2. This is in accordance with research conducted by Asari, Maruf (2022) from Muhammadiyah Gresik University, with the title "The Effectiveness of *Wordwall* Online Games as Technology- Based Learning on Grammar Quality among Junior High School Students". This research uses a quasi-experimental design. The results of this study show that the *Wordwall.net* online game significantly affects the quality of student grammar. However, there is a difference with what the researcher did, where in this study the researcher did not focus on the quality of student grammar but on student learning outcomes in understanding the structure of procedure text and writing procedure text.

Other researchers are Hidayaty, Qurbaniah, Setiadi (2022) from the Faculty of Teacher Training and Education, Muhammadiyah University of Pontianak. with the title *The Influence of World Wall on Students' Interest and Learning Outcomes*. This research uses experimental methods, Quasi-Experimental form with Nonequivalent Control Group Design. The results of this study show that there is a difference and influence of *Wordwall.net* media on student interest and learning outcomes. This is in accordance with what researchers found in this study where there was an increase in student learning outcomes and student motivation conveyed by students in interviews.

Some researchers from Palangkaraya University, Noor, Karani, Ristati (2023) examined the Effectiveness of *Canva* Application as a Learning Media for Writing Greeting Cards in Class VIII SMP Negeri 12 Banjarmasin. This study aims to determine the effect of using *Canva* media in writing greeting cards for class VIII students of SMP Negeri 12 Banjarmasin. This research is a quantitative research using Randomised-Groups Pre- test-Post-Test Control Group Design. The results of this study concluded that the use of *Canva* media has a significant effect on students in writing greeting cards. This is in accordance with what the researcher found that students can increase their creativity in creating procedure texts by using the *Canva* application, but the difference with this study is the material used to determine the effect of using *Canva*. In the previous study, the researcher chose Greeting Card writing material while in this study the researcher better to use procedural text writing skill.

The application of the use of *Wordwall.net* and *Canva* media can not only be used in English lessons or procedure text material, but can be used for other fields of study or subject matter. This can be explained by Mali & Salsbury, 2021, pp. 250 that electronic tools, software, and hardware associated with the Internet for EFL teaching and learning purposes can be practically defined from technology in this study. This term has also been used by previous researchers (Cahyani & Cahyono, 2012; Mali, 2022a, 2022b; Muslem et al., 2018; Park & Son, 2009; Silviyanti & Yusuf, 2015) to refer to different types of technology in their findings and discussions. The results obtained from the research have to be supported by sufficient data. The research results and the discovery must be the answers, or the research hypothesis stated previously in the introduction part.

4. CONCLUSION

This research proves that *Wordwall.net* and *Canva* as alternative educational technologies. They show that these technologies have many benefits that teachers can utilise to support their teaching in the English classroom. We would like to say that the technologies discussed in this research are easy to use as teachers can always do further exploration of the technologies, the discussion in this research should not be understood in isolation. We also advise teachers to monitor how students interact with each other, especially on *Wordwall.net*, to ensure that they interact positively to help them learn. Computers or gadgets in the classroom cannot guarantee a better quality of education (Park & Son, 2009) and technology cannot replace classroom teaching

methods, but we agree that the current education system cannot develop without internet and computer access (Javad & Leila, 2015). Therefore, this research is expected to be a starting point to encourage teachers in Indonesia to increase their confidence to start using educational technology that can support their teaching practices and help students achieve learning objectives in the classroom, especially English.

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