Wordwall Media Improves
Narrative Text Writing Skills in Children with Autism

Rusmiyanti; Atien Nur Chamidah

Master Study Program in Special Education, Faculty of Education and Psychology, Yogyakarta State University, Indonesia

Abstract

The purpose of this study was to improve the ability of autistic students in class III SDLB Autism in SLB Negeri 1 Bantul to write narratives using wordwall media. This research used a two-cycle Classroom Action Approach. The research was conducted from February to April 2023, and the subjects were three autistic students: YPS, STY, and RMD. Tests, field observations, and documentation were the data collection methods used. Qualitative and quantitative descriptions were used to analyze the data. Writing Indonesian narrative text using the material of daily activities before going to school is an improved ability. Planning, implementation, observation, and reflection were conducted at each meeting.Writing narrative text in Indonesian subject with daily activities material before going to school improves the ability. Planning, implementation, observation, and reflection were carried out at each meeting. The results showed that the three subjects became better at writing narrative texts with certain characteristics. These three subjects can fulfill five aspects of narrative text writing activities, namely the suitability of writing content, word choice, spelling and punctuation, grammar, and writing time. The method used by the three subjects to improve their ability to write narrative text by using wordwall media proved to improve their ability to write better. The data collected showed that the average score of 56.67 was obtained in the pre-cycle and then increased to 67.33 in cycle I and rose to 78.67 in cycle II. The results of cycle II have reached the indicator of the success of the action, which is 75 of the KKTP set by the school. Based on the data collected, it can be concluded that wordwall media can make learners more involved and make them better at writing narrative texts.

Keywords: Writing Skills; Wordwall Media; Autistic Children

Introduction

Autism is one type of child with special needs, autism is a complex and severe neurological developmental disorder that lasts throughout life. According to Yuwono (2012: 26), autism consists of a set of symptoms caused by certain neurological disorders that cause brain function to not work normally, which has an impact on growth, communication skills, and the ability to interact with others. Children are included in the category of children with special needs who experience disorders, such as difficulty interacting with others, delayed language acquisition, and repetitive play activities. The purpose of

learning Indonesian is to improve the ability to use Indonesian in all its functions, such as to communicate, think creatively, create works, and create relationships. The purpose of learning Indonesian is to improve students' ability to communicate with Indonesian language properly and correctly, both orally and in writing. To achieve this goal, students must be equipped with writing skills.

One of the four language skills that is very important for daily life is writing. Without the ability to write, a person will have difficulty communicating and getting along with others. With the ability to write, one can express their thoughts, ideas, and goals. Writing is a very complex language skill that aims to encourage students to think and develop their knowledge of language. Indonesian lessons are very important for students because it helps them master other subjects at school. Students often experience difficulties in learning if they do not understand Indonesian. Indonesian language learning can improve students' writing ability, which is very important (Trismanto, 2017). In order for students to write well, they must understand language skills. If students cannot communicate in Indonesian, they will have difficulty in achieving learning achievement. In this study, the learners studied had special needs related to autism. These special needs include language delays and difficulties in the speaking process. Autistic children must continue to learn to improve their abilities. Materials, objectives, methods and evaluation are some of the interconnected components of learning. When a teacher selects and chooses learning elements, such as methods, strategies, methods, and approaches, they must consider learning activities.

The purpose of learning Indonesian for children with autism is to improve their ability to use Indonesian so that they can communicate well and correctly both orally and in writing. To achieve this goal, learners must be able to write and speak so that they can communicate by composing words and sentences in Indonesian, both orally and in writing. All students are expected to master the material in each lesson. Students in grade III SDLB Autism should be able to achieve the following objectives in learning Indonesian language subjects in Phase A of the Merdeka Curriculum: they should be able to write narratives easily and not find it difficult; they should be able to choose vocabulary according to the specified time; they should be able to actively participate in learning activities; and they should be able to complete their lessons by obtaining grades that match the KKTP (Criteria for Completion of Learning Objectives).

Three third grade students of SDLB Autism in SLB Negeri 1 Bantul showed low narrative writing skills. Researchers found several problems. Students found writing lessons difficult and boring. They also had difficulty in expressing ideas, thoughts, and ideas into narrative writing using correct vocabulary and spelling. This causes the task to take a long time and students' participation is lacking when the teacher invites them to collaborate in writing activities, so students' writing skills are still very low, which has an impact on their learning outcomes which are still below the school's KKM (Minimum Completeness Criteria) of 75%. Teachers must find the right ways, strategies and media to attract the attention of autistic students while facilitating the delivery of learning because autistic students are usually less proficient in writing. The media must be able to attract attention, stimulate, and convey information that will be embedded in the child's memory. By using media, the condition of children who are initially less able to receive information from outside can be improved or improved.

In an effort to improve autistic children's narrative writing skills by using media, one of which is wordwall, which has many benefits when used to teach narrative writing. One of the benefits is that it can attract, involve and remind children of the activities they see. Thus, children can understand the content of the pictures and write stories in their own language so that the writing can be understood by others. The results of observations made in class III SDLB Autism SLB Negeri 1 Bantul showed that the three students still scored below the KKM. The researcher decided to take corrective action because the basic problem was the low ability of students in writing narrative text. The pictures in the textbook were unclear and colorless and were still used for learning. Indonesian language lessons in class III SDLB Autism include narrative text writing material in the phase A independent curriculum. The learning objective is that students are able to write texts with a few simple sentences that tell about their experiences in daily life.

These components and learning outcomes are the basis for students to gain learning experiences. "Learning experience" is defined as a collection of actions taken by students to acquire new knowledge and skills with specific objectives (Sanjaya, 2017: 156). In grade III, there are several learning problems faced by students. They have difficulty in writing texts, have not been able to write texts coherently, have not been able to write texts with correct spelling, have difficulty in choosing vocabulary, and are slow in writing texts. In addition, they reported low learning participation. When the teacher invites students to write texts together, not many students respond. Therefore, the purpose of this study is to improve students' ability to write narrative texts. The benefit of this improvement is the increased ability and confidence of learners in writing narrative texts that are easy to understand.

Wordwall learning indicates a learning process that uses real objects. In this study, the real objects in question are pictures of objects that are adapted to the subject matter and adapted to the ability of students. Pictures, according to Heriawan et al, are used as learning media and are paired or sequenced into a logical order (Septiana, 2017). Wordwall media containing images from the surrounding environment helps students see new things and increase imagination. The use of visual media in learning can improve student learning achievement (Septiana, 2017).   According to Nyoman (2019), images are very important for learning because the learning process uses images as media.

Research Methods

A classroom action research method was used in this study. The learning method includes the application of direct activity design to achieve learning objectives (Suhertuti, 2018: 46). Participatory because the teacher as well as the researcher did not conduct the research alone, but worked together with colleagues.   Researchers and colleagues conduct action research step by step during learning activities. Warso, 2018: 22). This research emphasizes the action of improving the competence of writing narrative text through wordwall media in Indonesian language subjects. The indicators of the success of this research action are that students actively pay attention and follow the teacher's instructions, write coherently, spell correctly, and write quickly until they get a minimum score of 75% of the KKTP set at school. The existence of these indicators also reflects the responsibility of students in participating in learning. Eko Prihatiningsih quoting Pebriana, et al stated that in learning using image media, students are required to be responsible for everything that is done (Prihatiningsih & Setyanigtyas, 2018).

This research was conducted at SLB Negeri 1 Bantul from February to April 2023. Students at SDLB Autis Negeri 1 Bantul who had difficulty writing texts were the subjects of this study. In one class, there were three students who became research subjects: YPS, STY, and RDN. They used wordwall as learning media. The focus of the action research was narrative writing skills.

The implementation of the research begins with developing an action plan, implementing the action, observing, and reflecting are the four stages in which the action is carried out. In cycle I and II actions, the wordwall media contained the theme of daily activities. In this study, students' learning activities and text writing skill tests were observed before going to school Data Analysis Technique, as shown in the figure. The tools used in this study are observation sheets that describe the narrative learning process, such as student learning activity observation sheets, classroom and teacher management observation sheets, and competency test observation sheets at the end of the cycle. The data analysis used in this research is descriptive qualitative to collect data from student and teacher observation sheets, and descriptive quantitative to measure the level of their ability to write narratives well by comparing the results of the scores before and after the action.

Figure 1. Wordwall media home page

Figure 2. Display in wordwall media

Wordwall is a platform that can help students interact and be more engaged in learning. Teachers can create various interactive learning activities. Methods to use wordwall in learning:

Step 1: Create a Wordwall Account: Go to the official Wordwall website or download the app here: https://wordwall.net/. Click the "Register" or "Sign up" button to fill in the required information to create an account. You can also sign in using your Microsoft or Google account if it's easier.

Step 2: Create an Activity: 1) Once logged in, click the "Create" button to create a new activity. 2) Select the type of activity you want to create from the list of options available, which includes "Crossword", "Word Puzzle", "Word Cards", or any other type that suits your learning needs.

Step 3: Filling in the Activity Content 1) Give the activity a title to make it easily recognizable to students. 2) Insert questions or words that are relevant to the chosen activity. To make the activity more interesting and informative, you can add pictures or videos. 3) You can customize the time, score, and answer key

Step 4: Saving and Sharing the Activity: 1) After filling in the activity content, click the "Save" button to save it. 2) Finally, you will be given options to share the activity, such as a link to share directly, a unique code for students to enter, or embedding the activity into a website or other learning platform.

Results

Pre-research

Pre-research activities began with conducting a pre-test to determine the ability to write narrative texts for three autistic children in grade III at SLB Negeri 1 Bantul. Then, the subjects' data was collected in the Administration room, working with the collaborating teacher, and preparing the teaching module and other resources. Before the test, the researcher gave the theory about writing narrative text and then gave the task directly to the students. Before the exam, the media used was the picture in the student book. The picture was not very clear, so it did not help students to tell the picture in writing. This caused students to be uninterested and less motivated to write. Pre-test results for narrative text writing.

Table 1. Pre-test Narrative Tech Writing Result

NO	Criteria	Learner Name		
		YPS	STY	RMD
1	Content appropriateness	6	6	6
2	Spelling and punctuation	5	7	6
3	Word choice	5	6	5
4	Grammar	6	6	6
5	Writing time	5	5	5
Total score		27	30	28
Score		54	60	56
Class average		56,67		

The results contained in the pre-test narrative text writing table show that the skills of the three research subjects are still low, and the results are still below the school's KKTP set. The use of inadequate learning media and the inadequate condition of the learning place when allowing learning activities in different classes can disrupt students' concentration and make them not focus on the material taught by the teacher. As a result, the learning outcomes of students who have poor narrative writing skills. The researcher and teacher agreed to work together to overcome the shortcomings and weaknesses of narrative writing learning. They decided to use wordwall as a means to attract students' attention and encourage them to concentrate on narrative text writing lessons.

Wordwall can be used to improve student learning. Research using picture media includes research conducted by Widodo and Setyaningsih in 2020. This study states that picture media can improve dyslexic students' ability to read and write simple stories (Widodo et al., 2020; Setyaningsih & Widajati, 2018). Intervention research is different from previous studies. The ability of autistic learners to write narrative text is improved in this research which is improved. The results of the actions taken by the researcher consisted of two (2) cycles, with two meetings in each cycle. Teachers gave instructions to students through full communication - oral and manual language - as well as signs and gestures.

Cycle 1

The teacher started the cycle I action, in the first meeting, by arranging the subject matter that focused on the ability to write narrative text using wordwall media. These preliminary activities involved initial activities in which all learners participated in praying together; greeting all learners; checking learners' attendance; encouraging learners to ask questions about the material to be learned; and informing learners about the learning objectives. The core activities, which include learning activities by utilizing wordwall media, are carried out through the following stages:

First, communicating activities to build knowledge, where students connect the subject matter with the subject matter they have learned before. Second, observing activities to build social attitudes and knowledge, where students find wordwall media that the teacher shows and shows on a classic leptop. Third, activities aim to build social attitudes and knowledge by using classic leptop images. In this session, students are asked to determine topics that are relevant to the material on the wordwall. Fourth, reasoning activities aim to build social attitudes and knowledge by using classic leptop images. With the help of the teacher, students write a short text about daily activities on the board.Fifth, the questioning activity aims to foster social attitudes and knowledge, where the teacher explains things that students need to pay attention to when writing narrative texts and asks students to discuss the results of writing texts. Sixth, reasoning activities aim to foster spiritual attitudes and skills, where students write simple narrative texts about their daily activities before going to school in the books given to them. Closing contains the final activities carried out by teachers and students. They conduct competency assessment, conclude activities together, and ask questions about the material that has been learned to determine the results of material achievement. The teacher reflects on the material that has been learned and invites all students to pray so that the lesson is completed and according to plan.

In each cycle, the classroom action research was conducted in the following way. In cycle I, the first meeting began with all students praying together before starting to learn. The teacher welcomed all students with greetings, and each student responded. After that, the teacher took attendance of all students to communicate attendance and prepare students mentally and physically for the lesson. The teacher also made an apperception by asking questions about activities around the house. Next, the researcher conveyed the learning objectives. The teacher encouraged students to ask questions related to the material to be learned. Furthermore, the core learning activities, namely communication activities, are carried out by linking the material to be learned with the material previously learned by asking about activities before going to school.

Learners see the teacher's explanation about writing narrative texts and see examples of narrative texts written by the teacher. They pay attention to the writing of sentences in accordance with EYD, capital letters, and the use of proper punctuation. They then write the narrative text individually on the sheet that has been distributed. The teacher assists in writing the narrative. The subjects corrected their friends' writing after writing. Afterwards, the subjects read out their work in narrative text in front of the class.

Cycle I second meeting began with the teacher preparing students physically and mentally for the learning process. The researcher conducted a question and answer apperception about the previous material, namely activities in the environment around the house. The researcher explained the learning objectives to be achieved, and they provided direction and incentives. The main activity is that the teacher re-shows the wordwall media on the leptop and gives students the opportunity to ask about the pictures on the leptop that show activities in the home environment. The teacher gives an explanation on how to write a story. Learners pay attention to the teacher's explanation on how to write sentences with proper EYD, capital letters, and punctuation. Subjects must write a story on the sheet that has been given. After writing, students exchange writing and correct each other at the revision stage. At the publication stage, student representatives read their writing in front of the class. The students' writing results are discussed together. The teacher explained that the results of writing narrative texts on the second meeting were neater and more coherent than the first meeting, to assess students' abilities. This cycle resulted in an average score of 67.33. This indicates that the standard of success has not been met. As a result, the next cycle requires improvement.

Cycle 2

Learners are encouraged to start the first meeting of the second cycle. The teacher asks about the material and learning objectives. The core learning activity begins with the teacher linking the material to be delivered with the material that has been given previously. The teacher conveys the results of the first

meeting of the cycle that all learners have been able to write simple narratives about activities before going to school, and she asks learners to be more diligent and try so that the results are better. "Do you still remember what to pay attention to when writing a narrative text?" the teacher asked. Learner STY answers, "We have to write with the correct spelling, mom." The teacher responds, "That's right, mom." The teacher makes all students focus on the lesson. "Everyone ready to learn?" the teacher asks. The learners quickly answer, "Ready, ma'am." The teacher then continues, "Today we will continue the lesson we have learned before, which is writing narrative texts of activities about writing narrative text activities before going to school. The teacher and students use wordwall media on the leptop. Learners are given the task of identifying the picture and invited to participate in determining topics that are relevant to the material being studied. All students seem active and engrossed in the wordwall media, which keeps them concentrated in the learning activities.

The teacher directs the students to write a simple narrative text coherently and write it on the student worksheet. The teacher advises the students to pay attention to the following things when writing narrative texts: appropriateness/decision of content, vocabulary, spelling, punctuation, grammar, and writing time. The teacher gives all students fifteen minutes to complete the task of writing a narrative text. All students did the task with great enthusiasm. Afterwards, the teacher assesses all students' abilities in writing narrative texts. With the help of the teacher, students write a simple narrative text coherently and write it on the student worksheet. The teacher advises the students to pay attention to the following when writing a narrative text: appropriateness/sequence of content, vocabulary, spelling, punctuation, grammar, and writing time. The teacher gives all students fifteen minutes to complete the task of writing a narrative text. All students did the task with great enthusiasm. Afterwards, the teacher advises the students to always look at the activities they do so that their writing is consistent. After that, the teacher assessed all students' abilities in writing narrative texts.

In the second meeting, students did the activities in the same order as the first meeting. At the end of the learning cycle, the teacher thinks about the learning and says that all students have good writing results, but they should continue practicing. Writing speed, grammar, word choice, spelling and punctuation, and writing collapse have all improved. The teacher also gave appreciation to all students for the results achieved. The following table shows the learning outcomes of writing narrative texts:

Table 2. Test Results of Narrative Writing Skills Cycle 1 and cycle 2

| NO	Criteria	Cycle 1			Cycle 2		
		YPS	STY	RMD	PS	TY	MD
1	Content appropriateness	6	6	6			
2	Spelling and punctuation	7	7	8			
3	Word choice	6	6	6			
4	Grammar	6	7	8			
5	Writing time	6	8	8			
Total score		31	34	36	8	1	9
Score		54	60	56	6	2	8
Class average		67,33			78,67		

Based on the results in Table 2, the results of the second cycle show an increase in narrative text writing skills; the three students who achieved KKTP from cycle I and cycle II, and an average increase in narrative text writing skills through wordwall picture media. The results of narrative text writing skills in cycle II showed that the three students who achieved KKTP in cycle I and cycle II showed an average increase, with the average score of writing narrative text increasing from 11.34 in cycle I to 67.33 in cycle II.

The second cycle of the study showed that it was successful and ended; learners could improve their ability in writing narratives. Writing is the ability to convey your ideas in complete and structured sentences so that they can be conveyed to the reader (Umaya, 2017).

For pre-cycle, cycle 1, and cycle II, the following graph shows the results of the narrative text writing competency test:
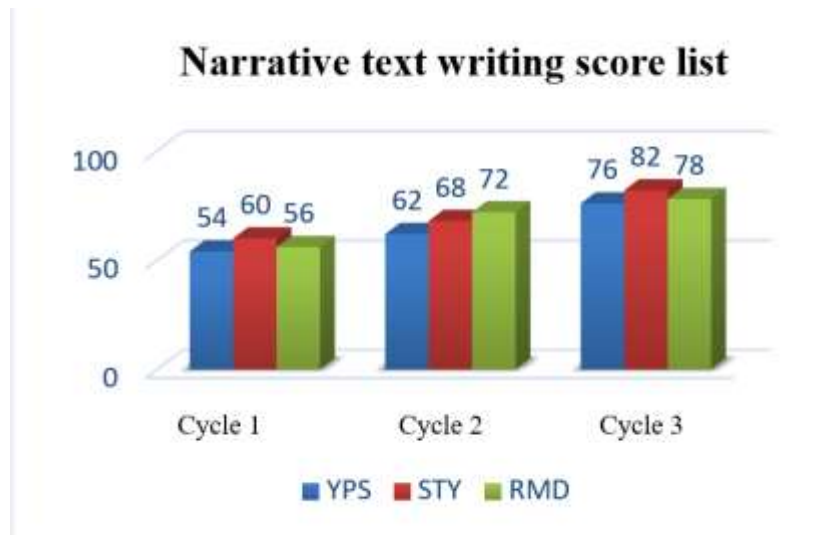
Graphics 1. pre-cycle, cycle i and ii narrative text writing competency test results
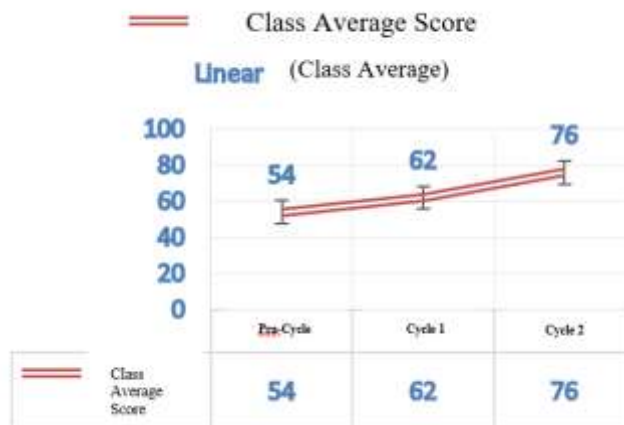
Graphics 2. class average narrative text writing competency test results on pre-cycle, cycle i and cycle ii

Discussion

Learners at primary school level may be more interested in learning by using wordwall learning media. This is the time where children are very fond of playing games either indirectly or online through smartphones or computers. This can be used as an innovation by teachers in classroom learning design and practice. Teachers can use learning media such as Wordwall to help students understand lessons.

Wordwall is a media that contains games that can be accessed by students. It is proven that this media can help students in learning and increase their interest in learning through games. According to

Siti Faizatun Nissa (2022), Wordwall is an easy-to-use and interactive learning media that can increase students' interest and motivation to learn. According to Shofiya Launin et al. (2022), the use of various media by teachers when delivering subject matter through Wordwall online game media can increase student interest in learning. According to Agusti and Aslam (2022), Wordwall can make students excited to learn because it has interesting quizzes (Akbar & Hadi, 2023). They also found that students' learning outcomes and interest were affected by this interactive media (Aida & Nurafni, 2022).

The results of writing narrative text at the pre-test stage showed that the autistic grade III subjects at SLB Negeri 1 Bantul received an average score of 56.67, indicating their ability to write narrative text. This is due to the fact that the pictures used in the students' textbooks are still used in the teaching process, which are unclear and uninteresting pictures. It is imperative to improve the subjects' skills in writing narrative. For learning to write narrative text, wordwall media was chosen based on the data from the pre-test and lesson observation. It is used to increase the attention and interest of the subjects so that they can improve their skills in writing narrative text. This is in line with Hamalik's opinion (Azhar Arsyad, 2011: 15) that the use of learning media in the learning process can have a psychological effect on students. It can foster new desires and interests, motivate and encourage learning activities, and even increase motivation to learn. Subjects are taught to write sentence by sentence about pictures to be organized into good narrative writing.

Students will find it easier to write narrative text by using wordwall media in learning. Researchers use wordwall to provide information about activities that must be done before going to school. The images seen can encourage students to combine words into a very interesting story text. This is in line with the opinion of Nana Sudjana and Ahmad Rivai (2009: 70) that pictures help encourage students and can make them interested in lessons. The results of writing narrative texts of grade III subjects at SDLB Autis SLB Negeri 1 Bantul have improved from pre-test to cycle I. The percentage of pre-test completeness was 33%. The percentage of pre-test completeness of 33.33% increased to 66.67% in cycle I, and the pre-test average score of 69.00 increased by 5.67 to 74.67%. The results of cycle I showed an increase in completeness of 33.34%.

The results of the first cycle of writing narrative text are still far from the success standards set. In cycle I, there were some problems in the learning process. The subject was not very involved in the apperception, was less serious in writing narrative text, had difficulty correcting his friend's writing, and did not want to read his writing in front of the class. This caused the subject's ability to write to be lacking. However, to improve writing skills, practice and training are needed.During cycle II, the problems that occurred in cycle I were improved by adding the amount of wordwall media and using different strategies. The results of observations of subject activities in cycle II showed improvement; subjects were enthusiastic about following apperception, earnestly writing narratives, correcting their friends' writing, and students were enthusiastic about reading their writing in front of the class.

In cycle II, researchers taught and guided RMDs who were less careful in responding to the wordwall media; they helped them write narrative texts; they helped their friends correct their writing; and they praised RMDs who successfully wrote narrative texts. Thus, RMD learning in cycle II became more active in writing narrative text. In the second cycle of presentation of narrative text writing completeness, three research subjects (YPS, STY, and RMD) could achieve scores more or equal to the KKTP determined by the school or reached 100%. This shows that the ability of third grade autistic students in SLB Negeri 1 Bantul to use wordwall is considered successful.

Conclusion and Suggestions

The research and discussion showed that students of grade III SDLB Autism in SLB Negeri 1 Bantul were better at writing narratives by using wordwall media during two learning cycles. The learning began with showing the classic wordwall media on the students' leptop. After that, the teacher explained

some requirements for writing narrative texts, including the right words, spelling and punctuation, grammar, and time to write. Students then worked on the tasks in the prepared sections.

The use of wordwall has been proven to help students write simple narrative texts about activities before going to school. Their scores increased in the pre-cycle with an average of 56.67, increased in the first cycle with an average of 67.33, and increased again in the second cycle with an average of 78.67, meeting the school's minimum KKTP standard of 75%. From the results of this assessment, it can be concluded that wordwall can make students more active, productive, and involved in learning.

By using wordwall media, it can be concluded that students become more active, involved, and effective in the learning process. After autistic learners can write stories about the activities they do before going to school, further research can be carried out on other relevant subjects.

References

Aidah, N., & Nurafni, N. (2022). Analisis Penggunaan Aplikasi Wordwall Pada Pembelajaran Ipa Kelas Iv Di Sdn Ciracas 05 Pagi. Pionir: Jurnal Pendidikan, 11(2), 161–174. https://doi.org/10.22373/pjp.v11i2.14133.

Agusti, N. M., & Aslam, A. (2022). Efektivitas Media Pembelajaran Aplikasi Wordwall Terhadap Hasil Belajar IPA Siswa Sekolah Dasar. Jurnal Basicedu, 6(4), 5794–5800. https://doi.org/10.31004/basicedu.v6i4.3053.

Akbar, H. F., & Hadi, M. S. (2023). Pengaruh Penggunaan Media Pembelajaran Wordwall terhadap Minat dan Hasil Belajar Siswa. Community Development Journal, 4(2), 1653–1660.

Andri, Priyatna. (2010). Not A Little Monster! (Memahami, Mengasuh Dan mendidik Hiperaktif).jakarta: PT Elex Media Komputindo.

Arif Agus Mujahidin, Unik Hanifah Salsabila, Aisyah Luthfi Hasanah, Meti Andani, & WindyAprillia. (2021). Pemanfaatan Media Pembelajaran Daring (Quizizz, Sway, dan Wordwall) Kelas 5 di SD Muhammadiyah 2 Wonopeti. Innovative: Journal of Social Science Research, 552, 552–560.

Aris Yunisah. (2007). Pengaruh Media Audio Visual Terhadap Penguasaan Kosakata Bahasa Indonesia Siawa Kelas VII SMP 1 Depok, Sleman, Yogyakarta. Skripsi. FBS-UNY.

Darmiyati Zuchdi. (2007). Strategi Meningkatkan Kemampuan Membaca: Peningkatan Komprehensi. Yogyakarta: UNY Press.

Djiwandono, Soenardi. (2008). Tes Bahasa Pegangan Bagi Pengajar Bahasa. Jakarta: PT Indeks.

Elviza, Yulia, dkk. (2013). Peningkatan Penguasaan Kosakata melalui Teknik Permainan Teka-Teki Siang di Kelas VIIA SMPN 2 Sungai Penuh. Jurnal Pendidikan Bahasa dan Sastra Indoesia. 1 (2), 399-476.

Gitnita, S., Kamus, Z., & Gusnedi. (2018). Analisis Validitas, Praktikalitas, dan Efektivitas Pengembangan Bahan Ajar Terintegrasi Konten Kecerdasan Spiritual pada Materi Fisika tentang Vektor dan Gerak Lurus. Pillar of Physic Eduction, 11(2), 156.

Hallahan, D. P., Kauffman, J. M., & Pullen, P. C. (2015). Exceptional learners: An introduction to special education, 13th Edition. Upper Saddle River, NJ: Pearson.

Hosnan. (2014). *Pendekatan Saintifik dan Kontekstual Dalam Pembelajaran Abad 21*.Ghalia Indonesia.

Kurniawati, W., & Karsana, D. (2020). Aspek Penguasaan Kosakata Bahasa Indonesia oleh Siswa Sekolah Dasar di Kota Medan. Ranah: Jurnal Kajian Bahasa, 9(2), 286. https://doi.org/10.26499/rnh.v9i2.

Nisa, M. A., & Susanto, R. (2022). Pengaruh Penggunaan Game Edukasi Berbasis Wordwall Dalam Pembelajaran Matematika Terhadap Motivasi Belajar. JPGI (Jurnal Penelitian GurIndonesia), 7(1), 140. https://doi.org/10.29210/022035jpgi0005.

Nurgiyantoro, Burhan. 2014. Penilaian Pembelajaran Bahasa Berbasis Kompetensi. Yogyakarta: BPFE.

Nyoman, K. D. N. (2019). Pengaruh Model Pembelajaran Picture and Picture Berbantu Media Visual Terhadap Keterampilan Menulis Bahasa Indonesia.*Journal of Technology*, *3*(4), 278–285. https://ejournal.undiksha.ac.id/index.php/ JET/article/view/22364.

Pradani, T. G. (2022). Penggunaan media pembelajaran wordwall untuk meningkatkan minat dan motivasi belajar siswa pada pembelajaran IPA di Sekolah Dasar. Educenter, 1(5), 452–457.

Pramesti, S. L. D. (2019). Prosiding Seminar Nasional Tadris Matematika.Pekalongan: PT Nasya Expanding Management. https://bit.ly/3I01ovA.

Pengaruh Penerapan Model Pembelajaran Picture and Picture Dan Model Make a Match Terhadap Hasil Belajar Siswa. *Jurnal Pendidikan Sekolah Dasar*, *4*(1), 1. DOI: https://doi.org/10.30870/jpsd.v4i1.1441.

Pujiastuti, A. U., Agustin, I., & Mizan, S. (2018). Pemanfaatannya dalam Kegiatan Ekonomi. *Jurnal Pena Ilmiah*,*2*(1). https://ejournal.upi.edu/index.php/penail miah/article/view/12448.

Pusvita, Winda Dewi. (2017). Dampak Penguasaan Kosakata terhadap Bahasa Tulis Pembelajar BIPA Tingkat Dasar (Studi Kasus di UPT BahasaUniversitas Sebelas Maret). Tesis. Surakarta: PBI FKIP UNS.

Puspitaningtyas & Pratiwi, (2018).Kemampuan Kosa Kata Pada Anak Autis Dengan Menggunakan Media Visual (Gambar) Jurnal, Universitas Negeri Malang, SSN Cetak : 2622-1276.

Rayanto & Sugiyanti (2020). Penelitian Pengembangan Model Addie Dan R2d2: Teori & Praktek. Lembaga Academic & Research Institute.

Sanjaya, W. (2017). *Perencanaan Dan Desain System Pembelajaran*. Rineka Cipta.

Septiana, M. W. (2017). Pengaruh Penggunaan metode Picture and Picture dala meningkatkan Kemampuan Pemahaman dan Motivasi Belajar Siswa Pada Materi Persebaran Sumber Daya Alam dan Pemanfaatannya dalam Kegiatan Ekonomi. *Jurnal Pena Ilmiah*,*2*(1). https://ejournal.upi.edu/index.php/penail miah/article/view/12448.

Setyaningsih, N.,& Widajati,W. (2018). Implementasi Media Gambar Seri Terhadap Kemampuan Menulis Cerita Sederhana Anak Tunagrahita Ringan. Jurnal Pendidikan Khusus, 1–12.https://ejournal.unesa.ac.id/index.php/jurnal-pendidikan khusus/article/view/23627/21602.

Shofiya Launin, Wahyu Nugroho, & Angga Setiawan. (2022). Pengaruh Media Game Online Wordwall Untuk Meningkatkan Minat Belajar Siswa Kelas IV. JUPEIS : Jurnal Pendidikan Dan Ilmu Sosial, 1(3), 216–223. https://doi.org/10.55784/jupeis.Vol1.Iss3.176 .

Sintawati, M., & Indriani, F. (2019). Pentingnya Technological Pedagogical Content Knowledge (Tpack) Guru Di Era Revolusi Industri 4.0. Seminar Nasional Pagelaran Pendidikan Dasar Nasional (Ppdn), 417–422.

Siti Faizatun Nissa, N. R. (2022). Penggunaan media pembelajaran wordwall untuk meningkatkan minat dan motivasi belajar siswa pada pembelajaran IPA di Sekolah Dasar. Educenter: Jurnal Ilmiah Pendidikan, 1(5), 452–457. https://doi.org/10.55904/educenter.v1i5.162.

Suhertuti, L. M. &. (2018). *Strategi Belajar Mengajar Bahasa Indonesia*. PT. Remaja Rosdakarya.

Sunu, Christoper. (2012). Unclocking Autism. Yogyakarta: Lintangterbit ---Panduan Memecahkan Masalah Autisme Unlocking Autis Lintangterbit: Yogyakarta.

Trismanto.(2017).Keterampilan Menulis dan Permasalahannya.Jurnal Bangun Rekaprima, 03(9),62-67.https://jurnal.polines.ac.id/index.php/bang un_rekaprima/article/view/764/648.

Umaya, E. I. & F. (2017). *Belajar Bahasa di Kelas Awal*. Ombak.

Warso, A. W. D. D. (2018). *Cara Mudah Melakukan Penelitian Tindakan Kelas & Cara Menghitung Nilai Angka Kreditnya*. Graha Cendikia.

Widodo, A., Indraswati, D., & Royana, A. (2020). Analisis Penggunaan Media Gambar Berseri Untuk Meningkatkan Kemampuan Membaca Siswa Disleksia Di Sekolsh Dasar. *Jurnal Magistra*, *11*(1), 1. DOI: https://doi.org/10.31942/mgs.v11i1.3457.

Yuwono, J. (2012). Memahami Anak Autistik (Kajian Teori dan Empirik). Bandung: Alfabeta.