



Interactive Wordwall Media for Developing Arabic Vocabulary and Speaking Skills in Madrasah

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Abstract:

Arabic language learning in Islamic secondary schools often faces challenges related to limited vocabulary mastery and low speaking confidence. Vocabulary is a fundamental component of *maharah kalam*, yet it is frequently taught through rote memorization that does not support active oral use. This study aims to examine how interactive Wordwall media enhances Arabic vocabulary mastery through speaking activities. Employing a qualitative case study design, the research also involved one Arabic teacher, ten eighth-grade students, and one curriculum coordinator. Data were collected through classroom observations, semi-structured interviews, and documentation, and analyzed using data condensation, data display, and verification. The findings reveal that Wordwall enhances students' active use of Arabic vocabulary, increases observable engagement in speaking activities, and supports students' confidence in *maharah kalam*. The novelty of this study lies in its integrative approach that connects vocabulary mastery, engagement, and speaking confidence through interactive digital media. The study recommends integrating Wordwall into Arabic speaking instruction to foster communicative competence and supportive learning environments.

Keywords: Wordwall, Arabic vocabulary, *maharah kalam*, interactive media, speaking skills

Abstrak:

Pembelajaran bahasa Arab di madrasah tingkat menengah masih menghadapi permasalahan berupa rendahnya penguasaan kosakata dan kepercayaan diri siswa dalam berbicara. Kosakata merupakan unsur penting dalam *maharah kalam*, namun sering diajarkan melalui hafalan yang kurang mendukung penggunaan lisian secara aktif. Penelitian ini bertujuan untuk mengkaji penggunaan media interaktif Wordwall dalam meningkatkan penguasaan kosakata bahasa Arab melalui kegiatan berbicara. Penelitian ini menggunakan desain studi kasus kualitatif dengan melibatkan satu guru bahasa Arab, sepuluh siswa kelas VIII, dan satu koordinator kurikulum. Data dikumpulkan melalui observasi, wawancara semi-terstruktur, dan dokumentasi, serta dianalisis melalui kondensasi data, penyajian data, dan verifikasi. Hasil penelitian menunjukkan bahwa Wordwall meningkatkan penggunaan kosakata aktif, keterlibatan siswa dalam kegiatan berbicara, serta kepercayaan diri dalam *maharah kalam*. Kebaruan penelitian ini terletak pada pendekatan integratif yang menghubungkan kosakata, keterlibatan, dan kepercayaan diri berbicara melalui media digital interaktif. Penelitian ini merekomendasikan penggunaan Wordwall sebagai media pembelajaran bahasa Arab yang komunikatif dan efektif.

Kata Kunci: Wordwall, kosakata bahasa Arab, *maharah kalam*, media interaktif, keterampilan berbicara

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INTRODUCTION / المقدمة

Language plays a fundamental role in human life as a primary medium for communication, knowledge transmission, and social interaction. In contemporary society,

language competence is increasingly recognized as a key indicator of educational quality and social participation. Arabic holds a distinctive position, not only as an international language but also as the language of Islamic religious sources, including the Qur'an and Hadith (Alatas, 2023; Alyemny et al., 2023; Nasih, 2022). In Indonesia, Arabic language learning is closely connected to religious literacy and the development of Islamic education. However, limited Arabic language proficiency, particularly in speaking skills, remains a persistent challenge that affects students' ability to communicate ideas orally. This limitation reduces students' confidence and participation in meaningful interactions. Consequently, improving the quality of Arabic language learning is not only an educational concern but also a societal necessity (Abdeldeen & Fu, 2022; Alwehebi, 2023; Yazid et al., 2022). Effective instructional strategies are required to ensure that learners acquire practical language skills that support both academic achievement and broader social engagement.

One of the major problems in Arabic language instruction is students' low mastery of vocabulary, which directly influences their speaking ability (*maharah kalam*). Vocabulary serves as the foundation for language production; without sufficient lexical knowledge, learners struggle to express ideas fluently and accurately (Aini, 2023; Nasution et al., 2023). In many educational contexts, vocabulary learning is still dominated by rote memorization and translation-based approaches, which often fail to promote long-term retention and meaningful use. As a result, students may recognize words passively but are unable to apply them in oral communication. This problem is compounded by teacher-centered instructional practices that provide limited opportunities for active language use. Consequently, learners become less motivated and reluctant to speak Arabic in classroom interactions (Ritonga et al., 2020; Rohma, 2023). These conditions highlight the need for innovative teaching strategies that can simultaneously strengthen vocabulary mastery and encourage students to practice speaking in an engaging and supportive learning environment.

Classroom observations reveal that many students possess a limited and passive Arabic vocabulary, despite having been exposed to vocabulary instruction. Although students may memorize lists of words, they often fail to use them in spoken communication activities. Speaking exercises are frequently minimal, repetitive, and disconnected from students' interests (Rakhlin et al., 2021; Wangdahl et al., 2019). This situation leads to low classroom participation and a lack of confidence in using Arabic orally. At the same time, students at the secondary school level are digital natives who are familiar with technology-based applications and interactive learning environments. However, instructional practices often do not align with these characteristics, relying instead on conventional methods that lack interactivity (Sakirah et al., 2020; Tibi et al., 2021). This mismatch between students' learning preferences and instructional approaches contributes to reduced engagement and learning effectiveness. Therefore, the classroom phenomenon indicates that the problem lies not only in students' abilities but also in the instructional media and strategies employed in Arabic language teaching.

Previous studies have explored the use of digital and interactive media in language learning with generally positive results. Afsah et al. (2022) and Savo (2022) found that digital learning media significantly enhance students' motivation in Arabic language classes. Khasawneh (2022) and Monhem (2020) emphasized the importance of continuous practice in developing speaking skills but did not specifically integrate vocabulary learning with interactive media. Mekki et al. (2020) identified limited vocabulary

as a major barrier to Arabic language proficiency, although their study focused mainly on pedagogical strategies rather than digital tools. Meanwhile, Mohammed (2022), Sulaiman (2021), and El Ouardi (2022) reported that Wordwall is effective in improving learning outcomes, yet their research emphasized general achievement rather than specific language skills. Collectively, these studies demonstrate the potential of interactive media but indicate that further investigation is needed to examine their role in integrating vocabulary mastery and speaking skills.

Despite the growing body of research on interactive learning media, studies that specifically investigate the use of Wordwall in Arabic language learning remain limited. Existing research tends to focus on reading (*maharah qira'ah*), writing (*maharah kitabah*), or general motivation and achievement. Speaking skills, particularly in relation to vocabulary mastery, are often treated as secondary outcomes (Duthoit, 2024; Makruf, 2023). Moreover, few studies explicitly analyze how vocabulary learned through interactive media is transferred into oral language use. This gap is significant because speaking skills require not only knowledge of vocabulary but also the ability to use words contextually and spontaneously. The absence of focused research on this relationship suggests a need for studies that examine how interactive media like Wordwall can function as a bridge between vocabulary acquisition and speaking practice (Moorhouse, 2024; Nenohai et al., 2022). Addressing this gap is essential for developing more effective and integrated approaches to Arabic language instruction.

The novelty of this study lies in its integrative approach, which connects vocabulary mastery with speaking skills through the use of the interactive media Wordwall. Unlike previous studies that examine vocabulary learning and speaking skills separately, this research positions both aspects as interconnected components of communicative competence (Kocabatmaz, 2024; Oviliani, 2023). Wordwall is not merely used as a vocabulary drill tool but as an interactive platform that encourages students to actively apply newly learned words in speaking activities (Nenohai et al., 2022; Rahma et al., 2023). This approach aligns with 21st-century learning principles that emphasize active engagement, technology integration, and learner-centered instruction. By combining game-based learning elements with oral language practice, this study represents a state-of-the-art approach to Arabic language learning that is both pedagogically sound and technologically relevant.

This study is important because it responds to practical challenges faced by Arabic language teachers, particularly in Islamic secondary schools. Improving students' speaking skills requires instructional strategies that are engaging, accessible, and effective in enhancing vocabulary retention. The findings of this research are expected to provide practical insights for teachers in selecting and implementing interactive media that support speaking development. From a theoretical perspective, this study contributes to the literature by clarifying the relationship between vocabulary mastery and speaking skills in a digital learning context. Additionally, it supports the broader agenda of integrating technology into language education to improve learning outcomes. Therefore, this research holds both practical and academic significance for the advancement of Arabic language pedagogy.

Based on the discussion above, this study addresses the following research problem: how does the use of interactive media Wordwall enhance students' Arabic vocabulary mastery through the development of speaking skills? The central argument of

this study is that vocabulary learning supported by interactive media becomes more effective when it is directly linked to speaking activities. Wordwall provides an engaging and flexible learning environment that promotes active participation, repetition, and contextual use of vocabulary. The original contribution of this research lies in providing empirical evidence on the effectiveness of Wordwall in integrating vocabulary acquisition with speaking practice. Consequently, this study offers both conceptual and practical contributions to the development of innovative, technology-based strategies for Arabic language learning in modern educational contexts.

RESEARCH METHOD / المنهجية

This study employed a qualitative case study design aimed at exploring in depth the use of interactive media Wordwall in enhancing students' Arabic vocabulary mastery and its impact on speaking skills (*maharah kalam*). A qualitative approach was selected because it allows for a comprehensive understanding of learning processes, classroom interactions, and participants' experiences in their natural educational context (Kohn & Christiaens, 2024). The case study design was considered appropriate as it focuses on a bounded system, namely a specific school and learning practice, enabling the researcher to capture detailed and contextualized insights that cannot be obtained through quantitative methods (Sarfo et al., 2021).

The research was conducted at MTsN 2 Sidoarjo, an Islamic junior secondary school where Arabic is taught as a compulsory subject. This site was chosen due to its relevance to the research objectives. MTsN 2 Sidoarjo actively integrates digital learning media into classroom instruction and possesses adequate technological facilities to support interactive learning platforms. Additionally, preliminary observations indicated that students encountered challenges in mastering Arabic vocabulary and applying it in speaking activities, making this location particularly suitable for examining the effectiveness of Wordwall in addressing these issues.

The participants in this study were selected using purposive sampling to ensure that the data collected were relevant and information-rich. The informants consisted of one Arabic language teacher who implemented Wordwall in classroom instruction, ten eighth-grade students who actively participated in Wordwall-based learning activities, and one curriculum coordinator who provided insights into instructional policies and media integration. The Arabic teacher was selected based on professional expertise and direct involvement in the teaching process, while the students were chosen because they experienced the learning intervention firsthand. The curriculum coordinator was included to provide institutional and curricular perspectives that supported the analysis.

Data collection was carried out through classroom observations, semi-structured interviews, and document analysis (Jain et al., 2022). Observations were conducted to examine how Wordwall was applied during vocabulary learning sessions and how students engaged in speaking activities. Semi-structured interviews with teachers and students were used to explore perceptions, learning experiences, and responses toward the use of Wordwall. Document analysis involved reviewing lesson plans, teaching materials, and records of Wordwall activities to support and corroborate the observational and interview data.

Data analysis followed an interactive qualitative model consisting of data condensation, data display, and conclusion drawing or verification. Data condensation involved selecting, simplifying, and focusing the raw data to identify meaningful patterns

related to vocabulary mastery and speaking development. Data display was conducted by organizing the condensed data into coherent narrative descriptions and thematic categories to facilitate interpretation. Finally, conclusions were drawn through continuous verification by comparing emerging findings with the collected data to ensure their consistency and validity.

To ensure the trustworthiness of the findings, several validation strategies were employed, including data triangulation, member checking, and prolonged engagement in the research setting. Triangulation was achieved by comparing data from multiple sources and techniques, while member checking was conducted by confirming interview interpretations with participants. Prolonged engagement allowed the researcher to gain a deeper understanding of the research context and reduce potential bias. These procedures enhanced the credibility, dependability, and confirmability of the study.

FINDINGS AND DISCUSSION / نتائج البحث و المناقشة

Result

This section presents the key findings of the study regarding the implementation of Wordwall in Arabic speaking instruction. The results focus on three main aspects: the enhancement of active Arabic vocabulary use, increased student engagement in speaking activities, and the development of students' confidence in *maharah kalam*. These findings are presented based on interviews, observations, and documentation.

Wordwall Enhances Active Arabic Vocabulary Use

The operational definition of active Arabic vocabulary use in this study refers to students' ability to recall, select, and use Arabic vocabulary spontaneously and appropriately during speaking activities, rather than merely recognizing or memorizing words. In the classroom context, active vocabulary use was identified through students' verbal responses, their ability to construct simple sentences, and their willingness to use newly learned vocabulary in oral interactions. This concept emphasizes functional and communicative use of vocabulary that emerges naturally during learning activities supported by Wordwall.

Interview data from the Arabic language teacher indicated a noticeable improvement in students' active use of vocabulary after the implementation of Wordwall. The teacher stated, "Students are now able to use more Arabic vocabulary spontaneously during speaking activities, especially when responding to simple questions." According to the teacher, the interactive and repetitive nature of Wordwall activities helped students remember vocabulary more easily and apply it in oral communication. The researcher interprets this finding as evidence that Wordwall supports the transition from passive vocabulary knowledge to active vocabulary use by encouraging frequent and meaningful exposure to words.

Similar perceptions were expressed by students during interviews. One student explained, "I remember the vocabulary faster because it feels like playing, and I can use the words when I speak in class." Another student stated, "Before using Wordwall, I was afraid of forgetting words, but now I can say them more easily." These responses suggest that Wordwall reduces cognitive load and anxiety associated with vocabulary recall. From the researcher's interpretation, students' reflections indicate increased confidence and familiarity with vocabulary, enabling them to use words more actively in speaking activities.

Classroom observations supported the interview findings. During Wordwall-based lessons, students were observed responding orally using a wider range of Arabic vocabulary without relying heavily on written prompts. They attempted to form sentences using newly learned words and showed greater fluency compared to previous lessons conducted without interactive media. The researcher interprets this observation as confirmation that Wordwall facilitates active vocabulary use by creating an engaging environment that encourages students to practice vocabulary in real-time speaking contexts. In restating the findings, students demonstrated improved ability to recall and apply Arabic vocabulary orally as a direct outcome of Wordwall-supported learning activities.

Overall, the data reveal a clear pattern in which Wordwall contributes to the development of active Arabic vocabulary use. The combination of interactive tasks, repetition, and immediate engagement encourages students to move beyond memorization toward functional language use. Students consistently showed greater ease in recalling vocabulary and integrating it into spoken responses, while teachers observed more frequent and spontaneous vocabulary use during classroom interactions. This pattern indicates that Wordwall plays a significant role in strengthening students' active vocabulary use in Arabic speaking activities.

Increased Student Engagement in Speaking Activities

In this study, student engagement in speaking activities is operationally defined as observable behavioral involvement during Arabic speaking lessons, including active verbal participation, willingness to speak voluntarily, responsiveness to instructional prompts, and interactive communication with teachers and peers. Engagement was identified through students' visible actions in the classroom rather than subjective perceptions. Indicators of engagement included students answering questions orally, initiating responses without being called upon, showing enthusiasm during Wordwall activities, and participating in two-way interactions. This operational definition emphasizes engagement as a measurable and observable classroom behavior that reflects students' active involvement in speaking activities. The observational findings are summarized in the following table, which presents classroom observations and their corresponding engagement indicators.

Table 1. Increasing Student Engagement in Speaking Activities

Observation	Indicator of Engagement
Students raised their hands to answer questions	Active verbal participation
Students volunteered to speak without prompts	Willingness to speak
Students showed excitement during Wordwall games	Enthusiasm in learning
Students interacted with peers during activities	Two-way interaction
Students responded quickly to speaking tasks	Focus and attentiveness

Based on the data presented in the table, student engagement in speaking activities increased noticeably during the implementation of Wordwall. The observations indicate that students were not only responding when prompted but also initiating speaking interactions voluntarily. In restating the findings, students demonstrated higher levels of participation, confidence, and enthusiasm when Wordwall was used as part of speaking activities. The researcher's interpretation suggests that the interactive and game-based nature of Wordwall created a supportive learning environment that encouraged students

to speak more actively. Observable behaviors such as frequent verbal responses, spontaneous participation, and sustained attention throughout the lesson indicate that Wordwall effectively stimulated engagement in Arabic speaking activities.

A clear pattern emerged from the observational data, showing consistent improvement in student engagement across speaking sessions that utilized Wordwall. Students repeatedly demonstrated active participation, enthusiasm, and interaction during these activities, suggesting that engagement was not incidental but systematically supported by the learning media. The recurring presence of these behaviors indicates that Wordwall fosters an interactive classroom atmosphere in which students feel motivated to participate orally. This pattern confirms that Wordwall plays a significant role in enhancing student engagement in Arabic speaking activities through observable and sustained behavioral involvement.

Wordwall Supports Confidence in *Maharah kalam*

In this study, confidence in *maharah kalam* is operationally defined as students' observable self-assurance when speaking Arabic in front of others, as reflected through physical posture, facial expressions, and willingness to speak without reliance on written text. Confidence was identified through visible behaviors such as standing upright while speaking, maintaining eye contact, using open body posture, and delivering oral responses with minimal hesitation. This definition emphasizes confidence as a behavioral and visual construct that can be captured through classroom documentation.

The documentation data in this study consisted of photographs taken during Wordwall-based speaking activities. The documented learning sequence shows students interacting with Wordwall tasks, followed by speaking activities in which students orally presented their answers. Relevant visual evidence includes photographs of students standing in front of the class while explaining Wordwall responses, students speaking without reading from written notes, and students displaying relaxed facial expressions during oral participation. Suitable photographic evidence for this sub-finding includes images showing students voluntarily presenting answers, maintaining open posture, and engaging with peers while speaking. These forms of documentation provide visual confirmation that students actively participated in speaking activities with visible confidence.

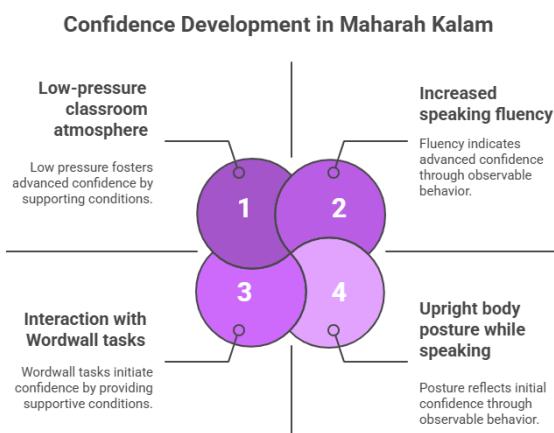


Figure 1. Wordwall Supports Confidence in *Maharah kalam*

Classroom observations supported the documentation findings by revealing that students appeared more confident when speaking during Wordwall-based activities.

Students were observed speaking more fluently, standing in front of the class with less hesitation, and responding to questions without avoiding eye contact. Several students demonstrated a relaxed demeanor, indicating reduced anxiety during speaking tasks. The researcher interprets these observations as evidence that Wordwall creates a supportive and low-pressure learning environment that encourages students to speak more confidently in Arabic.

In restating the findings, students demonstrated increased confidence in *maharah kalam* through visible behaviors such as voluntary participation, open body language, and willingness to speak without written support. These behaviors indicate that students felt more comfortable and secure when using Arabic orally during Wordwall-supported lessons. The use of interactive and game-based activities appears to reduce fear of making mistakes, allowing students to focus on communication rather than accuracy alone. Overall, a consistent pattern emerged from the documentation and observational data, showing that Wordwall supports the development of students' confidence in speaking Arabic. Across multiple learning sessions, students repeatedly displayed confident speaking behaviors, including standing in front of the class, maintaining eye contact, and expressing ideas orally with reduced hesitation. This pattern suggests that Wordwall contributes not only to language development but also to the affective dimension of learning by fostering a positive and supportive environment for developing *maharah kalam*.

Discussion

The findings of this study align with existing literature that emphasizes the role of interactive digital media in promoting active vocabulary use in foreign language learning. Previous studies have consistently shown that vocabulary becomes more functional when learners are exposed to repeated, meaningful, and contextualized practice rather than isolated memorization (Do, 2024; Shuib et al., 2024). The present findings confirm this view by demonstrating that Wordwall facilitates the transition from passive vocabulary recognition to active vocabulary production. Unlike traditional drill-based instruction, Wordwall encouraged spontaneous recall and use of Arabic vocabulary during speaking activities, suggesting that interactive media strengthen the connection between lexical knowledge and communicative use (Korol et al., 2021). This finding is consistent with communicative language teaching perspectives, which stress that vocabulary mastery is best achieved through use rather than rote learning.

The increased student engagement observed in this study also corresponds with prior research highlighting the motivational impact of game-based learning tools. Existing literature suggests that digital games enhance learners' attention, participation, and willingness to interact, particularly in language classrooms where anxiety and reluctance to speak are common (Castillo et al., 2024; Tomczyk et al., 2024). The present study reinforces these findings by providing clear observational evidence that Wordwall increased active participation, voluntary speaking, and two-way interaction. However, this study extends previous work by emphasizing engagement as an observable behavioral construct rather than a self-reported perception. This distinction contributes to the literature by demonstrating that engagement can be empirically identified through concrete classroom behaviors, strengthening the methodological rigor of engagement studies in language education.

In relation to confidence in *maharah kalam*, the findings support affective theories of language learning that view confidence as a crucial factor in oral performance. Previous

studies have argued that learners' confidence increases when instructional environments reduce fear of making mistakes and provide supportive feedback (Alsarawi, 2024; Ibrahim et al., 2023). The documentation and observational data in this study confirm that Wordwall creates such an environment, as students displayed confident speaking behaviors such as open posture, eye contact, and reduced hesitation. Unlike studies that rely primarily on learners' self-reported confidence, this research contributes a visual and behavioral perspective by using documentation as evidence of confidence development. This approach highlights confidence as a visible and measurable construct rather than a purely internal state.

From a theoretical perspective, these findings reinforce sociocultural and communicative theories of language learning, which emphasize interaction, scaffolding, and affective support in the development of speaking skills. Wordwall functions as a mediating tool that supports learners' movement from guided practice to independent oral production (Al-Razgan, 2022; Isa et al., 2024). The interactive features of Wordwall appear to lower cognitive and emotional barriers, enabling learners to participate more actively and confidently (Alharbi, 2021; Englund, 2020). Theoretically, this suggests that digital game-based media can serve not only as instructional tools but also as affective scaffolds that support both cognitive and emotional dimensions of language learning, particularly in developing speaking competence.

Practically, the findings of this study have important implications for Arabic language instruction, especially at the secondary school level. Teachers can utilize Wordwall as an effective medium to promote active vocabulary use, increase student engagement, and foster confidence in speaking without requiring complex technological infrastructure. The results suggest that integrating Wordwall into speaking lessons can create a more interactive, enjoyable, and supportive classroom atmosphere. For curriculum designers and educators, this study highlights the value of incorporating interactive digital tools that address both linguistic and affective learning outcomes. Overall, the study demonstrates that Wordwall is not merely a supplementary tool but a pedagogically meaningful medium that enhances students' speaking development in Arabic language learning.

CONCLUSION / الخلاصة

This study demonstrates that the use of interactive Wordwall media provides meaningful pedagogical benefits in mastering Arabic vocabulary through *maharah kalam* among MTsN students. The most important finding of this research is that vocabulary mastery becomes more effective when it is directly integrated with speaking activities in an interactive and game-based learning environment. Wordwall encourages students to move beyond passive memorization toward active and spontaneous vocabulary use, increases observable engagement in speaking activities, and supports the development of students' confidence in *maharah kalam*. The key lesson derived from this study is that interactive media can simultaneously address linguistic and affective challenges in Arabic language learning by creating a supportive, low-pressure environment that motivates students to speak. This highlights the importance of aligning instructional strategies with students' learning characteristics as digital natives, thereby enhancing both learning effectiveness and classroom participation.

From an academic perspective, this study contributes to the field of Arabic language education by offering an integrative framework that links vocabulary mastery and

speaking skills through interactive digital media. Unlike previous studies that examine vocabulary acquisition, engagement, or confidence separately, this research provides a holistic analysis supported by interviews, observations, and documentation. This methodological triangulation strengthens the validity of the findings and positions confidence and engagement as observable and behavioral constructs. However, this study is limited by its qualitative case study design and its focus on a single institutional context, which may limit generalizability. Future research is recommended to employ mixed-method or experimental designs, involve larger and more diverse samples, and explore long-term impacts of Wordwall on speaking proficiency. Further studies could also compare Wordwall with other interactive platforms to deepen understanding of digital media effectiveness in Arabic language learning.

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