Students' Perceptions And Motivation Towards Teaching Arabic Vocabulary Through Gamification

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Abstract
The utilization of digital-based game systems to enhance Arabic language learning outcomes has become a prevalent trend in recent times. This research aims to explore students' perceptions and motivations regarding the implementation of gamification systems in Arabic vocabulary learning. Specifically, the study investigates how students perceive and what motivates them after using Kahoot! App and Wordwall in their Arabic vocabulary learning journey. The research involved 30 students. Data was collected through the distribution of questionnaires to students after their usage of both applications during Arabic vocabulary lessons. Afterward, the data was subjected to analysis utilizing descriptive statistics. The findings are that gamification effectively improves the quality of the Arabic vocabulary learning process. This can be known from average students who held a highly positive perception of Kahoot! (M=4.07) and Wordwall (M=3.61) and exhibited significant motivation towards Kahoot! (M=4.28) and Wordwall (M=3.92). However, in general, students preferred Kahoot! over Wordwall. This discovery is a valuable recommendation for teachers, lecturers, and practitioners involved in Arabic language learning, suggesting that these gamification systems be included as an integral part of the curriculum to support the Arabic learning process.
Keywords: Vocabulary**;** Kahoot!; Motivation; Perception; Wordwall**;** Gamification

INTRODUCTION

Education has also experienced transformations in the methods of learning. They are learning predominantly revolved around in-person interactions, taking place within classrooms as well as outside of them. The perception of educators, teachers, and lecturers in face-to-face meetings cannot be replaced by technology because learning is not only limited to the transfer of knowledge but also *the transfer of attitude* to students (Tambak, 2014). This view has begun to fade with the pandemic because, according to virologists, the spread of covid will not be stopped except with a vaccine (Zibbri et al., 2021). In the absence of a discovered vaccine, the most efficient approach to mitigating. Adopting remote learning policies in Indonesia has resulted in significant transformations in the country's education system. Educational institutions, including schools and universities, are now actively seeking effective strategies for learning amidst the ongoing pandemic. Many of these institutions have developed websites to facilitate efficient online learning experiences. Furthermore, they use various communication and conferencing platforms, such as WhatsApp, Telegram, Google Meet, Zoom, and others, to enhance the learning process. Additionally, several educational institutions have

embraced learning management platforms such as Google Classroom, Moodle, Schoology, and Edmodo (Lie et al., 2020). These LMS platforms offer a range of additional features and resources that further enrich the online learning environment.

Social media platforms like WhatsApp and Telegram were widely utilized as educational tools (Atsani, 2020). Despite not being specifically designed for learning purposes, these platforms enabled communication through text, images, audio, and video features among individuals and groups. Many teachers resorted to using these applications without sufficient knowledge about alternative methods and suitable learning models. Consequently, several teachers employed monotonous instructional techniques that resulted in student disengagement. Furthermore, numerous studies indicate that incorporating WhatsApp into the learning process is less effective due to challenges students face in comprehending the material, which can be attributed to inappropriate learning models or those that primarily focus on individual tasks (Wahyuni, 2018)(Maulida et al., 2021). Additionally, many students need help maintaining focus during online learning, thereby hindering the achievement of learning objectives.

The issue of limited technological utilization is also prevalent in Arabic language learning. Before the pandemic, Arabic language education predominantly relied on traditional resources, with physical media and textbooks serving as the primary learning tools. Furthermore, many teachers continued to adhere to the grammatical translation method during instruction. This approach typically involved teachers reading texts aloud and translating them into Indonesian, while students were primarily engaged in translating Arabic texts. As a result, Arabic language learning appeared restricted to translation, indicating a need for more diversification in instructional techniques.

The learning above model presents several challenges for students in Arabic language acquisition. Many students perceive Arabic as a complex language to learn due to its lack of direct applicability in everyday communication. Consequently, this perception leads to low motivation and enthusiasm for learning. This is evident in the relatively low proficiency of school graduates in Arabic language skills, encompassing the skills of listening, speaking, reading, and writing, and also their mastery of language elements such as vocabulary, morphology, and grammar. Proficiency in these areas is particularly crucial for pursuing Arabic language and literature studies at the university level. However, the reality is that a significant number of students still need to meet the minimum Arabic language competency requirements for university admission. This trend is similarly observed at the *Madrasah Aliyah* and *Madrasah Tsanawiyah* levels, where students often fall short of the required Arabic language proficiency for progression. One contributing factor is the non-linear progression of students, whereby many transition from primary and middle schools (under the supervision of the Ministry of Education and Culture) to *Madrasah Tsanawiyah* and Madrasah Aliyah (under the Ministry of Religious Affairs' auspices). Despite variations in the curriculum across schools, the Ministry of Religious Affairs-affiliated institutions often emphasize religious subjects, including Arabic. At the same time, Arabic is not included as a mandatory subject in the curriculum of the Ministry of Education and Culture. Consequently, it becomes necessary to undertake proactive measures and initiatives to address the persistent issues students face, ensuring they attain the predetermined competency standards at each educational level.

Based on the issues above, it is evident that the challenges in Arabic language learning stem not only from the students themselves but also from various external factors. These factors include the need for teacher creativity in classroom management, limited use of technology-based learning resources, inadequate selection of suitable learning materials, and difficulties in engaging students in Arabic learning. Moreover, deficiencies in classroom and student facilities further impede the learning process. It is important to note that not all students come from financially privileged backgrounds and may lack access to essential learning tools such as smartphones or internet-connected laptops during the pandemic. However, there have been some improvements in student facilities, particularly regarding smartphone ownership, since numerous parents have initiated the acquisition of smartphones to meet their children's requirements for online learning. Consequently, implementing digital-based learning through smartphones presents an opportunity to assess its effectiveness in Arabic language learning.

Considering the challenges students face in different educational levels due to their non-linear progression in school selection, which leads to competency gaps in language proficiency and mastery of linguistic elements, an immediate solution is imperative. One crucial aspect that demands attention is vocabulary acquisition, which is the primary and urgent language element for language learners. Vocabulary constitutes meaningful language units and forms the foundation for constructing sentences and expressions, enabling effective communication between individuals. Students aspiring to engage in conversations, comprehend text, or understand spoken language require a solid grasp of vocabulary as a preliminary prerequisite. By possessing a fundamental knowledge of terminology, students can learn the meaning of sentences by deciphering the meanings of individual words, enabling them to infer the overall meaning conveyed in a sentence, speech, or conversation. Although morphological and syntactic contexts inherently influence sentence meaning, foundational understanding of word meanings is crucial during the initial stages of language learning.

Previous researchers have made efforts to improve vocabulary mastery. Some studies mention that improving vocabulary mastery can be done using strategies such as card strategy (Chan Díaz, 2016)(Fazriani et al., 2020), role-playing (Alabsi, 2016), concept maps (Khoshsima, 2016) and anagrams (Kumara, 2016). The study's results stated that these strategies improved students' vocabulary mastery. Not only that, many researchers also conduct research around improving vocabulary mastery by using learning methods such as the silent method (Annisah, 2019), jigsaw method (Neno & Erfiani, 2018), direct method (Sinaga et al., 2018) and flipped classroom method (Alnuhayt, 2018). These methods are proven to enhance students' proficiency in vocabulary acquisition in a foreign language. The media is also a concern for researchers to improve the mastery of vocabularies, such as the use of songs (Muflihah, 2017), videos (Hikmah, 2021), and cards (Purba et al., 2018) (Fazriani et al., 2020). In recent years, researchers have also tried to use social media to learn foreign language vocabulary, such as Facebook (Rahimi et al., 2015), Twitter (Hamad, 2017), WhatsApp (Hamad, 2017), telegram (Hamad, 2017) and Instagram (Agustin & Ayu, 2021). Recent developments have also begun to use language learning applications for vocabulary mastery purposes, such as duo lingo (Ajisoko, 2020). Many also use games and game systems, better known as gamification, to overcome vocabulary mastery problems. First, previous studies have explored methodologies like employing virtual reality games

(Alfadil, 2020), scrambles (Umasugi et al., 2018), crosswords (Melasari et al., 2019), and video games (Sudarmaji & Yusuf, 2021). The second is more towards utilizing game features for learning and some web applications specifically designed for that purpose, such as Kahoot! (Mansur & Fadhilawati, 2019), Quizziz (Komalasari & Zuhriyah, 2021) and Wordwall (Arafah & Ahmad, 2020). In several studies, the three applications were able to improve student's vocabulary mastery.

Considerable efforts have been dedicated to enhancing proficiency in Arabic vocabulary. Researchers in Arabic language education have embraced modern learning technologies to elevate the quality of vocabulary instruction. These efforts include the utilization of videos (Salahuddin, 2020), the development of Android applications (Kesuma et al., 2021) (Rosada, 2018), and the incorporation of gamification elements utilizing existing platforms like Quizziz (Putri et al., 2021), Kahoot! (Riwanda et al., 2021) (Fiani, Ahsanuddin, 2021) (Mubarok, 2020), Wordwall (Azizah, 2020)(Fakhruddin et al., 2021a)(Yahya et al., 2021). Implementing gamification systems for teaching Arabic vocabulary has become a prominent choice among educators and researchers. This approach leverages the existing features and functionalities service providers provide, eliminating the need for extensive system development. Teachers can input the learning material into the application and perform basic settings, subsequently implementing the gamification activities in their classrooms.

All studies on using gamification systems for Arabic vocabulary learning and mastery concentrate solely on a single service provider, such as Quizziz or Kahoot! and the Wordwall already mentioned in the previous paragraph. No one has yet tried to compare with each other to see the differences between applications in terms of student perception and motivation. So, the purpose of this study is summarized in the following question: What is students' perception towards the use of Kahoot! and Wordwall in Arabic vocabulary learning? How do students motivate the use of Kahoot! and Wordwall in Arabic vocabulary learning?

METHOD

In this study, a quantitative approach was employed to examine student responses regarding perception and motivation toward using Kahoot! and Wordwall applications to acquire Arabic vocabulary. The quantitative approach was chosen because it allows for precise measurement in numerical form, enabling a comparative analysis of the two applications. Comparing qualitative data, on the other hand, would be challenging due to the subjective nature of human perspectives.

The research was conducted with 30 students enrolled in the 3rd semester of the 2021/2022 academic year at the State Islamic University (UIN) Raden Mas Said Surakarta, specifically in the Arabic Language and Literature program. The students were provided with Arabic vocabulary materials through Kahoot! and Wordwall links, with three sessions conducted, each focusing on 20 different vocabulary words. During each session, students played vocabulary games using the Kahoot! and Wordwall apps without any limitations, allowing them to engage according to their individual needs. After completing the three sessions, students were asked to complete a questionnaire.

Data collection involved using a Google Form questionnaire to gather students' perceptions and motivations towards employing Kahoot! and Wordwall as tools for Arabic vocabulary instruction. The collected data were processed using descriptive

statistics. The calculated results were then utilized to compare the two applications and determine which one proved more effective in terms of students' perceptions and motivations in learning Arabic vocabulary.

RESULTS AND DISCUSSION

This section will present and discuss the findings of the research. It will focus on the questionnaire outcomes, which evaluated students' perceptions and motivations regarding using Wordwall and Kahoot! Applications for learning Arabic vocabulary. The discussion will delve deeper into the factors that impact students' perspectives and motivations regarding implementing Wordwall and Kahoot! in acquiring Arabic vocabulary.

Perception of Kahoot! and Wordwall

In this section, an explanation will be provided regarding how students perceive the application of Kahoot! and Wordwall in Arabic vocabulary instruction. The perception analysis in this section encompasses various aspects, including internal and external factors, knowledge, and perceived benefits. The following are the outcomes of the questionnaire administered to students studying Arabic Language and Literature, assessing their perception of the Kahoot! Application and Wordwall in the context of learning Arabic vocabulary.

Table. 1 Student Perceptions of Kahoot! Use in Learning Arabic Vocabulary

Statement	N	Mean	SD
I enjoyed learning Arabic Vocabulary with the game system using Kahoot! apps	30	4.33	0.66
I think using Kahoot! games to study Arabic Vocabulary is a right choice	30	4.17	0.79
I am interested in learning Arabic Vocabulary by using Kahoot! Because it uses a quiz game system that is quite challenging	30	4.40	0.72
I hope by using the Kahoot! apps can improve my Arabic Vocabulary mastery	30	4.50	0.63
I have an adequate smartphone and laptop to access Kahoot! app	30	4.17	0.87
The signal in my area is so strong that the use of Kahoot! app in learning Arabic Vocabulary goes well and smoothly	30	3.67	0.88
I was able to master a lot of Arabic Vocabulary by using Kahoot! app because it uses a gaming system	30	4.07	0.87
I already knew the Kahoot! application before the lecturer used it	30	3.33	1.27
I found out about the Kahoot! app from internet browsing/information from friends/ information from my teacher at school/ from other sources.	30	3.87	1.07
I feel like my Arabic Vocabulary mastery improved after using Kahoot! app	30	4.03	0.81
I think Kahoot! utilization in learning Arabic Vocabulary is very effective to improve the mastery of Arabic Vocabulary	30	4.33	0.66
I easily logged into Kahoot! app both through the app and the web while learning	30	4.00	0.87
Total		4.07	0.60

Table 1 illustrates the students' perception of the Kahoot app! in Arabic vocabulary learning within the context of Arabic Language and Literature. The results of the table explain the positive perception of getting a reasonably high score in the internal aspects of students where the average score is more than 4.07 (questions 1,2,3 and 4). From the responses that have been gathered, the students hope to use Kahoot! Application! Can improve mastery of Arabic vocabulary (4.50). Moreover, students have a strong urge from within themselves to learn Arabic vocabulary using Kahoot! Application.

Knowledge of Kahoot! App! is something to note because it scores the lowest among others (questions 8,9 and 10). Students need to learn the Kahoot app! Before being introduced by lecturers to learning Arabic vocabulary (3.33). Perception relates to the benefits that can be obtained from using Kahoot! (questions 11 and 12) scored quite high, where students thought the Kahoot application was effectively used to learn Arabic vocabulary (4.33) because the application was easy to use (4.00).

The external aspects (questions 5,6 and 7) explain that the needs used in the learning process are adequate where the average student has supporting facilities such as laptops and cellphones (4.17). In contrast, the obstacles students face are signals that are not so strong (3.67). The data is quite varied, judging from the standard deviation values, which are more than 0.5.

Table. 2 Student Perceptions of using Wordwall in Learning Arabic Vocabulary

Statement	N	Mean	SD
I enjoyed learning Arabic Vocabulary with the game system using Wordwall apps	30	3.77	0.73
I think using Wordwall games to study Arabic Vocabulary is a right choice	30	3.80	0.81
I am interested in learning Arabic Vocabulary by using Wordwall Because it uses a quiz game system that is quite challenging	30	3.67	0.84
I hope by using the Wordwall app can improve my Arabic Vocabulary mastery	30	3.97	0.72
I have an adequate smartphone and laptop to access the Wordwall app	30	3.87	0.86
The signal in my area is so strong that the use of the Wordwall app in learning Arabic Vocabulary goes well and smoothly	30	3.47	0.82
I was able to master a lot of Arabic Vocabulary by using Wordwall app because it uses a gaming system	30	3.70	0.70
I already knew the Wordwall application before the lecturer used it	30	2.70	1.18
I found out about the Wordwall app from internet browsing/information from friends/ information from my teacher at school/ from other sources.	30	3.17	1.21
I feel like my Arabic Vocabulary mastery improved after using the Wordwall app	30	3.73	0.74
I think Wordwall utilization in learning Arabic Vocabulary is very effective to improve the mastery of Arabic Vocabulary	30	3.70	0.88
I easily logged into the Wordwall app both through the app and the web while learning	30	3.80	0.89
Total		3.61	0.62

Table 2 explains how Arabic Language and Literature students the perception of utilizing Wordwall applications in the process of learning Arabic vocabulary. Wordwall app is different from Kahoot! Because it has a greater variety of game types. The results of the table explain the positive perception of getting a reasonably high score in the internal aspects of students where the average score is more than 3.61 (questions 1,2,3 and 4). From the responses that have been collected, students have considerable expectations for the use of Wordwall applications in improving their mastery of Arabic vocabulary (3.97). Students possess a profound internal motivation and eagerness to acquire Arabic vocabulary through the Wordwall application.

External aspects (questions 5,6 and 7) explain that the needs used in the learning process are adequate where the average student has supporting facilities such as laptops and cellphones (3.87). The game system in Wordwall also spurs students' enthusiasm for learning. Signals are also a relatively supportive aspect of the learning process with Wordwall (3.47). Students also consider Wordwall a helpful application (questions 11 and 12) because it is easy (3.80). After all, the application is considered a practical application used to learn Arabic vocabulary (3.70). Knowledge of Wordwall

applications must be considered because it scores the lowest among others (questions 8,9 and 10). Students tend to only know the Wordwall application after being introduced by lecturers in learning Arabic vocabulary (2.70). For this reason, Wordwall is one of the applications still very new for students. The data in the table is quite varied, judging from the standard deviation values, all of which are more than 0.5.

From Tables 1 and 2, the average student perception of the two applications is quite large, namely 4.07 in Kahoot! and 3.61 on Wordwall. From these two averages, students of Arabic Language and Literature have a positive perception of the use of Kahoot! and Wordwall in learning Arabic vocabulary. Meanwhile, when compared, Kahoot! is still superior from different sides of the questions in the questionnaire. This means that students assume that the Kahoot! The app is more exciting and more suitable for use in learning Arabic vocabulary.

Students of Arabic language and literature have a positive perception of using the gamification system contained in Kahoot! and Wordwall in learning Arabic vocabulary. This can be caused by a gamification system that provides various benefits to students, including providing comfort in learning (Rajšp et al., 2017). Using elements in the game also fosters students' interest in learning because it provides exciting experiences (Cheong et al., 2014). From a psychological point of view, the game system also brings out the students' feelings of pleasure in learning (Fithriani, 2021). The feeling of excitement exists because the game system provides challenging experiences, such as items in a game supporting the involvement of students learning through the system (Brewer et al., 2013).

Students consider access to gamification applications (Kahoot! and Wordwall) accessible and do not require devices with high specifications. With the needs that are easy to obtain, learning using mobile phones has become more accepted by students (Alawadhi & Abu-Ayyash, 2021). Students also feel that gamification apps can improve their mastery and understanding of vocabulary (Hasram et al., 2021). So, in the view of students, the application of Kahoot! and Wordwall is helpful in favor of learning vocabulary (Riwanda et al., 2021).

One of the obstacles in learning vocabulary using an online gamification system is devices and signals. The device's compatibility with the application is the key to the continuity of learning because the device is the principal capital in the process. The signal supports the device when it is available. However, sometimes access to the online application is constrained by different signals according to their respective regions, even though this can be overcome. The application can be further suggested to be used as a medium for learning Arabic vocabulary.

Students' Motivation in Learning by using Kahoot! and Wordwall

This section tries to explain how students' learning motivation is towards employing Kahoot! and Wordwall for Arabic vocabulary instruction. Motivation is one of the factors that affect a person's success because it can improve performance. The following are the results of the learning motivation questionnaire on utilizing the Kahoot! app and Wordwall for the purpose of learning Arabic vocabulary.

Table. 3 Student Learning Motivation by Using Kahoot!

Statement	N	Mean	SD
With the game system in Kahoot!, my willingness to learn Arabic vocabulary became very large	30	4.17	0.70

I tried repeatedly using this application because of its interesting game system	30	4.27	0.74
When there is a problem while using Kahoot! application (whether signal or other technical) I keep trying repeatedly until it works	30	4.43	0.63
I am very interested in all sorts of things related to Kahoot! while studying because the existing applications and systems are very new to me	30	4.27	0.79
Total		4.28	0.55

Table 3 describes the level of student learning motivation toward Arabic vocabulary using Kahoot! Application. The average questionnaire results (M = 4.28) showed satisfactory results where student learning motivation was quite high against using Kahoot! In general, the most prominent results are student attitudes towards Kahoot! (M=4.43) they can repeatedly learn through games until they successfully understand and master the material. This means students are trying to explore Arabic vocabulary material through the game system contained in Kahoot! The high results are also in the second and fourth questions, where students think that an interesting game system (the second question) is a reason for students to continue to try many times until they manage to understand the material well and correctly (M=4.27). Moreover, they also assume that the system contained in Kahoot! is something new in the Arabic language learning journey (M=4.27) so that these exciting new things can enhance the level of engagement in learning and stimulate their academic achievements. With a learning system using the games that are inside Kahoot! This is because the willingness of students to learn Arabic vocabulary is quite large (M=4.17).

Learning motivation towards Wordwall
Table. 4 Student Learning Motivations using Wordwall

Statement	N	Mean	SD
With the game system in Wordwall, my willingness to learn Arabic vocabulary became very large	30	3.87	0.68
I tried repeatedly using this application because of its interesting game system	30	3.77	0.90
When there is a problem while using the Wordwall application (whether signal or other technical) I keep trying repeatedly until it works	30	4.13	0.68
I am very interested in all sorts of things related to Wordwall while studying because the existing applications and systems are very new to me	30	3.90	0.80
Total		3.92	0.60

Table 4 describes the level of student learning motivation toward Arabic vocabulary using the Wordwall application. The average questionnaire results (M = 3.92) showed entirely satisfactory results where student learning motivation was relatively high against using Wordwall, which was an average above 3.5. In general, the most dominant result in the question of students' attitude towards Wordwall (M=4.13) is the same as Kahoot!, where they can repeatedly learn through playing games until they successfully understand and master the material. This means that students try to understand and remember Arabic vocabulary material through the game system contained in the Wordwall. The high result is also in the fourth question, where they assume that the system contained in Kahoot! is something new in learning Arabic (M=3.90). The statement is supported by the student's willingness to learn using the application (M=3.87). Students also try by working on the game many times (M=3.77) to understand the material well so that their understanding is formed and can be used in

the practice of language proficiency. However, the results of the second question were the lowest and indicated a need for more intensity of use due to the interest of ordinary students in the application. In addition, this can be caused by the characteristics of students unfamiliar with playing games.

From Tables 3 and 4, the average student learning motivation using the two applications is quite large, namely 4.28 on Kahoot! and 3.92 on Wordwall. From these two averages, Arabic Language and Literature students have a higher learning motivation toward using Kahoot! Rather than using Wordwall in learning Arabic vocabulary. Several factors, including access to Kahoot, can cause this! It is easier, it does not need a strong signal, and the usage guide is straightforward, unlike Kahoot!, which has a more complicated game system because the adoption of games in this application is enormous. Students who are used to playing games will be more motivated by using Wordwall, while students who are not used to using games will be more motivated by using the system on Kahoot!

Students' motivation in learning Arabic vocabulary is related to their perception of the application used. The perception is favorable towards using Kahoot! and Wordwall; it can affect students' learning motivation. Students' motivation to learn Arabic vocabulary using these two applications is high. Motivation arises from the game system that can make students participate and engage in the learning process to explore the material through it (Alsawaier, 2017). Learning vocabulary with a game system is also attractive because it differs from the usual learning process (Fakhruddin et al., 2021). Moreover, the system is also believed to increase vocabulary acquisition (Mansur & Fadhilawati, 2019). A game system that can involve students in a fun and exhilarating learning process and provide clear output gives students satisfaction with using this system (Licorish et al., 2017) (Thiel & Fröhlich, 2017).

Much research explains that this game system has many advantages to increase student learning motivation. However, what needs to be considered is whether the supporting devices of this system are available and sufficient. This game system will be demotivated When the obstacles encountered make it difficult for students to access the material. So, it is necessary to prepare devices to support learning that can foster motivation and not vice versa.

CONCLUSION

This research tries to see students' perceptions and motivations of the gamification system contained in the Kahoot! Application! Moreover, Wordwall in learning Arabic vocabulary. The results of this study explain that Arabic language and literature students have a positive perception of the Kahoot application! Moreover, Wordwall This can be seen from the assumptions and attitudes of positive students towards both. In addition, the motivation to learn from students using these two applications is also reasonably high. This can be seen from the high interest and intensity of frequent use of both applications. This finding can be a recommendation for teachers, lecturers, and practitioners in Arabic language learning to be included as part of the curriculum that supports the Arabic learning process.

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