

The Effect of Using Wordwall Media on Arabic Reading Ability

Fadhilla Anggreini¹, Mulyadi², Mar'atun Sholiha³, Anwar Sanusi⁴

¹²³⁴ Program Studi Pendidikan Bahasa Arab, Universitas Jambi, Indonesia

Email: fadhillaanggraini75@gmail.com¹, mulyadiahmad@unja.ac.id², maratunsholiha@unja.ac.id³, anwarsanusi@unja.ac.id⁴

Abstrak: Penelitian ini bertujuan untuk menganalisis pengaruh penggunaan media *wordwall* dalam pembelajaran bahasa Arab terhadap kemampuan membaca siswa kelas VII di MTs Al Munawaroh Kota Jambi. Latar belakang penelitian ini adalah adanya temuan awal yang menunjukkan kemampuan membaca siswa yang belum optimal, kesulitan dalam mengenali kosakata dan memahami struktur kalimat, serta metode pengajaran yang cenderung monoton dan kurang interaktif. Penelitian ini menggunakan metode kuantitatif dengan desain *One Group Pretest Posttest Design*. Subjek penelitian adalah seluruh siswa Kelas VII MTs Al Munawaroh. Data dikumpulkan melalui pretest dan posttest untuk mengukur kemampuan membaca siswa sebelum dan sesudah penerapan media *wordwall* dalam proses pembelajaran. Instrumen penelitian yang digunakan adalah tes objektif pilihan ganda. Hasil penelitian menunjukkan adanya peningkatan yang signifikan dalam kemampuan membaca siswa setelah penggunaan media *wordwall*, dengan nilai rata-rata pretest sebesar 44,57 meningkat menjadi 69,77 pada posttest. Uji paired T-Test menunjukkan nilai signifikansi sebesar 0,000 ($P < 0,05$), yang mengindikasikan bahwa media *wordwall* berpengaruh positif terhadap kemampuan membaca bahasa Arab siswa. Hasil penelitian ini diharapkan dapat memberikan kontribusi positif dalam pengembangan media pembelajaran bahasa Arab yang lebih efektif dan interaktif di tingkat Madrasah Tsanawiyah, serta memberikan wawasan mengenai pemanfaatan media *wordwall* untuk meningkatkan kemampuan membaca siswa.

Kata Kunci : *Bahasa Arab, Kemampuan Membaca, Media Wordwall*

Abstract: This study aims to analyze the effect of using wordwall media in Arabic language learning on the reading ability of seventh grade students at MTs Al Munawaroh Jambi City. The background of this study is the initial findings that show students' reading skills are not optimal, difficulties in recognizing vocabulary and understanding sentence structure, and teaching methods that tend to be monotonous and less interactive. This study used a quantitative method with a *One Group Pretest Posttest Design*. The research subjects were all seventh grade students of MTs Al Munawaroh. Data were collected through pretest and posttest to measure students' reading ability before and after the application of wordwall media in the learning process. The research instrument used was a multiple choice objective test. The results showed a significant increase in students' reading

ability after the use of wordwall media, with an average pretest score of 44.57 increasing to 69.77 in the posttest. The paired T-Test showed a significance value of 0.000 ($P < 0.05$), which indicates that wordwall media has a positive effect on students' Arabic reading ability. The results of this study are expected to make a positive contribution in the development of more effective and interactive Arabic learning media at the Madrasah Tsanawiyah level, as well as provide insight into the utilization of wordwall media to improve students' Arabic reading ability.

Keywords: *Arabic Language, Reading Skills, Wordwall Media.*

Introduction

In Arabic language learning, students are considered competent if they have learned Arabic as a skill, so Arabic language learning can be broken down into four maharah (Abdul Muid & Pratama, 2024). One important aspect of Arabic language proficiency is the ability to read, because students will find it difficult to understand other lessons if they cannot read well (Hidayatul, 2020). *Maharah qira'ah*, or reading ability, is not only a prerequisite for understanding texts, but also a key factor in learning other language skills such as listening, writing, and speaking (Huda et al., 2021). Reading skills not only play a role in understanding religious texts, but also form the foundation for the development of other language skills.

In line with this, according to Yulianti as quoted by Fadhli, reading ability indicators include: 1) the ability to read texts with the correct pronunciation, 2) answering questions based on the content of the reading, and 3) correcting statements based on the text. In supporting the achievement of these skills, learning media plays an important role in creating interactive and meaningful learning experiences (Fadhli et al., 2024). Teachers also play a central role in selecting and implementing learning media that is appropriate for the characteristics of their students. (Turohmah et al., 2020). Learning media serves as a means of conveying information and stimulating students' interest and motivation to learn (Wulandari et al., 2024). In the context of Arabic language learning, the use of visual and digital media is essential to help students build meaningful connections and strengthen their memory of vocabulary and language structures

Based on the researcher's initial observations, in Arabic language learning at MTs Al Munawarah, specifically in reading skills, the researcher found that there were still many students who were not fluent in reading Arabic texts or sentences, in terms of makhrojul huruf and the length and intonation of Arabic texts. Students also lacked understanding of the content and meaning of Arabic sentences.

Furthermore, the learning process tends to remain conventional, where teachers dominate the learning process through lectures, without utilizing interactive media that can stimulate active student participation. However, according to the perspective Hizbullah et al., (2024) The integration of technology in learning has been proven to increase student motivation and learning outcomes, including in Arabic language learning.

Wordwall, as one of the interactive web-based learning media, offers various features such as matching pairs, spin the wheel, and speaking cards that can support language learning in a fun and meaningful way (Isma Wulandari & Irwan Jaelani, 2023). The advantage of this medium lies in its ability to create emotional and cognitive engagement among students during learning. As emphasized by Minarta & Pamungkas, (2022), Interactive digital media has proven to be more effective in improving learning outcomes because it can be adapted to students' learning styles. In this context, Wordwall serves as a visual medium that provides stimuli for practicing reading and understanding Arabic sentences in context. In line with constructivist learning theory, which emphasizes that knowledge is constructed by students themselves through active experiences, the use of Wordwall is a concrete representation of student-centered learning (Aryadillah & Fitriansyah, 2017). This also reinforces the importance of digital transformation in inclusive and effective language education.

Therefore, Wordwall has great potential to become an innovative solution in improving the Arabic reading skills of students at MTs Al Munawarah in Jambi City. This study examines the impact of using Wordwall on Arabic reading skills among seventh-grade students at MTs Al Munawarah. The novelty of this research lies in the utilization of Wordwall's "Spin the Wheel" and "Speaking Cards" features in the context of Arabic language learning, which has not been extensively studied quantitatively at the madrasah level. This approach not only emphasizes learning outcomes but also the active involvement of students in digital-based learning. Thus, this study not only addresses the issue of low Arabic reading skills among students but also highlights the importance of innovative digital learning media in the madrasah environment.

Method

This study uses a quantitative approach with an experimental design in the form of a one-group pretest-posttest design, where the effect of using wordwall media on Arabic reading ability is tested by comparing test results before and after treatment. The study was conducted at MTs Al Munawarah in Jambi City with a population of all seventh-grade students in the 2024/2025 academic year, totaling

30 people. In quantitative research, the sample plays a very important role (Candra Susanto et al., 2024). Therefore, the sampling technique used in this study was total sampling. Since the sample size was less than 100, the entire population was used as the sample. (Sumargo, 2020). Data was collected through observation, documentation, and objective multiple-choice tests consisting of 15 questions, which were designed to cover indicators of Arabic reading ability. The instruments were compiled based on teaching materials used in schools. They were then validated directly by experts, in this case teachers of the subject at the school.

The research procedure began with a pretest to determine the students' initial ability in reading Arabic. After that, learning was carried out using Wordwall media with speaking card and spin the wheel features, which contained sentences from Arabic story texts with material about "House" (البيت). Following the implementation of the Wordwall media, a post-test is conducted to assess the outcomes of using the Wordwall media in the learning process. Subsequently, the data obtained from the pre-test and post-test is processed.



Figure 1. Wordwall Spin the Well feature Cards feature



Figure 2. Wordwall Talking Cards feature

The data were analyzed using parametric statistical tests with the help of SPSS software version 30. Normality tests were performed first using the Shapiro-Wilk method, because the sample size was less than 50, making this test one of the most sensitive and effective methods of testing normality (Ahadi & Zain, 2023). After confirming that the data was normally distributed, hypothesis testing was conducted using a paired sample t-test to determine the significance of the difference between the pretest and posttest mean values (Sugiyono, 2019). If the significance value is less than 0.05, it can be concluded that there is a significant effect of using Wordwall on students' Arabic reading skills.

Result and Discussion

1. Findings based on pretest and posttest data

Based on data obtained from the pretest and posttest, the descriptive statistics or initial data are as follows:

Table 1. Descriptive Statistics

Test Type	Mean	Median	Standard Deviation	Maximum Value	Minimum Value
Pretest	44,57	47,00	15,31	87	7
Posttest	69,77	74,00	12,82	94	47

Based on the table above, it shows that there is an increase in the average score from the pretest to the posttest, from 44.57 to 69.77. Then, the median score shows 47.00 for the pretest and 74.00 for the posttest. Finally, the standard deviation shows a value of 15.31 for the pretest and 12.81 for the posttest. The higher the standard deviation, the further the data points are from the mean. The minimum score for the pretest was 7, while the minimum score for the posttest was 47.00. The maximum score for the pretest was 87.00, and the maximum score for the posttest was 94.00. From the data, it is evident that there was an increase in the average score from the pretest to the posttest following the use of the Wordwall medium.

Next, to determine whether the data is normally distributed or not, a normality test is first performed using the Shapiro-Wilk test, as follows:

	Tests of Normality					
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
nilai sebelum diberi perlakuan	.118	30	.200*	.960	30	.302
nilai setelah diberi perlakuan	.161	30	.046	.949	30	.157

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

Based on the table above, the significance values for the pretest and posttest in the Shapiro-Wilk test are 0.302 and 0.157, respectively, both of which are greater than 0.05. Thus, it can be concluded that the posttest data is normally distributed.

Once the data is normally distributed, hypothesis testing can be performed using a paired sample t-test.

	Paired Samples Test								
		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
Pair 1 nilai sebelum diberi perlakuan - nilai setelah diberi perlakuan	-25.200	12.347	2.254	-29.810	-20.590	-11.179	29	.000	

Figure 4. Hypothesis Test Results

Based on the figure above, the significance value (2-tailed) is 0.000, which is smaller than 0.05, indicating a significant difference between the values before and after the treatment. It can be concluded that learning using Wordwall media has a significant effect on improving students' Arabic reading skills.

2. Discussion of Findings

Based on the results of using Wordwall to improve Arabic reading skills at MTs Al Munawarah in Jambi City, it was found that there was an increase in the average student score from the pretest to the posttest. This shows the initial finding that Wordwall can have a positive impact on students' Arabic reading skills. The use of technology in the learning process can create an effective and engaging learning environment (Mohamad Rian Liputo et al., 2023). Then, the results of the normality test showed a significance value greater than 0.05, indicating that the pretest and posttest data were normally distributed. Because the pretest and posttest data were normally distributed, hypothesis testing could be continued with a parametric statistical test, namely a paired sample T-test (Sugiyono, 2019). The results of the paired sample t-test showed a significant difference between the pretest and posttest scores, indicating that the Wordwall media had an effect on the Arabic reading ability of students at MTs Al Munawarah in Jambi City.

Based on research Suparlan, (2019) It is a theory that has a constructive nature both in terms of students' abilities and understanding in the learning process. The use of speaking cards and spin the wheel features in the wordwall media provides a fun and challenging learning atmosphere, thus encouraging students to be more focused and ready to face Arabic texts. This is in line with the theory of constructivism, where students not only receive information passively but are also actively involved in the learning process. In the process of learning Arabic by using wordwall is one example of how technology can be an effective tool to improve the quality of education (Mohamad Rian Liputo et al., 2023). In line with the findings Wulandari et al., (2024) which shows that wordwall can improve students' reading skills and learning outcomes through interactive and fun activities.

In addition, the game-based learning approach can increase students' confidence in reciting in front of their peers. (Rohmatin, 2023). This is in line with the findings from Nurrahma et al., (2023) that wordwall media is very helpful in improving students' beginning reading skills. Wordwall media provides learning

experiences that are visual, kinesthetic, and cognitive simultaneously. (Sari et al., 2021). In the context of the theory of reading ability indicators according to Fadhli quoted from Yulianti, students need to master the right makhraj, understand the content of the text, and answer questions based on the meaning of the text (Fadhli et al., 2024). After being treated, students showed improvement in these aspects. This research is also in line with research Hizbullah et al., 2024 which shows that the use of wordwall in Arabic language learning increases student motivation. High motivation is proven to be positively correlated with improved learning outcomes. This is also in line with research conducted by Azizah, (2020) which explained that wordwall media can increase students' activeness and mastery of Arabic vocabulary.

This research provides a new contribution in digital media-based Arabic language learning, especially in developing reading skills at the madrasah level. In contrast to previous research such as Maghfiroh et al., (2018) which utilizes wordwall in math subjects. As well as in research Damayanti et al., (2018) which utilizes wordwall media in learning on learning outcomes in history learning. It is also different from the research conducted by (Turohmah et al., 2020) his study also investigated the effect of using wordwall media on Arabic vocabulary acquisition. This researcher also selected two wordwall features that are rarely used in Arabic language learning, namely speaking cards and spin the wheel, as a training medium for reading aloud and understanding context. This contribution expands the scope of wordwall utilization as a flexible and cross-disciplinary learning medium.

Conclusion

Based on the results of the research that has been conducted, it can be concluded that the use of wordwall media has a significant effect on improving the Arabic reading skills of seventh grade students at MTs Al Munawarah Jambi City. This study shows the difference in the average pretest and posttest scores which is quite high, and is reinforced by the results of the paired sample t-test statistical test with a significance value of 0.000, which means that there is a real difference between the results before and after the use of wordwall media. Learning using wordwall is proven to be able to create a more interactive, fun learning atmosphere, and encourage active student participation. Features such as speaking cards and spin the wheel allow students to practice reading Arabic texts in a direct and fun way, making it easier for them to understand the meaning of the text, pronounce sentences correctly, and answer questions based on the content of the

reading. The improvement is not only in the cognitive aspect, but also in students' attitude and motivation in participating in learning.

Thus, the answer to the research question is empirically confirmed that wordwall media has a positive effect on students' Arabic reading ability. Although this study shows positive results, there are some limitations that need to be considered. First, this study did not use sound-based or recorded evaluation instruments, so the pronunciation aspects (makhraj and tajweed) could not be measured phonetically. The assessment was done in writing and observationally, which may contain subjective bias. Secondly, the relatively short duration of the treatment makes this study unable to observe the long-term effects of using wordwall media on reading skills. With this development, it is hoped that wordwall can make a wider contribution to improving the quality of Arabic language learning in madrasah and public schools.

Reference

- Abdul Muid, & Pratama, F. A. (2024). Project-Based Learning Model in Improving Student's writing skills in the Department of Arabic Language Education in Higher Education. *Studi Arab*, 15(1), 1–8. <https://doi.org/10.35891/sa.v15i1.4333>
- Ahadi, G. D., & Zain, N. N. L. E. (2023). Pemeriksaan Uji Kenormalan dengan Kolmogorov-Smirnov, Anderson-Darling dan Shapiro-Wilk. *Eigen Mathematics Journal*, 6(1), 11–19. <https://doi.org/10.29303/emj.v6i1.131>
- Aryadillah, & Fitriansyah, F. (2017). *Teknologi media pembelajaran* (Edisi Pert). Herya Media.
- Azizah, H. N. (2020). Peningkatan Penguasaan Kosakata Bahasa Arab Melalui Penggunaan Media Word Wall. *Alsuniyat*, 1(1), 1–16. <https://doi.org/10.17509/alsuniyat.v1i1.24212>
- Candra Susanto, P., Ulfah Arini, D., Yuntina, L., Panatap Soehaditama, J., & Nuraeni, N. (2024). Konsep Penelitian Kuantitatif: Populasi, Sampel, dan Analisis (Sebuah Tinjauan Pustaka). *Jurnal Ilmu Multidisplin*, 3(1), 1–12. <https://doi.org/10.38035/jim.v3i1.504>
- Damayanti, S., Saruman, N., & Irwan. (2018). Inovasi Perencanaan Pembelajaran Guru sebagai Upaya Meminimalisir Permasalahan Belajar Siswa. *Prosiding Seminar Nasional*, 3(1), 1–7. <https://journal.uncp.ac.id/index.php/proceeding/article/view/768>
- Fadhli, F., Wahyudi, H., & Rusdi, R. (2024). Analisis Kemampuan Maharatul Qira'Ah Siswa Kelas X Madrasah Aliyah Negeri 1 Kepulauan Meranti.

- Jurnal Pendidikan Educandum*, 4(2), 22–35.
<https://doi.org/10.55656/jpe.v4i2.210>
- Hidayatul, K. (2020). Metode Qirā'ah Dalam Pembelajaran Keterampilan Reseptif Berbahasa Arab Untuk Pendidikan Tingkat Menengah. *Lisanuna*, 10(1), 32–44.
- Hizbullah, I., Anwar, M., & Ulum, F. (2024). Pengaruh Pemanfaatan Media Wordwall Dalam Pembelajaran Bahasa Arab Terhadap Motivasi Belajar Siswa Kelas Vi Sd It Alfadiyah Gowa. *Jurnall Inovasi Pendidikan*, 6(1), 52–61.
- Huda, M. N., Nurrosyid, A. F., & Aji, A. B. (2021). Implementasi Metode Qira'ah dalam Pembelajaran Bahasa Arab di Madrasah Hidayatul Mubtadiin Lirboyo Kediri. *Alfakkaar: Jurnal Pendidikan Bahasa Arab*, 5(2), 79–93.
- Isma Wulandari, R., & Irwan Jaelani, A. (2023). Menumbuhkan Antusiasme Dan Keaktifan Belajar Siswa Kelas V Pada Pembelajaran Ipa Melalui Platform Wordwall Di Madrasah Ibtidaiyah. *Pendas: Jurnal Ilmiah Pendidikan Dasar*, 8(1), 2578–2593. <https://doi.org/10.23969/jp.v8i1.8384>
- Maghfiroh, K., Roudlotul, M. I., & Semarang, H. (2018). Penggunaan Media Word Wall untuk Meningkatkan Hasil Belajar Matematika Pada Siswa Kelas IV MI Roudlotul Huda. *Jpk*, 4(1), 64–70.
- Minarta, S. M., & Pamungkas, H. P. (2022). Efektivitas Media Wordwall Untuk Meningkatkan Hasil Belajar Ekonomi Siswa Man 1 Lamongan. *OIKOS Jurnal Kajian Pendidikan Ekonomi Dan Ilmu Ekonomi*, VI(Vol 6 No 2), 189–199. <https://doi.org/10.23969/oikos.v6i2.5628>
- Mohamad Rian Liputo, Endah Fazirah Hakim, Nur Ainiyah, & Juliani A. Ma'atjala. (2023). Respon Peserta Didik Terhadap Penggunaan Aplikasi Wordwall dalam Pembelajaran Bahasa Arab. *Al-Kilmah*, 2(2), 72–83. <https://doi.org/10.58194/alkilmah.v2i2.1852>
- Nurrahma, Bachtiar, M. Y., & Syamsuardi. (2023). Pengaruh Media Wordwall Terhadap Kemampuan Membaca Permulaan Pada Anak Usia Dini. *Jurnal Ilmu Pendidikan Dan Kependidikan*, 11, 2023.
- Rohmatin, R. (2023). Penggunaan Game Edukasi Berbasis Wordwall Untuk Meningkatkan Kemampuan Vocabulary Siswa Dalam Pembelajaran Bahasa Inggris. *EDUTECH: Jurnal Inovasi Pendidikan Berbantuan Teknologi*, 3(1), 79–88. <https://doi.org/10.51878/edutech.v3i1.2039>
- Sari, R. N., Nazmi, R., & Zulfa, Z. (2021). Pengaruh Game Word Wall Terhadap Hasil Belajar Sejarah Kelas X Mipa Sma 2 Lubuk Basung. *Puteri Hijau: Jurnal Pendidikan Sejarah*, 6(2), 76. <https://doi.org/10.24114/ph.v6i2.28828>

- Sugiyono. (2019). *metode penelitian kuantitatif, kualitatif dan R&D* (Sutopo (ed.); Edisi Kedu). ALFABETA.
- Sumargo, B. (2020). *Teknik sampling*. UNJ Press.
- Suparlan. (2019). Teori Konstruktivisme Dalam Pembelajaran. *Jurnal Keislaman Dan Ilmu Pendidikan*, 1(1), 79–88.
<https://doi.org/10.24114/kjb.v7i1.10113>
- Turohmah, F., Mayori, E., & Sari, R. Y. (2020). Media pembelajaran Word Wall dalam meningkatkan kemampuan mengingat kosa kata bahasa Arab. *Jurnal Pendidikan Luar Sekolah*, 14(2), 013–019.
<https://doi.org/10.32832/jpls.v13i2.2634>
- Wulandari, P., Masruroh, M., Arianti, C. A. L. E., & Nazilah, A. (2024). Pengaruh Media Pembelajaran Wordwall Terhadap Keterampilan Membaca Permulaan Siswa Sekolah Dasar. *Jurnal Multidisiplin Ilmu Akademik*, 1(3), 791–803.