



## Wordwall Media Game In Mastery Of Arabic Vocabulary

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**Abstract:** This study aims to provide insights into innovative, creative, and educational approaches in Arabic language learning in the digital era, with a focus on using Wordwall as a medium for mastering Arabic vocabulary. The study employs a qualitative research design through a library research approach, utilizing data from literature that discusses the use of Wordwall games in Arabic language education. Data collection techniques include documentation of journals related to Wordwall, while the data analysis technique used is content analysis. The findings of the study indicate that Wordwall is effective in enhancing students' ability to recall and comprehend Arabic vocabulary. The application offers various engaging features, such as diverse game templates, the ability to edit and customize content, and ease of sharing activities, all of which can motivate students and facilitate the understanding of complex concepts. Therefore, the use of Wordwall has proven to overcome challenges in teaching Arabic vocabulary and contribute to improving students' learning outcomes. The implication is that using Wordwall can help both students and educators achieve more effective and innovative learning goals in this digital era.

**Keywords:** Arabic Vocabulary, Media, Games Wordwall

### INTRODUCTION

Learning Arabic is inseparable from mastering vocabulary. One's proficiency in Arabic can be observed through the number of words they have mastered (Rahmawati & Hikmah, 2022). To understand and master Arabic well, one key aspect is vocabulary acquisition (Hijriyah, 2018). Vocabulary is very important, so some people believe that teaching Arabic should start with introducing and teaching the vocabulary, whether through memorization methods or other ways (Adib & Fauji, 2024). Proficiency in grammar will be useless if it is not supported by adequate vocabulary mastery (Zubaidillah & Hasan, 2019). However, a common issue students face is difficulty in comprehending and effectively remembering Arabic vocabulary. In Arabic language learning, non-linguistic issues related to teachers, students, and media are found, hence in this study, the problem lies in the use of instructional media (Mahmudah & Rochma, 2022).

One useful form of innovation in the learning process is the use of interactive learning media that employ games as their foundation (Cahyani et al., 2023). Fajriyah explains that one reason for the lack of mastery of

Arabic vocabulary is the limited variety in the use of learning media. This leads to teaching methods that tend to be more oral-oriented without engaging materials that can capture students' interest. The media used in the learning process still primarily focus on textbooks in formal school settings, thus assessments have not created a conducive, varied, and enjoyable environment for students (Fajriah, 2017)

The use of instructional media can influence students' activities in the learning process. Integrating media into teaching can make the material more engaging for students, thereby enhancing their interest in the subject (Khalilullah, 2014). The use of media in learning processes is crucial. Therefore, in this era of Society 5.0, teachers are required to implement various methods to stimulate students' desire to learn (Hijriyah et al., 2022). Hence, researchers need to conduct studies to explore how instructional media can increase student interest and aid in their understanding of the material, such as application-based media or games (Efflamengo & Asyrofi, 2019; Imam Asrori, 2016; Nawawi, 2017). Consistent with the statement by Luqman et al. that Arabic language learning

requires interactive game-based instructional media to capture students' attention and facilitate their comprehension and mastery of Arabic vocabulary (Hakim, 2018). In this digital era, numerous applications and media are available, particularly for Arabic language learning. As highlighted by Sholihah et al., teachers can utilize various platforms such as Quizlet, Quizizz, Wordwall, and Kahoot (Sholihah et al., 2022).

Wordwall is one of several applications that can be used to create interactive learning materials. The uniqueness of Wordwall enhances teachers' creativity in designing learning models and adds excitement to students' learning experiences. The level of a teacher's professionalism can be measured by their creativity in selecting the instructional media to be used (Fauzia et al., 2020). Thus, there is no doubt that educational games can support the learning process (Jatmiko et al., 2020). Wordwall is an engaging website accessible for free to anyone, anytime, and on any browser (Cahyani et al., 2022). The Wordwall platform facilitates a more relaxed learning environment, making the learning process enjoyable for both students and educators (Fikriansyah & Layyinnati, 2022). Wordwall as a visual media aims to enhance student motivation and simplify complex concepts, thereby improving students' understanding of the learning material (Umam et al., 2022).

The importance of this research is underscored by previous studies, such as that of (Fauzia et al., 2020) entitled "WordWall learning media in improving the ability to remember Arabic vocabulary". This article proves that the use of wordwall media in learning Arabic is appropriate and effective media. Then another research was conducted by (Umam et al., 2022) addressed "Analysis of WordWall Media Usage to Improve Learning Achievement in Arabic Language Learning for Fourth Grade Students at SDIT Fitrah Insani Kedamaian Bandar Lampung." In this article it is explained that the use of wordwall media is very effective and can improve students' learning achievement in learning Arabic. The results of research from (Zulkifli et al., 2019) research in "The Effectiveness of Word Wall (Jidaru Al Kalmah) Media in Mastering Arabic Vocabulary by Tenth Grade Students of SMA Negeri 1 Pangkep" The results of this research show that the use of word wall media is effective in mastery of Arabic vocabulary for class X SMA Negeri 1 Pangkep students.

Based on the various studies mentioned above, it can be stated that the use of Wordwall media in teaching Arabic is quite effective and enhances students' learning achievement. However, the reasons and objectives for examining research related to the use of Wordwall media in mastering Arabic vocabulary need to be further elaborated, including a more detailed description of Wordwall media, the application's usage methods, the impact of using Wordwall on mastering Arabic vocabulary,

as well as the advantages and disadvantages of the Wordwall media.

## METHOD

This study is a qualitative research that focuses on library research (Library Study), using books and other literature as its main research focus. Library research, also known as literature study, involves a series of research activities related to the method of collecting library data, followed by reading, noting, and processing the research materials (Zed, 2014). Literature study is concerned with theoretical studies through references to values, cultures, and norms that emerge in the social context under study (Sugiyono, 2008). In this library research, the researcher seeks literary data related to theories on the application of wordwall media in mastering Arabic vocabulary. The initial step of qualitative research involves collecting necessary data from various sources. According to (Arikunto, 2018), the sources are the subjects or origins from which data are obtained. Data collection in this study comes from various sources such as papers from books and journals related to the use of wordwall media in Arabic vocabulary learning.

Content analysis in qualitative approach involves several steps. The first stage is description, where researchers depict information from various sources; then reduction, where researchers condense information to focus on the research problem, selecting relevant and significant data; Selection stage elaborates on the research focus, presenting detailed research; Finally, researchers analyze data deeply to build new knowledge, hypotheses, or scientific discoveries (Sugiyono, 2018).

## RESULT AND DISCUSSION

Based on the literature review, the data presentation in this study is categorized into three aspects: understanding the Wordwall media, the steps for using Wordwall in Arabic language learning, the impact of Wordwall on vocabulary acquisition in Arabic, and the advantages and disadvantages of the Wordwall media. The explanation is as follows:

### Wordwall Media

Wordwall was developed by Josh and Ben, and this word game site was launched in 2016. According to Josh and Ben, the idea for Wordwall was born in 2006 when words were still being stuck on classroom walls. Then, in 2016, the Wordwall.net website or Wordwall game was introduced, proving to be more effective than the previous version. This is because using the Wordwall game facilitates teachers in creating more creative teaching media. Wordwall is a web platform for creating interactive games that can be used in the teaching and learning process both inside and outside the classroom. Wordwall is an engaging, interactive, and educational game application (Wafiqni et al., 2021). The advantage is

that students gain an exciting learning experience. Additionally, it aids students' understanding of the lessons because it is equipped with attractive templates that meet students' needs (Teacher, 2020).

This application serves as a learning resource, a teaching medium, and an engaging assessment tool for students. Wordwall is an example of teacher creativity, making it easier for new users to utilize and create the materials provided by this medium (Fakhruddin et al., 2021). Wordwall can be understood as a web application used to create educational games with a variety of interesting quizzes. This application is very suitable for creating learning and assessment media.

Wordwall offers a variety of interesting features that can be used to evaluate learning interactively (Purnamasari et al., 2020). Wordwall provides ease in creating various educational games using pre-existing templates, such as quizzes, crosswords, mazes, and airplane games. Users can easily create interactive activities in just a few minutes by selecting a template and entering content. Additionally, users can quickly switch from one template to another to create game variations without wasting much time. The ability to edit existing activities allows for customization of materials according to class needs and teaching styles. Wordwall also offers various themes that can change the look and feel of the games with modification options such as setting a timer or changing font types. This application can also be used as assignments for students, enabling teachers to assign tasks directly to students with direct access to the activities. Furthermore, Wordwall allows users to share created activities with other teachers or publicly through links or social media.

In Wordwall, there are 18 templates available for teachers to use and create educational games: 1) Matching game template, where students can align each keyword with its definition, 2) Quiz template with questions and multiple-choice options, where students can tap on the correct answer, 3) Open the box template, 4) Sentence correction template, 5) Flashcard template, 6) Random wheel template, 7) Find the match template, 8) Group sorting template, 9) Missing word game, 10) Anagram game template, 11) Word search template, 12) Game show quiz template, 13) Matching pairs game template, 14) Crossword puzzle template, 15) Labelled diagram game template, 16) Random cards template, 17) Random cards template, 18) Whack-a-Mole template (Musthafa & Anam, 2023). Below are some examples of games available in the Wordwall media.



Figure 1. Illustration of the Wordwall Game

Wordwall is a web platform that functions as a learning evaluation tool. One of its attractive features is that users can not only provide online access to the materials they create, but they can also download and print the students' learning results in a paper format. The steps for using Wordwall begin by accessing wordwall.net through a search application like Google Chrome or Mozilla Firefox. After logging in with a connected account or email, users will be directed to the homepage with an interface similar to the one shown in the image. To create a design, the next step is to click the "Create Activity" button and choose the desired template. Then, input the test questions as needed, according to the desired quantity. Once finished, simply press the "Done" button and the game can be played directly. Additionally, users can also monitor participants' scores on the leaderboard.



Figure 2. Home Page of the Wordwall Game

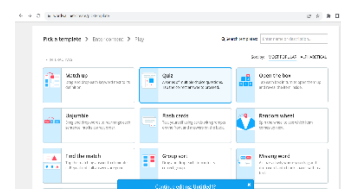


Figure 3. Quiz Options Display



Figure 4. Quiz Display

Several Wordwall games include Maze Game, Quiz Game, Guess the Letters Game, Whack-a-Mole Game, Wordsearch Game, Open The Box Game, and True or False Game



Figure 5. Labyrinth Game Display



Figure 6. Game Quiz display





Figure 7. Guess the letters game template



Figure 8. Game Quiz display

Figure 4 depicts a maze game where players control a robot to explore the meanings of Arabic vocabulary while avoiding enemies throughout the game. On the other hand, Figures 5 and 6 showcase quiz modes with questions and answer choices. Players are required to select the correct answer. Meanwhile, Figure 7 illustrates a game where players must write answers to given questions.



Figure 9. Whack a mole game display



Figure 10. Wordsearch Game Display



Figure 11. Open The Box Game Display

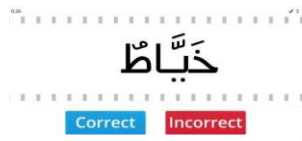


Figure 12. True or False Game Display

Figure 9 depicts a Whack-a-Mole game where players are required to hit animals displaying vocabulary relevant to Arabic language learning materials. Players must swiftly and accurately select the appropriate vocabulary within a specified time limit, necessitating concentration and precision in selection. Figure 10 illustrates a word search game, searching for Indonesian vocabulary from shuffled letters that form meanings from Arabic vocabulary. Upon finding them, players must select the corresponding Arabic vocabulary. Figure 11 portrays an open-box game where players choose boxes displaying Arabic vocabulary along with answer choices within a specified time limit; after answering, players proceed to select other boxes. Figure 12 presents a true or false game with swiftly moving Arabic vocabulary within a limited time frame. Players are prompted to determine the correctness of vocabulary moving according to the game's theme.

Media Wordwall is designed to facilitate teachers in creating educational game-based learning media without the need for coding skills and allows customization of the teaching materials (Cahyani et al.,

2023). Wordwall offers various ready-to-use templates or types of games to support interactive game-based learning, as previously demonstrated. Learning using Wordwall can occur during direct teaching sessions or easily distributed to students through shareable links across various online learning platforms such as WhatsApp, Google Classroom, Facebook, Twitter, or others (Imanulhaq et al., 2022).

Wordwall is designed to make learning more interactive and dynamic. Features such as quizzes, word games, and interactive exercises encourage students to be more active in the learning process. This is evident in studies that show the use of Wordwall enhances learning motivation, active participation, and comprehension of lesson material (Anggrainy, 2024; Rohmatin, 2023). This aligns with Yuliatun et al.'s statement that Wordwall directly engages students in the learning process through interactive games and appealing features like quiz gameshows, anagrams, and matching pairs, which boost their active participation. The use of Wordwall also makes students feel more enthusiastic and enjoy the learning process, as evidenced by research revealing that the interactive features of this game increase students' enthusiasm in understanding the material (Yuliatun et al., 2024).

Wordwall is chosen as a learning medium because of its ability to provide an interactive platform that can enhance student participation in the learning process. Through this platform, teachers can create and organize learning content relevant to the needs of students, including in teaching Arabic vocabulary. This is also reflected in the tendency of students in this digital era to prefer using technology and digital media in the learning process. Wordwall leverages this tendency by offering an interactive and user-friendly application, thereby increasing students' motivation to learn. In the context of learning Arabic, which is highly complex, particularly in terms of vocabulary and grammar, Wordwall can address these challenges by providing content tailored to the students' proficiency levels (Rahmayanti & Abidin, 2023).

**The Use of Wordwall in Mastering Arabic Vocabulary**

The use of Wordwall as a learning tool has been proven to help students learn Arabic vocabulary more easily. This is supported by various studies that demonstrate the effectiveness of Wordwall in enhancing Arabic vocabulary acquisition at different educational levels.

The use of Wordwall as a media for evaluating Arabic language learning in the Xth grade of MAN Kota Batu is effective. This is supported by data from a questionnaire indicating that 91.7% of students responded positively to the use of Wordwall, with an average questionnaire score of 32.1, which falls into the "very effective" category. Analysis of pre-test and post-test scores using SPSS also

revealed a significant improvement in students' average scores, from 59.88 in the pre-test to 90.82 in the post-test, with a significance value (2-tailed) of  $0.000 < 0.05$ . This indicates that Wordwall has a positive impact on students' understanding and motivation to learn through its engaging display and interactive features, which facilitate their completion of exercises (Rahmayanti & Abidin, 2023)

Another study by Azizah (2020) at MI Al-Ba'ats also demonstrated that the use of Wordwall is effective in improving Arabic vocabulary learning outcomes for third-grade students. The average class score increased from 62 before the use of Wordwall to 80.1 in the fourth cycle, with a classical learning completeness reaching 95.2%. This learning approach is deemed effective as the completeness exceeds 75% and shows a positive improvement in students' learning outcomes (Azizah, 2020)

Fakhrudin et al. (2021) also found that the Wordwall application is effective in improving Arabic vocabulary mastery among eighth-grade students with a moderate effectiveness category, achieving 56.6%. The N-Gain analysis results indicate an improvement in vocabulary learning using this application. Eighth-grade students have reached the vocabulary mastery standards for the junior secondary school level. Specifically, students have mastered 25 Arabic vocabulary words. In addition to enhancing comprehension, this application also revitalizes the learning spirit and increases students' motivation and interest in learning Arabic vocabulary. This indicates that the Wordwall application contributes positively to the vocabulary learning process (Fakhrudin et al., 2021).

The effectiveness of using Wordwall is also confirmed by Vitasari's (2021) study at SMP Ma'arif 10 Bangunrejo, which demonstrated that web-based Wordwall games can enhance students' interest in learning Arabic (Vitasari, 2021). Research by Zulkifli et al. (2019) at SMA Negeri 1 Pangkep also supports these findings, showing that Wordwall is effective in Arabic vocabulary mastery among tenth-grade students, as evidenced by a t-value of  $5.49 > t$ -table value of 2.011 at a significance level of 0.05 (Zulkifli et al., 2019).

The use of Wordwall as a media can assist students in learning Arabic vocabulary more easily. This can be supported by various research findings indicating that the use of Wordwall has an impact on Arabic language learning. A study conducted by Sahidatul Umam et al. in 2022 on the utilization of Wordwall to enhance Arabic language learning achievement showed that this platform is effective in improving performance in Arabic language education (Umam et al., 2022).

Other studies discussing educational game-based learning media like Wordwall show that, aside from its appealing interface, it offers a variety of games that can motivate students in the learning process. The practical use of Wordwall as a learning tool has been proven

effective, and student responses to its use are generally positive (Damayanti, 2020).

Similarly, Azizah's study (2018) on the use of Wordwall media found it to provide an alternative means to enhance Arabic vocabulary mastery (Azizah, 2018). Implementing Wordwall has been shown to motivate students and increase their enthusiasm for learning Arabic (Musthafa & Anam, 2023). This aligns with Zalillah & Alfurqan's statement that the use of Wordwall makes evaluation processes easier and more enjoyable for students.

Wordwall media assists in enhancing students' understanding of Arabic vocabulary (Cahyani et al., 2023). This aligns with the goal of instructional media, which aims for students to gain a deep understanding of a topic or subject matter when complemented with appropriate media (Lestari et al., 2014). Therefore, using Wordwall makes Arabic language learning more enjoyable, encouraging students to be enthusiastic about learning new vocabulary and eager to complete the games (Musthafa & Anam, 2023). Additionally, the use of Wordwall media can make students more active in the learning process. Active learning involves both physical and non-physical activities provided to students during the learning process (Pamungkas et al., 2023). Active learning aims to ensure that students can maximize their potential and achieve desired learning outcomes (Krismawati et al., 2018).

Based on several research findings related to the effectiveness of using Wordwall, the study by (Gusman et al., 2022) supports the conclusion that Wordwall can be used effectively in teaching, making it easier for students to understand the material. Similarly, the study by (Wafiqni & Putri 2021) found that the use of Wordwall in teaching was successful and effective, leading to improved student learning outcomes. Additionally, the research by (Agusti & Aslam, 2022) found that Wordwall is effective in teaching and enhances students' interest and motivation in learning.

Based on the previously outlined research findings, it has been shown that the use of the Wordwall media or game can facilitate students in learning Arabic language, with the average results also proving to bring about changes in students' vocabulary mastery of the Arabic language. This aligns with Serly et al.'s statement that one of the objectives of using Wordwall learning media is to make students more active in their learning (Serly, 2023). Similarly, in terms of student achievement, employing Wordwall media in learning also enhances student motivation.

Wordwall can also be used as an enhancement to conventional teaching methods to boost motivation and learning outcomes. For instance, after explaining vocabulary material, teachers can use Wordwall to practice the vocabulary through educational games such

as quizzes, matchmaking, pairing, anagrams, word scrambling, and word searches (Dwi et al., 2022). Similarly, as stated by (Hafidzah, 2023) teachers can use Wordwall as a concluding tool after the main material has been covered. This can aid students in better understanding and retaining the material. Combining conventional teaching methods with interactive elements through Wordwall can enhance the effectiveness of vocabulary instruction. For example, teachers can use Wordwall to create interactive quizzes accessible through electronic devices, while conventional methods are used to explain the basic vocabulary concepts (Wulandari et al., 2023).

There are also strategies to address potential issues such as technical problems, motivation, and varying student abilities. For instance, some students might encounter technical issues such as slow internet connections or incompatible devices. Teachers should be prepared to address these problems by providing clear instructions and conducting pre-tests to ensure that all students can access Wordwall. To tackle motivational issues, teachers can use engaging and diverse games. This approach can make students more motivated to learn and less likely to become bored, thereby increasing their enthusiasm for learning with Wordwall. Additionally, Wordwall offers various levels of difficulty, allowing teachers to tailor activities to students' abilities. This flexibility helps accommodate both faster learners and those who need more time.

### **Advantages and Disadvantages of Wordwall Game**

#### **Advantages**

After analyzing the previous discussion, it is evident that the Wordwall media can make learning more active and enjoyable. However, every educational media has its own strengths and weaknesses. The advantages of Wordwall media in education include its engaging and enjoyable interface for students, as well as its ease of use and understanding. Wordwall offers a variety of templates that support educational needs, has an assignment mode accessible via smartphones, and enables dynamic and relevant learning in the digital era, unrestricted by time and place (Mujahidin et al., , 2021). This media is suitable for students with varying skill levels (Septyadi & Alfiah, 2021).

Therefore, its advantages lie in the ability of Wordwall games to provide more meaningful learning experiences, particularly for elementary students. Topics and themes can be tailored to various learning styles, making it more flexible both inside and outside the classroom, and inherently creative by offering interesting variations. Through the Wordwall software, tasks can be accessed online, allowing students to reach them at home via their smartphones.

#### **Disadvantages**

However, there are shortcomings in using Wordwall as a learning media. Despite offering flexible access, Wordwall requires an internet connection to be accessed, which can be a barrier for students who do not have stable internet access at home. Additionally, this educational game also has common drawbacks, such as offering only 5 out of 18 basic models, namely anagram, match, word search, crossword puzzle, and quiz. Furthermore, upgrading to the standard version requires a monthly payment of IDR 46,000, while the cost for professional users is IDR 63,000 per month.

Annisa Savira and Rudy Gunawan (2022) state that the weaknesses of the Wordwall application include a relatively long creation time, limitations in font size adjustment, and dependence on internet access. Additionally, other weaknesses of Wordwall are its susceptibility to cheating, limitations on template use and certain features for paid accounts, and the extensive time required to develop visual media.

For future research, it is recommended to conduct a more in-depth exploration of the impact of Wordwall on students' motivation in learning Arabic, as well as the development of more complex language competencies such as speaking or writing skills. Research could also broaden its scope by examining the effectiveness of Wordwall across different educational levels, from primary education to higher education. Other aspects requiring further exploration include how Wordwall can be adapted to address technical challenges and ensure broader access for students with limited digital resources.

### **CONCLUSION**

Based on the above discussion, it can be concluded that this study highlights the importance of using Wordwall as a media tool in Arabic vocabulary learning. The main findings of this research indicate that Wordwall, as an interactive game-based learning media, is effective in enhancing vocabulary acquisition, student motivation, and interest in learning. The advantages of Wordwall lie in its flexibility to accommodate various learning styles, ease of access through digital devices, and its ability to make learning more enjoyable and interactive. Despite some limitations, such as reliance on an internet connection and additional costs for the premium version, its benefits in creating a dynamic and engaging learning environment are quite significant.

The implications for educators are the importance of leveraging digital technologies like Wordwall to improve the quality of Arabic language education. Educators can integrate Wordwall with traditional teaching methods to create a more meaningful and enjoyable learning experience. Furthermore, teachers need to be prepared to address various technical and pedagogical challenges that may arise with the use of this media, such as ensuring stable internet access and



adapting content to meet students' needs and abilities. Thus, the use of Wordwall can assist educators in achieving more effective and innovative learning outcomes in this digital era.

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