

WORDWALL AS AN INTERACTIVE MEDIUM FOR IMPROVING ELEVENTH-GRADE STUDENTS' UNDERSTANDING OF ARABIC STRUCTURES

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ABSTRACT

Pemahaman tarkib merupakan salah satu aspek penting dalam pembelajaran bahasa Arab, tetapi peserta didik masih mengalami kesulitan dalam memahami dan menerapkan struktur kalimat, khususnya pada materi *hurūf al-jarr* dan *hurūf al-athf*. Penelitian ini bertujuan untuk mengetahui efektivitas penggunaan fitur *Complete the Sentence* pada Wordwall dalam meningkatkan pemahaman tarkib peserta didik kelas XI SMA Muhammadiyah Lawang Tigo Balai. Penelitian ini menggunakan pendekatan kuantitatif dengan metode kuasi eksperimen dan desain *Nonequivalent Control Group Design*. Sampel penelitian terdiri atas 24 peserta didik pada kelompok eksperimen dan 14 peserta didik pada kelompok kontrol. Data dikumpulkan melalui tes pemahaman tarkib yang diberikan sebelum dan sesudah perlakuan, kemudian dianalisis menggunakan *Wilcoxon Signed-Rank Test* dan *Mann-Whitney U Test*. Hasil penelitian menunjukkan bahwa rata-rata nilai kelompok eksperimen meningkat sebesar 17,50 poin, dari 62,29 menjadi 79,79, sedangkan kelompok kontrol meningkat sebesar 6,43 poin, dari 62,50 menjadi 68,93. Hasil uji *Wilcoxon* menunjukkan adanya perbedaan yang signifikan antara hasil pretest dan posttest kelompok eksperimen ($p < 0,001$). Hasil uji *Mann-Whitney* juga menunjukkan adanya perbedaan yang signifikan antara hasil posttest kelompok eksperimen dan kelompok kontrol ($p < 0,001$). Temuan ini menunjukkan bahwa penggunaan fitur *Complete the Sentence* pada Wordwall dapat menjadi salah satu alternatif media interaktif untuk mendukung peningkatan pemahaman tarkib bahasa Arab.

Keywords: Wordwall; *Complete the Sentence*; pemahaman tarkib

ABSTRACT

*Understanding tarkib is an important aspect of Arabic language learning, yet students often experience difficulties in understanding and applying sentence structures, particularly *hurūf al-jarr* and *hurūf al-athf*. This study aims to examine the effectiveness of the *Complete the Sentence* feature on Wordwall in improving eleventh-grade students' understanding of tarkib at SMA Muhammadiyah Lawang Tigo Balai. A quantitative approach was employed using a quasi-experimental method with a *Nonequivalent Control Group Design*. The participants consisted of 24 students in the experimental group and 14 students in the control group. Data were collected through a tarkib comprehension test administered before and after the treatment and were analyzed using the *Wilcoxon Signed-Rank Test* and *Mann-Whitney U Test*. The results showed that the experimental group's mean score increased by 17.50 points, from 62.29 to 79.79, while the control group's mean score increased by 6.43 points, from 62.50 to 68.93. The *Wilcoxon* test indicated a significant difference between the pretest and posttest scores of the experimental group ($p < .001$). The *Mann-Whitney* test also indicated a significant difference between the posttest scores of the experimental and control groups ($p < .001$). These findings suggest that the *Complete the Sentence* feature on Wordwall can serve as an alternative interactive medium to support students' understanding of Arabic tarkib.*

Keywords: Wordwall; *Complete the Sentence*; tarkib comprehension

INTRODUCTION

Arabic, as the language of the Qur'an, plays an important role in the development of Islamic knowledge and culture. In Arabic language learning, students are expected to

master four language skills, namely listening, speaking, reading, and writing in an integrated manner. The mastery of these skills is closely related to an understanding of linguistic elements, particularly Arabic language structures. Knowledge of language structure provides an essential foundation for students to understand the relationships between words and construct sentences accurately. In writing, for example, students are not only required to express ideas in Arabic but also to pay attention to the accuracy of the structures and grammatical rules used (Ahmad Rathomi, 2020).

One of the important elements in Arabic language learning is *tarkib*, which refers to students' understanding of the relationships and arrangements of words in forming sentences according to Arabic grammatical rules. Mastery of *tarkib* helps students understand the functions of linguistic elements and use them appropriately in sentence contexts. However, in practice, students often experience difficulties in understanding and applying these grammatical rules, particularly when constructing or completing sentences and determining the appropriate forms. Difficulties in applying grammatical rules can also be observed in *kitabah* learning, in which students are required to write Arabic accurately according to the structures being studied (Sholihin & Siregar, 2024). Therefore, *tarkib* instruction needs to provide students with opportunities not only to understand grammatical rules theoretically but also to apply them directly in sentences.

Tarkib materials in Arabic language learning encompass various sentence structures, including *jumlah ismiyah*, *jumlah fi'liyah*, *tarkib idhafi*, and *na'at* (Amaliah, Idhan, & Rengur, 2025). In this study, the focus is placed on *hurūf al-jarr* and *hurūf al-'athf* because their use requires students to determine the appropriate linguistic elements based on the relationships between words within a sentence. Understanding these two elements involves not only recognizing their forms but also applying them accurately in sentence contexts. Therefore, *tarkib* instruction requires learning activities that enable students to interact directly with sentence structures. The use of instructional media can facilitate the delivery of learning materials while creating more engaging and interactive learning activities (2021, بيضاء). Various media have also been developed to support Arabic language learning by providing students with opportunities to interact directly with learning materials (Majidah, Dewi, Husni, & Anas, 2023).

The use of interactive learning media and strategies has been widely implemented in Arabic language learning to increase student engagement. Several studies have shown that instructional media involving active student participation can support the development of language skills. For example, pop-up book media have been used to support Arabic speaking skills (Ilahi, Yusra, Husni, & Febrianta, 2023), while the scrambled paper game has been used to improve reading skills (Abdiyah, Febrianta, Rizal, & Yusra, 2022). In addition to instructional media, learning strategies such as Time Token have also been implemented to support speaking skills (Wahyuni, Febrianta, Rizal, & Arsyah, 2025). These findings indicate that Arabic language learning can be developed through the use of media and strategies that encourage active student participation. In the context of interactive learning, digital media also have the potential to increase students' engagement and motivation in learning activities (Ramadhan, Imania, & Nasrulloh, 2025).

One digital medium that can be used to create interactive learning and practice activities is Wordwall. Wordwall provides various types of learning activities and assessment formats that can be adapted to the needs of the learning materials and

instructional objectives. In Arabic language learning, Wordwall has been utilized to improve vocabulary retention (Tumaroh, Mayori, & Sari, 2020), increase students' interest and motivation to learn (Pradani, 2022), and support learning assessment activities (Mardhiyah, 2022). Wordwall has also been used as an assessment medium in *maharah kitabah* learning (Fatchiatuzahro, Fahmi, Latifah, & Nur Azizah, 2024). These findings indicate that Wordwall has the potential to serve as a flexible digital medium for supporting practice and assessment activities in Arabic language learning.

Although previous studies have demonstrated the potential of Wordwall in Arabic language learning, research specifically examining the use of the Complete the Sentence feature for *tarkib* instruction remains limited. For example, Malihatusolihah et al. reported an improvement in learning outcomes through the use of Wordwall in Arabic language learning (Malihatusolihah et al., 2023). However, their study employed classroom action research and used Wordwall in general, rather than specifically examining the effectiveness of the Complete the Sentence feature as a form of practice oriented toward the application of sentence structures. The characteristics of the Complete the Sentence feature allow students to work directly with incomplete sentences and determine the appropriate elements to complete them. This characteristic is closely related to the needs of *tarkib* instruction, as students are required to understand relationships between words and select appropriate elements based on sentence structures. Therefore, an experimental study is needed to examine the effectiveness of the Complete the Sentence feature specifically in Arabic *tarkib* instruction.

This problem was also identified in Arabic language learning among eleventh-grade students at SMA Muhammadiyah Lawang Tigo Balai. Based on an interview with the Arabic language teacher of the eleventh grade conducted on March 1, 2025, and initial observations, Arabic language instruction and assessment had not extensively utilized interactive media. This condition was associated with students' low interest in learning *tarkib*. In addition, students experienced difficulties in writing and completing Arabic sentences and in determining appropriate vowel markings. These initial conditions were reflected in students' learning outcomes. In class XI F1A, only 4 of 24 students (16.7%) achieved the predetermined success criterion, while in class XI F1B, only 3 of 14 students (21.4%) achieved the criterion. These initial findings indicate that students' understanding of *tarkib* needs to be improved through learning activities that provide greater opportunities to practice applying sentence structures directly.

Based on these considerations, this study proposes the use of the Complete the Sentence feature on Wordwall as an interactive practice medium specifically designed to support *tarkib* comprehension. The novelty of this study lies in examining the use of this feature to practice the application of Arabic sentence structures through a quantitative approach employing a Nonequivalent Control Group Design. Unlike previous studies that have utilized Wordwall generally or primarily as an assessment medium, this study examines the use of the Complete the Sentence feature by comparing the learning outcomes of a group using Wordwall with those of a group receiving conventional instruction. This approach is expected to provide empirical evidence regarding the effectiveness of a Wordwall feature specifically adapted to the characteristics of *tarkib* materials.

This study aims to examine the effectiveness of the Complete the Sentence feature

on Wordwall in improving eleventh-grade students' understanding of *tarkib* at SMA Muhammadiyah Lawang Tigo Balai, particularly in the topics of *hurūf al-jarr* and *hurūf al-athf*. The research question is: Is the use of the Complete the Sentence feature on Wordwall effective in improving eleventh-grade students' understanding of *tarkib* at SMA Muhammadiyah Lawang Tigo Balai compared with conventional instruction? Based on this objective, the research hypothesis is that there is a difference in *tarkib* comprehension between students who receive instruction using the Complete the Sentence feature on Wordwall and those who receive conventional instruction.

RESEARCH METHODS

This study employed a quantitative approach using a quasi-experimental method with a Nonequivalent Control Group Design. The quantitative approach was used to test the research hypothesis through the collection and statistical analysis of quantitative data (Sugiyono, 2019). The research design involved an experimental group and a control group, both of which were administered a pretest before the treatment and a posttest after the treatment. The experimental group received instruction using Wordwall through the Complete the Sentence feature, whereas the control group received the same learning materials through conventional instruction without using Wordwall.

Table 1. Nonequivalent Control Group Design

Group	Pretest	Treatment	Posttest
Experimental (E)	T ₁	X	T ₂
Control (C)	T ₁	Y	T ₂

Keterangan:

T₁ = pretest;

T₂ = posttest;

X = instruction using Wordwall through the Complete the Sentence feature;

Y = conventional instruction.

The study was conducted at SMA Muhammadiyah Lawang Tigo Balai, Agam Regency, West Sumatra, from September to November 2025. The population consisted of all eleventh-grade students, totaling 38 students. Total sampling was used, in which all members of the population were included as research participants (Lenaini, 2021). The sample consisted of 24 students from class XI F1A as the experimental group and 14 students from class XI F1B as the control group.

The independent variable in this study was the use of Wordwall through the Complete the Sentence feature, while the dependent variable was students' understanding of Arabic *tarkib*. An independent variable is a variable presumed to cause or influence changes in a dependent variable, whereas a dependent variable is a variable affected by the independent variable (Abdullah et al., 2022). In this study, the independent variable was operationalized as an interactive instructional medium used to train students to complete Arabic sentences with appropriate *tarkib* elements. Meanwhile, *tarkib* comprehension was operationalized as students' ability to identify, determine, and apply appropriate *tarkib* elements in Arabic sentences.

The research instrument was a *tarkib* comprehension test consisting of 20 multiple-choice items, each with four answer options. The items were developed based on the topics of *hurūf al-jarr* and *hurūf al-'athf*. The indicators included the ability to identify the use of *tarkib* elements, determine the appropriate element according to the context, understand the grammatical function of *tarkib* elements, and complete Arabic sentences. The same test was administered as both the pretest and posttest. Each correct answer was assigned a score of 1, while an incorrect answer was assigned a score of 0. The scores were then converted to a 100-point scale.

Data were collected through tests and documentation. The test was used to obtain data on students' abilities before and after the treatment through the pretest and posttest. Documentation was used to obtain supporting data, including information about the school, student data, and documents related to *tarkib* instruction. Documentation is a data collection technique involving the collection and analysis of written, visual, and electronic documents (Sukmadinata, 2021).

The research began with the administration of a pretest to both groups on October 18, 2025, to determine their initial ability to understand *tarkib* materials. Subsequently, the experimental group received three treatment sessions using the Complete the Sentence feature on Wordwall. The first treatment focused on *hurūf al-jarr*, the second on *hurūf al-'athf*, and the third involved reinforcement of both topics followed by an evaluation using Wordwall. In each treatment session, students practiced completing Arabic sentences with appropriate *tarkib* elements. Meanwhile, the control group received the same learning materials and the same amount of instructional time through conventional instruction without using Wordwall. After all treatments had been completed, a posttest was administered to both groups on November 1, 2025.

The data were analyzed using descriptive and inferential statistics with the assistance of SPSS. Descriptive statistics were used to describe the pretest and posttest results of the experimental and control groups. The Shapiro–Wilk test was used to assess normality because the number of participants in each group was less than 50, while the homogeneity test was conducted to determine whether the variances were equal. Based on the results of the prerequisite tests, nonparametric statistical analyses were employed. The Wilcoxon Signed-Rank Test was used to determine the difference between the pretest and posttest results in the experimental group. Subsequently, the Mann–Whitney U Test was used to determine the difference in posttest results between the experimental and control groups. All statistical tests were conducted at a significance level of 5% ($\alpha = 0.05$).

RESULTS AND DISCUSSION

Students' Initial Condition (Pretest)

The study involved 38 eleventh-grade students at SMA Muhammadiyah Lawang Tigo Balai, consisting of 24 students from class XI F1A as the experimental group and 14 students from class XI F1B as the control group. Before the treatment was administered, both groups completed a pretest on October 18, 2025. The pretest was administered to determine the students' initial ability to understand Arabic *tarkib*, particularly the topics of *hurūf al-jarr* and *hurūf al-'athf*.

Table 2. Hasil *Pretest* Kelompok Eksperimen dan Kontrol

Group	N	Mean	Students Below KKM	Percentage
Experimen	24	62,29	19	79,17%
Control	14	62,50	11	78,57%

Based on Table 2, the mean pretest score of the experimental group was 62.29, while that of the control group was 62.50. The difference between the two group means was only 0.21 points. Descriptively, the two groups had relatively comparable initial levels of ability before the treatment was administered.

In the experimental group, 19 of the 24 students (79.17%) obtained scores below the KKM. Meanwhile, in the control group, 11 of the 14 students (78.57%) obtained scores below the KKM. These results indicate that most students in both groups still experienced difficulties in understanding the *tarkib* materials, particularly *hurūf al-jarr* and *hurūf al-'athf*, before the treatment.

Treatment Implementation

After the pretest, both groups received instruction covering the same materials, namely *hurūf al-jarr* and *hurūf al-'athf*. The difference between the two groups concerned the instructional medium used. The experimental group received instruction using Wordwall through the Complete the Sentence feature, whereas the control group received conventional instruction.

Table 3. Treatment Implementation in the Experimental and Control Groups

Meeting	Meeting	Meeting	Meeting	Meeting
1	October 20, 2025	<i>Hurūf al-jarr</i>	Wordwall – Complete the Sentence	Conventional instruction
2	October, 25 2025	<i>Hurūf al-'athf</i>	Wordwall – Complete the Sentence	Conventional instruction
3	October, 27 2025	Reinforcement of <i>hurūf al-jarr</i> dan <i>hurūf al-'athf</i> serta evaluasi	Wordwall – Complete the Sentence	Conventional instruction

In the first meeting, students in the experimental group studied *hurūf al-jarr* through explanations and exercises using the Complete the Sentence feature. In the second meeting, the material focused on *hurūf al-'athf*. The third meeting was used to reinforce both topics and conduct an evaluation using Wordwall. Meanwhile, the control group received the same materials and instructional time without using Wordwall.

Posttest Result

After all treatment sessions had been completed, the posttest was administered on November 1, 2025. The posttest was used to determine changes in students' abilities after participating in the learning activities in each group.

Table 4. Comparison of Pretest and Posttest Results

Group	Group	Group	Group	Group
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Experimental	24	62,29	79,79	17,50
Control	14	62,50	68,93	6,43

Based on Table 4, the mean score of the experimental group increased from 62.29 in the pretest to 79.79 in the posttest, representing an increase of 17.50 points. Meanwhile, the control group's mean score increased from 62.50 to 68.93, representing an increase of 6.43 points. Descriptively, the increase in the experimental group was greater than that in the control group, with a difference in mean increase of 11.07 points.

Prerequisite Tests

Prerequisite tests were conducted before hypothesis testing to determine the appropriate statistical analysis technique. The Shapiro–Wilk test was used to assess data normality, while Levene's test was used to assess variance homogeneity.

Tabel 5. Results of the Normality and Homogeneity Tests

Test	Data	Sig.	Interpretation
Shapiro-Wilk	Experimental pretest	0,032	Not normally distributed
Shapiro-Wilk	Experimental Posttest	0,024	Not normally distributed
Shapiro-Wilk	Control Pretest	0,075	Normally distributed
Shapiro-Wilk	Control Posttest	0,023	Not normally distributed
Levene's Test	Experimental–control posttest	0,000	Not homogeneous

Based on Table 5, the Shapiro–Wilk test showed that the experimental pretest data had a significance value of 0.032, the experimental posttest data had a value of 0.024, and the control posttest data had a value of 0.023. All three values were below 0.05, indicating that these data were not normally distributed. Meanwhile, the control pretest data had a significance value of 0.075, which was greater than 0.05, indicating a normal distribution. The Levene's test for the posttest data of the experimental and control groups yielded a significance value of 0.000, which was below 0.05, indicating that the variances of the two groups were not homogeneous. Therefore, because some of the data were not normally distributed and the variances between groups were not homogeneous, nonparametric statistical techniques, namely the Wilcoxon Signed-Rank Test and Mann–Whitney U Test, were used for hypothesis testing.

Hypothesis Testing

Hypothesis testing was conducted using the Wilcoxon Signed-Rank Test and Mann–Whitney U Test. The Wilcoxon Signed-Rank Test was used to determine the difference between the pretest and posttest results in the experimental group, whereas the Mann–Whitney U Test was used to determine the difference in posttest results between the experimental and control groups. The tests were conducted at a significance level of 5% ($\alpha = 0.05$).

Table 6. Hypothesis Test Results

Statistical Test	Statistical Test	Statistical Test	Statistical Test	Statistical Test
<i>Wilcoxon Signed-Rank Test</i>	Experimental pretest–posttest	–4,318; Sig. = 0,000	< 0,001	Significant
<i>Mann-Whitney U Test</i>	Experimental–control posttest	300,50	< 0,001	Significant

The results of the Wilcoxon Signed-Rank Test in the experimental group showed that all 24 students experienced an increase in their scores, as indicated by 24 positive ranks, with no negative ranks or ties. The Z value was –4.318 with a significance value of $p < .001$. Because $p < .05$, there was a significant difference between the pretest and posttest results in the experimental group. This result indicates an improvement in students' *tarkib* comprehension after they participated in learning activities using Wordwall through the Complete the Sentence feature.

Furthermore, the Mann–Whitney U Test yielded a U value of 300.50 with a significance value of $p < .001$. Because $p < .05$, there was a significant difference between the posttest results of the experimental and control groups. The experimental group had a mean rank of 25.02, whereas the control group had a mean rank of 10.04. The higher mean rank of the experimental group indicates that its posttest results were higher than those of the control group.

Wordwall in *Tarkib* Learning

The findings indicate that the use of Wordwall through the Complete the Sentence feature was associated with better learning outcomes in the experimental group than conventional instruction. The improvement in the experimental group was reflected in the significant difference between its pretest and posttest results based on the Wilcoxon Signed-Rank Test. In addition, the Mann–Whitney U Test showed a significant difference between the posttest results of the experimental and control groups. These findings suggest that interactive media can serve as an alternative means of supporting *tarkib* learning.

This finding can be understood in relation to the characteristics of *tarkib* learning, which requires students not only to understand grammatical rules but also to apply those rules in Arabic language use. In this study, the instructional materials focused on *hurūf al-jarr* and *hurūf al-’athf*. Through the Complete the Sentence feature, students practiced completing sentences using the appropriate linguistic elements. This activity provided students with opportunities to connect their understanding of grammatical rules with their direct application in sentence contexts.

The Complete the Sentence feature is particularly compatible with this type of practice because students are required to determine the appropriate word or element to complete a sentence. Such an activity can help students understand the use of linguistic elements based on sentence context, so that learning is not limited to conceptual understanding but also involves the application of grammatical rules in sentences (Pradani, 2022).

The use of Wordwall also provides variation in Arabic language learning and practice activities. Wordwall offers various features that can be adapted to instructional needs and can be used as a medium for assessment and practice that encourages student engagement in Arabic language learning (Nadhifa, Suparmanto, Norratimah, Meliani, & Saputra, 2024). In the present study, Wordwall was not used merely as an assessment tool but as a medium for *tarkib* practice through the Complete the Sentence feature. The use of this feature enabled students to practice directly with the materials on *hurūf al-jarr* and *hurūf al-‘athf*.

Therefore, the advantage of using Wordwall in this study does not lie solely in the use of technology but also in the alignment between the selected feature and the learning competency to be developed. The Complete the Sentence feature enables students to apply grammatical rules directly through sentence-completion activities. This practice provides a more active learning experience because students are not merely receiving explanations of grammatical rules but are also involved in determining the appropriate linguistic elements based on sentence context.

Consistency with Previous Studies

The findings of this study are consistent with previous research showing that Wordwall can be utilized in Arabic language learning to create more interactive learning activities. Wordwall offers various features that can be adapted to instructional needs and can encourage student engagement in Arabic language learning (Nadhifa et al., 2024). This finding supports the present study because Wordwall provides practice activities that enable students to participate directly in the learning process.

Another study also found that the use of Wordwall can support students' understanding and enthusiasm while encouraging active participation in learning (Wardani, Aisa, Qoyyimah, Rohmah, & Maisaroh, 2025). This finding is consistent with the present study, particularly in the use of Wordwall as a medium that provides variation in learning activities. However, the present study has a more specific focus because Wordwall was used through the Complete the Sentence feature to develop *tarkib* comprehension, particularly in the topics of *hurūf al-jarr* and *hurūf al-‘athf*.

The difference in focus demonstrates that the use of Wordwall can be adapted to learning objectives and the characteristics of the instructional materials. Therefore, the use of interactive media becomes more meaningful when the selected feature is directly related to the competency to be achieved. In this study, the Complete the Sentence feature was selected because sentence-completion activities are closely related to students' ability to determine the appropriate *tarkib* elements based on sentence context.

Research Novelty

The novelty of this study lies in the specific use of the Complete the Sentence feature in *tarkib* learning. Previous studies have generally discussed the use of Wordwall as a learning medium or language assessment tool, whereas this study directs the use of the feature toward Arabic language structure practice involving *hurūf al-jarr* and *hurūf al-‘athf*. Thus, this study contributes to the use of interactive media that are specifically adapted to the characteristics of *tarkib* materials.

The Complete the Sentence feature is also directly related to the competency

measured in this study. Students are not only required to recognize grammatical forms or terminology but also to determine the appropriate element to complete a sentence. Therefore, the learning activities provided through Wordwall are directly connected to the *tarkib* comprehension skills examined in this study.

Keterbatasan Penelitian

This study has several limitations that should be considered when interpreting the findings. First, the study was conducted at only one school with a total of 38 participants. Consequently, the findings cannot yet be broadly generalized to students with different school characteristics, levels of ability, or learning conditions.

Second, the number of students in the experimental and control groups was unequal, with 24 and 14 students, respectively. This difference in group size reflects the class composition used in the study and should be taken into consideration when interpreting the findings. Third, the treatment was conducted over three sessions, meaning that the duration of Wordwall use was relatively limited. A longer treatment period would be needed to examine the consistency of using this medium in *tarkib* learning.

Based on these limitations, future studies could involve larger numbers of participants and more balanced group compositions. Future research could also implement the treatment over a longer period to provide a more comprehensive understanding of the use of Wordwall in *tarkib* learning.

Implikasi Penelitian

The findings imply that Wordwall through the Complete the Sentence feature can be used as an alternative practice medium in *tarkib* learning. Teachers can adjust sentence forms, levels of difficulty, and linguistic elements used in Wordwall activities according to learning objectives and students' abilities. The use of this medium can also provide variation in practice activities that have previously relied more heavily on written exercises or conventional instruction.

Nevertheless, Wordwall should be used as a supporting medium rather than as a substitute for the teacher's role in *tarkib* instruction. Explanations of grammatical rules, examples, practice activities, and teacher feedback remain necessary so that students not only select the correct answer but also understand the reasons for using a particular linguistic element in a sentence.

Thus, the use of Wordwall through the Complete the Sentence feature can be systematically integrated with teacher explanations and guidance. Such integration enables interactive media to function as a practice tool that supports students' understanding of *tarkib* while providing greater variety in the learning process.

CONCLUSIONS

Based on the research findings, the use of Wordwall through the *Complete the Sentence* feature showed better learning outcomes in *tarkib* learning among eleventh-grade students at SMA Muhammadiyah Lawang Tigo Balai. The Wilcoxon Signed-Rank Test showed a significant difference between the pretest and posttest results in the experimental group. In addition, the Mann-Whitney U Test showed a significant difference

between the posttest results of the experimental and control groups. Descriptively, the experimental group experienced a greater increase in scores than the control group.

These findings indicate that the *Complete the Sentence* feature can be used as an alternative interactive medium to support *tarkib* learning, particularly for the topics of *ḥurūf al-jarr* and *ḥurūf al-'athf*. The use of this feature provides students with opportunities to apply grammatical rules through sentence-completion activities. Thus, learning is not only oriented toward understanding grammatical concepts but also toward applying *tarkib* elements in sentence contexts.

Therefore, Wordwall can be utilized as a supporting medium in *tarkib* learning to provide varied practice activities and increase student engagement in the learning process. However, its use still needs to be integrated with teacher explanations, examples, practice, and feedback so that students are able not only to determine the correct answers but also to understand the underlying grammatical rules. Future research is recommended to involve a larger number of participants, more balanced groups, and a longer treatment duration so that findings concerning the use of Wordwall in *tarkib* learning can be obtained more comprehensively.

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