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Quantitative Evaluation Of A Game-Based-Learning Model Using Wordwall Media In Students' Vocabulary Comprehension In Grade X

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ABSTRACT

Pemahaman mufradāt bahasa Arab peserta didik masih menjadi tantangan karena pembelajaran cenderung menggunakan metode konvensional dan pemanfaatan media digital masih terbatas, sehingga hasil belajar belum optimal. Media pembelajaran berbasis permaainan digital seperti Wordwall berpotensi menjadi solusi, namun efektivitasnya dalam meningkatkan pemahaman mufradāt masih perlu dikaji lebih lanjut. Penelitian ini bertujuan untuk mengetahui pengaruh penggunaan media Wordwall terhadap pemahaman mufradāt bahasa Arab peserta didik kelas X MAN Lima Puluh Kota. Penelitian ini menggunakan pendekatan kuantitatif dengan desain kuasi eksperimen tipe Nonequivalent Control Group Design pada 37 peserta didik kelas eksperimen dan kontrol. Data dikumpulkan melalui tes pretest dan posttest, kemudian dianalisis menggunakan uji normalitas, uji homogenitas, independent sample t-test, dan effect size. Hasil penelitian menunjukkan bahwa rata-rata nilai posttest kelas eksperimen lebih tinggi dibandingkan kelas kontrol. Hasil independent sample t-test menunjukkan nilai signifikansi sebesar 0,012 ($p < 0,05$), sedangkan nilai effect size sebesar 0,88 termasuk kategori pengaruh besar. Dengan demikian, media Wordwall berpengaruh signifikan dan efektif dalam meningkatkan pemahaman mufradāt bahasa Arab peserta didik.
Kata kunci : media wordwall; pemahaman mufradāt; bahasa Arab; evaluasi kuantitatif**.**

ABSTRACT

Students' comprehension of Arabic mufradāt remains a challenge because learning tends to rely on conventional methods, while the use of digital media is still limited, resulting in less optimal learning outcomes. Digital game-based learning media such as Wordwall have the potential to address this issue; however, their effectiveness in improving mufradāt comprehension requires further investigation. This study aims to determine the effect of using Wordwall on the Arabic mufradāt comprehension of Grade 10 students at MAN Lima Puluh Kota. This study employed a quantitative approach with a quasi-experimental Nonequivalent Control Group Design involving 37 students in the experimental and control classes. Data were collected through pretest and posttest assessments and analyzed using normality tests, homogeneity tests, an independent-samples t-test, and effect size analysis. The results showed that the mean posttest score of the experimental class was higher than that of the control class. The independent-samples t-test yielded a significance value of 0.012 (p <

0.05), while the effect size of 0.88 fell into the large effect category. Therefore, Wordwall had a significant and substantial effect on improving students' Arabic mufradāt comprehension.
***Keywords**: Wordwall media; mufradāt comprehension; Arabic language; quantitative evaluation.*

INTRODUCTION

Arabic holds a very important position in Islamic education because it is the language of the Qur'an and various primary sources of Islamic teachings.(Ramadhani & Sofa, 2025, p. 384) Proficiency in Arabic serves not only as a linguistic ability but also as a means of communication and the development of critical thinking skills in understanding Islamic teachings authentically and comprehensively. (ص 9) ،1961 الدكتور ابراهيم السّامرائى, This is because most Islamic texts, including the Qur'an, Hadith, and classical Islamic literature, use Arabic as their primary medium.(Mufadhol & Nuraeni, 2025, p. 101) Therefore, proficiency in Arabic is an essential competency for students in deepening their understanding of Islamic knowledge. This is emphasized in Surah Az-Zukhruf, verse 3:

اِنَّا جَعَلْنٰهُ قُرْاٰنًا عَرَبِيًّا لَّعَلَّكُمْ تَعْقِلُوْنَۚ ﴿٣﴾ (الزخرف:3)

"Indeed, We have made it an Arabic Qur'an so that you may understand." The verse indicates that the Qur'an was revealed in the Arabic language so that it could be understood by humankind. Thus, Arabic holds a strategic position within the Islamic education system.

Although Arabic holds an important position in Islamic education, its learning process still faces challenges in terms of mufradāt acquisition. Mufradāt is a fundamental component that involves not only the ability to memorize words but also the understanding of their meanings and their appropriate use in various contexts, while also serving as the foundation for language skills.(Rosalinda, 2022, p. 109) However, in learning practice, many students experience difficulties in remembering, understanding, and applying Arabic vocabulary, which affects their ability to comprehend texts and construct sentences. This condition indicates that mufradāt acquisition remains a major challenge in Arabic language learning and requires more effective learning innovations, one of which is the use of interactive digital-based media.

Along with the development of 21st-century education, learning is increasingly directed toward active, meaningful, and student-centered learning experiences, one of which is through Game-Based Learning (GBL). GBL is an approach that integrates game elements into the learning process to enhance students' motivation, interaction, and engagement.(Annuar et al., 2025, p. 69) Theoretically, this approach is consistent with Vygotsky's theory of social constructivism, which emphasizes the roles of language, social interaction, and scaffolding within the Zone of Proximal Development (ZPD), with the teacher serving as a mediator in the learning process.(Suyatno et al., 2023, pp. 52–53) Lidiyah's study also indicates that mufradāt learning is more effective when game-based and visual media are used, as they can enhance students' cognitive and affective engagement.(Fuadiyah et al., 2025, p. 6481) Therefore, learning media are needed to facilitate interaction, participation, and enjoyable learning experiences in mufradāt learning. This need highlights the importance of digital learning media that can concretely implement the principles of GBL in everyday classroom learning activities.

One of the digital media considered capable of addressing these needs is Wordwall. Wordwall is an application that can be used to create interactive learning media.(Yunita & Indrajit, 2022, p. 83) This web-based application can be used to develop engaging learning

activities, such as quizzes, matching exercises, word searches, and other interactive activities.(Maryanti et al., 2022, p. 36) Abdillah explains that Wordwall is an application that functions as a learning medium, a learning resource, an assessment tool for educators, and a platform for students' learning games.(Yasa & Trimurtini, 2024, pp. 253–254) The application provides various examples of learning activities that can be utilized by users, particularly teachers, as references for developing learning activities.

The effectiveness of Wordwall as a learning medium has been examined in various previous studies. Muthia Nur Azhar and her colleagues found that the implementation of a game-based learning method assisted by Wordwall could improve the reading comprehension skills of sixth-grade students.(Azhar et al., 2024) Similar findings were reported by Karlina Fitriani and her colleagues, who found that Wordwall was effective in improving Arabic mufradāt learning. These findings demonstrate the importance of Wordwall in supporting the language learning process and improving students' learning outcomes. (Fitriani et al., 2025) Both findings further strengthen the assumption that Wordwall can serve as a reliable medium for language learning. However, upon closer examination, most previous studies have focused on learning motivation, general learning outcomes, or specific language skills. Studies specifically examining the quantitative evaluation of the use of Wordwall media in relation to Arabic mufradāt comprehension among students at the madrasah aliyah level remain relatively limited. This research gap distinguishes the present study from previous studies and provides an important rationale for conducting this research.

The problem is also supported by findings from the field. Based on the results of an initial observation conducted by the researcher on July 22, 2025, at MAN Lima Puluh Kota, Arabic language learning was still dominated by the use of textbooks and conventional methods, while the utilization of digital learning media remained limited. An interview with an Arabic language teacher at MAN Lima Puluh Kota on July 23, 2025, revealed that some students still experienced difficulties in understanding and remembering mufradāt. (A. Adrianti, komunikasi pribadi, 23 Juli 2025) This was reflected in their learning outcomes, in which only 10 out of 19 students (52.63%) achieved the minimum mastery criterion (KKM) of 75, while 9 students (47.37%) had not yet achieved mastery. This condition indicates that nearly half of the students still experienced difficulties in acquiring Arabic mufradāt.

Based on these problems, learning innovations are needed to increase students' engagement while helping them acquire mufradāt more effectively. Therefore, this study aims to quantitatively evaluate the use of Wordwall media in relation to the Arabic mufradāt comprehension of tenth-grade students at MAN Lima Puluh Kota. Theoretically, this study is expected to address the research gap concerning the quantitative evaluation of the use of Wordwall media in relation to mufradāt comprehension in Arabic. Practically, the findings of this study are expected to serve as a reference for teachers in selecting and developing more interactive and effective learning media to improve students' learning outcomes.

RESEARCH METHODS

This study employed a quantitative approach with an experimental research design. This approach aimed to determine the effect of using Wordwall media on the Arabic mufradāt comprehension of tenth-grade students.(Pasaribu et al., 2022, p. 138) The

experimental design used in this study was a quasi-experimental design, specifically the Nonequivalent Control Group Design.(Soesana et al., 2023, p. 105) This design was selected because it was appropriate for the school context, where randomly assigning students to experimental and control groups was not feasible.(Sugiyono, 2019, p. 120) The design employed pretests and posttests involving two groups, namely an experimental class and a control class. The experimental class received treatment using Wordwall media, while the control class was taught using conventional methods.

Table 1. Research Design

Group	Pretest	Treatment	Posttest
Experimental	O_1	X	O_2
Control	O_3	-	O_4
Population		**37 students**	

Note: O_1 and O_3 represent the pretests administered to the experimental and control groups, respectively; X represents the treatment using Wordwall media; and O_2 and O_4 represent the posttests administered to the experimental and control groups, respectively.

The study was conducted at MAN Lima Puluh Kota during the second semester of the 2025/2026 academic year. The study population consisted of all tenth-grade students at MAN Lima Puluh Kota, totaling 55 students distributed across several classes. The sample was selected using cluster random sampling, a sampling technique in which intact groups (classes) are randomly selected rather than individual students.(Rasyid, 2022, p. 137) Through this technique, two classes were selected as the research sample: Class X.1, consisting of 18 students, was designated as the experimental class, while Class X.2, consisting of 19 students, was designated as the control class. Thus, the total sample consisted of 37 students.

The data collection technique used in this study was a test. The research instrument consisted of a mufradāt comprehension test comprising 40 items, including multiple-choice, matching, fill-in-the-blank, and essay questions, covering mufradāt related to professions and daily life (المهن والحياة اليومية). The questions were developed based on indicators of mufradāt comprehension, including students' abilities to recognize, write, match, arrange, and appropriately use profession-related mufradāt in simple sentences.(Husaeri et al., 2025, p. 290) Before being used in the study, the research instrument was first validated by expert lecturers, consisting of a media validator and a test-item validator. The media validator was responsible for assessing the feasibility of the learning media, while the test-item validator assessed the content, construct, and language suitability of the test instrument used for data collection.

Data analysis was conducted using SPSS at a significance level of 0.05. The analysis included the Shapiro–Wilk test and Levene's test, followed by an independent-samples t-test and the calculation of effect size using Cohen's d to determine the effect of using Wordwall media on vocabulary comprehension. This study also adhered to research ethics by maintaining the confidentiality of students' data and obtaining prior permission from the school.

RESULTS AND DISCUSSION

RESULTS

This study examined students' mufradāt comprehension of the topics المهن والحياة اليومية through tests administered before (pretest) and after (posttest) the learning process. The results showed that the mean pretest score of the experimental class was 35.28, while that of the control class was 33.26. After the treatment was administered, the mean posttest score of the experimental class increased to 85.11, whereas the control class achieved a mean score of 76.53.

Table 2. Descriptive Statistics of Students' Pretest and Posttest Results

Class	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance
Pre-Test Experimental	18	35	23	58	35.28	8.750	76.565
Post-Test Experimental	18	20	75	95	85.11	5.989	35.869
Pre-Test Control	19	37	21	58	33.26	9.780	95.649
Post-Test Control	19	47	44	91	76.53	12.366	152.930

Before conducting the hypothesis test, the data were first tested for normality using the Shapiro–Wilk test at a significance level of 0.05 because the sample size was less than 50 (N < 50). The data were considered normally distributed when the significance value (Sig.) was greater than 0.05.(Sudirman et al., 2023, p. 145) The results showed significance values of 0.065 for the control class pretest, 0.058 for the control class posttest, 0.115 for the experimental class pretest, and 0.543 for the experimental class posttest. All four values were greater than 0.05; therefore, all data were considered normally distributed, and the assumption of normality was met.

Table 3. Results of the Shapiro–Wilk Normality Test

Tests of Normality

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Kelas	Statistic	df	Sig.	Statistic	df	Sig.
Hasil	Pretest A (Kontrol)	.195	19	.056	.907	19	.065
	Postest A (Kontrol)	.156	19	.200*	.904	19	.058
	Pretest B (Eksperimen)	.133	18	.200*	.917	18	.115
	Postest B (Eksperimen)	.130	18	.200*	.957	18	.543

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Next, a homogeneity test was conducted using Levene's test. The results yielded an F value (Based on Mean) of 3.857 with a significance value (Sig.) of 0.058. Since this value was greater than 0.05, the data were considered homogeneous. With the assumptions of normality and homogeneity satisfied, hypothesis testing could proceed using the Equal variances assumed row in the independent-samples t-test output.

Table 4. Results of the Homogeneity of Variance Test for Pretest and Posttest Data

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Nilai	Based on Mean	3.857	1	35	.058
	Based on Median	3.873	1	35	.057
	Based on Median and with adjusted df	3.873	1	23.552	.061
	Based on trimmed mean	3.814	1	35	.059

The hypothesis was tested using an independent-samples t-test at a significance level of 0.05. The results showed a calculated t-value of −2.663 with degrees of freedom (df) = 35 and a Sig. (2-tailed) value of 0.012. The absolute value of the calculated t-value (2.663) was greater than the critical t-value (2.030), and the significance value was less than 0.05; therefore, H_0 was rejected and H_1 was accepted. The negative sign of the t-value and the Mean Difference (−8.585) resulted from the order of calculation in SPSS (control − experimental) and does not indicate that the experimental class obtained lower scores. These results show a significant difference in the mean posttest scores between the experimental class (85.11) and the control class (76.53), with a mean difference of 8.585 points. This finding indicates that the use of Wordwall media had a significant effect on students' mufradāt comprehension.

Table 5. Results of the Independent-Samples t-Test for Posttest Scores

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Nilai	Equal variances assumed	3.857	.058	-2.663	35	.012	-8.585	3.224	-15.130	-2.040
	Equal variances not assumed			-2.709	26.309	.012	-8.585	3.169	-15.095	-2.075

To measure the magnitude of the effect of using Wordwall media, an effect size analysis was conducted using Cohen's d. The Cohen's d value was 0.88 (Table 6). Based on Cohen's d interpretation criteria, this value falls into the large effect category (large effect, d ≥ 0.8). These results indicate that the use of Wordwall media not only produced a statistically significant difference but also had a substantial and practically meaningful effect on improving students' Arabic mufradāt comprehension.

Table 6. Results of the Cohen's d Effect Size Analysis

Analysis	Value	Interpretation
Cohen's d	0,88	Large effect

DISCUSSION

The results of the hypothesis testing confirm that the use of Wordwall had a significant effect on students' mufradāt comprehension in the experimental class, with an effect size falling into the large category. Based on the t-test results, which showed a Sig. (2-tailed) value of 0.012 (0.012 < 0.05), H_0 was rejected and H_1 was accepted. This finding addresses the research question by demonstrating a significant difference in students' Arabic mufradāt comprehension between the experimental class, which used Wordwall, and the control class, which used conventional methods.

This significant effect cannot be separated from the learning process that took place in the experimental class during the implementation of Wordwall. Throughout the learning activities, students demonstrated more active participation, high enthusiasm, and greater engagement in matching the pictures with the mufradāt presented through the game features of Wordwall. This game-based learning activity made it easier for students to understand and remember vocabulary because they were directly involved in the process of associating visuals with words. This condition differed from that of the control class, which did not use Wordwall-based game media but only completed vocabulary exercises through Student Worksheets (LKPD). Learning in the control class tended to be conducted conventionally, without interactive game elements, resulting in relatively more passive student activities and less intensive engagement in the learning process compared with the experimental class.





Figure (1): Wordwall Learning Media

Figure 1 shows the Wordwall learning media used in the Arabic language learning process. This media helps students understand mufradāt through interactive games with an attractive and colorful interface, thereby increasing students' attention, interest, and engagement in learning. During the learning process, students were observed to be active and enthusiastic in participating in activities using Wordwall. Students matched Arabic vocabulary with the corresponding meanings or pictures, while the teacher guided the learning process and provided directions and reinforcement for students' answers.



Figure (2): Implementation of the Learning Process Using Wordwall

Figure 2 illustrates the students' activities during the learning process using Wordwall in the experimental class. Through the interactive games provided, the students appeared more enthusiastic, active, and engaged in the mufradāt learning process.

This condition is consistent with the Cognitive Theory of Multimedia Learning proposed by Richard E. Mayer, as explained by Hanum, Mirawati, and El Karimah, which states that multimedia facilitates the processing of information in students' memory more effectively. Mayer and Moreno also emphasize that multimedia-based learning is designed

to enhance cognitive strategies, making the learning process more efficient. In addition, Mayer states that students can learn more deeply when words and pictures are presented simultaneously through the multimedia principle. This is consistent with the use of Wordwall in the present study, in which the combination of pictures and mufradāt helped students understand and remember vocabulary more easily and meaningfully.(Hanum et al., 2023, pp. 78–79)

Thus, the characteristics of Wordwall as an interactive, game-based medium that combines visual elements in the form of pictures with mufradāt text theoretically support the improvement of students' mufradāt comprehension. The use of this medium allows students to receive dual stimuli (visual and verbal) simultaneously, thereby optimizing the process of understanding and remembering mufradāt.

These findings are relevant to the study by Davy Habibi Muhammad et al. (2026), which also found that the use of Wordwall-based media had a significant effect on students' mastery of Arabic mufradāt. (Muhammad et al., 2026) This consistency strengthens the argument that Wordwall is an effective learning medium for improving students' mufradāt comprehension. However, these findings differ from those of Olivia Sri Cahyani, Ubadah, and Arda (2023), who found that the use of Wordwall did not have an effect on mufradāt mastery. This difference may be attributed to variations in sample characteristics, learning conditions, and the implementation of Wordwall across the respective studies.(Cahyani et al., 2023) Nevertheless, the results of the present study further support the use of Wordwall as an effective learning medium for improving students' mufradāt comprehension.

The effect size value of 0.88, which according to Cohen's (1988) criteria falls into the large effect category, indicates that the effect of Wordwall is not only statistically significant but also has a substantial practical impact. The implementation of Wordwall in classroom learning has the potential to bring about noticeable improvements in students' mufradāt comprehension. Thus, its benefits are reflected not only in the statistical analysis results but also in the improvement of the quality of both the learning process and learning outcomes.

These findings imply that Arabic language teachers may consider integrating Wordwall into mufradāt instruction as an alternative interactive and innovative learning medium, particularly to address students' low levels of Arabic vocabulary comprehension and mastery. In addition to increasing students' engagement during the learning process, the use of Wordwall has the potential to create a more engaging learning environment, thereby facilitating students' understanding and retention of vocabulary. Furthermore, these findings may serve as a basis for learning media developers to develop more varied and contextualized features of Wordwall or similar digital media that are aligned with the needs of Arabic language learning at various educational levels.

This study has several limitations, including the limited sample consisting only of Grade 10 students at MAN Lima Puluh Kota, the focus on the topics of professions and daily life, and the measurement of mufradāt comprehension being limited to written tests. In addition, the use of Wordwall depends on the availability of devices and internet connectivity, meaning that technical factors may affect the implementation of the learning process. Therefore, the generalization of the findings of this study should be made with caution. Future research is recommended to examine the use of Wordwall with other topics and Arabic language skills using a broader sample to obtain more comprehensive

findings.

CONCLUSIONS

The results of this study address the stated objective, namely to evaluate the effect of Wordwall on students' Arabic mufradāt comprehension. The use of Wordwall was found to have a significant effect on the mufradāt comprehension of Grade 10 students at MAN Lima Puluh Kota. This is indicated by the higher mean posttest score of the experimental class compared with the control class, the results of the independent-samples t-test, which showed a significance value of 0.012 (< 0.05), and an effect size (Cohen's d) of 0.88, which falls into the large effect category.

These findings make both theoretical and practical contributions. Theoretically, the results of this study enrich the body of research on the quantitative evaluation of digital game-based learning media in Arabic mufradāt instruction. Practically, Wordwall was found to be effective as an alternative learning medium that teachers may consider to enhance student engagement and learning outcomes, while also serving as a reference for learning media developers in designing more varied and contextualized features.

Given that this study was limited to a single school, a specific range of learning materials, and measurement through written tests, the generalization of the findings should be made with caution. Future research is recommended to involve a broader sample as well as other Arabic language topics and skills in order to obtain a more comprehensive understanding of the effectiveness of Wordwall in Arabic language learning.

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