IMPLEMENTATION OF QUIZ-GAMESHOW IN ARABIC LANGUAGE LEARNING WITH WORDWALL APPLICATION-BASED MEDIA

ESCAPING THE ARABIC LEARNING ROUTINES: A STUDY ON THE USE OF WORDWALL APPLICATION-BASED MEDIA FOR LEARNING

Zeiburhanus Saleh
zei.stainjbr@gmail.com
Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember

Alifya Salsabilla
salsabilla13alifya@gmail.com
Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember

Dwi Khoirotun Nisa'
dwi.nisa1501@gmail.com
Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember

Muhammad Ardy Zaini
iniazardy@gmail.com
Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember

***Abstract*— Nowadays, the use of media in Arabic learning plays a significant role. The digital age 5.0 offers various applications that can facilitate students and increase their enthusiasm for understanding Arabic. One of the interesting applications that provide various conveniences is "word wall". This study aims to describe the steps of learning Arabic through word wall applications, especially using Quiz-Gameshow, and students' responses to the media used. This research uses a qualitative approach with descriptive methods. The data were collected through observation and questionnaires. The subjects of this study were the seventh graders in MTsN Jember. Further, the data were analyzed descriptively using percentages. The results of the study suggested that: 1) The steps of learning Arabic with Wordwall application-based media consist of three stages, they are: a) preparation, b) implementation, and c) evaluation. 2) The results of students' responses to learning Arabic with Wordwall media show that: 1) 63.64% of students like Arabic, 2) 85.71% of students still remember Arabic lessons presented with Wordwall media, 3) 54.55% of students are very happy with the use of wordwall media in Arabic learning, 4) Students are very easy to understand Arabic material with wordwall media, 5) 45.45% of students easily use wordwall applications as media in Arabic learning, 6) 68.18% of students are very excited to learn Arabic with wordwall media, 7) 54.55% of students really like the appearance of the wordwall application, and 8) 63.64% of students strongly agree that the wordwall application is interesting, innovative, and fun.**

Keywords—Arabic Languang, Wordwall

I. INTRODUCTION

Arabic is considered to be a sacred language as it is used to express the act of worshiping for Muslims and it is the language used in the holy book of the Koran. Arabic is generatively used in some countries and the data show that it is the most spoken language in the world. It is considered to be an official language in 26 countries and is spoken by more than 420 million people worldwide. [1] Moreover, Arabic is also widely taken as an adopted language in various countries. Thus, several countries use Arabic as the additional language studied at the lower to upper levels of education. Indonesia is no exception with the largest Muslim population based on the report of The Royal Islamic Strategic Studies Center (RISSC) with 86.7% of Indonesia's total population or equivalent to 231.06 million Indonesians are Muslim.[2]

Arabic in Indonesia is a subject that must be studied in institutions under the Ministry of Religious Affairs, from primary to advanced levels. There are even some pre-school institutions that have taught Arabic since early childhood. Islamic Universities are also required to include Arabic language courses in its curriculum. As for institutions under the Ministry of Education and Culture, Arabic is recognized as a local content subject. Likewise, some non-Islamic universities include Arabic as a choice of courses that can be taken.

The Arabic language learning process is seen as a process carried out to transfer Arabic language knowledge. Like other learning processes, Arabic language learning also requires creativity in presenting media so that students become more enthusiastic and easy to understand the materials taught. Moreover, up until today, the Arabic language has been considered to be difficult to learn, so not many students are interested in learning and exploring Arabic.

The development of an increasingly sophisticated era requires the mastery and use of technology in various fields. This is inevitable in human life, so it gradually begins to shift towards Smart Life Technology. Technological developments provide opportunities to be able to synergize between knowledge, skills, and mastery of technology. Era 5.0 or society is expected to be able to make humans have a better life and center a life that is side by side with technology[3].

© The Author(s) 2023
D. Pristine Adi et al. (eds.), *Proceedings of the 2nd Annual Conference of Islamic Education 2023 (ACIE 2023)*, Advances in Social Science, Education and Humanities Research 809,
https://doi.org/10.2991/978-2-38476-182-1_17

In this particular case, it provides such a significant impact on the world of education, which still has to keep up with the times. Especially since the COVID-19 outbreak two years ago, the use of technology in learning has become a necessity. Although it has gone, the continuation of technological usage and information in learning has not diminished, and it has increased.

For Arabic language learning, some many applications or platforms offer various conveniences and can be utilized in the learning process. One of them is Wordwall. The Worldwall application is a website-based application used to create educational-based games wrapped in interesting quizzes. In addition, this application also has various templates that can be used, including Quiz-Gameshow, Match Up, Open The Boss, Random Cards, Anagram, Quiz, etc. In this application, there is also a multiplayer feature where students can join in the same

game. In addition, this application can be accessed for free and can be upgraded to get several choices of template features that are more diverse. Interestingly, the users can provide access to the media they have created online, it can also be downloaded and printed on paper.

Arabic language learning has been taught at MTsN 1 Jember since its establishment in 1969. However, based on the results of interviews with Arabic language teachers, the learning process is still fixated on conventional methods only, and word wall applications have never been used in Arabic language learning. Moreover, the classroom atmosphere is often less conducive due to some students who tend to be more active in expressing opinions and also like to do activities outside the classroom.

As the current generation is more familiar with the use of technology, learning in the classroom also needs to utilize the sophistication of technology such as Wordwall. The Wordwall application will have a positive impact, especially for students. Wordlwall can be one of the technology-based media used in Arabic language learning. Wordlwall also helps students understand the material more easily with the help of supporting visual displays and technological sophistication that is close to the current generation.

This result can be seen from some existing research results, such as: 1) Fauzia Turohmah, et al. (2020) with the title Wordwall Learning Media in Improving the Ability to Remember Arabic Vocabulary,[4] 2) Jamaluddin Shiddiq (2021) with the title Innovation in Utilizing Wordwall as a Game-Based Learning Media for Arabic,[5] 3) Farid Alfarabi (2022) with the title Arabic Learning Test Media Model Using Wordwall (Development Research at MTsN 31 Jakarta), [6] and many other studies on the use of wordwall in Arabic language learning.

Therefore, this research aims to describe: 1) Arabic language learning steps within Wordwall application-based media, especially by using Quiz-Gameshow in Class 7B MTsN 1 Jember, and 2) the response of students in Class 7B MTsN 1 Jember to the Wordwall media that has been used in Arabic language learning.

II. METHODS

This research uses a qualitative descriptive approach, which focuses on the problem formulation to guide research in exploring or portraying the social situation under study thoroughly, broadly, and deeply. According to Lexy J. Moeloeng, a qualitative approach is a research procedure that produces descriptive data.

form of written or spoken words from people and observed behavior [7]. So, this qualitative approach aims to get complete information about the implementation of Arabic language learning with word wall application-based media that took place at MTsN 1 Jember.

The subjects in this study were students of MTsN 1 Jember Class 7B with a total number of 22 students. This class was chosen based on the specialty of the excellent class, with students who tend to be active in expressing their opinions. Somehow, this condition affects the class, making it less conducive to learning Arabic using the conventional method. The techniques used to collect data were: 1) Observing the Arabic language learning steps with word wall application-based media, especially by using Quiz-Gameshow in Class 7B MTsN 1 Jember, 2) distributing questionnaire distribution to find out their response to the word wall media used in Arabic language learning. The questionnaire used a Likert Scale of 1-5 options. According to Sugiyono, the likert scale can be used to to measure attitudes, opinions, and perceptions of a person or group of people about social phenomena. For each answer will be given a score, 1-5 or 1-4.

III. RESULT AND DISCUSSION

Media (Arabic: wash, English: medium) etymologically means middle, intermediary, or introduction, or the intermediary between the source of the message or a source and the recipient of the message or a receiver. According to KBBI, media refers to tools or means of communication. [8]

Moreover, media can also be defined as a tool that can help to meet the student's needs and learning activities, where its nature can make it easier for anyone who utilizes it. Meanwhile, the definition of media in the context of education is everything that the teacher uses as an intermediary in conveying information to students.

Media learning has a very important role in the teaching and learning process. In addition to attracting students' attention, learning media can also convey the message to be conveyed in each subject. Al Fauzan, et al. Classify media into three types, namely: 1) media devices/equipment (al-ajhizah), 2) learning material media (al-mawad at-ta'limiyyah at-ta'allumiyyah), and 3) learning support activities (an-nasyath at-ta'limiyyah) [9].

Currently, many Arabic learning media have been developed and are circulating in the public market. Including technology-based learning media, the longer it develops and varies, along with the increasingly sophisticated times. Internet access is currently very easy and almost everyone has a smartphone, making the

development of technological media faster and greater. Everything can be accessed either through a computer/laptop or smartphone.

Technology-based learning has an advantage, which is that it can foster learner independence. Independence will be achieved if the learner has been encouraged and motivated to do activities. In addition, teachers give opportunities and trust to learners in learning and solving problems. With technology-based learning, allows learners to complete tasks independently.

Various applications are part of technological advances that are commonly utilized in Arabic language learning, such as Kahoot, Quiz, Wordwall, etc. Each of them has different advantages and conveniences that can be used in the learning process. Kahoot! has an attractive visual appearance as a platform for making quizzes in learning. However, in Kahoot! Students need to enter a unique code to access the Quiz as in Quiziz. Meanwhile, the word wall application has an easy-to-understand display with various template options and does not require a unique code to access it. Students only need to open the link provided without being asked to enter a unique code to make it easier.

This world wall application can be one of the favorite applications of educational practitioners. Where this application is based on a website that can be accessed through any device, both desktop, and android. This application can also be used as a learning media by selecting various available templates. The available templates are in the form of interactive educational games [10] This application is also quite easy to use because it has a user-friendly interface.

The use of the Worldwall application in learning was chosen based on the advantages of this application which can contain game-based learning media. So that Game-Based Learning will be realized which is suitable for use in the digital native generation. This generation was born in the era of technological sophistication and is very fond of visual displays with high curiosity to get information through the internet without any barriers. Game-based learning does not only make the game a distraction media but makes it a core media that plays an important role in the learning process in the 21st century.

The discussion in this study will be divided into two parts, namely: 1) Arabic learning steps with Wordwall Application, and 2) Students' Response to the Use of Wordwall Application in Arabic Language Learning. Briefly, the explanation of both will be presented as follows:

A. Arabic Language Learning Steps with Wordwall Application

As the steps of learning, in general, consist of three stages, namely: preparation—implementation—closing, the steps of learning Arabic with Wordwall application also consist of three stages, namely: a) preparation, b) implementation, and c) closing.

a. The first step is preparation. This stage consists of the following 11 steps:

1) Teachers can visit the worldwall.net site

2) Teachers create an account sign-up by registering via email

3) After the account is registered, the teacher can log in using the appropriate email and password.

in the abstract. Abbreviations such as IEEE, SI, MKS,

4) Teachers can select "Create your first activity" to create a new game

5) Select a game template available on the WorldWall application that matches the desired learning objectives. Such as several templates that can be used, including Quiz-Gameshow, Match, Open Boss, Random Card, Anagram, Quiz, and others.

6) Fill in the game content, including questions, answers, Figures, and audio, as appropriate

7) Teachers can add a question number by selecting "Add a Question" at the bottom left

8) Select "Done" to save the created template

9) Teachers can return to the "Create Activity" menu and select "Set Assignment" if they want to make the game a learning assessment

10) Teachers can adjust the time limit for students to work and also the duration per question

11) Next, the teacher can directly share the link to the created game.

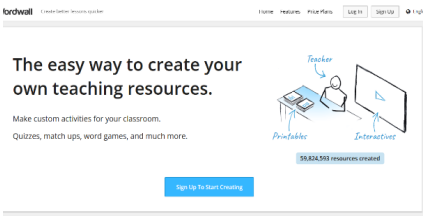


Figure 1. Home view of the Worldwall app

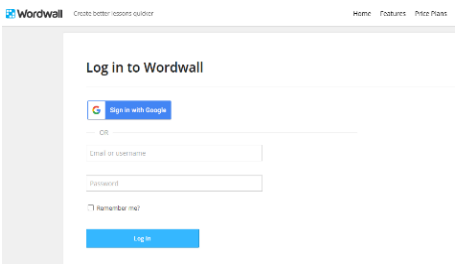


Figure 2. Sign-un and Log-in menu

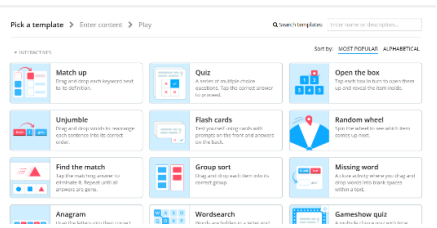


Figure 3. Create Activity and some of tamplates that worldwall provides

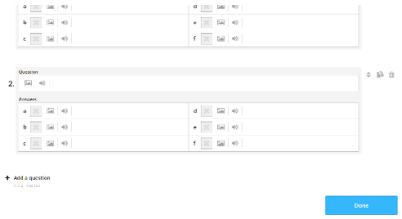


Figure 4. The collom of question and answer content fields

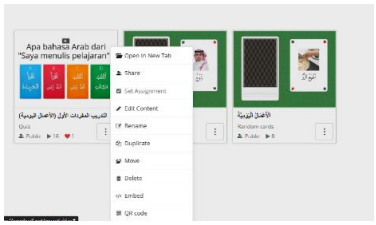


Figure 5. Assessment setting feature

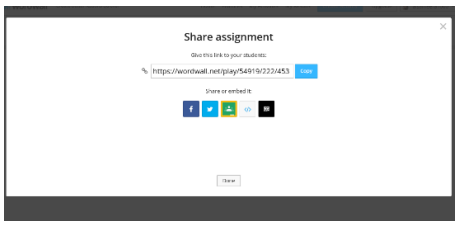


Figure 6. Warldwall link sharing

b. The second step is implementation. This stage consists of the following 9 steps:

1) Link yang sudah dibagikan oleh Guru dapat diakses oleh siswa melalui PC, android, apple device dan windows device

2) The link shared by the teacher can be accessed by students via PC, Android, Apple device, and Windows device.

3) Students only need to click on the link after the network is connected to the Internet without using a unique code or anything

4) Students can write their full name when entering the game for learning evaluation

5) Students can work on questions according to the order of questions that appear

6) Students play by selecting multiple choice, matching, word search, etc. according to the template selected by the teacher

7) Students can continue the game with the next question without waiting for the time limit to expire

8) At the end of the game, students can see the comparison of the questions they answered correctly or incorrectly

9) The last step is for students to fill in the ranking list so that it can be monitored by the teacher.

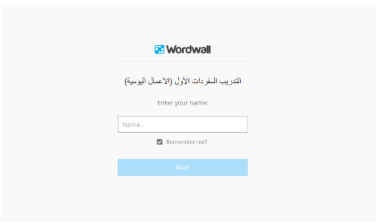


Figure 6. Initial display after the link was oppened

Figure 11. Quiz-Gameshow tamplate result display

Figure 13. Find The Match tamplate result display

Figure 4. Leaderboard display

c. Thrid step, Closing/Evaluation.

1) To see the evaluation results, the teacher can open the "Results" menu

2) Then the teacher selects the three points on the created activity and chooses the function "Open in new tab"

3) The data display with graphs and tables will appear

4) Teachers can identify, evaluate, and analyze the percentage of wrong questions, the difficulty of the questions, etc

5) Teachers can transfer the data to Excel by selecting the "export to file" feature

6) The teacher can then process the data as a result of the learning evaluation.

Figure 14. My Result display

Figure 15. Diagram of monitoring student work data display

Rank	Name	Score	Time
1st	zhafir	12	20.5
2nd	Reihan hari	12	35.3
3rd	Irsa	12	42.0
4th	Daffa arya pradata 7C	12	50.5
5th	Aisyah animek	12	50.6
6th	Aisyah 7D	12	51.6
7th	Safinatunnajah/7c	12	1:02
8th	Kailaja	12	1:19
9th	Naura Nikita	12	1:33
10th	Izzatul Mumtazah 7B	12	1:40
11th	Kasyafa TQ.	12	1:40

Figure 16. Display of student rank, score, and processing time

Figure 17. Question difficuly abalysis display

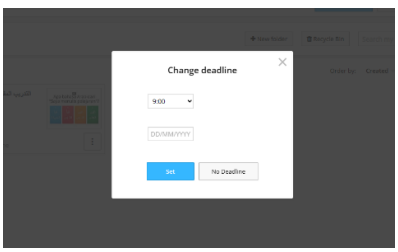


Figure 14. Work time limit change feature

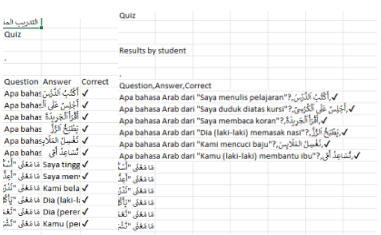


Figure 5. Exporting file to Exel or CSV display

B. Students' Response to the Use of Wordwall Application in Arabic Language Learning

After carrying out Arabic language learning by using the Wordwall application, the researcher feels the need to know how students respond to the use of the Wordwall application in Arabic language learning in Class 7B. The results of the responses given by students can also be evaluation material for various parties, both students themselves, teachers, curriculum, and principals.

Therefore, researchers distributed questionnaires to 22 students in Class 7B MTsN 1 Jember. The questionnaire was distributed by making a poll via WhatsApp Group and must be filled in by students. This questionnaire uses a Likert scale consisting of 5 answers: 1) Very Like/Strongly Agree/SA, 2) Like/Agree/A, 3) Moderately Like / Moderately Agree / MA, 4) Dislike / Disagree / DA, 5) Very Dislike / Strongly Disagree / SD. The points contained in the questionnaire include 8 aspects, namely:

Table 1. Student Response Questionnaire to Arabic Language Learning with Wordwall Application Media

No.	Questions	SA	A	MA	DA	VDA
1	I really like learning Arabic language					
2	I still remember learning Arabic using worldwall media and evaluation.					
3	I am happy with the learning model and evaluation of Arabic using worldwall.					
4	I understand the material more easily with wolrdwall media and evaluation					
5	The worldwall application is very easy to use both in media and learning evaluation					

No.	Questions	SA	A	MA	DA	VDA
6	I feel excited to learn by using worldwall media					
7	I like the interface or look of the worldwall application					
8	The worldwall application is interesting, innovative, and fun					

The results of the survey are shown in the following table:

Table 2. Tabulation of Student Response Results to Arabic Language Learning with Wordwall Application Media

No.	Question	SA	A	MA	DA	VDA	Total Students
1	I really like learning Arabic language	7	14	1			22
2	I still remember learning Arabic using worldwall media and evaluation.	18	2	1			22
3	I am happy ith the earning model nd evaluation f Arabic using orldwall.	12	10				22
4	I understand the material more easily with wolrdwall media and evaluation	19		3			22
5	The worldwall application is very easy to use both in media and learning evaluation	9	10	3			22
6	I feel excited to learn by using worldwall media	15	3	4			22
7	I like the display or interface of the worldwall application	12	8	2			22
8	The worldwall application is interesting, innovative, and fun	14	6	2			22

In addition, the results of the survey were tabulated and expressed as percentages in the following chart:

Figure 17. Tabulation of Student Response Results of MTs N 1 Jember Towards Arabic Learning Evaluation Through Worldwall-Based Games.

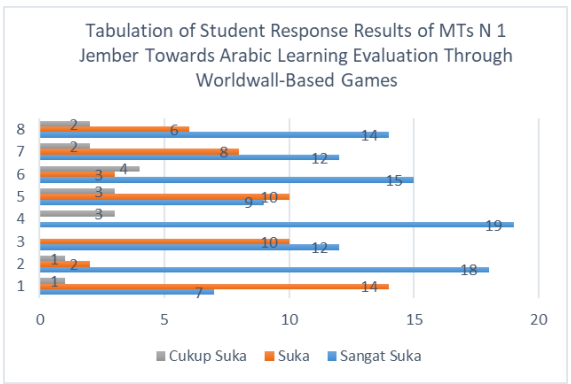
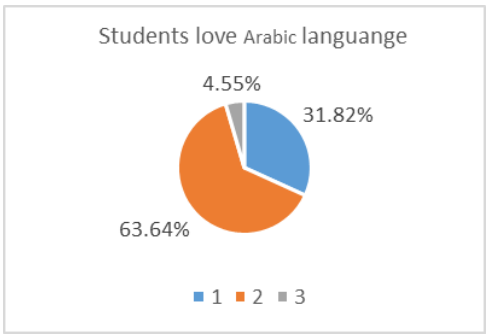
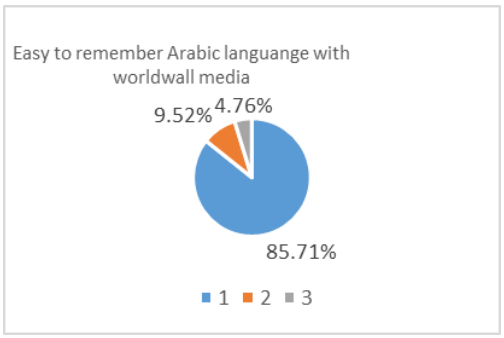


Figure 18-25 Percentage of Student Response Results Class 7B MTs N 1 Jember



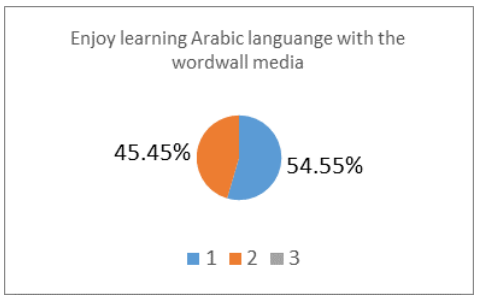
Aspek 1: Loving Arabic languange

63,64% Strongly like
31,82% Like
4,55% Moderately like

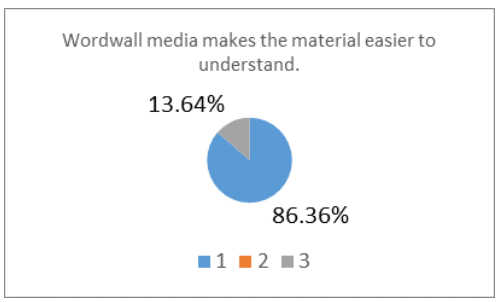


Aspek 2: Easy to remember Arabic language with wordwall media

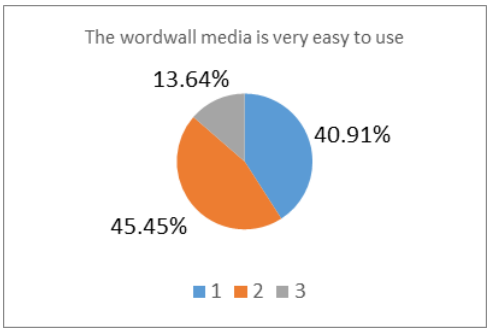
85,71% Strongly agree
9,52% Agree
4,76% Moderately agre



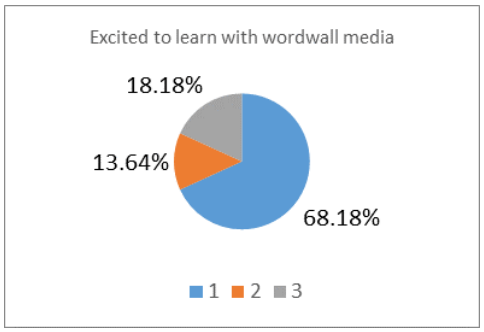
Aspek 3: Enjoy learning Arabic language with wordwall media
54,55% Strongly agree
45,45% Moderately agree



Aspek 4: Wordwall media makes the material easier to understand
86,36% Strongly agree
13,64% Moderately agree

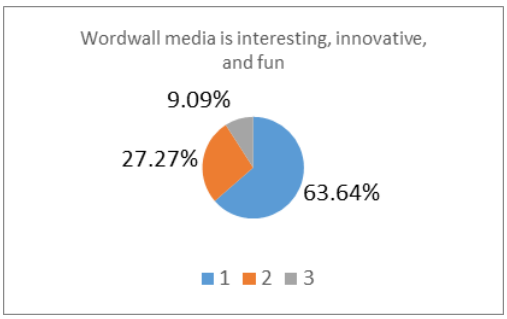


Aspek 5: The wordwall media is very easy to use
40,91% Strongly agree
45,45% Agree
13,64% Moderately agree



Aspek 6: Excited to learn with wordwall media

40,91% Strongly agree
45,45% Agree
13,64% Moderately agree



Aspek 8: Wordwall media is interesting, innovative, and fun

63,64% Strongly agree
27,27% Agree
9,09% Moderately agree

Based on the tabulation and percentage chart of students' responses to Arabic language learning with wordwall media in Class 7B MTsN 1 Jember, the following data were obtained:

Table 3. Tabulation of Percentage Results of Student Response to Arabic Language Learning with Wordwall Application Media

No.	Questions	SA	A	MA
1	I really like learning Arabic languange	31,82%	63,64%	4,55%
2	I still remember learning Arabic using worldwall media and evaluation.	85,71%	9,52%	4,76%
3	I am happy with the learning model and evaluation of Arabic using worldwall.	54,55%	45,45%	0,00%
4	I understand the material more easily with wolrdwall media and evaluation	86,36%	0,00%	13,64%
5	The worldwall application is very easy to use both in media and learning evaluation	40,91%	45,45%	13,64%
6	I feel excited to learn by using worldwall media	68,18%	13,64%	18,18%
7	like the interface or look of the worldwall application	54,55%	36,36%	9,09%
8	The worldwall application is interesting, innovative, and fun	63,64%	27,27%	9,09%

IV CONCLUSION

Based on the explanation of the analysis above, it can be concluded that language learning using Quiz-Gameshow in the Worldwall application has 3 stages, they are: preparation/opening, implementation, and closing/evaluation. Learning using Quiz-Gameshow on the World Wall application has some animated features and also interesting visual displays to make a better and more fun learning process. One of the distinctive and superior features of the world wall is the fact it is easier to make and distribute the materials than other applications.

While on the results of its implementation, it can be concluded that: 1) 63.64% of students like Arabic, 2) 85.71% of students still remember Arabic lessons presented with Wordwall media, 3) 54.55% of students are very happy with the use of word wall media in Arabic language learning, 4) it is easier for the students to understand Arabic language material with word wall media, 5) 45.45% of students can effectively use word wall applications as media in Arabic language learning, 6) 68.18% of students are very excited to learn Arabic with word wall media, 7) 54.55% of students really like the visual of the word wall application, and 8) 63.64% of students strongly agree that the wordwall application is interesting, innovative, and fun.

From the results above, it can be said that the Worldwall application can be applied sustainably in Arabic language learning. The use of this application which is easily accessed by students and developed by teachers is one of the dream applications that can be implemented to achieve the learning objectives by the development of the 5.0 era in the era of Society as learning is not only about the material presented but also about how teachers can adapt and adjust learning media to the students needs as digital natives.

REFERENCES

[1] A. Muradi, “Bahasa Arab Dan Pembelajaran Ditinju Dari Berbagai Aspek,” *Angew. Chemie Int. Ed.*, vol. 6, pp. 951–952, 2018.

[2] V. B. Kusnandar, “RISSC:Populasi Muslim Indonesia Terbesar di Dunia.” 2021. [Online]. Available: https://databoks.katadata.co.id/datapublish/2021/11/03/rissc-populasi-muslim-indonesia-terbesar-di-dunia.

[3] Aghni Rizky Nikmal Abdu Faulinda Ely Nastiti, “Kesiapan Pendidikan Indonesia,” *J. Kaji. Teknol. Pendidik. Edcomtech*, vol. 5.

[4] D. Fauzia Turohmah, “Media Pembelajaran Wordwall dalam Meningkatkan Kemampuan Mengingat Kosa Kata Bahasa Arab.,” *J. Pendidik. Luar Sekol.*, vol. 14, 2020, [Online]. Available: https://ejournal.uika-bogor.ac.id/index.php/JPLS/article/view/3176

[5] J. Shiddiq, “) Inovasi Pemanfaatan Wordwall sebagai Media Game-Based Learning untuk Bahasa Arab.,” *J. Appl. Linguist. Islam. Educ.*, vol. 5, 2021, [Online]. Available: https://ejournal.unkafa.ac.id/index.php/jalie-unkafa/article/view/337,

[6] F. Alfarabi, "Model Media Tes Pembelajaran Bahasa Arab Menggunakan Wordwall (Penelitian Pengembangan di MTsN 31 Jakarta," 2022. [Online]. Available: http://repository.unj.ac.id/36535/

[7] Z. Saleh, "Pengembangan Potensi Anak Melalui Program Kegiatan Islami Majelis Anak Saleh Kota Parepare," 2021. [Online]. Available: http://repository.iainpare.ac.id/2732/5/16.3400.001 BAB 3.pdf

[8] "KBBI Online." [Online]. Available: https://kbbi.web.id/

[9] D. Al Fauzan, *Mudzakirah ad-Daurah at-Tadribiyyah li Mu'allimi al-Lughah al-'Arabiyyah.* Riyadh; Muassasah al-Waqf al-Islamy, 2004.

[10] and L. N. Anisa Auliya, Suhirman, "The Development of Based Evaluation Instruments Wordwall for Science Courses of Junior High School Class Vii," *Tarb. J. Ilm. Kependidikan*, vol. 10, pp. 72–83, 2021.

Open Access This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (http://creativecommons.org/licenses/by-nc/4.0/), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.