DEVELOPMENT OF WORDWALL INTERACTIVE TECHNOLOGY TO IMPROVE ARABIC VOCABULARY AT AL-MAAHIRA IIBS JUNIOR HIGH SCHOOL MALANG

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Abstract

This study aims to develop Arabic vocabulary learning media based on Wordwall application using the ADDIE development model (Analysis, Design, Development, Implementation, Evaluation). This research was conducted at Al-Mahiraa IIBS Malang Junior High School, involving seventh-grade students as subjects. The analysis stage identifies learning needs and student characteristics, while the design and development stage produces interactive game-based learning media such as Speaking Cards, Matchmaker and Quiz. Validation by media experts and material experts showed a very high level of feasibility with an average score of 87.1%. The implementation in the classroom shows that Wordwall is effective in improving students' vocabulary understanding, as well as creating an interactive and fun learning atmosphere. Then the evaluation shows a positive response from students with an average percentage of 86%, although there are technical problems such as errors in the program. In conclusion, Wordwall media is proven effective and feasible to be applied in Arabic language learning, but still requires further development to optimize its use.

Keywords:
Intructional Media; Wordwall; Arabic Vocabulary

INTRODUCTION

Recently, the utilization of technology in learning is often used at various levels of education, especially in foreign language learning (I Putu Andre Suhardiana, 2019). Arabic language learning is one of the foreign language learning studied in Indonesian schools and even universities (Muradi, 2013). Arabic language teaching at the junior high school level or Madrasah Tsanawiyah faces several difficulties, especially in mastering students' Arabic vocabulary. Some students have difficulty in learning Arabic vocabulary due to low mastery of vocabulary so that students have difficulty in understanding and translating Arabic sentences into Indonesian or just language practice in everyday conversation (Rachmawati et al., 2023).

The difficulties faced by students in mastering Arabic vocabulary have a negative impact, because students who have difficulty in mastering vocabulary will feel frustrated, which affects student motivation, so that interest in learning the Arabic language learning decreases (M. Rezki Andhika, 2015). As for the positive impact, the use of more interactive learning methods and the use of technological media such as Wordwall can be a learning strategy that can help students understand learning as well as create more interesting and interactive learning, so as to improve students' mastery of Arabic vocabulary.

The use of interactive media in foreign language learning such as Wordwall, can increase student participation, accelerate the comprehension process and improve speaking skills in the target language (Zaharani, 2023). Research conducted by Abdul Aziz Fakhruddin [2021] resulted in findings that the use of digital learning media can improve students' understanding of vocabulary in a fun way The results of the study showed a positive effect of using WordWall media, with a pretest score of 45.63 increasing to 77.50 on the posttest. The pretest and postest results showed a very high level of significance ($p=0.000$, smaller than 0.05). Some studies show, the use of Wordwall in the Arabic learning process is able to help the students' Arabic learning process in a more interactive and fun way.

The challenges faced by students in mastering Arabic vocabulary and the positive impact of using platforms as interactive media such as Wordwall can be concluded that the use of technology in foreign language learning has a very important role, as the results of research conducted by Nikmatul Makfiro, et al (2022)The use of technology, such as audio, images, and animated videos in learning, can be one of the effective solutions in increasing learning motivation, so that students are able to master vocabulary and Arabic language skills at the junior high school level.

The research was conducted at Al Mahiraa IIBS Malang Junior High School, grade 7, which are new students with different backgrounds in Arabic language skills. Some students have studied Arabic since elementary school, while other students have just started learning Arabic in junior high school. The difference in language ability causes variations in the mastery of Arabic among students. Al Mahiraa IIBS Junior High School also has a dormitory, so students are required to face challenges in adapting to the new learning environment and dormitory life.

In an effort to support new students in mastering Arabic, Al Mahiraa IIBS Junior High School organizes special programs such as Arabic Morning. Arabic Morning activities are carried out every Friday in the morning. This program is held to equip students with basic Arabic vocabulary. In this program, students are asked to actively participate in various conversation-based activities and vocabulary mastery. The Arabic Morning program is one of the school's efforts to overcome the diversity of Arabic language skills of grade VII students.

Al-Mahiraa IIBS Malang Junior High School is an international-based boarding school, so the language used by students when communicating daily is not only Indonesian, but the use of Arabic and English is very much considered inside or outside the classroom. Various kinds of student backgrounds and

academic environments support Al-Mahiraa IIBS Malang Junior High School to be a suitable place to examine how the use of Wordwall learning media can help improve students' mastery of Arabic vocabulary. The diversity of students' learning experiences and the challenges faced by students are suitable for understanding how the learning process using technology-based learning media helps students master Arabic vocabulary.

In this research, the direct method is applied in the process of learning Arabic vocabulary by utilizing three interactive features in Wordwall. First, the Sepeaking Cards feature is used to introduce vocabulary about school facilities.The teacher displays the cards one by one equipped with audio pronunciation and illustration images that match the meaning of the mufrodat on display. Students listen to the pronunciation three times and imitate it together. The teacher does not give the meaning of the Arabic vocabulary directly because the picture already represents the meaning. Next, students are asked to take turns making sentences in accordance with Arabic rules using the vocabulary. Second, students work on two interactive games such as Matchmaker which requires students to match words with their meanings and Quiz Feature to test students' understanding in the form of multiple choice questions. The results of the game are displayed in the form of live rankings to motivate students to study harder and strengthen their memory of the vocabulary that has been learned together.

The theory used in this research is the ADDIE model, which is one of the approaches widely applied in the learning development process. ADDIE consists of five main stages, namely Analysis, Design, Development, Implementation, and Evaluation (Hidayat & Nizar, 2021). At the Analysis stage, it is carried out by identifying the needs of learning Arabic vocabulary at school and analyzing the needs of students who are the main subjects in the study.Design focuses on how to plan learning materials using Wordwall as an interactive learning media. The development stage includes the creation and variations or forms of learning materials that are tailored to the characteristics of students and the learning objectives that have been set. Implementation involves the application of learning that has been designed in the classroom environment, using Wordwall to facilitate students in learning Arabic vocabulary. In the last stage, Evaluation, by assessing the effectiveness of learning to ensure learning objectives have been achieved and can provide feedback that can be used as a form of improvement in the future.

The ADDIE model provides many advantages in the process of designing a systematic and structured learning, but the ADDIE model also has several disadvantages, such as requiring a long time and a lot of resources, especially in the design and material development stages (Sugiono, 2017). Nevertheless, the advantages of ADDIE, which lie in its flexibility and ability to improve in the long term on an ongoing basis, make the ADDIE model very suitable for research that focuses on developing Arabic language learning, especially in improving students' understanding of Arabic vocabulary by using technological media such as Wordwall.

Previous studies have examined the use of learning media using Wordwall in various subjects. For example, research conducted by Rima Latifa and Retno

Mustika Dewi [(2024)], showed effectiveness in improving learning outcomes of economic subjects in high school with the ADDIE Model. The validation score obtained was "Very Feasible" and the number of positive responses from students reached 96.7%. However, the research focuses on economic and social learning, while the application of Wordwall in learning Arabic vocabulary is still rarely done.

Research conducted by Abdul Aziz Fakhruddin et al.,(2021) using Wordwall as a medium to improve mastery of Arabic vocabulary at the junior high school level. This research has the similarity of using Wordwall as an interactive media to make learning more fun and effective. Meanwhile, the difference is that this study uses direct methods in teaching Arabic vocabulary and follows the stages of developing the ADDIE model, while the previous study focused more on comparing pretest and posttest learning outcomes using Wordwall without a specific development model.

The position of this research among previous studies is to continue and complement the findings related to the use of Wordwall in Arabic language learning. If the previous research focused more on the effectiveness of Wordwall in improving learning outcomes, this research develops learning media using the ADDIE model and the use of direct methods in the learning process. Thus, this research is expected to increase the number of strategies, methods, models and teaching approaches that are more structured and easy to apply in Arabic language learning.

The purpose of this research is to complement the shortcomings in previous studies that used Worwall media in learning, especially Arabic subjects that focused on the effectiveness of learning outcomes without adopting a particular development model. This research aims to develop Arabic vocabulary learning media using ADDIE theory by using direct methods in the learning process. The existence of this research is expected to make a new contribution to the teaching of Arabic at the junior high school level.

RESEARCH METHOD

The type of research taken in the development of wordwall-based educational games is the research and development (R&D) method. Research and Development (R&D) is a process or steps to develop a new product or improve existing products. Development research is one type of research that can be a link or gap breaker between basic research and applied research (Okpatrioka, 2023). This research was conducted at Al-Mahiraa IIBS Junior High School in Malang. The target in this study was class VII, consisting of 27 students. This study aims to develop educational games in Arabic language learning activities based on Wordwall games on Mufrodat learning. The process of developing mufrodat learning materials is using the ADDIE development model developed by Dick and Carey which includes five stages, namely Analysis, Design, Development, Implementation and Evaluation (Vivien Pitriani et al., 2021). 1) Analysis to assess students' mufrodat learning needs, 2) Design to design learning materials using Wordwall, 3) Development of Wordwall media validated by experts, 4)

Application of the developed Wordwall media in classroom teaching, and 5) Evaluation to collect and analyze data to assess the effectiveness of using the media in improving students' Arabic vocabulary. This model can help ensure

RESULTS AND DISCUSSION

In this study, the process of developing Arabic vocabulary learning media using the Wordwall application follows the ADDIE model which has several stages. The stages consist of analysis, design, development, implementation and evaluation (Rayanto & Sugianti, 2020). Each stage is passed with the aim of producing media that is effective and in accordance with the needs of students. The first stage, analysis, focuses on understanding learning needs and other analysis needs such as curriculum analysis and material analysis. In the design stage by planning media such as paying attention to learning objectives and features that will be used. The development stage of the research includes making materials in accordance with the design that has been made before, while the implementation stage is carried out by seeing how Wordwall media is used in the classroom during the learning process. The last stage, the evaluation stage, is carried out to measure the use of the media that has been applied and ensure that the learning objectives are in accordance with the objectives that have been compiled. A more detailed discussion will be elaborated further on how each of these stages is implemented.

1. Analysis

A. Needs Analysis

Grade 7 students in Islamic boarding schools are generally still in the early stages of basic mastery in learning Arabic, especially in enriching vocabulary (mufrodat) (Mulyono 2023). This is due to different educational backgrounds, where some students come from formal schools that do not teach Arabic (Umam & Nada, 2024). Based on an interview with one of the 7th grade Arabic teachers Ustadz Seif at Al Mahiraa IIBS Malang Junior High School, it is known that:

> "*There are indeed some students who do not understand Arabic at all, because they have never learned it. They come from formal schools, and in their schools they are not taught Arabic*" said the teacher (01/11/2024).

Based on this data, it can be seen that students with different learning experiences are required to start understanding and mastering Arabic. Students' lack of experience in learning Arabic is a basic need that must be met. In this school, there are various language programs to support students' skills, including the use of direct methods, singing, and game-based. These approaches are designed to make learning in the Arabic Morning program more effective and enjoyable for students with diverse educational backgrounds.

The school also supports technology-based learning by allowing students to bring electronic devices such as laptops (Sholihah et al., 2019). This is supported by the availability of an internet network through Wi-Fi

facilities that can be accessed by all students. This infrastructure support allows the implementation of technology-based learning media, such as Wordwall, which combines multimedia elements in the form of audio-visual. This media is considered effective in helping students remember the material better and creating a fun learning experience (Makfiro et al., 2024).

B. Student Character Analysis

Grade 7 students at Al-Mahiraa IIBS Malang Junior High School have unique characteristics as students in the transition stage from elementary school to secondary school. At this stage, students are generally experiencing changes in learning styles and thinking patterns that begin to be more complex than before (Putri et al., 2021). Based on observations, the majority of students at Al-Mahiraa Junior High School prefer visual and auditory learning styles. This can be seen from the tendency of students to understand the material in Arabic Morning activities. Students more easily understand the material through media that involves elements of images, sound or direct interaction.

Students in grade VII are still interested in learning activities that are fun, interactive and game-based (Ikhsan et al., 2022). students are also more motivated by activities that involve game elements or games such as competition, collaboration and creativity (Sholihah et al., 2019). Therefore, a learning approach using game-based media such as Wordwall is very appropriate. The features in Wordwall such as Matching Games and Quizzes provide a fun learning experience, but learning remains directed according to the learning objectives, namely mastery of mufrodat (Moh Sahru Romadhon et al., 2023).

C. Curriculum Analysis

The foreign language learning curriculum for seventh grade students at Al-Mahira IIBS Junior High School is designed to meet the needs of foreign language learning such as English and Arabic, especially in learning the acquisition of Arabic vocabulary (mufrodat). The use of foreign languages is an obligation on a mutually agreed schedule, so vocabulary provision is important in Arabic language practice in the Al-Mahiraa IIBS Malang environment. Based on the existing curriculum at school in Arabic Morning activities, Arabic learning materials in grade VII focus on the introduction of simple themes used daily such as الأدوات المدرسية (school supplies). The theme was chosen to help students understand the use of vocabulary in daily conversations around the school environment which allows students to practice it in daily activities.

The learning approach used in the curriculum includes the direct method which emphasizes the regular use of the target language in the learning process. The direct method is in line with the principle of communicative language learning which requires students to practice language actively starting from listening, speaking and direct interaction activities (Hasan & Nuranisa, 2023). The curriculum analysis process shows

that Wordwall supports the implementation of the curriculum by providing technology-based interactive media to strengthen students' language skills.

The curriculum used also integrates how the objectives of the basic competencies with the skills needed in the 21st century, such as the use of technology in the learning process (Pare & Sihotang, 2023). Not only that, the school also provides support in the form of providing Wi-fi facilities and allowing students to use electronic devices, thus allowing multimedia-based learning such as Wordwall to be used in Arabic language learning.

D. Material Analysis

In this study, the material is focused on the theme "School Facilities" because it is in accordance with students' daily lives. This theme is designed so that students can recognize places around the school that are often used in daily interactions, so that students are expected to be easier in understanding and practicing the vocabulary learned.

The level of difficulty of the material is adjusted to the ability of seventh grade students, where their language skills are still at a basic stage in learning Arabic. The material taught is not too difficult but challenging enough to broaden students' vocabulary insights. Material analysis is carried out to maintain a balance between the affordability of the material and the development of students' language skills

The use of Wordwall in learning helps students to better understand, recognize, memorize and practice Arabic vocabulary. Features such as Matching Games, Quizzes and Speaking Cards are designed for grade VII students at Al-Mahiraa Junior High School in Malang, the majority of whom have an audio-visual learning style. The use of appropriate media makes learning more interesting, supporting students' memory through a fun learning experience (Azizah, 2020).

2. Desaign

Based on the results of the analysis that has been carried out previously, the next step is to enter the design stage, namely designing mufrodat material using Wordwall media. In this design stage, comprehensive resources are prepared to design appropriate products (Soesilo & Munthe, 2020). In this stage, data needs include the material that has been analyzed, the images needed in the game that are suitable and in accordance with the lesson plan contained in the teacher module, and the selection of game templates that will be used as learning media (Andini et al., 2024).

In this design stage, it is seen in terms of design, media suitability with learning materials, and learning needs of seventh-grade students, as well as in terms of the appearance of the media to be developed. The Arabic learning theme used in this study is المرافق المدرسية or School Facilities. The model or type of game chosen is the Speech Cards model, Matchmaker, and Gameshow Quiz model. The Speaking Cards model is one of the games that uses cards containing vocabulary as a tool to train students' speaking skills. Then the Matchmaker model is one of the games that matches the picture with the appropriate word. While the Gameshow Quiz model is a game that contains

various questions and players must answer these questions by choosing the correct answer according to the answers provided.

3. Development

The stage where the design that has been made is realized in real form. The products made are arranged in accordance with the designs that have been made in the previous stage. This means that this stage is a stage in product manufacturing (Purnamasari, 2019).
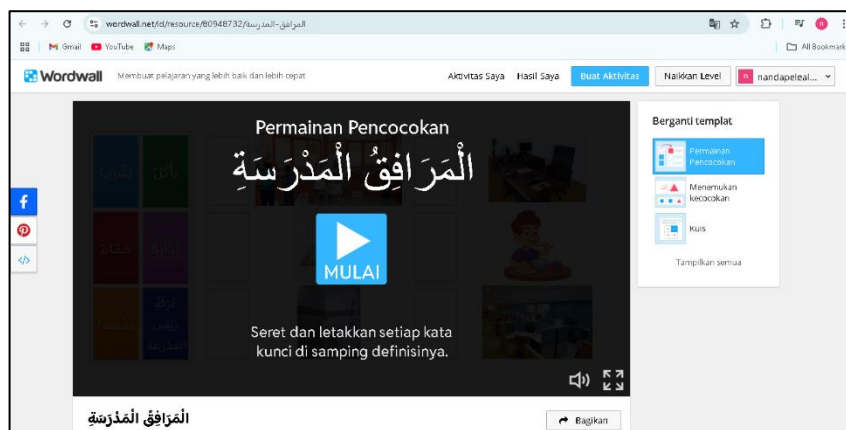
Figure 1: Game Home Page Display

The design of the main page to start the game in Wordwall is designed to be interactive and easy to understand, allowing players to focus directly on the start of the game. The page contains information and buttons that make it easy for players to start the game and there is a selection of game templates that can be selected for learning.
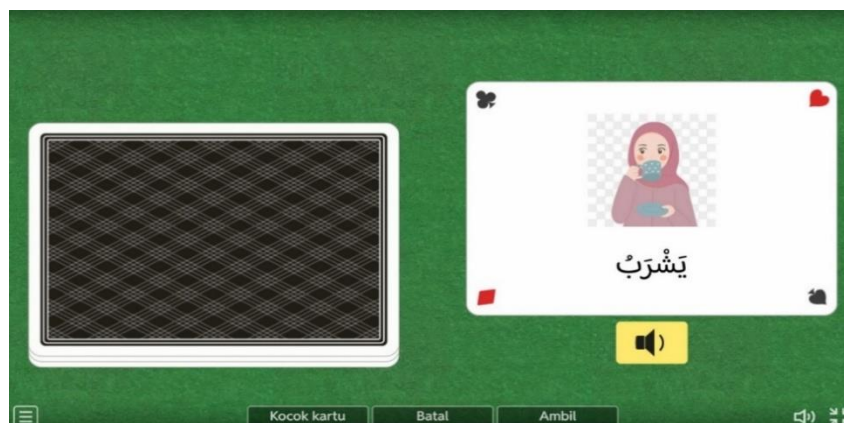
Figure 2. Speeking Cards Game View

Speeking Cards game is designed to train students' speaking skills through digital cards that contain Arabic vocabulary topics about المرافق المدرسة with clear picture illustrations and audio for students to listen to the Arabic vocabulary. This activity helps students improve their speaking skills in a fun and engaging way.eking Cards.

Figure 3: Matchmaker Game View

Matchmaker games are designed to enhance learning through matching pairs of concepts. In this game, students are presented with two groups of elements such as words and pictures that must be matched to each other based on a specific relationship, such as synonyms, antonyms, question-answer pairs, or other relationships. These elements are usually arranged in two columns or in a randomized format on the screen. Students can then drag elements from one side to the other to make pairs.

Figure 4. Quiz Game View

The Quiz game is used to test students' understanding of learning materials through questions in quiz format, especially on Arabic vocabulary about المرافق المدرسة. This game is designed to increase student engagement in Arabic language learning such as vocabulary comprehension in a fun and competitive way.

In addition, in the development of Arabic vocabulary learning materials, a feasibility test is also carried out to evaluate product deficiencies or weaknesses based on input from validators. As said by (Izzatunnisa & Devianty, 2024) that data regarding the feasibility and effectiveness of teaching materials are collected through validation sheets distributed to material experts and media experts. Then the validator provides an assessment of each statement to evaluate and improve teaching materials so that they can be used as a teaching and learning process. In the feasibility test of learning media using Wordwall, researchers involved two expert validators, namely validators in the field of learning media and validators in the field of learning materials.

a) Learning Media Expert Validation

This assessment is used to determine the level of feasibility, effectiveness, and suitability of the media with learning objectives and the needs of students. The assessment of the feasibility of Wordwall media is carried out using a validation questionnaire that uses a Likert scale. Alternative answers from the scale are Very Feasible, Feasible, Feasible Enough, and Not Feasible. Then there are 15 indicators in the validation questionnaire. The acquisition value of the learning media validation is 86.7% with very feasible criteria.

b) Learning Material Expert Validation

This assessment is used to determine the extent to which the learning material is in accordance with the learning objectives, the accuracy of the material content, then can be improved based on the results of validation and material expert input. Assessment of the feasibility of material in Wordwall media is done with a validation questionnaire that uses a Likert scale. Alternative answers from the scale are Very Feasible, Feasible, Feasible Enough, and Not Feasible. Then there are 6 indicators in the validation questionnaire. The acquisition of the learning material validation value is 87.5% with very feasible criteria.

The results of the validation of Arabic vocabulary learning materials using Wordwall media are as shown in Table 1 below:

Validator	Average (%)	Level of Acceptability
Learning Media Expert Validator	86,7%	Very Feasible
Learning Material Expert Validator	87,5%	Very Feasible
Total Overall Average (%)	87,1%	Very Feasible

Table 1. Feasibility Level Validation Results

Validator	Average (%)	Level of Acceptability
Learning Media Expert Validator	86,7%	Very Feasible
Learning Material Expert Validator	87,5%	Very Feasible
Total Overall Average (%)	87,1%	Very Feasible

Table 2. Criteria for Material and Media Feasibility

Based on the data in the table, Arabic vocabulary learning materials using Wordwall media obtained an average percentage of 87.1% based on the validation results from related expert validators. With this percentage, this media is declared to have a very feasible level of feasibility to be tested and applied to students.

4. Implementation

The implementation stage is carried out by using technology-based learning media, namely Wordwall in Arabic language learning with the theme "school facilities" المرافق المدرسية. The implementation process follows the learning steps that have been designed previously, taking into account the language skills of students in terms of recognizing, memorizing and practicing using Arabic vocabulary according to the theme determined using the direct method. Before carrying out the implementation stage, Wordwall media was validated first by media and material experts to test its feasibility, criticism and input. After going through the validation and approval of the Arabic language teacher at the junior high school, the researcher applied and tested the Wordwall learning media on 27 students of class VII of Al- Mahiraa IIBS Malang Junior High School.

The first stage in the implementation using Speaking Cards feature on Wordwall is utilized as an introduction to vocabulary through pictures, sounds and Arabic writing. The teacher presents pictures of facilities in the school such as classrooms, offices, canteens and other facilities accompanied by the pronunciation of vocabulary, then students read together three times. Activities using Speaking Cards aim to train students' listening and speaking skills by focusing on how to pronounce Arabic vocabulary properly and correctly. After students understand the vocabulary displayed one by one, the teacher asks students in turn to make simple sentences orally using the vocabulary that has been taught through Speaking Cards. At this stage, it helps students to be able to practice directly.

The use of the Quizzes feature is used to test students' understanding of previously learned vocabulary. In addition, this implementation stage also utilizes the Matchmaker feature which is useful for helping students practice vocabulary through activities that match images with meanings. This feature makes students more actively involved and strengthens their memory of the material learned (Megasari et al., 2024).

The implementation results show that the use of Wordwall using direct methods can improve students' skills in understanding and practicing Arabic vocabulary. Not only that, student participation and enthusiasm during learning also increased, so that the learning atmosphere in the classroom was

more active and communicative (Azizah, 2020). The following is a link to access the features used in the implementation stage in learning Arabic in class VII of Al-Mahiraa IIBS Malang Junior High School.

- Speaking Cards: https://wordwall.net/play/80937/238/482
- Quizzes: https://bit.ly/3ApGacJ
- Matchmaker: https://bit.ly/4frxd1l

5. Evaluation

The evaluation stage is an important step in the ADDIE development model, which aims to assess the success of learning implementation. At this stage, researchers evaluate the effectiveness of using Wordwall media through data collection from students. This evaluation is conducted by administering a questionnaire to students to gather input on the advantages and disadvantages of using the features in the media, as well as to assess whether the applied method is successful in improving mastery of Arabic vocabulary related to the theme "School Facilities" (المرافق المدرسية). The following are the results of the students' responses on average as shown in a table below.

No	Statement	Very Good	Good	Good Enough	Not Good
			Average Value (%)		
1.	Arabic language learning with interactive Wordwall	65%	30%	5%	0%
2.	Arabic language learning with Wordwall can increase learning motivation	55%	30%	15%	0%
3.	Learning media is easily accessible	50%	40%	10%	0%
4.	The lesson material is easy to understand	45%	40%	15%	0%
5.	Learning media is easy to operate	50%	30%	20%	0%
6.	Attractive media display	65%	30%	5%	0%
7.	The color composition is appropriate	50%	30%	20%	0%
8.	User guide is easy for users to understand	40%	40%	15%	5%
9.	Simple learning media	55%	35%	10%	0%
10.	Learning media helps to learn Arabic	75%	15%	10%	0%
11.	Reliability of the program (error rate)	35%	40%	15%	10%
12.	The language used is easy to understand	50%	35%	10%	5%
13.	Learning media can be	65%	25%	10%	0%

operated on various devices				
Total overall average (%)	**54%**	**32%**	**12%**	**2%**

Table 3. Average Results of Student Response

The results of the data in table 3 above show that the use of Arabic learning media at Al-Mahiraa IIBS Malang Junior High School gets a positive response from female students with a total average of 86%, which indicates that the media used is very feasible to apply. Most of the female students rated the media as very good in the aspects of interactivity as much as 65%, ease of access 50%, attractive appearance of 65%, and the feasibility of media in helping Arabic language learning in class as much as 75%. However, some aspects such as program errors and the like still show the existence of an error rate felt by a small number of students with a total of 10%. Overall, Wordwall is very effective and supports the learning process, with the majority of students considering it easy to operate, simple and can help students in motivating Arabic learning activities in class.

Overall, Wordwall learning media is considered effective and provides a fun and positive learning experience. However, its development still requires improvement so that the use of media can be used optimally and minimize technical constraints. The data results obtained in table 3 reinforce the theory that technology-based learning media using Wordwall can help students master the material in a more interactive and fun way (Fakhruddin et al., 2021). However, periodic evaluations of the media that are implemented on an ongoing basis and responses from users are also needed as a tool to ensure and support the learning process.

CONCLUSION

This study shows that the development of Arabic vocabulary learning media using Wordwall applications through the ADDIE model consisting of the stages of analysis, design, development, implementation, and evaluation has run effectively. The validation results from media experts and material experts show a very high level of media feasibility, so this media is declared very feasible for use in learning. The implementation of Wordwall for seventh grade students at Al-Mahiraa IIBS Malang Junior High School proves that this media is effective in increasing students' understanding and skills in improving Arabic vocabulary, as well as being able to increase participation and motivation to learn because of its interactive and fun nature. Evaluation of the use of the media showed positive responses from students, especially on the aspects of interactivity, ease of access, and its contribution to Arabic language learning. However, some technical constraints, such as errors in the program, require improvement so that this media can be used optimally. Overall, Wordwall proved to be an innovative and relevant learning media, providing an interesting learning experience, and supporting the success of Arabic language learning.

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