

LEARNING TO WRITE SHORT STORIES CREATIVELY USING EX-CARD GAMES CARD MEDIA IN *THE SPIN WHEEL* *WORDWALL* APPLICATION

Herri Setiawan¹, Teti Sobari², Enung Nurhayati³

¹⁻³IKIP Siliwangi

¹herriSetiawan25@gmail.com, ²tetisobari@ikipsiliwangi.ac.id, ³enungnurhayati@ikipsiliwangi.ac.id

ABSTRACT

This study aims to determine the significance of the influence of the use of Ex-Card Games cards in *the Spin The Wheel Wordwall* media on learning outcomes by applying pre-test and post-test. The research population is all students of Class IX SMP Negeri 1 Lembang consisting of 10 classes and the research sample of class IX J as many as 37 students as the control class and class IX B as many as 36 students as the experimental class. Based on the results of observer research, 100% of teachers are able to carry out the learning process of writing short story texts using Ex-Card Games card media in *the Spin The Wheel Wordwall application* well. Based on the assessment by the observer, 95% of students were able to follow the learning process of writing short stories using the Ex-Card Games card media in the *Wordwall Spin The Wheel application* well. The results of the calculation of the initial test and final test in the two classes obtained an average final test score of 88.22 for the experimental class and an average final test score of 77.03 for the control class. The hypothesis test of the Shapiro-Wilk calculation obtained a result of 0.000, this means that H_0 is rejected and H_a is accepted, which means that there is a significant difference in the ability to write short story texts using Ex-Card Games card media in *the Wordwall Spin The Wheel* application. Therefore, the use of Ex-Card Games in *the Wordwall Spin The Wheel* application can have a significant influence on student learning outcomes in writing short stories creatively for Class IX SMPN 1 Lembang.

Keywords: Ex-Card Games, Wordwall, Short Stories

ABSTRAK

Penelitian ini bertujuan untuk mengetahui signifikansi pengaruh penggunaan kartu Ex-Card Games di media *Wordwall Spin The Wheel* terhadap hasil belajar dengan menerapkan *pre-test* dan *post-test*. Populasi penelitian adalah seluruh siswa Kelas IX SMP Negeri 1 Lembang yang terdiri dari 10 kelas dan sampel penelitian kelas IX J sebanyak 37 siswa sebagai kelas kontrol dan kelas IX B sebanyak 36 siswa sebagai kelas eksperimen. Berdasarkan hasil penelitian dalam proses pembelajaran menulis teks cerpen menggunakan media kartu Ex-Card Games di aplikasi *Wordwall Spin The Wheel* guru dapat melaksanakan dengan baik. Berdasarkan hasil pengamatan bahwa 95% siswa mengikuti proses pembelajaran menulis cerpen menggunakan media kartu Ex-Card Games di aplikasi *Wordwall Spin The Wheel* dengan baik. Tes awal dan tes akhir pada kedua kelas dengan hasil perhitungan rata-rata nilai tes akhir kelas eksperimen yaitu 88,22 kelas kontrol memperoleh rata-rata nilai tes akhir sebesar 77,03. Sejalan dengan konsep perhitungan jika hasil akhir 0,000 berarti H_0 ditolak dan H_a diterima memiliki arti adanya perbedaan yang signifikan pada kemampuan menulis teks cerpen menggunakan media kartu Ex-Card Games di aplikasi *Wordwall Spin The Wheel* menurut uji hipotesis perhitungan Shapiro-Wilk. Oleh karena itu, penggunaan permainan media kartu Ex-Card Games di aplikasi *Wordwall Spin The Wheel* dapat memberikan pengaruh yang signifikan terhadap hasil belajar siswa dalam menulis cerita pendek secara kreatif untuk Kelas IX SMPN 1 Lembang.

Kata Kunci: Kartu Ex-Card Games, Wordwall, Cerpen

INTRODUCTION

Creating emotion, giving a sense of beauty, instilling morals, religion and love for the nation's literature in literary learning is very important for students (Larasati, 2021). Literature can have a significant influence on readers. Literature will make people think about life, good and bad, right and wrong, and their own way of life and their nation. Literature can have a huge influence (Thaba, et al., 2021). Literary learning as part of Indonesian subjects in schools has experienced many obstacles in the field.

The problem arises from several factors when the author observes the learning process in schools, including the material presented, teacher training, curriculum, facilities and infrastructure. Problems in learning literature in the field during teaching cannot be expected because teachers teach not in accordance with their fields and expertise and have different cultural backgrounds.

Another problem comes from the research on the development process and feasibility of Wordwall learning media in the short story text of students in grade XI MAS Medan University Project by Rosmaini, Ali, Nila Safina from the Islamic University of North Sumatra, Journal of Dialect Vol: 1 No:1 Dialect, 2024 • *jurnal.dharmawangsa.ac.id* stated that from the results of observations and interviews that have been conducted, it is known that when teachers deliver their material in class in a monotonous and very saturated manner because Teachers convey that they are conventionally based, namely teachers who give lectures in the classroom, so that lessons cannot be accepted well. Teachers convey only through textbooks so that it is not interesting without the use of technology, so that students are less able to participate in learning and are not motivated. Therefore, there is a need for technology-based learning media in learning to write short stories.

Literary learning has several components of intrinsic elements, namely themes, plots/storylines, characters/characters, time setting, atmosphere, mandates, and points of view that are written in a concise and concise manner (Murhadi and Hasanudin, 2021). Media Development in writing short stories is a tool used to improve and facilitate student performance in writing against technological advances requiring the development of learning media. Innovation of a learning medium to get better quality and fun learning.

The novelty in the research that the author wrote is through the process of learning to write short stories creatively using creative innovation media, namely *Ex-Card Games* cards in *the Wordwall Spin The Wheel* media. The tool for using *Ex-Card Games (Expression Card)* or Expression Cards made by Herri Setiawan is the author himself in helping students with imagination to write short stories. It is made very simply using a card game in which various expressions are stored. The card consists of 20 cards, with 4 different themes which are made up of soul expression cards (smile, anger, cry, laughter, disappointment); nature expression cards (earthquakes, tsunamis, hurricanes, droughts, fires); Life expression cards (birth, death, romance, happiness, sadness) religious expression cards (Bible, angels, demons, heaven, hell).

Where students play the picture card game through the *Wordwall Spin the wheel* application, then choose several kinds of expressions to be assembled into an inspiring paragraph. There are 18 variations of *the use of Wordwall* media with available templates. The *Wordwall* learning application is a learning media that must be used not only to be displayed or seen, this media can be designed to improve students' motor skills both individually and in groups, it can be made in an exciting game with the display of images and time adjusted by the player. This *Wordwall* application is an interesting game medium because it uses a technological design in it that makes students more enthusiastic and there is time used when students choose the type of cards they get and students are given time to write short story texts so that there is competition between students.

Students who succeed in writing the most creative short stories, both in accordance with the structure and linguistic elements, then the student gets a perfect score. The use of interactive learning media provides an interesting learning experience, adding to students' vocabulary, one of the media that can be used is Wordwall. Wordwall is a website that consists of various learning media that can be used by educators (Imanulhaq & Prastowo, 2022). The author chose one of the templates with the "Random Wheel" template. The Random Wheel is *Spin the Wheel*. Before the learning media using Wordwall began, the author included Ex-Card Games cards into a random wheel template of 20 expression cards. The expression cards are chosen by students at random to create a short story creatively.

Creativity in writing short stories is very influential because in writing, there needs to be a variety of writings that are grouped and constructed (Sidabutar, 2021; Waruwu, 2020). Based

on this expression, the skill of writing short stories should be trained and developed continuously in learning so that students' creativity is directed and structured, aspects of students' creativity in terms of language and diction selection, and if students' creativity is not developed from childhood, their abilities, intelligence and fluency in thinking do not develop so that they need to be developed in this literary learning through card *mediaEx-Card Games in the Wordwall Spin the Wheel* application to create a product in the form of writing, high creative writing talent is required and a high level of language intelligence is also required in producing a creative and inspiring short story work.

METHODS

This research was carried out in one experimental group and one control group, the research was carried out quantitatively using a quasi-experimental method. These two class groups were given different treatments. The experimental group was treated with the application of Ex-Card Games card media in the *Spin the Wheel Wordwall* App, while the control group was not given special treatment. With a special design where each class is given different treatment so that there will be a significant difference with two different learning treatments in the ability to write short stories.

Based on the above research method, the research design used is described as follows:

The Matching-Only Pretest-Posttest Control Group Design

Treatment Group	M	O	X	O

Control Group	M	O	C	O

Information:

M = Experimental class and control class samples

X = Treatment in the experimental class, namely using Ex-Card Games card media in the *Spin the Wheel Wordwall* Application

C = Control class treatment i.e. direct learning

O = Pretest – Posttest

In this design, the same test is given during the pretest, then the two classes get different treatment when learning takes place conventionally in the control class. The Control class

learned to write short stories without using Ex-Card Games card media in the Spin the Wheel Wordwall application, namely the use of powerpoint, while the experimental class got the use of Ex-Card Games cards in Wordwall media.

Both classes were given the same pretest and posttest, namely in the form of writing short stories according to the structure and linguistic elements. The results of the pretest and posttest of the two classes were compared to whether there was a significant difference between the two classes. The free variable in this study was the use of Ex-Card Games cards and the bound variable was writing ability.

This test technique is divided into two stages: Pretest, which is a test given to students before being given treatment to find out the student's initial ability to write short stories before using the *Ex-Card Games* card media in the *Spin the Wheel Wordwall Application*. Posttest, which is a test given to students after receiving treatment by applying using *Ex-Card Games* card media in the *Spin the Wheel Wordwall Application in writing short stories creatively*.

The research instrument used is to collect all work data carefully, completely, systematically to be processed, this is one of the facilities used in the research. The instruments that will be used use question sheet and writing sheets through lesson plans to find out student activities and teachers are able to see students' abilities both in the control class and the experimental class in the form of student activity observation sheets.

The population in the study is grade IX students of SMPN 1 Lembang T.A 2023/2024, in total there are 10 classes using purposive sampling techniques with sample selection techniques based on non-probability, setting class IX J with a total of 37 students as the control class and class IX B with a total of 36 students as an experimental class. The data collection technique in the form of values (numbers) from before and after the treatment in the form of short stories is the result of the pretest and posttest given in the control class and the experimental class.

The data analysis technique was carried out as a condition of using the data normality test and data homogeneity test techniques carried out with the help of the IBM SPSS 20 program. If the value of sig. > 0.05, it can be said that the data is normally distributed after that the homogeneity test is carried out so that the next stage of analysis is the t-test with the help

of SPSS 20. The researcher conducted an Independent Sample Test to obtain the significance of the difference in the average posttest score carried out by the experimental class with the decision if the sig value. $< \alpha = 0.05$, then there is a difference from the variable test carried out.

RESULT AND DISCUSSION

Result

This research was researched at SMPN 1 Lembang in the mid-to-late months of February 2024 with a sample of class IX. The study used two classes as a research sample, namely class IX J with 37 students as the control class and class IX B with 36 students as the experimental class. To find out the results of student responses during learning, teachers make observations from learning results.

The initial ability of the research students to start learning without treatment in the control class and with the treatment (variable to be tested), namely using Ex-Card Games card media in the *Spin the Wheel Wordwall application* in the experimental class after carrying out the pretest. After obtaining the data of the *pretest* and *posttest results*, the researcher conducted the prerequisite test of the researcher's analysis in the experimental class and the control class by conducting the *kolmogorov-Smirnov* and *Shapiro-Wilk normality tests* and the Levene *homogeneity test*.

Normality Test

The normality test is carried out to find out whether the data from the research results are distributed normally or not. Based on calculations using SPSS 20 carried out by the researcher, the data obtained in the experimental class and the control class, both *pretest* and *posttest results* data are normally distributed.

Table 1. One-Sample Kolmogorov-Smirnov Test Test of Normality

	Kelas	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
Hasil Belajar Menulis Cerpen	Pre-Test Eksperimen (Ex-Card Games)	.169	36	.011	.933	36	.031
	Pos-Test Eksperimen (Ex-Card Games)	.189	36	.002	.863	36	.000
	Pre-Test Kontrol (Konvensional)	.227	37	.000	.894	37	.002
	Pos-Test Kontrol (Konvensional)	.159	37	.019	.937	37	.037

Based on the output of Shapiro Wilk, the results of the pre-test experiment obtained a significance value of 0.031 and after receiving treatment using the media of akrtu ex-card games in the postests of the experimental class with a value of 0.000 so that there was a significant difference in the students' ability to write short stories after receiving treatment using ex-card games media. Meanwhile, the pretest of the control class got a score of 0.002 and the posttest in the control class was 0.037 which means that there was no significant difference in students' ability to write short stories. Next, a homogeneity test step was carried out

Uji Independent Sample T-test

Tabel 2. Uji Homogenitas Data Test of Homogeneity of Variances

Kelas		N	Mean	Std. Deviation	Std. Error Mean
Hasil Belajar Menulis Cerpen	Pos-Test Eksperimen (Ex-Card Games)	36	88.22	2.631	.438
	Pos-Test Kontrol (Konvensional)	35	77.03	4.848	.819

Based on the results of the calculation of the postet results above the average/mean in the experimental class using the Ex-Card Games media which is 88.22 and the average of the conventional learning control class is 77.03. Descriptively, it can be concluded that there is a difference in the average statistical value between the experimental class and the control class. To prove whether the difference is significant or not, it can be seen from the independent samples test table of the experimental class below.

Table 3. Independent Samples Test Experimental Class

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
Hasil Belajar Menulis Cerpen	Equal variances assumed	17.797	.000	12.139	69	.000	11.194	.922	9.354	13.033
	Equal variances not assumed			12.045	52.108	.000	11.194	.929	9.329	13.058

$$H_a : \mu_1 \neq \mu_2$$

Based on the results of the hypothesis test, the initial ability to write short stories in the experimental class using the Ex-Card Games media approach was not the same as the initial ability to think at a higher level of junior high school students who used ordinary learning Hypothesis Test (t-test). Based on the results obtained, starting from conducting a prerequisite test of the researcher's analysis using the normality test and the homogeneity test from the entire series of data analysis to answer the hypothesis proposed, the researcher has fulfilled a series of procedures and it is known that the normally distributed data is marked with *the values of the Kolmogorov-Smirnov and Shapiro-Wilk sig values* > 0.05 , then the homogeneity test shows that the data is homogeneous where the value *Sig based on mean* $0.88 > 0.05$. Because the data is normally distributed and homogeneous, it is eligible to continue the parametric statistical test (-t test).

The results of the hypothesis test (t-test) were used to see the difference in *the posttest data of* the experimental class and the control class, Based on the calculation using the help of the SPSS 20 program, *a sig value was obtained. (2-tailed)* of $0.000 < 0.05$ indicates *the value of sig. (2-tailed)* $< \text{the alpha of the study } (0.05)$ as the basis for decision-making that H_0 was rejected and H_a was accepted, it was concluded that there was a difference in the average student learning outcomes between the classes that were treated and the classes that were not given treatment.

Discussion

From the data collected by the researchers in class IX J, the average score obtained by the control class in writing short story texts using the conventional model was 77.03, which was categorized as adequate. In the learning process, short story text material tends to be very focused on the role of the teacher, where the teacher is more dominant in explaining the theory of Indonesian books. Teachers also lack the use of appropriate media or learning models as a tool for student understanding, so that the learning process becomes monotonous and there is no feedback provided by students. Students tend to just be silent and pay attention without asking questions or commenting on the material presented by the teacher.

This learning process focuses on explaining the theory by the teacher, while students only record what the teacher explains without being given concrete examples of short stories or steps to write good and correct short stories. When students are asked to write short stories, the teacher only

gives instructions without explaining in detail about the writing process, so many students who write short stories do not fit the assessment aspect of writing short story texts.

Based on data collected by researchers in class IX B, the average score obtained by the experimental class in writing short story texts using *Ex-Card Games* Card Media in *the Spin The Wheel Wordwall* application was 88.22 which was categorized as good. The Media-Based Learning Model in the Application has proven to be effective in improving the ability to write short story texts in grade IX B.

In this learning, students play while learning. Students play *Ex-Card Games* which are carried out in groups such as playing cards where students will take different types of expression cards in 4 expression cards, then students are given time to write a short story creatively. Teachers create an atmosphere that is able to motivate students to produce creative works competitively. Through this media, students are assisted in developing the elements that form short stories through the expression cards provided such as natural expressions, life expressions, religious expressions, and soul expressions.

In the learning process, students follow the rules of the game, namely:

1. The name of this game is EX-CARD GAMES (Expression card game).
2. This game is played by 4 people/groups using their respective devices stored on the table.
3. Game duration + 10 minutes. Players will play with their respective times running in *the Spin the Wheel Word wall* app or spinning wheel.
4. The card consists of 20 cards, with 4 different themes provided in *the Spin the Wheel Word wall* application or spinning wheel namely:
5. Soul expressions: smile, anger, laughter, disappointment (yellow card)
6. Natural expressions: earthquake, tsunami, drought, fire (red card)
7. Expressions of life: birth, death, happiness, sadness (blue card)
8. Religious expressions: angels, demons, heaven, hell (green cards)
9. Each player must have all four different card color elements when spinning an expression card in the *Spin the Wheel Word wall* app.
10. All players click on the game in the *Spin the Wheel Word wall* application or the spinning wheel on their device.
11. Each player is welcome to choose 4 cards that will be used as a short story for the 1st paragraph

in a maximum of 5 minutes. Cards that have already been selected must be deleted/deleted in the spinning wheel list. If students in the spinning wheel game get the same expression card, the student must respin the spinning wheel in *the Spin the Wheel Word wall* app or spinning wheel to get a different expression card according to the time provided in the app. After getting 4 different expression cards, students write them down in a notebook and then write them down in a short story.

12. Students will play according to their own time to write short stories. Then students write a short story for the 2nd paragraph. After paragraph 1 is composed, each player is welcome again to choose 4 different cards to write a short story in a maximum of 4 minutes by spinning the spinning wheel in the *Spin the Wheel Word wall application* which contains all the expression cards. The 1st and 2nd paragraphs should have a thematic attachment and a single storyline.
13. Once paragraphs 1 and 2 are composed, each player is welcome to again take 4 different cards from the 1st and 2nd paragraphs that are on the spinning wheel in *the Spin the Wheel Word wall* app.
14. Each player is welcome to write down the 4 cards they get and then write them into the 3rd paragraph within a maximum of 3 minutes. The 1st, 2nd, 3rd paragraphs should have a theme attachment and a single storyline.
15. After the 1st, 2nd, and 3rd paragraphs are composed, each player is welcome to take 4 different cards again.
16. Each player is welcome to write down the 4 cards they get and then write them into the 4th paragraph within a maximum of 2 minutes. The 1st, 2nd, 3rd, 4th paragraphs should have a thematic attachment and a single storyline.
17. So that at the end of the game, each player is able to arrange the 20 cards that have been provided into a short story paragraph that is neatly arranged and has interrelated meanings between paragraphs using *the Spin the Wheel Word wall* application or spinning wheel.
18. The assessment of the winner of writing a short story is determined by the supervisor in accordance with the rubric of the score that has been provided and each player reads the results of the paragraph.
19. All players read the paragraphs, then other players give an assessment of the results of the short story writing through the assessment rubric that has been given from the assessment of the structure of the story and the elements of intrigue of a story.

20. All players give suggestions and criticisms to short stories that have been made by their friends.
After that, they copy the writing of the short story to the Word application.
21. After being entered into word, then players are welcome to accumulate their writing in the Padlet application for assessment by teachers.

CONCLUSION

Based on the results of the research and discussion, it can be concluded that learning to write short stories creatively using Ex-Card Games card media in the *Spin The Wheel Wordwall application* has a significant influence on the comprehension of writing short stories by paying attention to the structure and linguistic elements of short story texts for grade IX students of SMPN 1 Lembang. The activities of teachers and students in the research of learning short story texts using Ex-Card Games card media in the *Spin The Wheel Wordwall application* were carried out well, as evidenced by the teacher's observation sheet, which was 90% where students were able to participate in learning in a fun way.

Furthermore, from the results of the SPSS calculation, it is proven that the results of the calculation of the T Test using the IBM SPSS 20 program, namely the *Independent Sample Test*, are smaller than $\alpha = 0.05$ at a 95% confidence level, that the value of sig. (2tailed) $0.000 < 0.05$, meaning that H_0 is rejected and H_a is accepted as true. Based on the results of this study, it is hoped that Indonesian teachers can apply learning to write short stories creatively using Ex-Card Games card media in the *Spin The Wheel Wordwall application*. For researchers, it is expected to be a reference for renewable learning media, namely the Ex-Card Games card game.

Based on the results of the study, teachers were able to carry out learning to write short stories in Ex-Card Games card media in the *Spin The Wheel Wordwall application* well. Based on the assessment, students were able to follow the learning process of writing short stories using Ex-Card Games card media in the *Spin The Wheel Wordwall application* well. The results of the calculation of the initial test and the final test in the two classes were obtained with an average final test score of 88.22, the control class obtained an average final test score of 77.03.

The Shapiro-Wilk calculation hypothesis test obtained a result of 0.000, this means that

Ho is rejected and Ha is accepted, meaning that there is a significant difference in the ability to write short story texts using Ex-Card Games card media in *the Spin The Wheel Wordwall* application. Therefore, the use of Ex-Card Games card media games in *the Spin The Wheel Wordwall* application can have a significant influence on student learning outcomes in writing short stories creatively for Class IX SMPN 1 Lembang.

REFERENCES

- Arikunto, Suharsimi. 2002. *Prosedur Penelitian*. Jakarta: Rineka Cipta. Arikunto. 2006. *Prosedur Penelitian Suatu Praktik*. Jakarta: PT. Rineka Cipta.
- Arikunto, S. 2013. *Prosedur Penelitian Suatu Pendekatan Praktik*. Edisi Revisi. Jakarta: PT Rineka Cipta.
- Arifin, Z . (2011). *Evaluasi Pembelajaran*. Bandung : PT Remaja Rosdakarya. Ambiyar. (2012). *Pengukuran dan Tes Dalam Pendidikan*. Padang: UNP Press.
- Asrul. Ananda, R., & Rosnita. (2015). *Evaluasi Pembelajaran*. Bandung : Cita Pustaka Media.
- Arsjad M, dan Mukti. 1988. *Pembinaan Kemampuan Berbicara Bahasa Indonesia*. Jakarta: Erlangga.
- Aswan Zain. 2016. *Strategi Belajar Mengajar*. Jakarta: PT. Rineka Cipta. Andi, Prastowo. 2015.
- Arief S. Sadiman, dkk. 2009. *Media Pendidikan, Pengertian, Pengembangan, dan Pemanfaatannya*. Jakarta: Rajawali Press.
- Imanulhaq, R., & Prastowo, A. (2022). Edugame Wordwall: Inovasi Pembelajaran Matematika di Madrasah Ibtidaiyah. *PEDAGOGOS: Jurnal Pendidikan*, 4(1), 33-41.
- Larasati, Tiara Rias. (2021). Kritik Sosial dalam Film Jembatan Pensil dan Implikasinya pada Pembelajaran Sastra Kelas XI SMA. *Prosiding Konferensi Ilmiah Pendidikan*, Vol. 2
- Muhardi dan Hasanuddin. (1992). *Prosedur Analisis Fiksi*. Padang: IKIP Padang Press.
- Panduan Kreatif Membuat Bahan Ajar Inovatif. Yogyakarta: Diva Press.
- Sidabutar, Y. A. (2021). Pengaruh Kemampuan Berpikir Kreatif terhadap Kemampuan Menulis Karangan Deskripsi Siswa Sekolah Dasar. *Jurnal Basicedu*, 5(6), 5379–5385. <https://doi.org/10.31004/basicedu.v5i6.165>
- Siswanto, Wahyudi. 2008. *Pengantar Teori Sastra*. Jakarta: PT. Grasindo. Situmorang, B.P. 1981. *Puisi dan Metode Pengajarannya*. Medan : Nusa Indah.

- Sugiyono. (2018). *Metode Penelitian Kuantitatif*. Bandung: Alfabeta. Sumber Skripsi: Cindy, R. R. (2017).
- Thaba, A., Mahmut, A. K., & Amrul, A. (2021). Pengembangan Bahan Ajar Kajian Prosa Fiksi untuk Perguruan Tinggi Berbasis Mobile Learning. JP-BSI (Jurnal Pendidikan Bahasa dan Sastra Indonesia), 6(2), 89-94
- Rosmaini Rosmaini, Ali Ali, Nila Safina. 2024. *Pengembangan Media Pembelajaran Wordwall Dalam Teks Cerpen Siswa Kelas Xi Mas Proyek Univa Medan*. Medan, diakses pada 05 Juni 2024.

