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# THE EFFECTIVENESS OF GAME-BASED LEARNING USING *WORDWALL MEDIA* ON THE MASTERY OF *MUFRADAT* AMONG FIFTH GRADE STUDENTS AT MI AL-KAUTSAR MOJOROTO, KEDIRI CITY

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**Abstract:** An individual's ability in language is shaped by the amount and quality of vocabulary they have acquired. Students often face challenges in retaining Arabic vocabulary and show low motivation, which can be attributed to the lack of interesting and interactive learning tools. In response to this issue, the researcher was motivated to explore how effective the Wordwall application could be when used as a learning aid to enhance the Arabic vocabulary skills of fifth-grade students at MI Al-Kautsar Mojoroto in Kediri City. The purpose of this study is to determine whether the implementation of Wordwall as a learning medium significantly contributes to the improvement of Arabic vocabulary among fifth-grade learners at MI Al-Kautsar Mojoroto, Kediri City. The research applied a *quasi-experimental method*, specifically the *Non-Equivalent Pretest-Posttest Control Group Design,* which included both an experimental class and a control class. The outcome of the t-test analysis revealed a p-value of 0.000, which is below the 0.05 threshold, signifying a statistically significant difference between the two groups. As a result, it can be concluded that utilizing the Wordwall application in a game-based learning approach proves to be effective in enhancing Arabic vocabulary mastery among fifth-grade students at MI Al-Kautsar Mojoroto, Kediri City.

## INTRODUCTION | مقدمة | PENDAHULUAN

Human beings are inherently social creatures who rely on one another and require interpersonal connections. One effective means of nurturing unity and mutual understanding is through the use of language. Language serves as a vital tool for communication, enabling interaction among individuals. In today's era, we are not confined solely to our native language; rather, we are capable of learning various foreign languages and engaging in communication with speakers of those languages.(Fitri et al., 2025)

Arabic is considered a significant part of global languages and is not only spoken in Arab countries but also recognized internationally. It holds a prominent place in the field of education, particularly within Islamic institutions, both state-run and private, where Arabic instruction is often a core component at various educational levels and programs. The study of Arabic encompasses three primary areas: linguistic elements, language skills, and cultural values. The linguistic elements include grammar *(qawāʿid al-lughah),* vocabulary *(mufradāt*), and correct pronunciation and spelling *(aṣwāt ʿarabiyyah).*(Putri, 2017)

The process of learning Arabic typically begins with vocabulary acquisition. Vocabulary learning aims to achieve several objectives, including: a) Introducing students to new vocabulary through reading comprehension activities. b) Training learners to pronounce words accurately and fluently, as proper articulation significantly contributes to speaking proficiency and accurate interpretation of texts. c) Understanding vocabulary both in literal (denotative) and lexical terms,

and applying them appropriately within sentence structures. d) Developing the ability to use expressions, both orally and in writing, according to suitable contexts.(Musthofa, 2011)

An individual's language ability is largely shaped by the scope and quality of vocabulary they possess. The greater the vocabulary mastery, the higher the potential for advanced language proficiency. Success in using a language often reflects how well one has developed and internalized a broad and deep vocabulary. Recognizing this importance emphasizes the need for structured vocabulary teaching in schools from an early age. The quantity and quality of vocabulary acquired by a student can significantly affect their personal and academic success.(Tarigan, 2011)

The Merdeka Curriculum grants teachers the flexibility to select appropriate instructional tools and learning media tailored to students' interests and needs. It also encourages educators to be creative and dynamic in conducting classroom activities. In today's digital environment, many students are easily distracted by electronic gadgets, particularly for gaming. Thus, educators must continuously update their teaching strategies and apply innovative approaches to revive student motivation. This can be achieved by presenting engaging materials, creative teaching media, and more stimulating forms of assessment.

In the context of Arabic language teaching, one effective method for enhancing students' vocabulary understanding is through the use of the Wordwall platform. Wordwall provides 18 distinct free templates such as matching games, quizzes, open-the-box activities, spinning wheels, and others. Teachers can conveniently adapt these templates to support Arabic vocabulary learning based on classroom needs.(Umar et al., 2023)

Preliminary interviews with the fifth-grade Arabic teacher at MI Al-Kautsar Mojoroto in Kediri City revealed that students' vocabulary mastery in Arabic was still lacking. Many students found it difficult to memorize new vocabulary and were less motivated to study the language, mainly due to the lack of engaging and supportive learning media.

Based on this preliminary observation, the researcher became interested in investigating the extent to which Wordwall media can effectively improve Arabic vocabulary comprehension among fifth-grade students at MI Al-Kautsar. The purpose of this study is to determine whether the use of Wordwall as an educational tool can significantly enhance the Arabic vocabulary skills of students at MI Al-Kautsar Mojoroto, Kediri City.

## METHOD | منهج | METODE

This study employed a quantitative method, which emphasizes the use of numerical data to support scientific analysis. The approach integrates deductive reasoning and logical thought processes to arrive at research findings that adhere to established standards of validity.(Syahrum & Salim, 2014)

The research was conducted using a quantitative framework through a quasi-experimental method. The design applied was the Non-Equivalent Pretest-Posttest Control Group Design. This model involved two separate groups: an experimental group (Group A) and a control group (Group B).(Abraham & Supriyati, 2022) The experimental group participated in a pretest, followed by the implementation of Wordwall media, and completed a posttest afterward. On the other hand, the control group also completed a pretest and posttest, but without the integration of the Wordwall platform during the learning process.

The study took place at MI Al-Kautsar, located in Mojokerto District, Kediri Regency, East

Java, during the months of April and May 2025. The target population consisted of fifth-grade students from MI Al-Kautsar, and the research sample included 8 students selected from this group. The sampling strategy used was Non-Probability Sampling, more specifically purposive sampling, which allows for the selection of participants based on specific characteristics relevant to the research.

Data for the study were obtained through several techniques, including observations, interviews, documentation, and testing. The main instruments used in data collection were pretest and posttest evaluations. To assess the content validity of the test items, Pearson's Product Moment correlation was applied. Reliability was examined using Cronbach's Alpha, with an acceptable reliability coefficient set at greater than 0.60. Both the pretest and posttest contained 17 questions that had previously undergone validation and reliability assessment. The data were analyzed using both descriptive and inferential statistical approaches.

## RESULTS | نتائج | TEMUAN

### Descriptive Statistical Analysis

The findings from the pretest and posttest conducted on both the experimental and control groups of fifth-grade students at MI Al-Kautsar Mojoroto, Kediri City, are outlined below:

**Table 1. Pretest and Posttest Results**

| Statistics | | | | | |
|---|---|---|---|---|---|
| | | Experimental Pretest Score | Experimental Posttest Score | Control Pretest Score | Control Posttest Score |
| N | Valid | 18 | 18 | 18 | 18 |
| | Missing | 0 | 0 | 0 | 0 |
| Mean | | 55.2222 | 87.8333 | 79.0556 | 87.4444 |
| Medium | | 56.0000 | 91.0000 | 85.0000 | 88.0000 |
| Mode | | 47.00[a] | 100.00 | 94.00 | 94.00 |
| Sum | | 994.00 | 1581.00 | 1423.00 | 1574.00 |

For the pretest in the experimental group, the average score was 55.22, with a middle score (median) of 56.00 and the most frequently occurring score (mode) being 47.00. The scores in this group ranged from 12 to 82. In comparison, the control group's pretest recorded an average score of 79.60, with a median of 85.00, and a mode of 94.00. The range of scores in this group was between 41 and 94.

For the posttest results, the experimental group achieved an average score of 87.83, a median of 91.00, and a mode of 100. The scores in this test spanned from 53 to 100. Meanwhile, the control group's posttest showed a mean score of 87.44, a median of 88.00, and a mode of 94.00, with scores ranging from 65 to 100.

### Prerequisite Test Results

a. **Normality Test**

**Table 2. Normality Test**

| Tests of Normality | | | | | | |
|---|---|---|---|---|---|---|
| | Kolmogorov-Smirnov[a] | | | Shapiro-Wilk | | |
| | Statistic | df | Sig. | Statistic | df | Sig. |
| Pretest | .127 | 36 | .149 | .937 | 36 | .041 |
| Posttest | .174 | 36 | .007 | .882 | 36 | .147 |
| a. Lilliefors Significance Correction | | | | | | |

The Kolmogorov-Smirnov test results showed a value of 0.149 for the pretest and 0.007 for the posttest. In addition, the Shapiro-Wilk test indicated a significance level of 0.041 for the pretest

and 0.147 for the posttest. Since these values are greater than 0.05, it can be inferred that the data are statistically significant and satisfy the normality assumption.

b. **Homogeneity Test**

**Table 3. Homogeneity Test**

| Test of Homigeneity of Variance | | | | | |
|---|---|---|---|---|---|
| | | Levene Statistic | df1 | df2 | Sig. |
| Pretest | Based of Mean | 1.132 | 1 | 34 | .295 |
| | Based of Median | 1.093 | 1 | 34 | .303 |
| | Based on Median and with adjusted df | 1.093 | 1 | 33.543 | .303 |
| | Based on trimmed mean | 1.187 | 1 | 34 | .284 |

According to the output results, the significance value (Sig.) based on the average score was 0.295, which exceeds the threshold of 0.05. This suggests that the data variance between the experimental and control groups in the pretest is considered uniform or homogeneous.

c. **The T-Test**

**Table 4. T-Test**

| Paired Samples Correlations | | | | |
|---|---|---|---|---|
| | | N | Correlation | Sig. |
| Pair 1 | Experimental Pretest-Posttest | 18 | .729 | .001 |

| Paired Samples Test | | | | | |
|---|---|---|---|---|---|
| | | Paired Differences | t | df | Sig. (2-tailed) |
| | | 95% Confidence Interval of the Difference | | | |
| | | Upper | | | |
| Pair 1 | Experimental Pretest-Posttest | -25.772 | -9.988 | 17 | .000 |

The results of the Paired Samples Correlation test revealed a significance value of 0.001, which is less than 0.05. This indicates a statistically significant difference between the initial and final measurements and reflects a strong correlation between the two variables.

**Hypothesis Testing Results**

In this statistical hypothesis testing, the study assessed the impact of using the Wordwall application as a learning medium on the Arabic vocabulary mastery of fifth-grade students at MI Al-Kautsar. The hypothesis was examined through a paired samples t-test, with the following findings:

The t-test output table shows a significance value of 0.05, which means it is greater than 0.05. As a result, the null hypothesis (Ho) is rejected, and the alternative hypothesis (Ha) is accepted.

## DISCUSSION | مناقشة | DISKUSI

This research was carried out over four learning sessions, each with a duration of 60 minutes. During the initial session, students participated in a pretest. On the second and third days, they were given instructional interventions by the researcher. The final session was dedicated to administering the posttest. Data collection was conducted through pretest and posttest activities in order to assess how effective the Wordwall application was as an instructional tool for enhancing Arabic vocabulary knowledge among fifth-grade students at MI Al-Kautsar Mrican Mojoroto in Kediri City.

The pretest and posttest included 17 questions that had been previously validated and trialed in a test class. Through validity and reliability analysis, it was confirmed that 17 questions

were valid, while three others did not meet the validity criteria. The reliability results indicated that the questions were consistent and dependable.

The experimental group took the pretest before using the Wordwall media, while the posttest was conducted after the application had been implemented. The pretest average score was 55.22 in the experimental group and 79.60 in the control group. After the intervention, the experimental group had a posttest average of 87.83, while the control group scored an average of 87.44. The results of the Paired Samples Correlation test indicated a significance level of 0.000, suggesting a meaningful difference between the pretest and posttest scores, and a strong relationship between both sets of data.

However, this study encountered some limitations. These included restricted instructional time at MI Al-Kautsar Mrican Mojoroto in Kediri City and the students' unfamiliarity with using Wordwall as a learning medium. Additionally, a lack of student concentration required the researcher to pay extra attention to maintain a productive and supportive learning environment.

## CONCLUSIONS | خاتمة | SIMPULAN

This research was conducted to determine the effectiveness of the Wordwall educational application in enhancing Arabic vocabulary proficiency among fifth-grade students at MI Al-Kautsar Mojoroto, Kediri City. The study involved two groups: an experimental group and a control group. Data collection methods included observation, interviews, documentation, along with pretest and posttest evaluations. The study was carried out over four sessions, each lasting 60 minutes. According to the results of the Paired Samples Correlation test, the significance value obtained was 0.000, which is below 0.05. This signifies a notable difference between the initial and final conditions, along with a strong correlation. From these findings, it can be concluded that the use of the Wordwall learning application is effective in improving the Arabic vocabulary skills of fifth-grade students at MI Al-Kautsar Mojoroto, Kediri City.

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