



The 4th Proceeding International Conference on Arabic Language and Literature (ICALL) 2021

P-ISSN: 2809-364X | E-ISSN: 2808-8425

<http://proceedings2.upi.edu/index.php/ical/index>

Published by: Study Program of Arabic Language Education,
Faculty of Language Education and Literature, The Education University.

Wordwall: a Digital Game Application to Increase the Interest of Rabbaanii Junior High School's Students in Learning Arabic Vocabulary

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Abstract

Government policies related to online learning activities since the pandemic have caused changes in the teaching methods used in learning Arabic. Online learning is in line with the spirit of E-Learning in the 4.0 era as it is today. However, in its application there are several obstacles, especially the decline in student interest in learning. One way that can be used to increase student interest in learning is to use the Wordwall application. Wordwall application is an online learning media featuring games, quizzes, discussions, and surveys. This article will examine the use of the Wordwall application as a medium to increase students' interest in learning Arabic vocabulary. The method used in this research is descriptive qualitative method. Data was collected by means of observation, interviews, and documentation. The results showed that with the Wordwall application learning became interactive, easy, fun and helped students understand Arabic vocabulary. In addition, game-based learning with the Wordwall application is perfect for beginners to learn Arabic.

Keywords: Arabic vocabulary, student interest, wordwall application

Introduction

The Covid-19 pandemic has hit the world since a year ago. This has a major effect on several aspects of human life, especially in education. This pandemic has had a tremendous impact on the world of education, without exception in Indonesia (Susiwati, 2021). One of them is that this pandemic has forced the implementation of distance learning which has almost never been carried out simultaneously for all education practitioners, from students, teachers, to parents (Sun et al., 2020). Kusuma & Hamidah (2020) stated that the thing that underlies the occurrence of distance learning is that three elements are a big problem when this pandemic hits the world, namely time, location, and distance. Therefore distance learning can be a solution to the absence of face-to-face learning during the pandemic.

The implementation of distance learning poses a challenge to all academics to keep the class active with the new learning model. Goldschmidt & Msn (2020) asserts that teachers as an important element in learning are required for an unprecedented massive migration from traditional face-to-face learning to distance or online learning.

Distance learning has become a government policy in Indonesia as an effort to prevent the spread of Covid-19 (Darmalaksana, 2020). Atsani (2020) stated that all teachers are required to carry out distance learning activities which are set to start on March 24, 2020 as stated in the Circular of the Minister of Education in deciding the spread of Covid-19 in Indonesia (Surat Edaran Menteri Pendidikan Dan Kebudayaan No. 4 Tahun 2020, 2020).

This drastic change is certainly not something that is easily accepted by some parties. In these conditions, technology can be a solution so that the learning process and the development of science can continue to run well. Therefore, all parties must be able to adapt

to this distance learning. Teachers or educators are forced to be able to take advantage of existing technology for the continuity of learning during the pandemic (Rahmi, 2020; Sauri et al., 2021). Apart from that, this pandemic condition not only provides an obstacle, but also provides an opportunity for those who think clearly to take a solution attitude in facing reality (Shiddiq, 2021). Among them is the emergence of innovative media in helping the development of learning.

In learning Arabic, the main capital is needed to understand the contents of written or spoken text messages and speak Arabic fluently, namely vocabulary mastery. Indicators of mastery and understanding of vocabulary for students in learning Arabic vary, this depends on each level. Some suggest between 750 to 1000 vocabularies for beginners, 1000 to 1500 for advanced levels and 1500 to 2000 for advanced levels. Basically, the more vocabulary a person has, the easier it will be to understand Arabic texts and their fluency in speaking Arabic. Therefore, mastery of Arabic vocabulary needs to be continuously developed by everyone who wants to be proficient in Arabic (Asrori, 2011).

The teaching carried out in learning Arabic vocabulary is not just teaching vocabulary and then asking students to memorize. Because students are considered to have mastered Arabic vocabulary if they have reached the indicators of mastering Arabic vocabulary. (Mustofa, 2011) describes several indicators of mastery of Arabic vocabulary, namely: 1) Students are able to translate Arabic vocabulary forms well. 2) Students are able to pronounce and rewrite Arabic vocabulary properly and correctly. 3) Students are able to use Arabic vocabulary in sentences correctly, both in spoken and written form.

Fajriah (2015) also revealed that mastery of Arabic vocabulary is a person's ability to use it to communicate using Arabic or in written form. Therefore, in the process of learning Arabic, students are not required to master and understand all Arabic vocabulary but are limited to learning materials that have been adapted to the curriculum so that there is no maximum provision for students regarding the number of words that must be mastered.

Learning Arabic, especially Arabic vocabulary, has also been negatively affected by the Covid-19 pandemic. Arabic which is often considered difficult by students will now feel even more difficult because the challenges are much bigger. As previously explained, learning during a pandemic must be carried out remotely. In addition, some Arabic teachers are less creative in teaching Arabic (Sanusi et al., 2020). In learning Arabic vocabulary, the teacher usually instructs students to memorize the vocabulary written on the blackboard, then the teacher asks one of the students to mention a vocabulary that he remembers, as well as continues to the other students. Teachers also tend not to use varied media (Nur Azizah, 2018). Meanwhile, to improve Arabic vocabulary mastery, especially in distance learning conditions, learning must be carried out interactively, inspiring, and fun supported by the use of media that can increase students' interest in actively participating.

In practice, learning Arabic at Rabbaanii Junior High School, especially in distance learning during the pandemic, is still not optimal, especially before the implementation of digital game media in learning. Many students are not interested in learning Arabic. Some of the underlying factors include Arabic lessons which are considered difficult by students, Arabic teachers who only use conventional methods are considered boring by students, and the absence of creative media used by teachers in teaching Arabic. This was also expressed by (Aladdin, 2013), He said that there are nine factors that can reduce students' motivation in learning Arabic. The first and second factors are closely related to the complexity of the Arabic language itself and the teacher's role in delivering teaching materials. The majority of respondents think that Arabic is difficult to learn, especially those related to pronunciation, grammar, writing and also memorizing vocabulary. In addition, teachers play an important role in motivating students to learn. According to the results of this study, teachers should

try to improvise their teaching styles and attitudes and use interactive media to motivate students in learning Arabic.

Based on the things that have been described above, it is necessary to have creative media that is presented in learning Arabic vocabulary. This media must adapt to Generation Z who generally like creative, practical, and fun things in various activities, including when studying (Shiddiq, 2021). It is undeniable that generation Z children really like digital games, and some are even addicted to them. However, digital games do not only have a negative side on children because in fact the digital game approach in learning is able to stimulate children's emotional, intellectual, and psychomotor (Prensky, 2001).

Today, education has progressed according to the times and is undergoing rapid changes with existing digital technology, where the technology is used for the benefit of improving the quality of education. The rapid progress and development of information technology has begun to touch the world of education. At this time, information technology began to be widely used to support the learning process (Al Munawaroh, 2021; Sanusi & Haq, 2021). The development of this information technology has been used by various countries, institutions, and experts for various interests (Rosyadi & Ilmi, 2021).

The wordwall application is one of the digital games that can be used as a creative medium in learning Arabic. The wordwall application is a web application that contains interesting educational and interactive quiz-based games. This application can be a fun learning resource, media and assessment tool for students. In addition, wordwall can also be used to see student progress. Khairunisa (2021) added that the wordwall application is suitable for use by educators who want to create learning assessment methods. What is also interesting about the wordwall application is that the games made can be played offline with the printable facilities provided.

In this regard, this research will be very useful as a suggestion for teachers to be able to use digital games in learning Arabic. This aims to increase students' enthusiasm in learning Arabic, which is starting to be eroded by changes in the learning system in schools during the pandemic. With this digital game, students will feel more happy to learn and enthusiastic in participating in learning.

Based on the things above, the researcher wants to explain clearly about the use of wordwalls in learning Arabic vocabulary to increase student interest at Rabbaanii Junior High School. The use of wordwalls in learning is considered to be able to foster student interest in learning Arabic. In addition, the use of wordwalls can also help teachers create digital games as interactive media for children so that learning becomes more fun. Learning Arabic vocabulary using wordwall will be more flexible because wordwall can be operated anywhere and anytime. Therefore, it can be said that wordwall is appropriate as an innovative medium in learning Arabic vocabulary.

Method

This study used descriptive qualitative method. Researcher will try and strive to collect as much data as possible and then after that the researcher pour the data in the form of reports or descriptions. The data collected in this study are matters related to the use of Wordwall in learning Arabic vocabulary in class VIII of Rabbaanii Junior High School. The data collection techniques used are observation, interviews and documentation. In the observation technique, the researcher explores the stages of using Wordwall in learning Arabic vocabulary. Meanwhile, interviews were conducted with Arabic teachers and eighth grade students as informants to explore the advantages and disadvantages of using Wordwall in learning Arabic vocabulary and how students respond to it. Furthermore, in the

Proceeding International Conference on Arabic Language and Literature (ICALL)

P-ISSN: 2809-364X | E-ISSN: 2808-8425

documentation technique, the researcher collected documents related to the use of Wordwall in learning Arabic vocabulary. Next, to test the credibility of the data to the same source with different techniques, the researcher used triangulation techniques in this study. Finally, conclusions are drawn on the results of the reduction and the presentation of research data.

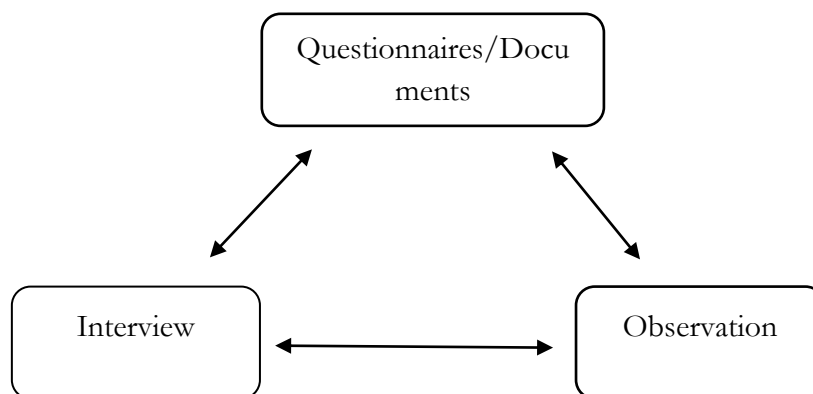


Figure 1. Triangulation of data collection techniques

Results and Discussion

The Covid-19 pandemic that has lasted for quite a long time has forced every educational institution, almost all over the world, to implement distance learning. Likewise with Rabbaanii Junior High School, located in Bekasi Regency, which also has to carry out distance learning to replace face-to-face learning that could have been carried out before the pandemic. Of course, distance learning requires teachers to be able to present more innovative and creative learning. This is caused by the shortcomings that exist in distance learning, among which are students get bored more quickly in learning.

In practice, learning Arabic at Rabbaanii Junior High School also encountered obstacles when distance learning was implemented. Learning Arabic, which was initially not much in demand by students, is now becoming increasingly unattractive. This happened because of several problems, including the lack of distance learning, Arabic subjects that were considered difficult by students, and the lack of creativity from teachers to present innovative and fun learning. Boredom of something monotonous can happen anytime and anywhere. Therefore, creating and innovating in learning media needs to be done in order to foster student interest and motivation.

Based on the observations made by the researcher, the Arabic teacher at Rabbaanii Junior High School applies the use of wordwalls in learning Arabic vocabulary. Wordwall is a web application that can be used to create fun quiz-based games. Sherianto (2020) said that wordwall is an application that can be used as learning media, learning resources, and assessment tools for teachers and students. Wordwall also provides some examples of teacher creations that can help new users get creative. In addition, wordwalls can also be used to design and review learning assessments.

In learning Arabic vocabulary, Arabic teachers use the book Indonesian Arabic Dictionary Everyday by Muhyiddin Abu Yahya, et al. In the dictionary, there are many Arabic vocabularies which are divided into several themes, including days, schools, mosques, health rooms, means of transportation, and so on. The teacher asks students to be able to memorize and understand the 10 vocabularies in the dictionary in a week.

The steps taken by the teacher in making digital games with wordwalls in learning Arabic are: 1) The teacher determines some vocabulary that will be given to students to be

memorized and understood. 2) The teacher creates and registers an account at <https://wordwall.net> then completes the requested data. 3) The teacher presses the create activity option and then chooses one of the templates in the wordwall application. At that time, the teacher chose a maze chase template to be used as a digital game template to be made. 4) The teacher writes down the predetermined content. 5) The teacher presses the done option as the final step in the process of making digital games in the wordwall application. 6) The teacher copies the digital game link that has been created to be shared with students. These stages can be clearly understood in the sequence of images below:

- 1) The teacher determines some vocabulary that will be given to students to be memorized and understood.

Sekolah : مَدْرَسَةٌ	Kunci : مِفْتَاحٌ
Buku : كِتَابٌ	Jendela : نَافِذَةٌ
Peta : خَرِيْطَةٌ	Tas : حَقِيْبَةٌ
Buku tulis : دَفْتَرٌ	Papan tulis : سَبُوْرَةٌ
Pulpen : قَلَمٌ	Sapu : مِكْنَسَةٌ

Table 1. Vocabulary given to students

- 2) The teacher creates and registers an account at <https://wordwall.net> then completes the requested data.

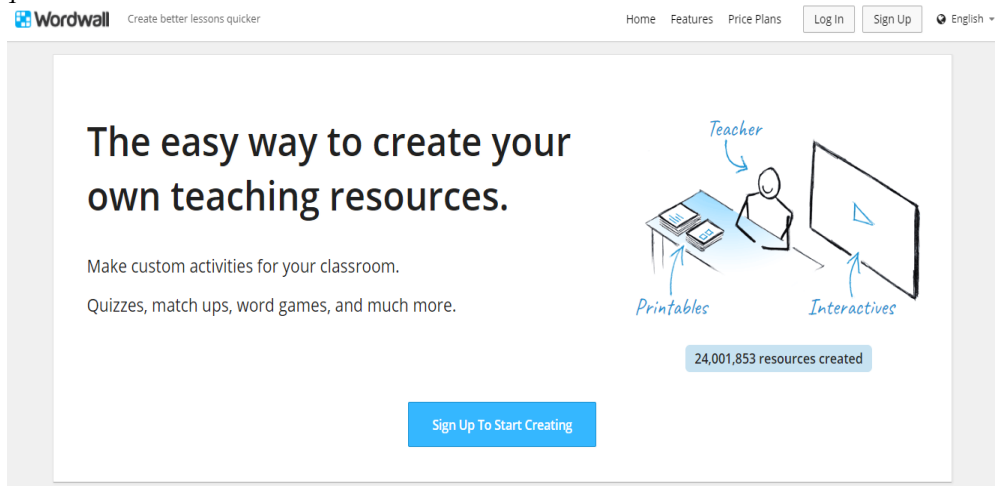


Figure 2. Wordwall account registration screen

Sign Up to a Basic account

Sign In with Google

OR

tugassmprabbaanii@gmail.com

.....

.....

Location Indonesia

I accept the [Terms of use](#) and [Privacy policy](#)

Sign Up

To compare account types read the [Price plans](#)

Figure 3. Wordwall account registration screen

- 3) The teacher presses the create activity option and then chooses one of the templates in the wordwall application. At that time, the teacher chose a maze chase template to be used as a digital game template to be made.

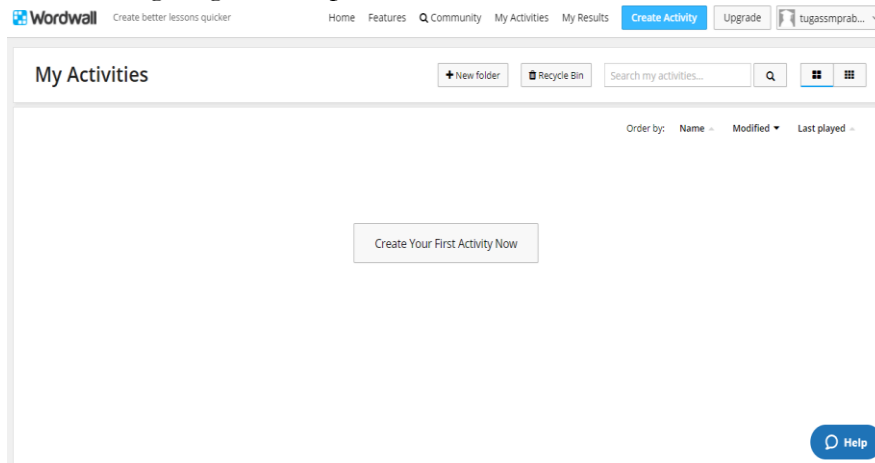


Figure 4. Create activity screen

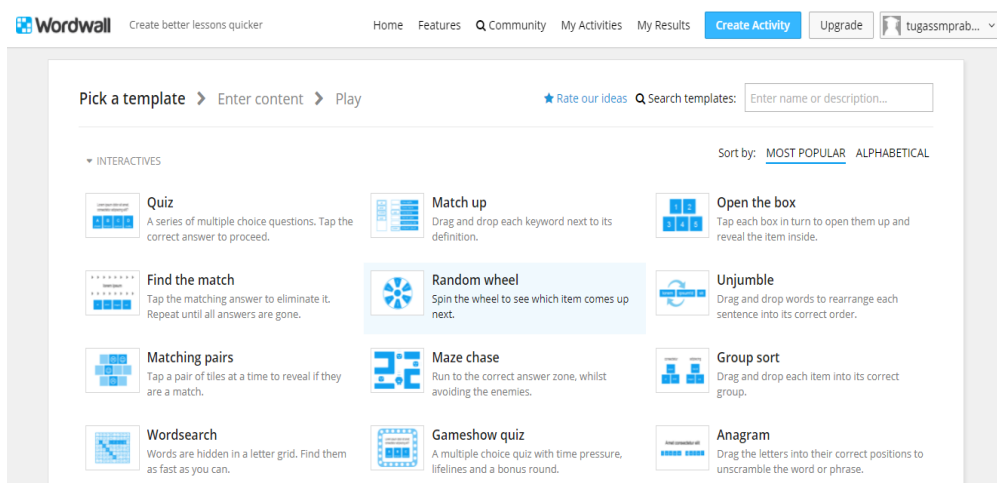


Figure 5. Create activity screen

4) The teacher writes down the predetermined content.

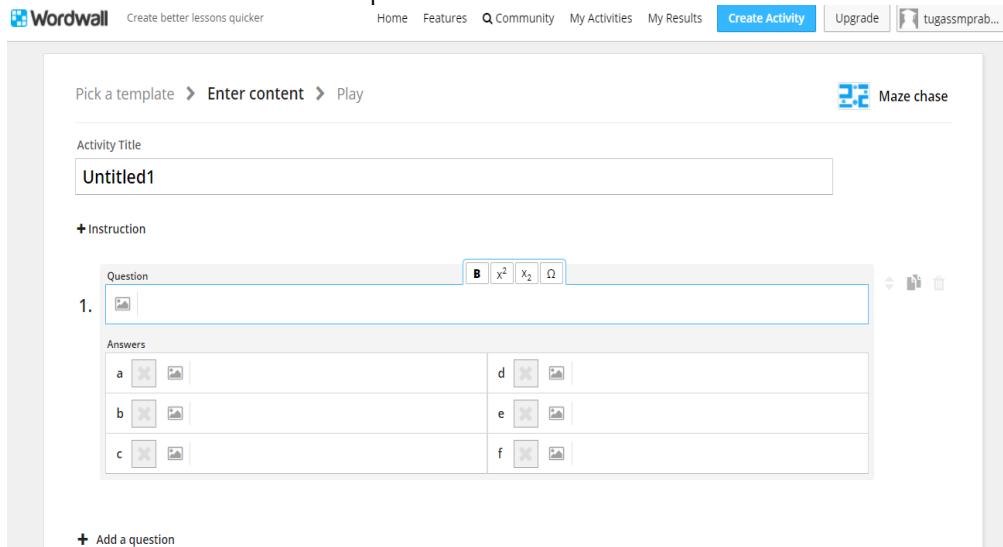


Figure 6. Content writing screen

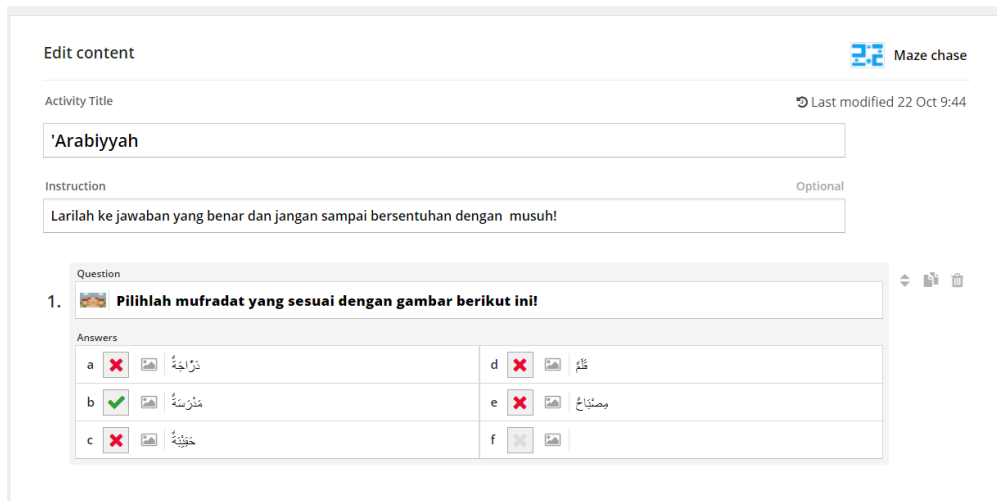


Figure 7. Content writing screen

5) The teacher presses the Done option as the final step in the process of making digital games in the wordwall application.



Figure 8. Solution screen

6) The teacher copies the digital game link that has been created to be shared with students.

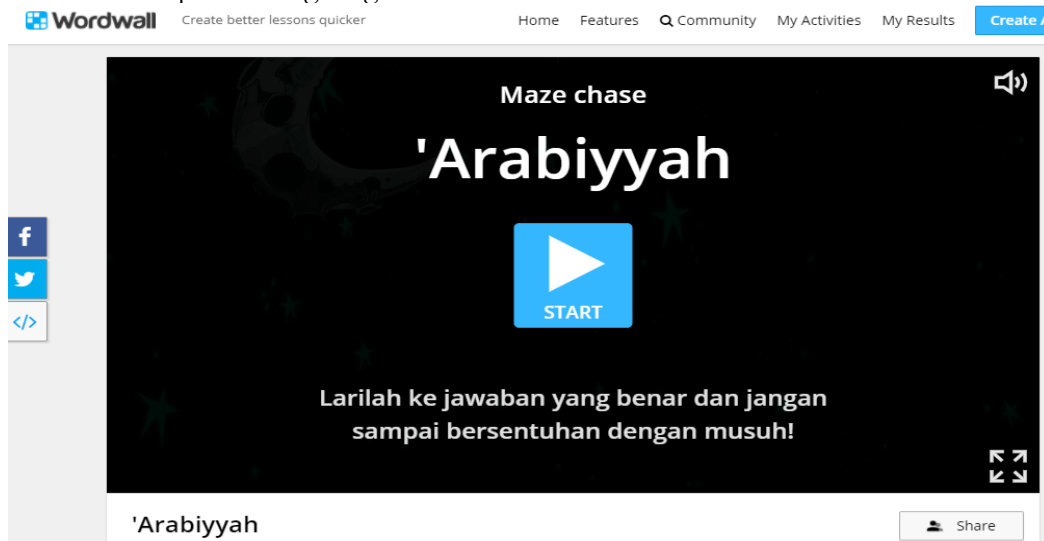


Figure 9. Copy link screen

In the implementation of learning, the teacher dictates in advance the vocabularies that will be mastered by students at the beginning of learning. This is done by the teacher through the Google Meet application. After all students feel they have understood and memorized the vocabulary, the teacher provides a digital game link that has been copied to



the class group. Then the teacher asked all students to play the digital game. The display of digital games that will be played by students are as follows:

Figure 10. First game screen

Based on the results of interviews that researcher conducted with teachers, he explained that wordwalls have several advantages, including:

- 1) Easy to understand for beginners. A simple and simple design can make it easier for new users to understand the features and templates in the wordwall application.
- 2) There is a multiplayer feature. This multiplayer feature can allow all students to join the same game at the same time and each using their own device.
- 3) The features and templates provided are very diverse. There are 18 game features or templates in the wordwall application, including:

- a) Match Up features, namely drag and drip games or match functions or definitions.
- b) The Open the Box feature, which is a game to guess the contents of the box correctly.
- c) Random Cards feature, which is a game of guessing cards that are shuffled automatically.
- d) Quiz feature, which is a game with multiple choices.
- e) Maze Chase feature, which is a game running towards the right answer while trying to avoid the enemy.

In addition, he also explained that in addition to having advantages, the wordwall application also has several disadvantages, namely:

- 1) The display is less colorful. The initial display mode of the wordwall is less colorful and only dominant to blue so that it reduces the attractiveness of the appearance
- 2) Font size cannot be changed. Each font size in the wordwall application automatically follows the existing template.
- 3) Users have to pay to subscribe and get all the features in full. New users can only create five game models provided. Meanwhile, if you want to add, users are required to pay Rp 36,000/month for the standard category and Rp 54,000 per month for the pro category.

The researcher also asked the teacher about the students' responses in class when learning Arabic vocabulary using wordwall. He explained that the students seemed very enthusiastic about learning. The students were happy with the digital games presented by the teacher. Then, from the results of the questionnaire distributed through the google form to collect student responses related to the use of wordwalls in learning Arabic vocabulary, 28 respondents (students) collected the responses with the following response diagram.

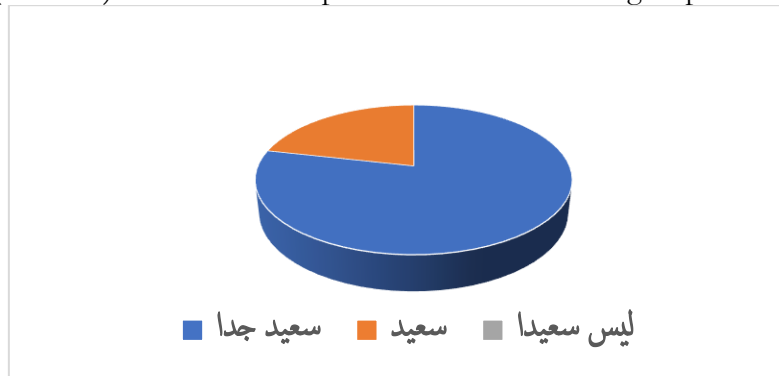


Figure 11. Diagram of student responses

From the results of the diagram, it can be concluded that by using wordwall in learning Arabic vocabulary, 78.5% (22 students) said that they were very happy with the digital game in learning. Meanwhile, 21.5% (6 students) said they were happy, and no one gave a displeased response. This shows that all students are happy with learning Arabic vocabulary using wordwall.

Conclusion

The steps taken by the teacher in making digital games with wordwalls in learning Arabic are: 1) The teacher determines some vocabulary that will be given to students to be memorized and understood. 2) The teacher creates and registers an account at <https://wordwall.net> then completes the requested data. 3) The teacher presses the create activity option and then chooses one of the templates in the wordwall application. At that time, the teacher chose a maze chase template to be used as a digital game template to be made. 4) The teacher writes down the predetermined content. 5) The teacher presses the done option as the final step in the process of making digital games in the wordwall

Proceeding International Conference on Arabic Language and Literature (ICALL)

P-ISSN: 2809-364X | E-ISSN: 2808-8425

application. 6) The teacher copies the digital game link that has been created to be shared with students. In the implementation of learning, the teacher dictates in advance the vocabularies that will be mastered by students at the beginning of learning. This is done by the teacher through the Google Meet application. After all students feel they have understood and memorized the vocabulary, the teacher provides a digital game link that has been copied to the class group. Then the teacher asked all students to play the digital game.

The wordwall application has several advantages and disadvantages. Among the advantages, which are easy to understand for beginners, there are multiplayer features, and the features and templates provided are very diverse. The drawbacks include, the display is less colorful, the font size cannot be changed, and users have to pay to subscribe and get all the features in full.

Furthermore, regarding students' responses to the use of wordwalls in learning Arabic vocabulary, of the 28 class VIII students of Rabbaanii Junior High School who participated in Arabic learning, 78.5% (22 students) said that they were very happy with the use of wordwalls in learning. Meanwhile, 21.5% (6 students) said they were happy, and none of the students gave a displeased response. This shows that all students are happy with learning Arabic vocabulary using wordwall. Thus, this research is expected to provide confirmation and suggestions for Arabic teachers to be able to use wordwalls in the process of learning Arabic vocabulary. This of course aims to produce creative, innovative, and fun learning.

This research can be used as a guide for teachers who want to try using digital games in learning Arabic. Of course, this will really help the teacher in exploring the process of learning Arabic with digital games. This research can be used as a guide for teachers who want to try using digital games in learning Arabic. Of course, this will really help the teacher in exploring the process of learning Arabic with digital games.

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