The Use of *Wordwall* Media for Arabic Vocabulary Mastery in Students

ST Amalia Rahma Akib[1],[*], Abdul Qahar Zainal[2], Akhmad Syahid[3]

[1] Fakultas Agama Islam, Universitas Muslim Indonesia, Jl. Urip Sumaharjo Km. 5 Makassar, Indonesia 90231. Email:
    10220200035@Student.umi.ac.id
[2] Fakultas Agama Islam, Universitas Muslim Indonesia, Jl. Urip Sumaharjo Km. 5 Makassar, Indonesia 90231. Email:
    abdulqahar.zainal@umi.ac.id
[3] Fakultas Agama Islam, Universitas Muslim Indonesia, Jl. Urip Sumaharjo Km. 5 Makassar, Indonesia 90231. Email:
    akhmad.syahid@umi.ac.id
*Correspondence Author

Abstract: This research aims to see "The application of Wordwall media to the mastery of Arabic vocabulary in class X.1 MAN Pinrang students". The purpose of this study was to describe the application of Wordwall media to the mastery of Arabic vocabulary in students of class X.1 MAN Pinrang. The type of research used is Classroom Action Research (CAR), which consists of two cycles. Cycle one consists of two meetings, and cycle two consists of one meeting. The subjects in this study were students of class X.1 MAN Pinrang with a total of 27 students. Data collection techniques in this study are observation, tests, and documentation. The data analysis technique used in this study uses the percentage calculation formula and the average value (mean) to analyze the completeness of student learning outcomes. The results of research on the application of Wordwall media using cycle one and cycle II can be concluded that there is an increase in mastery of Arabic vocabulary class X.1 MAN Pinrang in each cycle has increased. In cycle I, 16 students reached completeness with an average score of 73,65 in the "sufficient" category with a percentage of 61.54%. In cycle II, the number of students who completed the course increased to 24, with an average score of 84,42 in the "outstanding" category, with a percentage of 92.31%. From this analysis, it can be said that Wordwall media can improve students' mastery of Arabic vocabulary.

Keywords: Wordwall Media; Vocabulary Mastery; Arabic Vocabulary.

1. Introduction

Education is an important indicator that determines the progress of a nation. Good quality education is needed so that the nation's goals contained in the Constitution, namely, educating the nation's youth, can be carried out correctly. The Indonesian nation has not been fully educated correctly (Pristiwanti et al., 2020). In the world of language education, it is important in the learning process. Through language, humans can communicate with each other. In addition, language conveys an idea, opinion, feeling, and thought to others. As well as a tool to develop yourself and socialize with others. A language must have a clear meaning so that when communicating, there is no misunderstanding in its delivery (Suarsih, 2018).

Education is undoubtedly an effort carried out continuously and inherited continuously to organize the mind and instill good character to become a stronger individual (Hidayah et al., 2024).

According to the National Education System Law No. 20, education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals, and skills needed by themselves and the community (Indonesia, 2018).

In Indonesia, there are various types of languages, one of which is Arabic. Arabic is one of the languages that needs to be learned because it is the language of the Qur'an. Learning Arabic is the beginning of learning Islam in depth. Arabic is used in the Qur'an, the Prophet's hadith, and other religious literature fields(Suroiyah & Zakiyah, 2021).

Arabic language lessons both at the madrasah and university levels are subjects or courses that aim to develop oral and written communication skills to understand and foster the ability to speak Arabic fluently, as well as express information, thoughts, feelings, and develop religious knowledge, general knowledge, and socio-cultural knowledge (Wahyudin & Thahir, 2022). Learning Arabic in schools includes several language skills, namely listening, speaking, reading, and writing. In order to improve these four skills, students must have a lot of vocabulary (mufradat). The four skills in learning Arabic are the beginning of learning Arabic vocabulary mastery (Aziza & Muliansyah, 2020).

Vocabulary is one of the urgent elements in language learning, especially in learning Arabic. A person who masters Arabic is impossible without learning Arabic vocabulary first. Learning one language is complicated and sometimes tedious, especially vocabulary learning (Ridho, 2018). Learning to master Arabic vocabulary takes a very long time. To understand a language, learners need to have extensive knowledge of vocabulary. Without an adequate understanding of vocabulary, it will be increasingly complex for them to understand the meaning of others. As a result, learners will have difficulty expressing their own ideas. Knowing vocabulary means knowing the meaning of words (Mustamin et al., 2023). Students will not understand what is being read if they do not know the word's meaning. When learners have a limited vocabulary, it is difficult for them to work on assignments or tests given by their Arabic teachers. In addition, learners use vocabulary to help themselves understand the meaning of words (Arif, 2020).

Of course, we can remember the vocabulary while in the learning process, but if the learning is over, then the vocabulary we learned earlier will be lost over time. This makes students feel frustrated because they have to recall the vocabulary. To overcome saturation in learning, the right media to learn vocabulary is essential (Arif, 2020). The term learning media has several meanings. Gerlach and Erly, for example, provide a broad and narrow understanding of the media.

Broadly speaking, what is meant by learning media is any person, material, or event that provides opportunities for students to acquire knowledge, skills, and attitudes. Departing from this understanding, the media is not only in the form of objects, but can

also be in the form of people and learning events. Teachers, textbooks, and school environments can be media. The narrow definition of media is that learning media is a nonpersonal (non-human) means used by teachers who play a role in the teaching and learning process to achieve a goal (Akbar & Hadi, 2023).

Based on the results of observations made by the researcher on October 8, 2024, through an interview with Mr. Abdul Aziz S.S as an Arabic subject teacher, the KKM standard in Arabic subjects in class X.1 is 75, out of a total of 27 students, only six people have reached or exceeded the KKM, while the rest, namely 20 people, are still below the KKM. Arabic learning at MAN Pinrang has not used various media; the vocabulary that students must master is only written on the board, and students are told to remember and memorize the vocabulary. Teachers still rarely use media to support learning.

For this vocabulary learning to be fun and more effective for students, the author uses vocabulary learning media, namely Wordwall media. The researcher hopes that students will be more interested and easier to remember vocabulary with the application of Wordwall media, because this Wordwall media is an online-based learning media in the form of educational games that can be in the form of questions or quizzes in it to increase the understanding of concepts and materials in students, so that it is easy for students to remember, this media not only improves students' mastery of Arabic vocabulary but also teaches how to be creative in the creation of such media (Azis & Ahmad, 2022).

Wordwall is one of the applications that can be used to create interactive learning media. This website-based application can create learning media such as quizzes, matchmaking, pairing couples, word randomization, word search, grouping, and so on (Asiani et al., 2022). Interestingly, in addition to users being able to provide access to the media that they have created online, it can also be downloaded and printed on paper. The app provides 18 templates that can be accessed for free, and users can easily switch from one activity template to another.

Wordwall learning media provides opportunities for students to play while learning, according to the learning model used. In addition, the varied appearance keeps students from getting bored in learning. Then, awards are given to students in the form of praise, and each group has an opportunity to get the top ranking in finding answers to questions (Akbar & Hadi, 2023).

Wordwall learning media is expected to increase students' activeness and learning outcomes in the teaching and learning process. Integrating technology in history learning can also motivate students to be more active in learning and improve their understanding of the subject matter (Aliya et al., 2024).

2. Methods

The type of research used in this study is Classroom Action Research, which aims to 1) explain the process of using Wordwall media in mastering Arabic vocabulary of students at MAN Pinrang, and 2) find out the results of using Wordwall media on students'

mastery of Arabic vocabulary at MAN Pinrang. The subjects in this study are students of class X.1 MAN Pinrang, academic year 2023/2024, totals 26 students.

The data collection method in this study uses observation, interviews, tests, and documentation. In this study, observation was used to determine the activities of students when the learning process was carried out. Interviews are used to obtain information directly from the source considered relevant to the focus of the research. The test is used to measure the learning outcomes of students. Meanwhile, documentation was carried out to obtain relevant data related to the State of the School, Teachers, Students, Organizational Structure, and Facilities and Infrastructure obtained directly from the research site, namely Rappang State Junior High School.

The instruments in this study use observation guidelines that contain indicators to be observed. This observation is carried out in this study by making direct observations of students of class X.1 MAN Pinrang, aiming to observe the ongoing learning process based on research indicators. In addition to the observation guidelines, this study also uses interview guidelines that contain questions that will be asked to teachers of Arabic subjects in class X.1 MAN Pinrang.

This study's data analysis technique uses qualitative descriptive analysis, a research method that describes reality or facts according to the data obtained. The aim is to find out students' learning achievements and obtain responses to learning activities and student activities during the learning process.

3. Results and Discussion

3.1 Results

This application aims to improve students' Arabic vocabulary through the use of *Wordwall* media in class X.1 MAN Pinrang students carried out two cycles. Cycle I is carried out for two meetings, and Cycle II is carried out during one meeting.

3.1.1 Pra Cycle

The pre-cycle will be held on Tuesday, November 5, 2024, from 15:00 to 16.30. This cycle stage is carried out in one meeting, and then the educator gives a written test in the form of questions about animal vocabulary and professions in Arabic. As for the school kkm, which is 75, if students get a score below 75, it is included in the incomplete category; if they get a score above 75, it is included in the complete category.

Table 3.1. Pre-Cycle Value Percentage

Absorbency Learners	Criterion	Frequency	Presentase
0-74	Incomplete	20	76,92%
75-100	Complete	6	23,08%
Sum		26	100%

Based on this data, information was obtained that the learning completeness of students met the minimum completeness criteria (KKM). Only six students achieved completeness scores, so 20 reached the category of incompleteness, or 76.92%.

3.1.2 Cycle I

The process of implementing *wordwall media* in the first cycle was carried out by following the class action research (PTK) flow, which consisted of four stages: planning, implementation, observation and reflection.

a. Planning

In this first cycle, there is a planning stage, in which the researcher introduces Wordwall learning media and then makes learning planning steps.

The steps carried out by the research are as follows:

1. Defining material
2. Make a learning implementation plan (RPP)
3. Prepare learning media and materials
4. Research instrument sheet
5. Make attendance lists and observation sheets during the learning process.

b. Implementation

The implementation stage consists of two cycles. The first cycle consists of two meetings (one meeting lasting three minutes) of material taught to students in the form of picture story texts about the profession (المِهْنَةُ), namely the profession of a teacher.

The first meeting will be held on Wednesday, November 6, 2024, from 12.45 to 14.15, and Tuesday, November 12, 2024, from 15.00 to 1630. This study involves 26 students out of a total of 27. The implementation of this cycle one activity includes preliminary activities, core activities, and closing activities.

Introductory activities

The learning activity begins with the educator entering the classroom, saying greetings, asking how students are doing, and offering prayers before the lesson starts. The educator then attends to the students' presence and conveys the subject matter and learning objectives that will be covered today.

Core activities

The learning process begins with educators preparing laptops, opening *Wordwall* media and choosing the material to be delivered. Furthermore, the educator explains the vocabulary in the media, and then the students follow the educator by mentioning the vocabulary. After that, the participants are taught to write and pronounce the knowledge that has been learned. Finally, the educator tests the students' understanding through a test using *Wordwall media*.

Closing activities

The teacher checks the students' understanding by asking questions related to the material that has been discussed. Then, the teacher concludes the material that has

been learned. Before ending, the teacher motivates all students, then reads the prayer and ends with a greeting.

c. Observation

At this stage, educators make observations of the class being researched. During this observation stage, observation sheets have been prepared in advance, and the results of observations in are presented as the results of activities that have been carried out.

Table 3.2 Observation of Cycle I Learning Activities

No	Sum	Siklus 1	
		Number of students	**%**
1	Number of students	27	100%
2	Students who attended	26	96,30%
3	Students who are active in learning	22	81,48%
4	Inactive learners	5	18,52%

The implementation of cycle one was held on November 6 and November 12, 2024, with 26 students out of 27; one student was absent. Twenty-six people, or 96.30% of students, paid attention and were active in learning, and five people, or 18.52% of students, engaged in negative activities.

Based on the data analysis above, it can be concluded that mastery of Arabic vocabulary using *Wordwall media* is categorized as sufficient. The completeness of the Arabic vocabulary in cycle one has increased. This can be seen from the average obtained by students of 73.65% with a percentage of learning completeness of 61.54%.

Table 3.3 Description of Completeness in Cycle I

Presentase	Category	Frequency	Presentase
0-74	Incomplete	10	38,46%
75-100	Tuntas	16	61,54%
Sum		26	100%

Based on this data, information was obtained that students' learning completeness met the minimum completeness criteria (KKM). Only 16 students achieved completeness, and 10 students reached the incompleteness category.

d. Reflection

Based on the information above, it can be concluded that the results of class actions in cycle 1 are good but not optimal. Therefore, to prepare a class action plan for cycle II, it is necessary to make the following improvements:

1. Researchers must motivate students to be more interested in learning Arabic.
2. According to the material delivered, feedback from researchers and students, as well as cooperation between students, is needed to determine the extent of their vocabulary mastery in terms of pronunciation, reading, and writing.
3. The students felt a little bored with the learning atmosphere because the researcher asked them to repeat the same vocabulary.
4. Some students are excited about their own activities during the learning process.
5. Researchers are not firm in reprimanding and giving direction to students.

The results of the researcher's reflection show shortcomings in learning. Therefore, for improvement at the next meeting, the researcher planned the following:

1. At the beginning of learning, the researcher will repeat the vocabulary slowly so students can understand correctly.
2. The researcher provides *vocabulary games* through *Wordwall* media to train students to remember the vocabulary.
3. Pay attention to students by surrounding each bench, so that students stay focused on the learning material.

3.1.3 Cycle II

Cycle two is a continuation of cycle one; the learning process in cycle two is carried out in two meetings. Cycle II is carried out by improving the shortcomings found in Cycle I. The implementation of cycle II is as follows:

a. Planning

This planning stage is designed to make it easier for researchers to conduct their research, so the steps that researchers must take are.

1. Studying the material that has been determined Arabic vocabulary class X.1 MAN Pinrang.
2. Develop a learning implementation plan.
3. Prepare learning materials.
4. Prepare observation sheets and test sheets.

b. Implementation

The cycle II process was carried out twice in 3 30-minute sessions on Wednesday, November 13, 2024, from 12.45 to 14.15. The implementation of cycle II class actions at this meeting involved several preliminary, core, and closing activities.

Introductory Activities
1. Educators open the class by saying greetings
2. Educators direct students to pray together, led by class leaders
3. Educators ask how they are doing and fill out the attendance list of students
4. Educators convey the purpose of using *Wordwall* media for mastering Arabic vocabulary

Core activities
1. Educators began to arrange the rows of students so that they were not too close together.

2. Educators deliver material
3. Educators share *Wordwall* media links containing the learned material with students.
4. Educators pay attention to students.
5. Educators give each student a total of 10 post-test questions, which are done individually as an assessment of student learning outcomes.
6. Educators ask students to collect questions that have been worked on

Closing Activities

1. Educators ensure that students have worked on the questions
2. Educators and students reflect on the learning carried out regarding the material. The results of reflection show that some students still do not understand the learning provided and have not paid attention to learning properly.
3. The educator motivated the students, considering that this was the last meeting, the educator thanked them for their time and cooperation.
4. Educators end the learning by praying together and greeting each other.

c. Pengamatan

In this observation stage, observations of the studied class are made by preparing observation images. This observation was made to find out the extent to which *Wordwall media* is used.

Table 3.4 Observation Results of Cycle II Learning Activities

No	Indicator	Cycle II	
		Number of students	**%**
1	Number of students	27	100%
2	Number of students attending	26	96,30%
3	Students who are active in learning	20	74,07%
4	Inactive learners	7	25,93%

The implementation of the second cycle was held on Wednesday, November 13, 2024, with a total attendance of 26 students: 20 students who were active in learning, or 74.07%, and seven students who carried out negative activities in learning, or 25.93%.

Table 3.5 Description of Completeness in Cycle II

Presentase	Category	Frequency	Presentase
0-74	Incomplete	2	7,69 %
75-100	Tuntas	24	92,31%
Sum		26	100%

Based on this data, information was obtained that students' learning completeness met the minimum completeness criteria (KKM). Twenty-four students achieved completeness, so two students were in the incompleteness category.

Based on the results of the above percentage, it can be concluded that there has been a significant increase from before the application of Wordwall media to the mastery of Arabic vocabulary. The observation of researchers in class X.1 MAN Pinrang shows that the actions taken during the research produced a satisfactory improvement compared to before the *application of this Wordwall* media, because students were more active than in the previous cycle.

d. Reflection

Reflection is the fourth stage of the learning cycle that is carried out after organizing the learning process to evaluate the learning that has been carried out, to find out what the shortcomings are in the learning process or related to problems that arise during the learning action, and to make improvements to go to the next stage. Based on all the actions that have been carried out in class X.1, which includes planning, actions, and observations, in general, cycle II is running very well and in accordance with what is planned by the researcher. However, there are still analyses and conclusions related to implementing actions. Moreover, it will be described as follows:

1. At the first and second meetings, the planned activities could be carried out well. Students listen to the material well, sometimes in the middle of the learning process, students feel bored, and the researcher overcomes this by providing *games* through *Wordwall media*.
2. Some students are excited about their own activities during learning, so the researcher invites them to mention the vocabulary they have learned individually. This aims to help students refocus on the learning process.
3. When the evaluation cycle was carried out, and it began to be conducive, almost all students did it confidently, even though some students whispered to each other.

The results of the researcher's reflection in cycles I and II can be concluded that the application *of Wordwall* media to the mastery of Arabic vocabulary has a very large and positive influence on class X.1 MAN Pinrang because students' mastery of Arabic vocabulary continues to increase from cycle I to cycle II.

3.2 Discussion

This learning media has proven effective in improving student learning outcomes from pre-cycle, cycle 1 to cycle II. To make it clearer, the percentage of Arabic vocabulary mastery of MAN Pinrang students from pre-test, cycle I, and cycle II can be seen from the following graph:
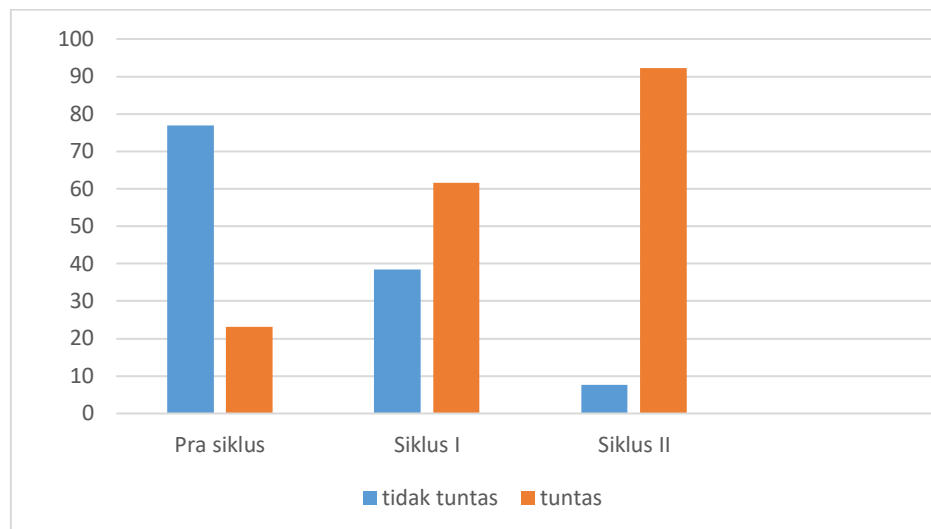
Graph of Arabic Vocabulary Mastery

Figure 3.1 Graph of Arabic Vocabulary Mastery for Grade X.I Students

In the data graph above, it can be concluded that before the implementation of *Wordwall* media, the mastery of Arabic vocabulary of students was still relatively low, from the initial data obtained from 26 students, where only six people managed to complete learning with a percentage of 23.08%, and 20 students did not complete with a percentage of 76.92%. However, after the application of *Wordwall* media in the first cycle through the planning-implementation-reflection stage, it turned out that students experienced a significant increase in terms of mastery of Arabic vocabulary, namely from a total of 26 students who completed as many as 16 people with a percentage (61.54%) while those who did not complete as many as 10 people with a percentage (38.46%). However, these results show improvement; the expected target has not been fully achieved, so improvements are needed in the next cycle. In cycle II, the researcher continued the research and obtained an average score of 84.42 with a percentage of completeness of 92.31%. As many as 24 students completed, and two did not, with a percentage of 7.69%. The percentage of results shows a significant increase from before applying *Wordwall* media to the second cycle stage. This proves that *Wordwall media* is quite effective in implementing and improving mastery of Arabic vocabulary.

4. Conclusion

In applying *Wordwall* media to the mastery of Arabic vocabulary in students of class X.1 MAN Pinrang, the researcher explained the basis of the research. The application stage *of Wordwall* media was carried out, which began with the researcher preparing vocabulary to be taught through *Wordwall* media. The educator explains the vocabulary related to the media, then the students listen to the educator's explanation. After that, the educator asks the students to follow and repeat the text together. Finally, the educator shares the *Wordwall* media link taught to the students, then plays it together, and the educator conducts an assessment using the media.

The application of *Wordwall* media to the mastery of Arabic vocabulary in students of class X.1 MAN Pinrang. If you look at the data, there was a significant increase in the pre-cycle with an average score of 54.81 after applying *Wordwall media* for mastering Arabic vocabulary in the first cycle, the average score of students of 73.65 had reached KKM 75, the researcher wanted to continue the research in the second cycle and get an average score of 84.42 in the category (outstanding). This shows that *Wordwall* media can improve students' mastery of Arabic vocabulary.

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