LEARNING TO WRITE POETRY TEXT BASED ON ACROSTIC MODEL WITH WORD CARDS THROUGH WORDWALL MEDIA

T. Muntazar [1], Asmaul Husna[2], Andriani[3*]

[1]Pendidikan Bahasa Indonesia, Fakultas Keguruan dan Ilmu Pendidikan Universitas Bumi Persada, Lhokseumawe
[2]Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan Universitas Bumi Persada, Lhokseumawe
[3]Pendidikan Informatika, Fakultas Keguruan dan Ilmu Pendidikan Universitas Bumi Persada, Lhokseumawe
E-mail: sapaibahoe@gmail.com[1], ar23031990@gmail.com[2*]

Abstract

This study discusses the effectiveness of learning to write poetry based on the acrostic model with word cards through Wordwall media. The acrostic model is used to help students compose poetry more systematically, while word cards function as a guide in selecting relevant vocabulary. The integration of Wordwall media aims to create more interactive and interesting learning. The method used in this study is a literature study that examines various sources related to learning to write poetry. The results of the study indicate that this approach is able to increase creativity, understanding of the concept of acrostic poetry, and students' motivation in writing. In addition, the use of Wordwall as an interactive learning medium allows students to more easily explore ideas and improve critical thinking skills in writing poetry. Therefore, this strategy is recommended as an innovative alternative in learning literature in schools.

Keywords: *writing learning, acrostic poetry, word cards, Wordwall, interactive media*

INTRODUCTION

Indonesian language learning aims to improve students' ability to communicate appropriately and creatively, develop logical thinking, and improve understanding and appreciation of literary works. According to Tatiyana et al. (2021), learning is an interactive process designed to obtain information with certain methods, so that someone who initially did not know something becomes knowledgeable, and those who have poor skills or attitudes can improve to become better. Meanwhile, Hamalik (in Adawiah et al., 2018) stated that learning includes various aspects, including humans, facilities, materials, equipment, and procedures that contribute to achieving learning objectives. Therefore, learning can be understood as an interactive process that aims to obtain information, while also producing changes in aspects of knowledge, skills, and attitudes of students. In practice, the learning process not only involves interaction between educators and students, but is also influenced by various factors, both internal and external. Internal factors include learning motivation, interests, and cognitive abilities of students, while external factors include the learning environment, teaching methods, and technology or learning media used. By understanding the various elements that influence learning, educators can design more effective strategies to improve student learning outcomes.

Writing is the last language skill mastered by language learners after listening, speaking, and reading. As one of the important aspects of communication, writing skills need to be mastered by students in schools. This ability can be improved through various methods so that students become more skilled in writing. According to Abduh (2018), writing provides many benefits for human life, both in small and global scopes. Therefore, writing activities are an important part of the world of education, where students are expected to be able to express their ideas and thoughts in writing, both based on the knowledge they have and personal experience (Ruslan & Nazriani, 2019). In line with this, Dalman (2018) explains that writing is the process of expressing thoughts, imaginations, and feelings through symbols, signs, or writing that has meaning. Therefore, writing learning must receive more effective and directed guidance from teachers so that students can develop their writing skills better.

Every form of literary work requires good writing skills, including writing poetry (Wibowo et al., 2017). Poetry is a type of literature that uses beautiful and meaningful language to express the feelings and thoughts of the author. Apart from poetry, there are various other types of literary works, such as novels, short stories, and dramas.

According to Emha et al. (2020), poetry is a literary work that has aesthetic value and contains deep meaning. Poetry combines aspects of sound that are imaginative, emotional, and intellectual, which are then expressed in written form. In line with this opinion, Widjoko & Endang (in Marlani & Prawiyogi, 2019) state that poetry is a form of expression of the poet's inner experience about life, nature, and the relationship with the Creator. This expression is conveyed through aesthetic language and is harmoniously arranged in the form of poetry text.

Success in learning to write poetry is influenced by various factors, not just one aspect. One of the main determining factors is the role of the teacher. According to Izhar (2017), teachers have an important role in implementing learning models that are appropriate to students' needs and the material being taught. In addition, teachers also play a role in creating a pleasant learning atmosphere and are able to motivate students to write poetry. Teacher creativity in managing learning is very much needed so that students can develop their ideas more freely. In addition to the teacher factor, the success of writing poetry also depends on the willingness and ability of the students themselves. Students who have high motivation and good writing skills will find it easier to produce quality poetry. Pratiwi et al. (2016) stated that good poetry is poetry that is creative and able to go beyond the boundaries of aesthetics in literary works.

Learning to write poetry in schools is an effort to introduce students to the world of poetry. Through this activity, students are expected to be able to express their ideas, thoughts, and feelings into beautiful and meaningful writing. The purpose of learning to write poetry is so that students are able to understand themselves better, increase awareness of others and the surrounding environment, and gain pleasure and basic knowledge about poetry. In addition, this learning also aims to foster students' sensitivity to literary works, so that they can develop appreciation and interest in literature (Emzir in Afifah et al., 2020).

More than just writing skills, poetry learning also contributes to the development of emotional and intellectual aspects of students. By writing poetry, students can train their imagination, creativity, and critical thinking skills in choosing the right diction and building meaning in their work. In addition, this activity can also be a medium of reflection for students in expressing their life experiences more deeply. Therefore, it is important for teachers to create interesting and fun learning strategies so that students are increasingly motivated to write and appreciate poetry as part of a literacy culture that is rich in aesthetic and life values.

In learning to write poetry, many students still have difficulty in expressing their ideas and thoughts. One of the main causes is the lack of student interest in writing activities. This obstacle is further exacerbated by the minimal use of media and effective learning techniques in the teaching and learning process. As a result, students find it difficult to find and develop ideas, so that their ability to compose words to create a work, including poetry, is still limited.

One method that can be used to overcome this obstacle is the acrostic technique. This technique helps students develop their ideas and imagination to compose poetry more easily. In addition, the acrostic technique also encourages students to think more creatively and create a more interactive and enjoyable learning atmosphere. According to Sulistianingrum et al. (2021), the acrostic technique is very helpful for teachers in teaching writing poetry. This method is an interesting alternative in learning literature in schools, because it allows students to explore and express their ideas in a more enjoyable way. Thus, this technique can increase students' motivation in learning and appreciating literary works, especially poetry.

Huliatunisa & Oktaviani (2020) stated that the acrostic technique is a method that plays an important role in learning to write poetry. This technique is considered effective because it makes it easier for students to find and develop ideas when composing words to produce beautiful and meaningful poetry. Thus, the use of the acrostic technique in writing poetry can be combined with various learning approaches to help students understand literary works. This is in line with the opinion of Siswanto (2008), who stated that understanding literary works will be more optimal if the approach used is in line with the unique characteristics of the composition of the work.

In addition to learning techniques, the use of media in the learning process also plays an important role. Hadimiarso (in Budan et al., 2022) stated that learning media includes everything that can be used to convey messages and is able to stimulate the thoughts, feelings, attention, and motivation of students so as to encourage the learning process. Meanwhile, Adam (2015) explained that learning media is one of the components of learning resources in the student environment and functions to increase the effectiveness of interactions in teaching and learning activities. Therefore, choosing the right media is very necessary in order to create a more conducive and interesting learning atmosphere for students.

The use of appropriate learning media can not only increase students' interest and motivation to learn but also contribute to improving the overall quality of learning. With interactive and innovative learning media, students will find it easier to understand the material, especially in writing poetry, because they get a more enjoyable and non-monotonous learning experience. As explained by Mais (2016), learning media functions as an

intermediary in conveying information between teachers and students so that learning objectives can be achieved more effectively. Therefore, teachers need to combine acrostic techniques with appropriate learning media so that students are more motivated and have a deeper understanding of writing poetry. Wicaksono et al. (2018) stated that one of the factors that plays a major role in facilitating students to achieve learning objectives is the use of learning media. Ulfa (2017) emphasized that learning media can be utilized to achieve more optimal and effective learning outcomes. Meanwhile, Yusantika et al. (2018) stated that the use of media in learning is very important to maximize the objectives that have been designed by the teacher.

One of the learning media that can be applied in today's digital era is Wordwall. Wordwall is an interactive learning platform that can be used as a learning resource, learning aid, and assessment media for students. The use of Wordwall in the learning process provides new opportunities for students to interact online, share ideas, and get inspiration from their classmates. Thus, this platform not only helps improve students' poetry writing skills but also fosters a sense of togetherness and cooperation in the classroom.

Through this research, it is expected that a more effective learning method can be found in improving students' poetry writing skills. The acrostic model-based approach with word cards through Wordwall media is an innovation that can provide a more interesting and interactive learning experience. In addition to helping students develop creativity in writing poetry, this method also allows them to participate more actively in learning activities. With the right learning strategy, it is hoped that poetry learning in schools can develop further and be increasingly in demand by students, so that they not only understand literary theory but are also able to apply it in creative and meaningful writing.

METHOD

This article uses the literature study method or library study as the main approach in data collection. Library studies are related to the analysis of various theoretical studies sourced from scientific references. Sugiyono (in Layaliya et al., 2021) explains that library studies involve theoretical studies and other references related to values, culture, and norms in the social context being studied. This shows that research cannot be separated from various relevant scientific literature.

According to Anwar & Riadi (in Khoriyah & Muhid, 2022), literature study is a method used to collect data and information from various sources related to the research topic. This process includes several steps, such as determining the objectives and scope of the study, searching for sources of information from journals, books, and articles, setting inclusion and exclusion criteria, reading and filtering relevant information, organizing data based on themes, to evaluating and synthesizing information to gain a deeper understanding. The results of this literature study not only present findings systematically but also identify research gaps and provide a strong theoretical basis for further research.

Conceptual research on Learning to Write Poetry Texts Based on the Acrostic Model with Word Cards Through Wordwall Media combines several data collection techniques to achieve its objectives. In addition to literature studies, this study also applies observation and interview methods to obtain more in-depth information related to the implementation of the learning model in educational practice. This approach aims to obtain a more comprehensive understanding and support the development of more effective and innovative poetry writing learning strategies in the school environment.

RESULTS AND DISCUSSION

This research produces a conceptual article that examines the concept of learning to write poetry with an acrostic model approach combined with word cards through Wordwall media. The acrostic model is a technique in writing poetry that utilizes the initial letters of certain key words as a guideline.in composing lines of poetry. The use of word cards in this method functions as a tool for students in grouping and arranging key words so that they can form a poem that has meaning.

Wordwall media is integrated as a digital-based interactive platform designed to make learning more interesting and fun. With features such as word puzzle games and quizzes, Wordwall provides a more dynamic learning experience and allows students to improve their poetry writing skills effectively. In addition, the use of this media also helps students expand their vocabulary, increase their imagination, and strengthen their understanding of the structure and aesthetics of poetry.

The results of this study indicate that the application of the acrostic model with word cards through Wordwall can have a positive impact on learning to write poetry. Students find it easier to develop ideas and are more motivated to write because the learning process is interactive and not boring. In addition, this technique also improves creative thinking skills and the ability to compose words systematically. Therefore, this approach has the

potential to be an effective alternative in improving the quality of literature learning in schools, especially in writing poetry.

This article provides in-depth insights into an innovative approach to learning to write poetry by integrating acrostic methods, word cards, and the use of digital media Wordwall. This study reviews several main aspects that are the focus of learning, namely:

a) Utilization of Wordwall as a learning medium: Wordwall is used as an interactive tool to display word cards containing initial letters that will be used as a reference in composing poetry. This media provides a more dynamic and interesting learning experience for students, so that they are more motivated in writing.

b) The procedure for learning to write poetry based on the acrostic model with word cards through Wordwall: This article describes the stages of learning that can be applied by teachers in the process of teaching writing poetry using this method. This process includes selecting keywords, arranging lines of poetry based on the initial letter, and using interactive features of Wordwall to help students develop their creativity.

c) The effectiveness of learning to write poetry with the acrostic and Wordwall models: The results of the study showed that this approach contributed to improving students' creative writing skills, strengthening their understanding of the concept of acrostics, and encouraging collaboration and cooperation in the classroom. In addition, the use of Wordwall helps students understand the patterns and structures of poetry more easily, so they are more confident in writing.

d) Example of a poetry writing lesson plan with word cards via Wordwall: This article also presents an example of a lesson plan that can be used as a guide by teachers in implementing this method in class. With this example, it is hoped that teachers can more easily adapt learning strategies that suit students' needs.

This study confirms that the combination of acrostic, word card, and Wordwall models can be an effective strategy in increasing students' interest and skills in writing poetry. This approach not only helps students develop ideas and organize words more systematically, but also makes the learning process more interactive and enjoyable. Thus, this model can be one of the innovations in literature learning in schools, especially in teaching poetry in a more creative and engaging way.

Wordwall is a web-based learning platform that allows users to create and display words, sentences, or images interactively. This media can be used in various aspects of learning, including poetry learning. According to Arrosyad et al. (2023), the use of Wordwall as a learning medium can increase the effectiveness and efficiency of the teaching and learning process, create a more conducive classroom atmosphere, and accelerate students' understanding of the material being taught.

Here are some ways to use Wordwall as a medium in learning poetry:

a) Presenting learning materials about acrostic poemsWordwall can be used by teachers as a tool in delivering materials related to acrostic poems. With this platform, teachers can present various information about the structure and elements of acrostic poems, provide examples of acrostic poems, and provide interactive exercises that help students understand the concept better.

b) Creating word cards as a guide in writing acrostic poemsTeachers can create word cards that contain various keywords that are relevant to the theme of the poem that will be created by students. For example, if the theme of the poem is "National Awakening," then words such as "nation," "hero," "independence," and "struggle" can be included in the word cards. Students can then use these words as inspiration in composing their acrostic poems. This method helps students develop creativity while enriching their vocabulary.

c) Developing interactive games to practice acrostic poetry writing skillsTeachers can design a Wordwall-based game to train students in composing acrostic poems. This game can be adapted to various themes and interesting game rules, such as composing random words into a meaningful acrostic poem. Students who succeed in composing a poem according to the given rules can be crowned the winner. This approach not only improves students' writing skills but also makes the learning process more enjoyable and motivates them to participate more actively.

In addition, the use of Wordwall in poetry learning not only enriches the teacher's teaching methods, but also introduces technology into the process of learning literature. With this digital platform, students can practice independently, collaborate with classmates, and get direct feedback. This technology integration is in line with the demands of education in the digital era which emphasizes more interactive, creative, and innovative learning.

Utilization of Wordwall as Learning Media

Based on research conducted by Lestari (2021), the use of educational game media Wordwall has been proven to increase students' learning motivation. The results of the study showed an increase from 72% in the first cycle to 84% in the second cycle. This finding is reinforced by Khairunisa (2021), who revealed that the implementation of online Wordwall-based gamification provides effective results in increasing students'

understanding of learning materials. These studies are empirical evidence that the Wordwall application has a positive impact on increasing students' learning motivation.

Here are some examples of Wordwall games that can be used to help students write acrostic poems:

a) "Guess the Acrostic Word" game. In this game, the teacher creates a Wordwall containing words arranged randomly. Next, the teacher reads the words one by one, and students must guess the words that form a particular acrostic. Students who guess correctly will get points, and the participant with the most points will be declared the winner.

b) "Thematic Acrostic" Game. In this game, the teacher creates a Wordwall containing random words and gives the students an acrostic poem theme. The students' task is to arrange the words into an acrostic poem that fits the specified theme. Students who are able to arrange the words correctly and relevant to the theme will get points, and the student with the highest points will be the winner.

The results of the study prove that the use of the Wordwall application can significantly increase students' learning motivation in a more interactive and fun way. In addition, this media also helps students develop their creativity and critical thinking skills in writing acrostic poems.

The use of Wordwall as a medium in learning acrostic-based poetry can increase students' interest and motivation in writing poetry. This is due to the interactive nature of Wordwall which makes the learning process more interesting and enjoyable. In addition, this media also helps students understand the structure of acrostic poetry and encourages their creativity in composing words more freely and expressively.

Here are some strategies for optimizing the use of Wordwalls for learning acrostic poetry:

1. Adapting Themes to Students' Interests. Choosing a theme that suits students' interests and characteristics can increase their interest in writing poetry. For example, for students who like nature, themes such as "Flowers" or "Forests" can be more interesting choices.

2. Creating an Interesting and Interactive Wordwall. An interesting Wordwall design can increase student engagement in the learning process. Teachers can add visual elements such as images or animations to make the Wordwall look more dynamic and interactive.

3. Providing Guidance and Feedback. Teachers should provide guidance and input to students in the process of writing poetry. This can be done by providing examples of acrostic poems according to the chosen theme, so that students have an idea in composing their own poems.

Wordwall Implementation Strategy in Acrostic Poetry Learning

1. Increasing Student Interest. Teachers can utilize Wordwall to present learning materials about acrostic poems, including the structure, elements, and examples of acrostic poems that can be used as references for students.

2. Practicing Poetry Writing Skills. Creating games or quizzes based on Wordwall can help students understand the concept of acrostic poetry in a more enjoyable way. For example, teachers can design a game that requires students to arrange random words into a complete and meaningful acrostic poem.

3. Developing Student Creativity. To encourage creativity, teachers can give open-ended tasks through Wordwall. For example, students are asked to create an acrostic poem with a theme of their own choosing, so they can express their ideas more freely.

Examples of the Application of Wordwalls in Acrostic Poetry Learning:

1. Wordwall Contains Key Words. Teachers can create a Wordwall containing a collection of words that can be used as inspiration in writing acrostic poems. This helps students in selecting and grouping appropriate words.

2. Wordwall Contains Games or Quizzes. Creating games or quizzes about the structure and elements of acrostic poems can train students' understanding in a more interactive and competitive way.

3. Wordwall Contains Acrostic Poem Writing Assignments. Teachers can use Wordwall to assign acrostic poem writing assignments based on a particular theme, so that students can practice more systematically in creating their own poems.

Procedures for Learning to Write Acrostic Poetry with Word Cards Using Wordwall Media. In learning to write poetry based on the acrostic model with word cards through Wordwall media, there are several stages that need to be carried out so that the learning process runs effectively and is interesting for students. Here are the steps:

Step 1: Preparation

a. Teachers prepare learning materials related to poetry, especially acrostic poetry, so that students understand the basic concepts.

b. The teacher creates and compiles Wordwall learning media which contains a collection of key words that students can use in composing acrostic poems.

Step 2: Apperception
  a. The teacher invites students to discuss by asking questions related to their understanding of poetry, especially acrostic poetry, to activate their prior knowledge.
  b. The teacher provides examples of interesting acrostic poems to increase students' curiosity and motivation in writing their own poems.

Step 3: Core Activities
  a. The teacher explains in detail about the concept of acrostic poetry, including its structure and elements, so that students have a better understanding of writing poetry.
  b. The teacher distributes Wordwall learning media to students, which contains key words to help them in the process of composing acrostic poems.
  c. Students begin to practice making acrostic poems using Wordwall media, both individually and in groups.
  d. The teacher provides guidance and direction to students during the writing process, helping them to compose appropriate and creative words.

Step 4: Evaluation
  a. Students are asked to read the acrostic poems they have created in front of the class as a form of appreciation for their work.
  b. The teacher provides constructive feedback to students, both in terms of the content of the poem, creativity in choosing words, and the structure of the acrostic poems they create.

Effectiveness of Acrostic-Based Poetry Writing Learning with Wordwall Media

The use of Wordwall media in learning to write acrostic-based poetry has been proven to improve students' abilities in composing poetry better. The results of research conducted by Sugiani (2022) show that the application of the Wordwall application in Indonesian language learning can increase student participation and learning outcomes. This is also reinforced by research by Permana & Kasriman (2022) which states that Wordwall is quite effective in increasing students' learning motivation. Thus, it can be concluded that Wordwall media has a positive impact on improving acrostic-based poetry writing skills.

The success of this learning method is supported by three main aspects that contribute to its effectiveness, namely:

1. Aspect of Understanding
Wordwall media as an interactive digital-based learning tool is able to present material in a more interesting and varied format. Sari & Yarza (2021) stated that this application helps students understand the concept of acrostic poetry more easily because the presentation of the material is more interesting and interactive. With the game features, quizzes, and various other educational activities, students can be more active in interacting with learning materials. This directly increases their understanding of the structure and elements of acrostic poetry. Therefore, the use of Wordwall is an innovative solution in optimizing the learning process, especially in improving students' understanding of acrostic poetry.

2. Creativity Aspect
Wordwall also plays an important role in encouraging students' creativity in writing poetry. This application provides various features that can help students express their ideas more freely and innovatively. For example, they can use image, video, or audio features to enrich the poems they create. Mujahidin et al. (2021) stated that the features in Wordwall make it easier for students, including beginners, to use this media creatively and innovatively. With the freedom to be creative, students are more encouraged to write poetry more expressively and imaginatively.

3. Motivational Aspect
In addition to improving understanding and creativity, Wordwall can also increase students' motivation in learning to write poetry. This is because this media presents learning materials in a more fun and challenging way. According to Rindiantika (2022), motivation plays an important role in encouraging students' enthusiasm and interest in learning. When students feel happy and challenged in the learning process, they will be more active and enthusiastic in completing their assignments. This high motivation will ultimately contribute to improving their poetry writing skills.

Poetry Writing Learning Design with Word Cards via Wordwall Media
The following is an example of a poetry writing lesson plan using word cards with the help of Wordwall media:
  a. The teacher creates a Wordwall containing various words that can be used in making an acrostic poem. These words can include nouns, verbs, and adjectives.

b. The teacher shares the Wordwall link with students so they can access it independently.
c. Students are asked to arrange the available words into an acrostic poem that complies with the rules of writing poetry.
d. After the poem is finished, students send their work to the teacher for evaluation.
e. The teacher then provides feedback to students to help them improve the quality of the poems they have created.

CONCLUSION

Development of Acrostic Poetry Writing Learning with Word Cards through Wordwall Media. Acrostic-based poetry writing learning with word cards using Wordwall media is an effective method in helping teachers deliver materials more efficiently. This approach not only improves students' understanding in writing acrostic poetry, but also triggers their interest and motivation in the learning process. By using interactive media such as Wordwall, the learning atmosphere becomes more interesting, fun, and not boring for students. Recommendations for Improving Acrostic Poetry Learning in the Future. To improve the effectiveness of acrostic poetry learning with word cards through Wordwall, here are some development suggestions that can be applied:

1. Utilization of Interactive Technology
a) Implement Gamification – Add game elements such as points, award badges, and leaderboards to increase student enthusiasm and engagement in the learning process. Healthy competition can be a trigger for motivation for them.
b) Real-Time Collaboration – Take advantage of online platforms that allow students to work together directly in composing acrostic poems. This facility will increase interaction and discussion, which ultimately enriches their learning outcomes.
2. Diversification of Learning Media
a) Utilization of Various Media – In addition to Wordwall, use various other media such as videos, audio recordings, and visual illustrations to make learning more varied. Examples of acrostic poems in various formats can help students understand concepts more deeply.
b) Relevant and Interesting Content – Choose themes and words that are related to students' daily lives so that they are more interested and feel that the learning is related to their experiences.
c) Flexible Learning Options – Give students the freedom to choose the media that suits their learning style. Some students may prefer to learn through videos, while others may be more comfortable with interactive quizzes or written materials.
3. Student-Based Approach
a) Space for Self-Expression – Allow students to choose their own themes, vocabulary, and writing style for their poems. This will give them creative freedom and build their confidence in writing.
b) Collaboration and Discussion – Create a learning environment that supports discussion and collaboration among students. They can share ideas, provide constructive criticism, and learn from each other's perspectives.
c) Learn from the Experts – Inviting professional poets or writers to share their experiences and insights on acrostic poetry can provide additional inspiration for students. This session can also motivate them to delve deeper into the world of writing.
4. Integration with Curriculum
a) Connection to Other Subjects – Connect learning acrostic poetry to other areas of study such as history, arts and culture, or foreign languages to provide students with a broader context.
b) Acrostic Poems as a Learning Tool – Use acrostic poems as a method to introduce various concepts, such as moral values, culture, and history, so that students can gain a deeper understanding.
c) Integrated Learning Projects – Create projects that combine multiple subjects with acrostic poems as a tool for exploring ideas and concepts. This approach not only fosters creativity but also enhances students' critical thinking and communication skills.

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