

**WORDWALL AS AN EDUCATIVE GAME  
IN ARABIC WRITING DURING COVID-19 PANDEMIC**

**Halimatus Sa'diyah<sup>1</sup>, Asis Wahyudi<sup>2</sup>**

Universitas Islam Negeri Maulana Malik Ibrahim Malang

e-mail: [dzahhatsa@pba.uin-malang.ac.id](mailto:dzahhatsa@pba.uin-malang.ac.id), [wahyudi@uin-malang.ac.id](mailto:wahyudi@uin-malang.ac.id)

**Abstract.** *This current study concerns the implementation of wordwall as an educative game in Arabic writing class during the Covid-19 pandemic. More specifically, the study aimed to describe the use of wordwall in Arabic writing and investigate students' level of Arabic writing skills by using the game during the pandemic. It employed Classroom Action Research (CAR). The participants of the study were the first-semester students in Class Ps1 taking an Arabic course organized by the Language Center of UIN Maulana Malik Ibrahim Malang (LC UIN Malang). By using CAR's model of Kemmis and Mc Taggart, the study applied two cycles. In each cycle, the researcher applied the CAR procedure sequentially; planning, acting and observing, and reflecting. Data were collected through observation, tests, and documentation. The minimal score to pass the test of Arabic writing for each student is 60, with the used range score between 0-100, and the success of the teaching is indicated by 85% of students passing the test. The average score of the initial Arabic writing test was 60, with only 60, 9% of students passed the test. In the first cycle, the average score for the Arabic writing test was 70, with the percentage of students passing the test of 73, 2%. The following cycle showed a significant increase on the average Arabic writing test by 80, with the overall percentage of students passing the test reaching 92,7%. As an educative game in this Pandemic Covid-19 period, wordwall can improve students' learning of writing skills at Ps.1 class of LC UIN Malang.*

**Keywords:** Educational Game; Wordwall; Arabic Writing Skills

## **A. INTRODUCTION**

The covid-19 pandemic affects the stability of life, including education (A Abidah, 2020). It forced the teaching and learning to shift from the conventional face-to-face meeting into an online learning format. In that situation, the Ministry of Education and Culture issued the policy to continue the teaching and learning process into a new distance-learning format. The policy should be taken as a preventive action to avoid the spread of Covid-19 in society (Ro'fah, 2020).

The government's decree to implement online teaching and learning is implemented by the *Arabic language Development Program (PKPBA)* of the LC UIN Malang. The full format of distance learning is new in the Arabic program. Since the program started in 1997, the *fully online learning* format has not been applied (Sa'diyah, 2021). This condition becomes a problem for the lecturers to give the lesson maximally.

The essence of teaching and learning is the planned system and process to be applied. Then, the evaluation process is done for the students to meet the learning target (Faiziah, 2017). The Covid-19 pandemic becomes the opportunity for lecturers to innovate and improve creativity in the teaching and learning as the positive response and make great adaptation to reach the learning goal (especially for the teaching and learning of Arabic) that the program has set.

In teaching Arabic, writing is the active and productive skill to equip students to express their thoughts and ideas to others through writing (S. Sreena, 2018). In PKPBA, the program provides students with writing skills to communicate with others by writing. To be proficient in writing Arabic, students should practice consistently.

Students of PKPBA who learn Arabic writing skills are freshmen from different study backgrounds. For those who have known Arabic, the learning of Arabic writing is not new. However, there should be extra motivation and practice to learn Arabic for those who start learning Arabic. Students can improve their Arabic writing skills through steps relevant to the purpose of learning, from arranging the letters into a word, from words into a sentence, from the sentences into a paragraph, and descriptive writing by combining paragraphs (Juhaeti Yusuf, 2019).

To meet the expected goal, the students and lecturers need to maintain intense interaction in the learning process. In the pandemic time that requires distance learning, lecturers need to select an effective strategy. Besides, difficulties, boredom, and the less optimal of students learning Arabic, including writing skills, become factors for the lecturers to use the technology and internet to implement Arabic writing skills. Because of these factors, the advance of technology can become teaching media to develop language skills (Blake, 2016). Combining the advancement of technology and the joyful learning strategy that still contain educative content can be the solution to the problem of the learning of writing skills at this time.

Previous studies and scientific reports related to the use of effective media during distance learning have been discussed by some researchers. Among those, the studies that mention that there are five categories of teaching media of Arabic applied Bloom's taxonomy that is used during the time of the Covid-19 pandemic, namely (1) media for understanding; *Google search, Facebook, YouTube, and Twitter*, (2) application media; *Animation Creation, Google Doc, and Quick Voice*, (3) media for analysis such as *Numbers Pages and Mind mapping*, (4) media for evaluation such as *WhatsApp, Edmodo, Google search and Skype*, (5) media for creativity such *Creative Book, iMovie, Instagram YouTube, and WordPress* (Zainul Arifin, 2021). Besides that, in the other studies, WhatsApp in this pandemic time can be used as teaching media that simplify communication between students and teachers, train students for independence, and create joyful learning (Meidian Sahara Riqza, 2020).

This study is different from previous studies because it focuses on using technological media that contain educative games. One of the educative media is *Wordwall*, and it has distinctive potential (Ilzam Dhaifi, 2020). With this media, the lecturers can prepare various practices, for example, arranging letter to be the word, word to be the sentence, and soon. Those practices are designed in a joyful educative game and even played competitively together with classmates. The positive effects of the game are not only entertainment but also as a tool to use the brain for the routine of thinking and problem solving, although the game activities are done *online* (Sitorus, 2010). Further, by using the *wordwall* media, students are expected to be relaxed to develop sentences and simple paragraphs according to the Arabic writing guide.

Based on the above background, this study focuses on: (1) how to implement *wordwall* on the teaching of writing skills of PKPBA students during the Covid-19 pandemic, (2) how to improve the writing skills of PKPBA students by using *wordwall* in the time of the Covid-19 pandemic.

This study focuses on two purposes: describing the use of *wordwall* in teaching Arabic writing skills and explaining the level of students writing skills in Arabic by using educative game *wordwall* during the Covid-19.

## B. MATERIAL & METHODS

This study is categorized as classroom action research. It matches with the aim of the study to solve the problems that happen in the classroom. Forty-one participants took part in the study. They were students of Ps1 class in the academic year of 2020/2021 that took an Arabic writing class organized by the PKPBA of LC UIN Malang. Kemmis and Mc Taggart's model of action research was adopted in the study. It involved planning, acting and observing, and reflecting.

The data was gathered through observation, the test, and documentation. Due to this context, the study uses quantitative and qualitative data. The quantitative data were analyzed by using the formula:

$$TB = \frac{\sum s \geq a}{N} \times 100\%$$

TB : Passing grade/Students passing grade

$\sum s \geq a$  : The number of students who the score.

N : The number of students  
100 : fixed number

The current study focused on using *wordwall* as an educative game to improve Arabic students' writing skills. Through cycles, the learning was considered successful if there was a significant improvement in the students' Arabic writing skills. The criteria to be successful is that 85% of students in the class obtained a minimum score of 60.

### C. RESULT & DISCUSSION

The result of the study of Arabic in PKPBA UIN Maulana Malik Ibrahim Malang relied upon the academic evaluation standard used in the university.

**Table 1. Passing grade of Arabic in Arabic language Development Program (PKPBA)**

Category	Range of score	Description
A	85-100	Having an excellent proficiency and passing the test
B+	75-84	Having a very good proficiency and passing the test
B	70-74	Having a good proficiency and passing the test
C+	65-69	Having a very fair proficiency and passing the test
C	60-64	Having a fair proficiency and passing the test
D	50-59	Having a poor proficiency and not passing the test
E	< 50	Having a very poor proficiency and not passing the test

In the initial observation, the educative game was not applied to teaching Arabic writing in Class Psi1. In this step, the researcher obtained the data that the average score in the class was 60, with the passing grade of the students was 60,9%. This data shows that students who obtained a score of 60 as many as 20 students and 21 other students were below the passing grade.

Based on the data and the available document, the teaching of Arabic writing in the class of Ps1 needed to improve for more students passing the exam. So, the educative game of *wordwall* can be used in teaching and learning, especially in teaching writing skills conducted during distance learning.

The *wordwall* educative game was then given to students through research cycles, as follows:

#### Cycle I

The first cycle was the next step after the initial observation that showed students' learning Arabic writing skills. Cycle I consisted of planning, acting and observing, and reflecting. In cycle I, the teaching focused on Arabic writing skills by using the educative game of *wordwall*. Unjumble is a type of *wordwall* game chosen for the study. By using this type, students were expected to arrange sentences from the words provided.

As the apperception, students were asked to write a perfect sentence containing three words from the theme they had learned, *wahdah 5 (ad-Dirasah)* from the textbook of *Al-Arabiyyah lil Hayah* part 1. Because of the online teaching system, the apperception activities were done by chatting through *WhatsApp* media. The teaching was then continued through the teaching using *wordwall*. Students played *unjumble* together, that was arranging words provided into complete sentences. The sentences that were already arranged was sent to the lecturer via *WhatsApp* media.

The game of *wordwall* using the type of unjumble could improve the writing skill of Arabic students of Ps1. The first cycle shows an average score of 70, with the percentage of students who passed the test, was 73, 2%. The result had not met the expected target, so the cycle needed to continue. The following table shows the result of cycle I.

**Table 2. The Obtained Score of Cycle I For Arabic Writing Skills.**

Category	Range of score	Description	N	%
A	85-100	Passing	5	12.19 %
B+	75-84	Passing	10	24.40 %
B	70-74	Passing	15	36.59 %
C+	65-69	Passing	0	0

C	60-64	Passing	0	0
D	50-59	Not passing	11	26.82 %
E	< 50	Not passing	-	
Total			41	100 %

## Cycle II

Based on the reflection of cycle I, there needed extra activity in the teaching plan in cycle II. Besides, students having the same apperception as in the first cycle, they also could arrange words to be sentences written through WhatsApp group to discuss together. Then it was continued to the main activity that was doing *wordwall* game for the type of *unjumble one*. Cycle II shows the students' skills in writing Arabic, with an average score of 80, with 92,7% of students in Ps1 class passing the exam. The result can be seen from the table below:

Table 3. The Obtained Score of Cycle II For Arabic Writing Skills.

Category	Range of score	Description	Students' number (N)	Percentage (%)
A	85-100	Passing	11	26.82 %
B+	75-84	Passing	16	39.03 %
B	70-74	Passing	14	34.15 %
C+	65-69	Passing	0	0
C	60-64	Passing	0	0
D	50-59	Not passing	0	0
E	< 50	Not passing	-	-
Total			41	100 %

Using *wordwall* as the educative game applied from one cycle to another can improve the writing skill in Arabic significantly. However, it needs apperception and group study/discussion before the application of the game.

## D. CONCLUSION

The study discusses the use of *wordwall* as the educative game in teaching an Arabic writing class for students of PKPBA of UIN Malang academic year 2020/2021 in the time of the Covid-19 pandemic. The study applied two cycles. From the observation phase, first and second cycle, students showed a significant improvement in their skill of Arabic writing. The initial observation shows an average score of 60, with a passing number of 60, 9%. Cycle II shows an average score of 80, with students' passing number of 92, 7%. From the result, it can be concluded that *wordwall* can improve the students' writing skills in Arabic writing of Ps1 class during the pandemic time in UIN Malang.

## E. REFERENCES

- A Abidah, H. N. (2020). The Impact of Covid-19 to Indonesian Education and Its Relation to the Philosophy of "Merdeka Belajar". *Studies in Philosophy of Science and Education (SiPoSE)*, 38-49.
- Aji, R. H. (2020). Dampak Covid-19 pada Pendidikan di Indonesia: Sekolah, Keterampilan, dan Proses Pembelajaran. *SALAM*, 395-400.
- Blake, R. (2016). TECHNOLOGY AND THE FOUR SKILLS. *Language Learning & Technology*, 129-142.
- Faizah, S. N. (2017). HAKIKAT BELAJAR DAN PEMBELAJARAN. *At-Thullab: Jurnal Pendidikan Guru Madrasah Ibtidaiyah*, 175-185.
- Ilzam Dhaifi, P. S. (2020). Optimizing Online Learning Resource to Improve Students' Autonomous Learning and Vocabulary Mastery through Word Wall Activities. *PJAE*, 8247-8266.
- Juhaeti Yusuf, A. Z. (2019). MENULIS TERSTRUKTUR SEBAGAI URGENSI PEMBELAJARAN MAHARAH AL-KITABAH. *An-Nabighah*, 203-213.

- Meidiana Sahara Riqza, M. (2020). Media Sosial untuk Pembelajaran Bahasa Arab pada Masa Pandemi: Kajian Kualitatif Penggunaan WhatsApp pada Sekolah Dasar di Indonesia. *Alsina*, 71-93.
- Ro'fah, A. H. (2020). Is Online Learning Accessible During COVID-19 Pandemic? Voices and Experiences of UIN Sunan Kalijaga Students with Disabilities. *Nadwa : Jurnal Pendidikan Islam*, 2-37.
- S. Sreena, M. I. (2018). Developing Productive Skills Through Receptive Skills – A Cognitive Approach. *International Journal of Engineering & Technology*, 669-672.
- Sa'diyah, H. (2021). Whatsapp Small Groups Sebagai Media Pembelajaran Maharah Al-Kalam Di Masa Daring. *Arabia*, 1-22.
- Sitorus, H. M. (2010). *Cerdas Dengan Game*. Jakarta: PT Gramedia Pustaka Utama.
- Zainul Arifin, S. R. (2021). USING BLOOM'S TAXONOMY IN ARABIC LEARNING MEDIA TO ELEVATE STUDENT'S WRITING IN COVID-19 SITUATION. *Al-Ta'rib*, 1-12.