

نور شهر إستقلال وأولياء لطيفة الزهراء ونور باني: مؤمرة وإسما يونيا ساري ونورياني: الابتكار في تعلم اللغة العربية القائم على وورد وول (Wordwall) لتحسين إتقان المفردات لدى طلاب الصف السابع بمدرسة دار الحكمة الإسلامية الداخلية في تولونج أجونج.

Wordwall Based Arabic Language Learning Innovation To Improve Vocabulary Mastery Of 7th Grade Students At Darul Hikmah Islamic Boarding School In Tulungagung

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ملخص: أجريت هذه الدراسة بهدف تقييم فعالية استخدام المنصة الرقمية Wordwall كوسيلة مبتكرة في تدريس اللغة العربية، ولا سيما لتحسين إتقان المفردات بين طلاب الصف السابع في مدرسة دار الحكمة الإسلامية الداخلية في تولونج أجونج. يعد إتقان المفردات عنصراً حاسماً في تعلم اللغة العربية لأنه الأساس لتنمية مهارات الاستماع والتحدث وفهم القراءة

نور شهر إستقلال وأولياء لطيفة الزهراء ونور باني: مؤمرة وإسما يونيا ساري ونورياني: الابتكار في تعلم اللغة العربية القائم على وورد وول (Wordwall) لتحسين إتقان المفردات لدى طلاب الصف السابع بمدرسة دار الحكمة الإسلامية الداخلية في تولونج أجونج.

والكتابة. المشاكل التي غالبًا ما تنشأ في تعلم المفردات هي الأساليب التقليدية التي تركز على الحفظ، مما يؤدي إلى انخفاض دافع الطلاب وصعوبة تذكر الكلمات الجديدة. كحل لهذه المشكلة، طبقت هذه الدراسة التطبيق الرقم Wordwall ، الذي يقدم التعلم بنهج تفاعلي من خلال ألعاب تعليمية متنوعة مثل اختبارات المطابقة والبحث عن الكلمات والتصنيف الجماعي. كانت طريقة البحث المستخدمة هي النهج الكمي مع تصميم مجموعة مراقبة ما قبل الاختبار وما بعد الاختبار. وشملت عينات البحث مجموعتين من طلاب الصف السابع في مدرسة دار الحكمة الإسلامية الداخلية في تولونج أجونج ، وهما المجموعة التي تلقت العلاج باستخدام Wordwall (المجموعة التجريبية) والمجموعة التي اتبعت التعلم التقليدي (المجموعة الضابطة). تم جمع البيانات من خلال اختبارات القدرة على حفظ المفردات ومراقبة أنشطة التعلم. تشير النتائج إلى تحسن كبير في قدرة الطلاب في المجموعة التجريبية على حفظ المفردات مقارنة بالمجموعة الضابطة. وتؤكد هذه النتائج أن استخدام Wordwall يساهم بشكل إيجابي في زيادة الحافز على التعلم ومشاركة الطلاب النشطة ومهارات الاحتفاظ بالمفردات، مما يجعله جديرًا بالاهتمام كوسيلة تعليمية معاصرة بديلة في الصف السابع في مدرسة دار الحكمة الإسلامية الداخلية في تولونج أجونج.

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الكلمات المفتاحية: Wordwall، تعلم اللغة العربية، ابتكار تعليمي، إتقان المفردات، الوسائط الرقمية

ABSTRACT: This study was conducted with the aim of evaluating the effectiveness of using the digital platform Wordwall as an innovative medium in teaching Arabic, particularly to improve vocabulary (mufradat) mastery among 7th grade students at the Darul Hikmah Islamic Boarding School in Tulungagung. Vocabulary mastery is a crucial element in Arabic language learning because it is the foundation for developing listening, speaking, reading comprehension, and writing skills. Problems that often arise in vocabulary learning are conventional methods that focus on memorization, resulting in low student motivation and difficulty in remembering new words. As a solution to this problem, this research implemented the Wordwall digital application, which presents learning with an interactive approach through various educational games such as matching quizzes, word searches, and group sorts. The research method used was a quantitative approach with a Pretest-Posttest Control Group Design. The research subjects included two groups of seventh-grade students at the Darul Hikmah Islamic Boarding School in Tulungagung, namely the group that received treatment with Wordwall (experimental group) and the group that followed traditional learning (control group). Data collection was carried out through vocabulary ability tests and observations of learning activities. The research findings indicate an increase in vocabulary acquisition in both groups, but the experimental group showed a higher increase in vocabulary acquisition than the control group. Data collection was conducted through vocabulary test instruments and observation of learning activities. The research findings indicate a substantial improvement in the vocabulary skills of the experimental group compared to the control group. These results validate that the implementation of Wordwall contributes positively to increasing learning motivation, active student engagement, and vocabulary retention skills, making it worthy of consideration as an alternative contemporary learning medium in Grade 7 at the Darul Hikmah Islamic Boarding School in Tulungagung.

Key words: Wordwall, Arabic language learning, learning innovation, vocabulary mastery, digital media.

ABSTRAK: Studi ini dilakukan dengan tujuan mengevaluasi keefektifan penggunaan platform digital *Wordwall* sebagai media inovasi dalam pengajaran bahasa Arab, khususnya untuk meningkatkan kemampuan penguasaan kosakata (*mufradat*) pada siswa Kelas 7 di Pondok Pesantren Darul Hikmah Tulungagung. Kemampuan menguasai kosakata menjadi elemen krusial dalam pembelajaran bahasa Arab karena merupakan pondasi bagi pengembangan kompetensi menyimak, berkomunikasi lisan, memahami bacaan, serta menulis. Permasalahan yang sering muncul dalam pembelajaran kosakata adalah metode yang masih konvensional dan terpusat pada aktivitas menghafal, sehingga menimbulkan rendahnya motivasi siswa dan kesulitan dalam mengingat perbendaharaan kata baru. Sebagai solusi atas permasalahan tersebut, riset ini mengimplementasikan aplikasi digital *Wordwall* yang menyajikan pembelajaran dengan pendekatan interaktif melalui berbagai permainan edukatif seperti *matching quiz*, *word search*, dan *group sort*. Metode penelitian yang digunakan adalah pendekatan kuantitatif dengan rancangan *Pretest-Posttest Control Group Design*. Subjek penelitian mencakup dua kelompok siswa Kelas 7 di Pondok Pesantren Darul Hikmah Tulungagung, yaitu kelompok yang mendapat perlakuan dengan *Wordwall* (kelompok eksperimen) dan kelompok yang mengikuti pembelajaran tradisional (kelompok kontrol). Pengumpulan data dilakukan melalui instrumen tes kemampuan kosakata dan pengamatan terhadap aktivitas pembelajaran. Temuan penelitian mengindikasikan peningkatan yang substansial pada kemampuan kosakata siswa kelompok eksperimen bila dibandingkan dengan kelompok kontrol. Hasil ini memvalidasi bahwa implementasi *Wordwall* berkontribusi positif dalam meningkatkan motivasi belajar, keterlibatan aktif siswa, serta kemampuan retensi terhadap kosakata, sehingga layak dipertimbangkan sebagai alternatif media pembelajaran kontemporer di Kelas 7 Pondok Pesantren Darul Hikmah Tulungagung.

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Kata kunci: *Wordwall, pembelajaran bahasa Arab, inovasi pembelajaran, penguasaan mufradat, media digital.*

INTRODUCTION

Arabic language learning in Islamic boarding schools covers four fundamental linguistic competencies, including listening (*istima'*), speaking (*kalam*), reading (*qira'ah*), and writing (*kitabah*). Mastery of these four competencies requires students to have a strong vocabulary. Vocabulary serves as a fundamental element in Arabic language learning, because with adequate vocabulary, students will find it easier to understand the context of sentences, construct expressions, and communicate efficiently in Arabic.

Vocabulary is a component of language that every individual learning a language must master in order to communicate effectively. Vocabulary can be understood as a collection of words that have meaning in a language and are used as a medium for conveying ideas, emotions, and data. Therefore, the ability to master vocabulary is a fundamental requirement for students to achieve comprehensive language proficiency.¹

¹ Dian Kusuma Wardani dkk., “Efektifitas Pembelajaran Bahasa Arab Dengan Wordwall Dalam Meningkatkan Antusiasme Dan Pemahaman Siswa MA Al-Bairuny,” *El-Syaker: Samarinda International Journal of*

Arabic has been taught at various levels of education in Indonesia, from elementary to university. One educational institution that integrates Arabic into its curriculum is the Darul Hikmah Islamic Boarding School in Tulungagung. At this institution, language proficiency is one of its competitive advantages, especially in Arabic language mastery. Learning takes place not only in formal classrooms, but also through extracurricular programs such as memorization and vocabulary enrichment activities in the morning. This program is designed to expand students vocabulary and familiarize them with the use of Arabic in simple communication contexts.

However, empirical evidence shows that most students still face obstacles in learning and retaining Arabic vocabulary. Despite having studied for a considerable amount of time, many students are still unable to actively and communicatively apply Arabic. This phenomenon indicates that the process of learning Arabic vocabulary at Islamic boarding schools has not yet achieved optimal effectiveness. This situation poses a challenge for educators to explore learning strategies and media that are more interesting, interactive, and memorable for students.

The Ministry of Education and Culture and the Ministry of Religious Affairs have designated Arabic as a strategic subject in

madrasahs and Islamic boarding schools. However, various studies show that Arabic language learning outcomes are still not optimal, particularly in terms of vocabulary mastery. Therefore, there is a need for innovative learning media that can optimize students' ability to acquire and remember vocabulary through a more meaningful approach.²

One learning medium that is considered highly effective in teaching Arabic vocabulary is the Wordwall. Wordwall is a collection of vocabulary words that are arranged in a structured manner and can be displayed on the classroom wall in large letters, accompanied by relevant images so that they are easy for students to visualize and remember. This tool facilitates students in recognizing, remembering, and applying vocabulary in real life situations, as its visual presentation captures attention and reinforces memory.

In addition, with technological advances in the digital age, the concept of learning media not only serves as a tool for educators to deliver material, but can also act as a primary learning resource. Support from information and communication

² Ainy Khairun Nisa dan Mujahid Al Ghifary, "IMPLEMENTASI KURIKULUM MERDEKA PADA PEMBELAJARAN BAHASA ARAB DI MADRASAH ALIYAH NEGERI 1 KENDARI," *Al Mi'yar: Jurnal Ilmiah Pembelajaran Bahasa Arab dan Kebahasaaraban* 6, no. 2 (2023): 627, <https://doi.org/10.35931/am.v6i2.2685>.

technology devices has expanded the function of learning media, including in the context of e-learning and blended learning. Thus, the implementation of learning media such as Wordwall can be integrated with a digital approach to create a more interactive and enjoyable learning experience for students.³

Through the use of Wordwall, it is hoped that Arabic vocabulary learning will become more interesting, effective, and meaningful. Students will not only passively memorize vocabulary, but also understand its meaning through visual and contextual associations. Through this study, the researcher aims to understand the concept of applying Wordwall media in Arabic vocabulary learning and analyze its effectiveness in improving students ability to remember and use vocabulary.

METHOD

Research Design

This study adopted a quantitative approach using a quasi-experimental method. This approach was chosen to evaluate the effectiveness of using the Wordwall in improving vocabulary

³ Sarah Mawahdah dkk., “Penggunaan Media Wordwall Untuk Meningkatkan Motivasi Belajar Mata Pelajaran Bahasa Arab Pada Siswa Sekolah Dasar,” *Jurnal Sahid Mengabdi : Jurnal Pengabdian Masyarakat* 4, no. 1 (2025): 53–64, <https://doi.org/10.56406/jsm.v4i1.677>.

mastery among 7th grade students at the Darul Hikmah Islamic Boarding School in Tulungagung.

The research design implemented was a pretest-posttest control group design, involving two groups with different treatments. The experimental group received instruction using the Wordwall, while the control group received instruction using a conventional approach consisting of lectures and memorization. Before the intervention, both groups took a pretest to measure their initial vocabulary mastery, and after the intervention, both groups took a posttest to measure their learning gains.⁴

Desain penelitian tersebut digambarkan sebagai berikut:

Group	Pretest	Treatment	Posttest
Experimental	O ₁	X	O ₂
Control	O ₃	-	O ₄

Explanation:

O₁ and O₃ = Initial vocabulary mastery test
O₂ and O₄ = Final vocabulary mastery test
X = Treatment using Wordwall

media

⁴ SugiyonoMetode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif dan R&D, (Bandung: Alfabeta,), Thn.2017. Hal. 50.

Population

The population in this study was all 7th grade students at Darul Hikmah Islamic Boarding School in Tulungagung in the 2025/2026 academic year. This population was selected because at this level, students already had a foundation in Arabic from the previous level and were considered ready to participate in digital media-based learning. The population includes four classes with relatively balanced academic abilities based on the average scores in Arabic in the previous semester.

Sample

The research sample was determined using purposive sampling, which is the selection of samples based on specific criteria relevant to the research objectives. From the available population, two classes with balanced academic abilities were selected.⁵

One class was designated as the experimental group that received intervention using the Wordwall, while another class was designated as the control group that followed conventional learning methods. Each class consisted of 30 students, bringing the total sample size to 60.

The sample was determined based on initial observations and recommendations from Arabic teachers in order to obtain two groups with equivalent basic abilities. This was intended to ensure that any differences in learning outcomes were actually caused by

⁵ Ibid..... Hal. 63.

the use of the Wordwall, rather than by factors related to the students initial abilities.

RESULTS AND DISCUSSION

1. Definition of Vocabulary

Vocabulary refers to a collection of words, known as *mufradat* in Arabic and vocabulary in English. In other words, Arabic vocabulary is a collection of words known and used by a group of people in Arabic. Mastery of Arabic vocabulary is a person's ability to use or utilize the words they know to communicate and interact with others using Arabic.

According to Soedjito, vocabulary can be defined as:

- a. All the words that exist in a language.
- b. The wealth of words possessed by a speaker or writer.
- c. Words used in a field of science.
- d. A list of words arranged like a dictionary, accompanied by brief and practical explanations.

Canning reveals that one technique for illustrating and clarifying the meaning of words in vocabulary learning is to use images as visual stimuli. This helps learners predict information.⁶

⁶ Fauzia Turohmah dkk., "Media Pembelajaran Word Wall Dalam Meningkatkan Kemampuan Mengingat Kosa Kata Bahasa Arab," *Jurnal*

2. Learning Media

In Arabic, media is an intermediary or conveyor of messages from the sender to the recipient. According to Arsyad, the term medium is defined as an intermediary that conveys information between the source and the recipient. Thus, television, films, photographs, radio, audio recordings, projected images, printed materials, and the like are communication media. If these media carry messages or information that are instructional in nature or contain teaching purposes, then they are called learning media. Learning media play an important role in the learning process because they have great benefits in improving learning outcomes if their use is appropriate to the material being conveyed.⁷

Especially in today's digital information era, the concept of learning media has become increasingly powerful and plays a strategic role in the learning process. Support from increasingly sophisticated information and communication technology devices has reinforced this paradigm, namely that learning media not only

Pendidikan Luar Sekolah 14, no. 1 (2020): 13–19, <https://doi.org/10.32832/jpls.v14i1.3176>.

⁷ Hanifah Nur Azizah, “PENINGKATAN PENGUASAAN KOSAKATA BAHASA ARAB MELALUI PENGGUNAAN MEDIA WORD WALL,” *ALSUNIYAT: Jurnal Penelitian Bahasa, Sastra, Dan Budaya Arab* 1, no. 1 (2018): 1–16, <https://doi.org/10.17509/alsuniyat.v1i1.24212>.

التحري: المجلد الثالث العشر - العدد الثاني - ديسمبر ٢٠٢٥ [٧٤٧]

helps educators teach learning materials, but can also become a source of learning. In this case, learning media is not only positioned as a complementary learning resource, but can also be the main learning resource, such as in the e-learning process.⁸

3. WORDWALL

a. Definition of Wordwall

According to Wagstaff, Wordwall comes from English, where “word” means word and “wall” means wall, so Wordwall can be interpreted as a wall of words. Wordwall is a type of learning media that can improve students' vocabulary skills. Wordwall is a collection of systematically organized vocabulary words displayed in large letters and posted on the classroom wall.⁹

The Wordwall Learning Platform is an online game website used to support learning activities in the classroom. Wordwall provides many options for using templates or themes.

⁸ Anisa Rahmadanti dkk., “Efektivitas Media Pembelajaran Wordwall Terhadap Hasil Belajar Siswa Pada Pelajaran Matematika Di Sekolah Dasar,” *Jurnal Pengajaran Sekolah Dasar* 3, no. 1 (2024): 117–25, <https://doi.org/10.56855/jpsd.v3i1.1086>.

⁹ Mia Oktaviani dan Prima Gusti Yanti, “Mengembangkan Media Pembelajaran Permainan Anagram (Wordwall) untuk Meningkatkan Penguasaan Kosakata Siswa,” *BELAJAR BAHASA: Jurnal Ilmiah Program Studi Pendidikan Bahasa dan Sastra Indonesia* 7, no. 2 (2022): 275–84, <https://doi.org/10.32528/bb.v7i2.97>.

Educators and students can easily access it through devices connected to the internet.

Wordwall is an application that can be used to create interactive learning. This web-based application can be used to create learning media such as quizzes, matching, pairing, word scrambles, word searches, grouping, and so on. Wordwall is a tool that can be used to assess student learning. The assessment functions of Wordwall media, which include grouping, quick essays, matching, and quizzes, each have their own unique qualities.¹⁰

Wafiqni states that Wordwall is an interesting application on the browser. This application is specifically intended as a fun learning resource, media, and assessment tool for students. The Wordwall page also provides examples of teachers' creations so that new users can get an idea of what kind of creations they can make. A website called Wordwall offers a selection of educational games intended as evaluation tools and entertaining resources for students.

¹⁰ Ahmat Supatman dan Andi Alhafsa Tenriampa, "Upaya Peningkatan Kosa Kata Bahasa Inggris Siswa dengan menggunakan Grammar Translation Method pada Kelas XI IPA SMA Negeri 2 Pangkep," *Jurnal Guru Pencerah Semester 2*, no. 1 (2023): 161–69, <https://doi.org/10.56983/jgpps.v2i1.800>.

According to the Indonesian Student Association, Wordwall is a medium that focuses more on letters, consisting of a collection of organized words displayed in large letters that can be seen on walls, bulletin boards, or other display surfaces in the classroom.¹¹

Wordwall offers a variety of activities, and educators can modify existing activities using templates that are quickly and easily accessible on the Wordwall. Of course, all learning media have advantages and disadvantages in their application, including the Wordwall learning media.

b. Advantages and Disadvantages of Wordwall

The advantages of Wordwall are as follows:

- 1) Wordwall is flexible and can be used for various levels of students.
- 2) It is interesting and not monotonous for innovative learning activities.
- 3) It is creative and can increase students' interest in learning.
- 4) Wordwall can be accessed from anywhere using a smartphone.

¹¹ Sri Muryaningsih dan Oksarini Dewi Utami, "Media Pembelajaran Berbahan Loose Part Dalam Pembelajaran Eksak Di Mi Kedungwuluh Lor," *Khazanah Pendidikan* 15, no. 1 (2021): 84–91, <https://doi.org/10.30595/jkp.v15i1.10360>.

Some disadvantages of Wordwall include:

- 1) It takes longer to create.
- 2) This medium can only be viewed because it is a visual medium.
- 3) In its implementation, the font size is sometimes small and cannot be changed.
- 4) If you do not have internet access/data, you cannot open the Wordwall application.¹²

RESULTS

Based on the results of parametric statistical analysis using the independent sample t-test, a significance value of $0.000 < 0.05$ was obtained for both the pretest and posttest results. These results indicate that H_0 is rejected and H_a is accepted, so there is a significant difference between the learning outcomes of the experimental group and the control group.

Descriptively, the average pretest score for the experimental group was 48.50, while that for the control group was 36.25. After the treatment was given, the average posttest score for the experimental group increased to 75.25, while that for the control group only reached 73.75.

¹² Muryaningsih dan Utami, "MEDIA PEMBELAJARAN BERBAHAN LOOSE PART DALAM PEMBELAJARAN EKSAK DI MI KEDUNGWULUH LOR." Hal. 19.

These results indicate that learning using Wordwall is more effective in improving vocabulary mastery than conventional methods. Thus, it can be concluded that the use of Wordwall has a positive and significant effect on improving Arabic vocabulary skills at the Darul Hikmah Islamic Boarding School in Tulungagung.

CONCLUSION

Based on the results of research on the application of Wordwall media in improving Arabic vocabulary in 7th grade at Darul Hikmah Islamic Boarding School in Tulungagung, it can be concluded that:

Wordwall media has been proven effective in improving students Arabic vocabulary mastery. The results of the t-test analysis show a significance value of $0.000 < 0.05$, indicating a significant difference between the learning outcomes of the experimental group and the control group.

The average pretest score of the experimental group increased from 48.50 to 75.25 on the posttest, while the control group increased from 36.25 to 73.75. The higher increase in the experimental group shows that the use of Wordwall is more effective than conventional methods.

The use of Wordwall is able to create a more interactive, interesting, and participatory learning process, thereby encouraging

students to be more active in understanding and remembering vocabulary.

Thus, the application of Wordwall can be used as a relevant and effective learning innovation to improve students' Arabic vocabulary skills in Islamic boarding schools. This media is also in line with the demands of 21st century learning, which emphasizes the integration of digital technology in the teaching and learning process.

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