



The Effect of Word Wall Application on the Interest in Learning Arabic Language of Students in Class VIII MTS.N 3 Kab.Gorontalo

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Abstract:

The low interest in learning students is caused by the lack of use of media which can make the learning atmosphere more enjoyable. The word wall application is a website that has various types of interactive quiz games. The purpose of the study was to find the effect of using word wall applications on learning outcomes. This type of research is experimental research and uses a Quasi-Experimental research design, which can compare with the situation before and after treatment. The results of the research that the author did are, that the word wall application has an influence on student learning interest in Arabic subjects, Based on the results of the analysis that there is an influence of word wall applications on student learning interest in Arabic subjects, this can be seen in the Independent Sample Test test to obtain a significance value (2-tailed) < 0.05 , then there is a significant influence on the experimental class. It can be concluded that H1 is accepted and H0 is rejected.

Keywords: Word Wall application, Learning interest

Abstrak:

Rendahnya minat belajar siswa di sebabkan oleh kurangnya penggunaan media yang dapat membuat suasana pembelajaran lebih menyenangkan. Aplikasi word wall ialah suatu website yang memiliki berbagai jenis permainan kuis interaktif. Tujuan penelitian adalah menemukan pengaruh penggunaan aplikasi word wall terhadap hasil belajar. Jenis penelitian ini adalah penelitian eksperimen dan menggunakan design penelitian Quasi Eksperimen yaitu dapat membandingkan dengan keadaan sebelum dan setelah diperlakukan. Hasil dari penelitian yang penulis lakukan ini yaitu, bahwa aplikasi word wall mempunyai pengaruh terhadap minat belajar siswa pada mata pelajaran Bahasa Arab, Berdasarkan hasil analisis bahwa ada pengaruh aplikasi word wall terhadap minat belajar siswa pada mata pelajaran Bahasa arab hal ini dapat dilihat pada uji Independent Sample Test untuk di peroleh nilai signifikansi (2-tailed) $< 0,05$, maka terdapat pengaruh yang signifikan pada kelas eksperimen. Dapat di simpulkan bahwa H1 diterima dan H0 ditolak.

Kata Kunci: Aplikasi Word Wall, Minat belajar



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INTRODUCTION

Language is the ability that humans have to communicate with other humans. This language is also a communication tool used by every community group.¹ Language as a medium or human speech tool consisting of systems and symbols, language also means sound. So it can be said that language is a system of sound symbols. So, the language system is in the form of symbols whose form is in the form of sounds and enters the phonological level, in morphological studies it will certainly be related to the structure, form, and clarification of words. Even the study of phonology will be related to the sound of words spoken by humans.

Among the worldwide languages of the world are Indonesian, English, and Arabic. However, of the three languages, Arabic is a clear language and certainly very different from other languages that are a means of communication among mankind. In addition, Arabic is also the language of the Qur'an so there is no doubt about its glory. Arabic is a very unique language with the most complete language structure in the world. The completeness of the structure makes Arabic language logical into various forms of change.

The most important asset in every nation in the world is human resources. The improvement of the quality of the nation relies on improving the quality of its human resources and can be achieved by prioritizing the meaning of education. Education is the main thing in the development of a nation because the progress of a nation is measured by the quality and existing education system. In the absence of education, a country will lag far behind other countries.² Education is expected to be able to create a noble and international-minded character by prioritizing national values. In realizing this, the cooperation of educational components is treated, including educators and students.

Arabic is one of the languages that need to be learned because the language of the Qur'an is Arabic. The same is true for students of Madrasah Ibtidaiyyah, Madrasah Tsanawiyah, Madrasah Aliyyah, and equivalent. Learning Arabic is the beginning to study Islam in depth. Arabic is used for the language of the Qur'an, hadith of the Prophet, and many other religious literatures. Arabic is a compulsory subject to study in Madrasah Ibtidaiyyah, Madrasah Tsanawiyah, Madrasah Aliyyah, and equivalent.

Arabic language learning in schools includes several language skills, namely listening, speaking, reading and writing skills. In order to improve these four skills, students must have a lot of vocabulary (mufrodite). These four skills in learning Arabic

¹Ratni Bt hj. Bahri, "Analisis Term Al-Lagw dan Al-Lisan: Telaah Konsep Bahasa dalam Konteks Al-Qur'an", dalam Journal Nady Al-Adab: Jurnal Bahasa Arab, Vol.18 No.2, November 2021, h.87.

² Nadia Muspita Sari, Erianjoni, & Ike Sylvia, "Prilaku Siswa Menghadapi Ujian Nasional Berbasis Komputer di SMAN 3 Kota Pariaman Tahun 2018", Jurnal Perspektif Volume 2, Nomor 1, 2019, h 1.

are early in the process of learning Arabic vocabulary mastery. Meaningful learning is a learning process that is expected for students, where students can be directly involved in the learning process and find the knowledge directly. For the occurrence of learning that is expected in accordance with learning objectives, educators must be able to develop reasoning, thinking skills and self-concept of students learning carried out.

Arabic learning is a learning and teaching process in which a teacher teaches material or teaching materials about Arabic in accordance with the level of education and level of these students in various countries that have made Arabic an important language to learn, including in our country Indonesia. Arabic language learning in Indonesia has progressed along with the spread of Islam there.³

But it cannot be denied that there are still many individuals who have difficulty learning the Arabic language. In this case, efforts to improve the ability to learn Arabic of the Ministry of Education and Culture and the Ministry of Religious Affairs are one of the languages that must be learned by students at the MI, MTS, and MA levels and even universities. From the results of research that has been carried out that it is all still far from the desired expectations even though they studied for years but there are still many people who are not able to speak Arabic actively even though they have studied for years (Rosyidi Abdul Wahab).

Teachers are an active role in learning, so that it can create a pleasant learning atmosphere and increase student interest in learning. Teachers need to use and choose interactive learning media so that the material delivered can be received easily by students, and in accordance with the learning objectives to be achieved.

But in fact, many teachers still have difficulty in making IT-based learning media in the implementation of thematic learning. The difficulties experienced by educators are due to the lack of knowledge about making IT-based learning media, so many of them only use theme books as the main teaching material in the learning process.

This is in line with (Pranata et al., 2021) which states that the cause of students' lack of interest in learning is the lack of teacher competence in utilizing technology, and the learning media used is very limited. The learning process that is less pleasant will make children lazy and less enthusiastic in following learning.

Low interest in learning and motivation in students will greatly affect student learning achievement, for that there is a need for innovation carried out by teachers in making learning media, so that the problems and difficulties experienced today can be overcome immediately. Interactive learning media is needed as a solution to this

³Mukhtar I Miolo, "المعجم في المصطلحات التعليمية و تطويره في تعليم اللغة العربية" ٩, no. 1 (2020): 153–163.

problem. A learning media that can be easily used by anyone, for that researchers are interested in carrying out a study related to interactive learning media that can be used in eighth grade thematic learning.

Based on the results of Arabic teacher interviews which stated that "Low interest and motivation in students greatly affect student learning achievement, for that there is a need for innovation made by teachers in making learning media", so that the problems and difficulties experienced today can be overcome immediately. Interactive learning media is needed as a solution to this problem. A learning media that can be easily used by anyone, for that researchers are interested in carrying out a study related to interactive learning media that can be used in Arabic learning in class VIII at Mts.N 03 Gorontalo Regency.

One of the interactive learning media that can be used is the Word Wall, as revealed (Magfhirah, 2018) in his research, that word wall media is able to create beneficial interactions for students. Word Wall (P. M Sari &Yarza, 2021), is an application that can be used as a learning medium and research tool that is interesting for students in learning. Some of the advantages of Word wall are free for basic choices with a choice of several templates. In addition, games that have been made can be sent directly through whats app, google classroom or others. This software offers many types of games such as crossword, quite, random cards, and many others.

Another advantage is that the games that have been made can be printed in PDF form, making it easier for students who have problems with networking. In line with Putri (2020), which states that wordwall can make it easier for students to understand subject matter online, and is easy to use to find out how student learning achievement.

METHODS

This study uses a quantitative research approach that aims to test hypotheses from data that has been collected in accordance with previous theories and concepts. This quantitative research uses experimental methods.

The experimental method according to Creswell is a research method used by researchers to find out the influence of cause and effect between independent and dependent variables. This means that the researcher must control all variables that control all variables that will affect the outcome except the independent variable (treatment) that has been determined.⁴

The research design used in this study is Quasi Experiment Design or pseudo-experimental design. In this quasi-experimental design, there are two classes, namely

⁴Prof. Dr.Sugiyono, *MetodePenelitian Pendidikan*, ed. M.T. Dr. riNuryanti, S.Pd., edisi Ke-3. (Bandung:PenerbitAlfabeta, 2021).

the experimental class and the control class. The experimental class is the class that is subjected to treatment and the control class is the class that is not subjected to treatment.

The implementation is by: before giving treatment, pre-tests will be given to the experimental group and control group, this aims to be able to find out the condition of both groups before being given treatment. After the treatment is given, a post-test will be carried out to determine the condition of the student after administering treatment. The detailed description of nonequivalent control group design is according to Sugiono as stated in the following table:

Class	Pre-Test	Treatment	Post-Test
Experiment	0 ₂	X	0 ₁
Control	0 ₃		0 ₄

Remarks :

0₁ = experimental group before treatment

0₂ = experimental group before treatment

0₃ = control group before treatment

X = treatment (use of word wall application)

RESULTS AND DISCUSSION

1. Descriptive Analysis

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pretest Eksperimen	26	48.00	102.00	82.4615	11.60424
Posttest Eksperimen	26	79.00	107.00	88.5385	7.40395
Valid N (listwise)	26				

In the results above, a descriptive statistical summary of the experimental class pre-test and post-test data is shown. For experimental class pre-test data, there were 26 samples with a minimum of 48.00, a maximum value of 102.00, an average value of 82.46, and a standard deviation of 11.60424. As for the experimental class post-test data, there were 26 samples with a minimum of 79.00, a maximum value of 107.00, an average value of 88.53, and a standard deviation of 7.40395.

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pretest Kontrol	26	65.00	93.00	80.1154	5.98215
Posttest Kontrol	26	75.00	93.00	82.0385	3.74679

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest Kontrol	26	65.00	93.00	80.1154	5.98215
Posttest Kontrol	26	75.00	93.00	82.0385	3.74679
Valid N (listwise)	26				

In the results above, a descriptive statistical summary of the pre-test and post-test data of the control class is shown. For the control class pre-test data, there were 26 samples with a minimum of 65.00, a maximum value of 93.00, an average value of 80.1154, and a standard deviation of 5.98215. As for the control class post-test data, there were 26 samples with a minimum of 75.00, a maximum value of 93.00, an average value of 82.0385, and a standard deviation of 3.74679.

a. Normality Test

The normality test is used to determine the distribution of data whether it is said to be normal or not. In addition, the use of the normality test is to determine that the data is normally distributed. The approach used in the normality test in this study is the Kolmogorov-Smirnov approach with the help of SPSS 18.0.

Decision making has the following criteria based on significance values:

- 1) If the significance value reaches > 0.05 , then the data is said to be normally distributed.
- 2) If the significance value reaches < 0.05 , it is said to be not normally distributed.

The normality test table is as follows: Kolmogorov – Smirnov Normality Test

Tests of Normality

Kelas		Kolmogorov-Smirnov ^a		
		Statistic	df	Sig.
Hasil	PretestEksperimen	.106	26	.200*
	PosttestEksperimen	.167	26	.059
	PretestKontrol	.170	26	.053
	PosttestKontrol	.109	26	.200*

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance.

From the table above, it can be concluded that both the control class and experimental class research samples, have normally distributed data. This statement can be proven by the results of the significance value of learning interest in the experimental class (Pre test and Post Test) getting results of 0.200 and 0.059 and the control class (Pre test and Post Test) getting results of 0.053 and 0.200. So it can be known that the significance value of the normality test in the experimental class and the control class in

the Kolmogorov-Smirnov table is higher, so it can be concluded that H_0 is accepted and H_1 is rejected which means the data is normally distributed.

b. Homogeneity Test

Homogeneity test is carried out to be able to determine the characteristics of the sample taken in the study. The homogeneity test in this study was carried out using SPSS 18 for windows with Leven's Statistics method. The homogeneity calculation used uses the average value (mean) with decision criteria based on the following values:

- 1) If the significance value > 0.05 , then the data group comes from subjects that have the same variance (homogeneous).
- 2) If the significance value < 0.05 , then the data group comes from subjects that have different (inhomogeneous) variances.

The following is a table of homogeneity of research data obtained:

Laven's Statistical Homogeneity Test (Test Of Homogeneity Variance)

Test of Homogeneity of Variances

MinatBelajar

Levene Statistic	df1	df2	Sig.
1.346	1	50	.251

From the table above, it can be understood below, if the homogeneity test results using Leven's Statistics have homogeneous variances (the same), it can be concluded that the homogeneity test results from learning interest data are more than 0.05.

c. Test the hypothesis

Hypothesis testing is carried out to test hypotheses that have been formulated before the implementation of research to test interest in learning using word wall applications. Hypothesis testing utilizes the SPSS 18 for windows program with t-test (Independent Sample T-Test) with the following working hypothetical:

H_0 : There is no effect of using word wall application on interest in learning Arabic in eighth grade students at Madrasah Tsanawiyah Negeri Tiga Gorontalo Regency. H_1 : There is an influence of the use of the worl wall application on the interest in learning Arabic in eighth grade students at Madrasah Tsanawiyah Negeri 03 Gorntalo Regency. Then the requirements for making a hypothesis decision are as follows:

- 1) H_1 is rejected and H_0 is accepted if the significance (2-tailed) > 0.05 , then there is no effect of using word wall applications on interest in learning Arabic in eighth grade students at Madrasah Tsanawiyah Negeri Tiga Gorontalo Regency.

H1 is accepted and H0 is rejected if the significance (2-tailed) < 0.05, then there is an influence of the use of word wall applications on learning interest in eighth grade students in Madrasah Tsanawiyah Negeri Tiga Gorontalo Regency.

- 2) Significance level (α) = 5%.
- 3) Test statistics using the Independent Sample t-test.

Independent Sample t-test results

Independent Samples Test untuk Kelas Eksperimen

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Hasil	Equal variances assumed	2.981	.090	-2.251	50	.029	-6.07692	2.69955	-11.49913	-.65472
	Equal variances not assumed			-2.251	42.461	.030	-6.07692	2.69955	-11.52309	-.63076

Based on the table above, a significance value (2-tailed) < 0.05 can be obtained, so there is a significant influence on the experimental class. It can be concluded that H1 is accepted and H0 is rejected.

Independent Samples Test untuk Kelas Kontrol

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Hasil	Equal variances assumed	2.358	.131	-1.389	50	.171	-1.92308	1.38432	-4.70356	.85740
	Equal variances not assumed			-1.389	41.998	.172	-1.92308	1.38432	-4.71674	.87059

Based on the table above, a significance value (2-tailed) of < 0.05 can be obtained, so there is a significant influence on the control class. It can be concluded that H1 is accepted and H0 is rejected.

2. Discussion

This research is an experimental research to find out how much influence the word wall application has on the interest in learning Arabic in eighth grade students at Madrasah Tsanawiyah Negeri Tiga Gorontalo Regency. By using the word wall application is expected to help students understand professional material in Arabic.

From the results of the research that the researchers have carried out, it can be concluded that the interest in learning Arabic where learning applies the word wall

application gets better results when compared by using Student Worksheets in learning. Word wall application as a medium with questions that can increase student interest in learning.

Interesting learning media can affect student learning interests and make students pay more attention, concentration, and feel challenged when providing material by the teacher so that it can make learning more interesting and a more pleasant atmosphere.

In carrying out this study, researchers carried out several steps in both experimental and control classes. Here's an explanation of each step:

a. First Meeting with an Arabic Teacher

On February 15, 2023 at 09.00 WITA until it ends, researchers came to the school to meet the Arabic teacher to be interviewed about how Arabic learning in this school. The researcher also met the principal to ask permission to conduct pre-research at this school, as well as convey the flow of research.

b. Pertemuan Pertama dengan Siswa

On February 16, 2023 at 08.00 WITA until it ends, researchers are asked to enter and teach in eighth grade to replace temporary Arabic teachers, in addition to being temporary replacements, researchers while interviewing students about Arabic learning in this school.

c. First meeting with the Experiment Class and Control Class

On June 14, 2023 at 08.00 until completion, researchers came back to the school to conduct pre-test and post-test in the experimental class and control class as well as give a research permit letter to the principal.

The first activity of the researcher, at 08.30 the researcher was directed to enter the eighth class A (Experimental Class). Before the researcher distributed the questionnaire, the researcher gave an explanation to the students regarding the procedure for filling out the questionnaire. After the students understood, the researchers began to distribute the pre-test questionnaire in the experimental class for approximately 25 minutes students filled out the questionnaire.

After the first activity was completed, the researcher immediately continued the second activity, namely giving pre-test questions in the control class at 09.00. The stages of questionnaire distribution in the control class are the same as the distribution of questionnaires in the experimental class. Before distributing the questionnaire, the researcher gave an explanation first about the procedure for filling out the questionnaire, after the students understood, the researcher distributed the questionnaire to students to answer. At this stage the researcher did not provide any treatment at all in the two classes.

d. Second meeting with the Experimental Class

On June 15, 2023 at 9:40 a.m., researchers conducted the treatment in an experimental class. Before entering the classroom, researchers have prepared in advance the material to be taught and the applications that will be used.

The first step, the researcher delivered the material to be taught, namely about **المهنة**. The researcher asked students to name various professions in Indonesian. After that, the researcher asked the students to be able to name various professions in Arabic that they knew.

The researcher also pointed to some students to name professions in Arabic. After the researcher asked the students to name a profession in Arabic, the next step was to mention one profession in Indonesian then the researcher asked the student to answer it in Arabic. After being answered by the students then the researcher wrote on the board but only Arabic, and so on up to 10 profession vocabulary in Arabic.

After 10 profession vocabulary in Arabic has been written on the board, the researcher repeats the material to students so that students can recall the profession that has been written, by the way the researcher mentions the profession in Arabic and asks students to follow what is said.

After that, the researcher immediately shared the word wall application link to students via What's Up and gave an explanation to students how to use the word wall application.

Then the researcher directs students to answer 10 questions that have been made by the researcher using the word wall application. Researchers gave students 10 minutes to answer 10 questions in the word wall application.

The last step, after students answered 10 questions, the researcher asked students to be able to answer together as well as correct the answers. After the researcher gave the treatment using the word wall application, the researcher immediately distributed the post-test questionnaire in the experimental class with the same stages in the pre-test.

e. Pertemuan Kedua dengan Kelas Kontrol.

On June 16, 2023, researchers returned to school to conduct treatment using conventional media in the Control class. Here the researcher explains the material about **المهنة** in the control class using an Arabic textbook and the researcher explains one by one the profession in Arabic and the researcher writes on the board along with its meaning and asks the students to write in the notebook and asks the students to memorize at least 5 vocabulary words from the profession in Arabic and their meanings.

The learning activities in this control class are certainly very different from the experimental class and the learning does not last long. In this activity, researchers play more roles in it. Students just sit listening and listening to the researcher explain the material.

The last step, after conducting treatment using conventional media, researchers distributed post-test questionnaires in the control class with the same stages as in the pre-test.

Based on the above explanation, it can be concluded that H1 is accepted and H0 is rejected because it is significant (2-tailed), which states that:

There is an influence of the use of word wall applications on the interest in learning Arabic in eighth grade students at Madrasah Tsanawiyah Negeri 03 Gorontalo Regency.

CONCLUSION

From the research conducted, namely about the influence of word wall applications on interest in learning Arabic in eighth grade students at Madrasah Tsanawiyah Negeri Tiga Gorontalo Regency, it can be said that there is an influence of word wall applications on interest in learning Arabic in eighth grade. This can be seen from the results of the independent sample test with the decision of the H1 hypothesis rejected and H0 accepted if the significance (2-tailed) > 0.05 , then there is no influence of the use of word wall applications on the interest in learning Arabic in eighth grade students at Madrasah Tsanawiyah Negeri Tiga Gorontalo Regency.

H1 is accepted and H0 is rejected if the significance (2-tailed) < 0.05 , then there is an influence of the use of word wall applications on learning interest in eighth grade students in Madrasah Tsanawiyah Negeri Tiga Gorontalo Regency.

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