

APPENDICES

Appendix I Translations of Qur'an

NO	Name of the Surah	Indonesia	English
	<p style="text-align: center;"> وَ عَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ هَؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ </p>	<p>“Allah mengajarkan kepada Adam nama-nama (benda) seluruhnya, kemudian Dia memperlihatkan kepada para malaikat, seraya berfirman, “Sebutkan kepada-ku nama-nama (benda) ini jika kamu benar”.</p>	<p>“After teaching Adam all the names of the objects, Allah showed them to the angels and said, 'Tell me the names of these... if you are correct.’”</p>

Appendix II Interview Result from English Teachers

Participant 1 : English Teacher (Research Question 1)

No	Question	The result of interview
1.	What are teachers' emotional experiences in teaching vocabulary using the Wordwall application?	A variety of emotions are felt by teachers when they use the Wordwall program to teach vocabulary. When faced with technological difficulties like the lack of projectors or internet connectivity, there may be initial sensations of worry and anxiety. But when students participate in the activities with enthusiasm, teachers get enthused and motivated, especially when students show growth in their learning and react well to the vocabulary exercises.
2.	Did the introduction to the Wordwall application make you feel motivated or overwhelmed? Please explain why?	There were conflicting feelings during the introduction phase. When it was first realized that intended resources, such as the projector, were not available and that other solutions were needed, there was worry. Nonetheless, it was inspiring to see how Wordwall could be used to engage children. The application's interactive features inspired educators to experiment with other approaches to make vocabulary instruction more engaging and fun.
3.	How did you feel while practicing vocabulary on the Wordwall application?	Seeing kids enthusiastically engaged in vocabulary drill filled teachers with excitement and confidence. Students were able to recall terms more efficiently thanks to the mix of visual aids and quizzes, which made studying fun. A happy and satisfying teaching experience was promoted by this sensation of achievement from leading students through interactive tasks.

4.	Was the process of reviewing and organizing the vocabulary fun or stressfull for you? Please explain why?	Due to the students' growing comprehension, the vocabulary review and organization process was entertaining. Teachers were pleased when students were able to think back on what they had learned and identify new words that applied to their everyday lives. The belief that perseverance produces significant results was reinforced by this stage, which reflected the sense of accomplishment experienced when putting together a challenging assignment effectively.
5.	Were you motivated by the feedback or results you received from Wordwall? Did it make you want to improve?	Yes, Wordwall's comments and outcomes were inspiring. Students were more motivated to participate because of the ranking and timer aspects, which turned studying into an enjoyable competition rather than a tiresome chore. This insight motivated teachers to investigate additional features in the application in an effort to maintain students' interest in English and improve vocabulary acquisition.

Participant 2 : English Teacher

No	Question	The result of interview
1.	What are teachers' emotional experiences in teaching vocabulary using the Wordwall application?	Teachers feel a range of emotions when they use Wordwall to teach vocabulary. Their first frustration may stem from the lack of resources, such projectors and internet connectivity, which can reduce the application's efficacy. However, they start to feel enthusiastic and driven as they investigate Wordwall's many capabilities, particularly when students actively

		participate in their education. Wordwall gives teachers a sense of pleasure and success by making learning more engaging and participatory.
2.	Did the introduction to the Wordwall application make you feel motivated or overwhelmed? Please explain why?	Due to technical constraints including a projector's unavailability and erratic internet access, Wordwall's initial launch was overwhelming. Due to the need to find alternate solutions, these challenges caused anxiety. But when more was discovered about the application, the variety of features and interactive activities made it more interesting and inspiring. Observing students engage in language acquisition with enthusiasm reaffirmed feelings of inspiration and encouragement.
3.	How did you feel while practicing vocabulary on the Wordwall application?	Using Wordwall to practice vocabulary was a fun and engaging experience. Students were enthusiastic about the word games and quizzes, especially when there were pictures or other visual aids. This degree of involvement facilitated and improved the learning process, giving the teacher a sense of achievement and inspiration.
4.	Was the process of reviewing and organizing the vocabulary fun or stressfull for you? Please explain why?	Overall, it was a fun process to go over and arrange the words. It gave me a sense of accomplishment to see students use the knowledge they had gained from Wordwall practice exercises. The approach was less stressful and more fulfilling because kids were able to remember new language and apply it to their everyday situations.

5.	Were you motivated by the feedback or results you received from Wordwall? Did it make you want to improve?	Indeed, the comments and outcomes from Wordwall were quite inspiring. Students were challenged to think critically and react fast through the use of timers and rating elements, which made learning more competitive but also fun. Students' increased interest and decreased anxiety about learning English vocabulary demonstrated Wordwall's potential as an effective teaching tool. In order to optimize Wordwall's influence on vocabulary acquisition, this experience prompted additional investigation into its aspects.
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Participant 1 : English Teacher (Research Question 2)

No	Question	The result of interview
1.	What are the teachers difficulties in teaching vocabulary using the Wordwall application?	When utilizing the Wordwall program to teach vocabulary, teachers encounter a number of challenges, chief among them being the scarcity of resources like projectors and internet connectivity. Not all classrooms in many schools have projectors, so teachers must borrow from other courses, which can interfere with the learning process. Furthermore, erratic internet connections can reduce the efficacy of Wordwall-based exercises, making it difficult to keep the lesson flowing smoothly.

2.	What are the main obstacles teachers face when using Wordwall application to teach vocabulary?	The challenge of altering visual elements, like shifting letter shapes and color variations, to make vocabulary exercises more interesting for students is one of the primary challenges. Teachers must manually make their own games because there aren't many pre-made games that match the lesson subject. Furthermore, the range of exercises that teachers may offer is limited because they are only able to generate a certain number of activities if they do not have a paid Wordwall subscription.
3.	Did you encounter any challenges with the vocabulary exercises or activities? What specific tasks were hard for you to complete?	It's true that there were some difficulties in creating and executing vocabulary drills. A particular challenge was making sure the vocabulary games chosen will hold students' interest and support their learning. Furthermore, it took more work to modify already-existing games to meet the instructional goals because the templates that were provided did not always properly match the vocabulary themes that were being covered.
4.	How can teachers adapt teaching strategies to the features of Wordwall to be more effective in teaching vocabulary?	To get the most out of Wordwall, educators can make smart use of its features, which include interactive games that accommodate different learning styles, spelling exercises to boost vocabulary recall, and flashcards to help students retain information. Furthermore, the timer function can be employed to instill a feeling of difficulty and motivate students to engage more fully. Instructors can include Wordwall exercises into a lesson plan that follows a planned format, introducing vocabulary first, then reinforcing it, and eventually using it in context.

5.	Were there any features of the Wordwall application that you found confusing or difficult to use?	Yes, there were several difficult-to-use elements in the Wordwall application, especially for teachers who weren't used to using digital tools. It was challenging to develop varied learning exercises without a subscription due to the little number of free game templates available. Additionally, it was not always easy to modify the visual presentation, such as changing the colors and styles of the text, which could have had an impact on student participation.
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Participant 2 : English Teacher (Research Question 2)

No	Question	The result of interview
1.	What are the teachers difficulties in teaching vocabulary using the Wordwall application?	Using Wordwall to teach vocabulary presents a number of challenges for teachers, including technological ones like erratic internet connectivity and projector availability. These difficulties can interfere with the teaching process and hinder students' ability to interact with the language resources.
2.	What are the main obstacles teachers face when using Wordwall application to teach vocabulary?	The main challenges include a paucity of projectors, which are necessary for showing Wordwall activities to every student in the classroom. In order to grab students' attention, teachers also find it difficult to personalize key components, like letter shapes and color changes. And because there aren't many pre-made games available, teachers frequently have to make their own activities by hand.

3.	Did you encounter any challenges with the vocabulary exercises or activities? What specific tasks were hard for you to complete?	Yes, keeping students interested in the vocabulary drills was one of the key issues. The restricted amount of game options made it challenging to complete several requirements, such making the learning process interesting and strengthening vocabulary retention, especially for non-subscribed accounts that can only create three activities.
4.	How can teachers adapt teaching strategies to the features of Wordwall to be more effective in teaching vocabulary?	Teachers can make the most of Wordwall by strategically integrating different features. For example, kids can learn vocabulary by utilizing flashcards, and they can practice word identification by playing spelling games. The timer feature can also be used to make vocabulary exercises more challenging and motivate students to concentrate on accuracy.
5.	Were there any features of the Wordwall application that you found confusing or difficult to use?	Certain aspects of Wordwall, such the restricted range of games and the limitations on accounts without subscriptions, might be difficult to use. Teachers may find it more difficult to design visually appealing vocabulary exercises that pique students' interest if components of the game, such as color schemes and letter typefaces, are difficult to change.

Appendix III Consultation Notes CONSULTATION NOTES

Day/Date	Notes	Signature
16 Desember,2024	<ul style="list-style-type: none"> - Change to thesis cover - Improve writing - Replace some words - Improve the paragraph 	
2 Januari, 2025	<ul style="list-style-type: none"> - Add explanation in research background - Add sentence explanation in the meaning of the verse - Determine emotion for teachers or students - Focus on teaching vocabulary for elementary school students 	
13 Januari, 2025	<ul style="list-style-type: none"> - Describe the question from the photo - Correct the author's last name 	
22 Januari,2025	<ul style="list-style-type: none"> - Improving research instrument - Determine the teachers emotions - Word fixing - Paragraph correction 	
5 Februari, 2025	<ul style="list-style-type: none"> - Associate with emotional experiences - Improve the paragraph - Correct paragraph spacing 	
13 Februari, 2025	<ul style="list-style-type: none"> - Improve the teachers explanation of the photo - Improve the theory in the discussion section - Improve the sub-sections in the discussion 	
17 Februari, 2025	<ul style="list-style-type: none"> - Improve the abstrack - Add explanation before the photo - Discussion section costumize with finding - Correct paragraphs that are too long 	

3 Maret, 2025	<ul style="list-style-type: none">- Signing of the thesis approval and consultation notes- Revise the abstract- Revise the discussion section	
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Appendix IV Research Permit Letter



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
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SURAT RISET

Nomor : B- 0150 /Un.14/III.1/PP.00.9/01/2025

Yang bertanda tangan tangan Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan UIN Antasari, dengan ini menugaskan kepada :

Nama : Magfirah
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Semester : VII (Tujuh)
Alamat : Jln. melati indah
Tugas : Melakukan Riset / Penelitian Ilmiah dalam rangka pengumpulan data untuk penyusunan Skripsi sarjana dengan Judul :

CAPTURING THE TEACHERS' EMOTIONAL EXPERIENCES AND CHALLENGES IN TEACHING VOCABULARY BY USING WORDWALL APPLICATION

Tempat Penelitian : Sekolah alam "SD Islam Creative"
Lamanya Riset : 2 (Dua) Bulan
Dari Tanggal : 5 Desember 2024
Sampai Tanggal : 5 Februari 2025

Demikian surat Riset diberikan kepada ybs, agar pihak-pihak yang berkepentingan dapat memberikan bantuan seperlunya.

Banjarmasin, 24 Januari 2025

Wakil Dekan Bidang Akademik dan Kelembagaan,



Prof. Dr. Ahmad Muradi, M. Ag.
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Mahasiswa yang bersangkutan,

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Appendix V Letter of Having Conducted Research



SURAT KETERANGAN

No : 14/SDIC/BB/II/2025
Lamp : -
Perihal : Keterangan Selesai Riset

Bismillahirrahmanirrahim.

Yang bertanda tangan dibawah ini, adalah Kepala Sekolah SD Islam :

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Program Studi : Tadris Bahasa Inggris

Telah selesai melakukan Penelitian di SD Islam Creative Kota Banjarbaru, tanggal 5 Februari 2025 dengan judul :

“CAPTURING THE TEACHERS’ EMOTIONAL EXPERIENCES AND CHALLENGES IN TEACHING VOCABULARY BY USING WORDWALL APPLICATION”

Banjarbaru, 5 Februari 2025
Kepala Sekolah



Holisodin, S.Pd.I

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 - c. 2022-2023 : General treasurer of the student association
9. Academic Achievement :
 - a. -
10. Non-Academic Achievement :
 - a. -
11. List of Scientific Works :
 - a. -

Banjarmasin, Maret 3th 2025



Magfirah