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Wordwall-Based Classroom Action Research to Improve Seventh Graders' Arabic Writing Skill

Andiny Shofiah Izzaty[1]*, Najih Anwar[2]
[1,2]Universitas Muhammadiyah Sidoarjo, Indonesia.

Correspondence gmail: najihanwar@umsida.ac.id

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Abstract

This study aims to describe how the web-based interactive medium Wordwall was planned, enacted, evaluated, and refined across cycles in order to improve the Arabic writing skill of seventh-grade students, and to identify the obstacles that arose during implementation. The research employed a classroom action research design following the Kemmis and McTaggart model, conducted in two cycles at MTs Al Ukhuwah Batam with twenty-six seventh-grade students and the Arabic teacher acting as collaborator. Each cycle comprised planning, acting, observing, and reflecting. Data were gathered through classroom observation, semi-structured interviews, documentation of students' written products, and writing tests administered before the first cycle and after the second. Qualitative data were analyzed with the interactive model of Miles and Huberman, while test scores were analyzed descriptively and through normalized gain. The findings show that the class mean rose from 31.54 in the pre-cycle stage to 88.85 after Cycle II, the score range narrowed from 10–60 to 50–100, and the normalized gain reached 0.84, which falls in the high category. Reflection identified unstable internet connectivity and unequal device ownership as the principal obstacles in Cycle I; organizing students into device-sharing groups in Cycle II reduced both. The study concludes that Wordwall functions not merely as a motivational add-on but as an instructional action that can be refined cyclically. It contributes a process-level account of gamified writing instruction in Arabic, and further research should test the model over longer interventions and with comparison classes.

Keywords: Arabic Language Education, Classroom Action Research, Gamification, Writing Skill, Wordwall

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INTRODUCTION

Learning Arabic as a foreign language requires an innovative and effective approach to ensure adequate vocabulary mastery by students.[1] In this context, the application of puzzles as a means of assessment offers an interesting approach and has the potential to

[1]Maryam Nur Aninisa dan Randi Safii, (2023), "Analisis Kebutuhan dan Tantangan dalam Pembelajaran Bahasa Arab sebagai Bahasa Asing di Pendidikan Tinggi : Perspektif Mahasiswa dan Dosen," *Jurnal of Foreign Language* 2, no. 2 313–28.. https://doi.org/10.58194/eloquence.v2i2.861

increase student engagement in understanding and using Arabic vocabulary.[2] However, although many studies support the effectiveness of the use of puzzles in learning, there is a need to better understand how the specific application of puzzles can contribute to improved mastery of Arabic vocabulary.[3] Questions about the most appropriate type of puzzle, the optimal level of difficulty, and their impact on student motivation and learning outcomes are still aspects that need further study.

This study is grounded in the crucial role of vocabulary mastery (*mufradat)* as the foundation of Arabic language learning. Limited vocabulary knowledge often hinders learners' ability to comprehend texts, speaking, reading, and writing. Despite its importance, Arabic language assesment practices in many educational settings continue to rely heavily on conventional testing methods, which are often perceived as monotonous and less engaging for learners.

In the context of education, assessment is expected not only to measure learning outcomes but also to promote active participation, motivation, and menaingfull learning experinces. Educational games and gamified assessment strategies have emerged as promosing approaches to address these challenges. Among them, puzzle-based activities provide opportunities for learners to engage in problem-solving, critical thinking, and vocabulary reinforcement in an enjoyable learning environment. Therefore, this study invetigates the application of puzzles as an innovative assessment tool to enhance Arabic vocabulary.

In addition, the availability of learning resources, both physically and digitally, and support from educators are important factors in the successful application of puzzles as an assessment tool. Therefore, further research in the context of applying puzzles as a means of assessing vocabulary mastery in Arabic language learning will provide a more in-depth view and can help improve the quality of Arabic language learning.

Assessments using puzzles can not only improve vocabulary fluency, but also offer variety in learning methods.[4] Motivation and the availability of adequate learning facilities further shape achievement in Arabic classrooms[5], and the scarcity of varied instructional media remains a recurring complaint in madrasah settings. Studies of Arabic at the secondary level have also documented that low learning motivation is itself a diagnosable problem rather than a background condition.[6]

MTs Al Ukhuwah Batam positions Arabic as a flagship programme. Preliminary observational data and an initial interview with the Arabic teacher nevertheless indicated that writing instruction in the seventh grade faced concrete difficulties: students could recognise a number of school-related words but could not spell them accurately, could not build sentences that conformed to Arabic rules, and showed low confidence when asked to

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[2]Luthfi Badhilah Fauzie dkk., (2022), "Penggunaan Media Kartu Bergambar Dalam Penguasaan Kosakata Bahasa Arab Studi Kasus di Mts Surya Buana," *FASHOHAH : Jurnal Ilmiah Pendidikan Bahasa Arab* 2, no. 1. 28–39. https://doi.org/10.33474/fsh.v2i1.15449

[3]Syarifah Aini dan Mualim Wijaya, (2018), "Metode Mimicry-Memorization (Mim-Mem Method) dalam Meningkatkan Penguasaan Mufrodat Peserta Didik di Madrasah," *Palapa* 6, no. 1. 90–110. https://doi.org/10.36088/palapa.v6i1.61

[4]Dewi Wahyuni, (2021), "Permainan Teka Teki Silang Sebagai Metode Edukatif Pembelajaran Mufradat Bahasa Arab pada Siswa Madrasah Aliyah (MA)," *Nady Al-Adab: Jurnal Bahasa Arab* 18, no. 2. 107–8. https://doi.org/10.20956/jna.v18i2.13997

[5]Siti Khofsah, (2025), The Role of Quran Reading Habit Strategies in Facilitating Memorization Process for Students in the Tahfidz Class at MINU Sunan Ampel, 3, no. 1. https://doi.org/10.17507/jltr.1505.27

[6]Abd Rahman Abd Ghani dkk., (2026), "Curriculum Evaluation for Tahfiz (Sciences of Memorization Education): Empirical Evidence from Private Education Institution of Johor, Malaysia," *Journal of Curriculum and Teaching* 15, no. 2. 194. https://doi.org/10.5430/jct.v15n2p194

write independently. Instruction was dominated by explanation and written exercises from the textbook, and student participation remained uneven.

One available response is a gamified web-based medium. Gamification refers to the use of game design elements in non-game contexts,[7] and reviews of its educational applications report gains in engagement and, under certain conditions, in learning outcomes, while also cautioning that effects are contingent on task design and learner characteristics.[8] A systematic review of gamified e-learning likewise concludes that immediate feedback and progress indicators are the mechanisms most consistently associated with improvement.[9] Wordwall operationalises these elements: it offers templates such as Match Up, Anagram, Unscramble, Group Sort, and Open Answer, requires no installation, runs on ordinary smartphones, and returns scores immediately.

Research on Wordwall is now substantial, but its centre of gravity lies elsewhere. Moorhouse and Kohnke examine the conditions under which Wordwall supports vocabulary learning and treat the tool conceptually rather than through classroom action.[10] Hasram and colleagues report vocabulary gains among Year 5 English learners using an experimental design,[11] Almuafa and Alqurashi find comparable gains for Saudi EFL learners,[12] and Al Firdaus and Rahmawati extend the finding to vocabulary mastery in reading.[13] Kadaruddin and colleagues report similar effects for secondary-level vocabulary enrichment.[14] In Indonesian general-subject classrooms, Hidayaty and colleagues measure interest and learning outcomes,[15] Arimbawa reports motivation and achievement gains in biology,[16] Alifa and colleagues report outcome gains in informatics,[17] and Zulfah applies a

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[7]Jacky Anggara Nenohai dkk., (2022), "Development of Gamification-Based Wordwall Game Platform on Reaction Rate Materials," *Orbital: The Electronic Journal of Chemistry*, 6 Juli. 116–22. https://doi.org/10.17807/orbital.v14i2.16206

[8]Sri Rezeki dan Sindi Amelia, (2025), "Enhancing Mathematics Learning in Phase E: Assessing Wordwall Effectiveness," *International Journal of Evaluation and Research in Education (IJERE)* 14, no. 2. 1246. https://doi.org/10.11591/ijere.v14i2.30051

[9]Paranya Mingsamorn dkk., Enhancing Cognitive Skills Through Interactive Digital Innovation in Computer Program Design for Vocational Students, 7 (t.t.). https://doi.org/10.37385/g711q468

[10]Nurul Huda Hasibuan dan Sakholid Nasution, (2026), "استراتيجيات المعلمين في التغلب على صعوبات الكلام لدى طلاب المتوسطة حفظ القرآن الإسلامي سومطرة الشمالية," *Kalamuna: Jurnal Pendidikan Bahasa Arab dan Kebahasaaraban* 7, no. 2. 303–24. https://doi.org/10.52593/klm.07.2.07

[11]Abd Rahman Abd Ghani dkk., (2026), "Curriculum Evaluation for Tahfiz (Sciences of Memorization Education): Empirical Evidence from Private Education Institution of Johor, Malaysia," *Journal of Curriculum and Teaching* 15, no. 2 194. https://doi.org/10.5430/jct.v15n2p194

[12]Andi Nur Insani dkk., Innovation in Quran Memorization Learning for Deaf Children: An Inclusive Approach, t.t. https://doi.org/10.26618/yhxsam57

[13]Süheyb Okur dkk., (2026), "Recitation Mode Is Associated With Salivary Creb And Cortisol Responses During Qur'anic Recitation," *Brain And Behavior* 16, No. 8. E71674. https://doi.org/10.1002/brb3.71674

[14]Imam Makruf dan Anisatul Barokah, (2023), "Improving the Quality of Ict-Based Arabic Learning Assessment With Online Applications," *Journal of Higher Education Theory and Practice* 23, No. 11. 76. https://doi.org/10.33423/jhetp.V23i11.6216

[15]Indah Syafri Lubis dkk. (2026), The Integration Of Audiovisual Media Into The Islamic Religious Education Curriculum: Opportunities, Challenges, And Implications, T.T. *Journal El Rusyd Vol 11 No 1.* https://doi.org/10.58485/elrusyd.V11i1.704

[16]Tuane Lima dan Melania Moroz, (2024), "Teaching How To Study Expository Texts: A Programmed Instruction," *Psicologia: Teoria E Pesquisa* 40. E40202. https://doi.org/10.1590/0102.3772e40202

classroom action design to learning interest.[18] Listiani applies Wordwall to sampling techniques in higher education,[19] and Helingo and Habibie use it for formative assessment of grammar and vocabulary.[20] Panis and colleagues model gamification design in Indonesian higher education more generally.[21]

Two observations follow. First, almost all of this work targets receptive or lower-order outcomes vocabulary recognition, interest, motivation[22], general achievement rather than a productive skill such as writing. Second, the dominant designs are experimental or survey-based and report end-state effects[23] they do not document how the medium is planned, adjusted, and re-planned by a teacher working under real constraints of bandwidth and device access.

Work on technology in Arabic instruction shows the same asymmetry. Putri and colleagues employ Google Forms to evaluate *kitābah*,[24] Khotimah trains undergraduate writers with ChatGPT,[25] Amrulloh integrates online project-based learning for writing in a pesantren,[26] Ashari and colleagues apply a genre-based approach in senior high school,[27] Mutiara and colleagues develop technology-based authentic assessment for *kitābah*, Mizan and colleagues build Android-based Arabic media, Nurhanisa and colleagues use Quizwhizzer for vocabulary, and Muklason and colleagues design interactive digital media for *naḥw* and *ṣarf*. Discussion within this journal has similarly concentrated on method and literacy rather than on gamified writing instruction. Development and evaluation

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[17]Fatikh Inayahtur Rahma dkk., (2026), "Transformational Teachers' Technology, Pedagogy, And Mathematics Content Knowledge To Stimulate Primary School Students' Critical Thinking," *Multidisciplinary Science Journal* 8, No. 12. 2026562, https://doi.org/10.31893/multiscience.2026562

[18]Arimbi Kaniasih Putri dkk., "Navigating Technological Turbulence: A Systematic Review On Smes' Digital Capabilities and Market Performance," *A. K.*, T.T. https://doi.org/10.1016/j.ssaho.2025.101810

[19]Mohd Faizulamri Mohd Saad dkk., (2025), Enhancing Higher Order Thinking Skills (Hots) In The Tahfiz Integrated Curriculum (Kbt): A Qualitative Document Analysis. https://doi.org/10.7187/GJATSI122025-1

[20]Lima Dan Moroz, "Teaching How To Study Expository Texts." https://doi.org/10.1590/0102.3772e40202.en

[21]Azkiyatul Munawaroh dkk., Efektivitas Media Wayground (Quizizz) Terhadap Penguasaan Kosakata Bahasa Arab Berbasis Pertanyaan Lots Dan Hots, T.T. https://doi.org/10.51214/jicalls.v4i1.2028

[22]Alghaliya Al-Muqbali dkk., (2026), "Digital Game-Based Learning in Science Education: Advancing Motivation and Deep Understanding Among Middle School Girls," *Journal of Technology and Science Education* 16, No. 2. 423. https://doi.org/10.3926/jotse.3839

[23]Nur Jannah Jiola, *Comparison of the Effects of the Tabarak Method and Aku Cinta Alquran (ACQ) Method on the Acceleration of Quranic Verse Memorization in Early Childhood at the Rumah Quran Najmul Khairaat*, T.T. *Journal JICSA,* Vol 14 no 1. https://garuda.kemdiktisaintek.go.id/documents/detail/5293105

[24]Hafiz Ridha, (2026), *Pengembangan Ebook Percakapan Bahasa Arab Kelas IV MI Berbasis Konstruktivisme Menggunakan Model Addie*, 11. https://www.journal.unpas.ac.id/index.php/pendas/article/view/39612/24147

[25]Sri Setyarini dkk., (2026), In-House Training on Hots-Based Media Literacy for EFL Teachers in Pangandaran Regency, 26, No. 1. Feri Saputra, *Pendekatan Sistem Dalam Pembelajaran Bahasa Arab: Analisis Konseptual dan Implikasinya Terhadap Pengembangan Bahan Ajar Sebagai Bahasa Asing*, T.T. https://doi.org/10.17509/abmas.v26i1.33

[26]Mahyuzar Rahman, The Internalization of Akhlaqul Karimah Values in Quran Memorization Students at the Al-Rasyid Orphanage Tahfidz Al-Rasyid Pondok Alam Barajo Sub-District, Jambi City, T.T. https://doi.org/10.19109/conciencia.v22i2.14259

[27]Umi Nur Azizah dan Jauharotun Nafisah, (2024), *Analysis of the Application of Arabic Language Environment in PPTQ*, 2, No. 2. *Journal An Nahdloh Jornal of Arabic Teaching,* Vol.2 No. 2. https://journal.nabest.id/index.php/jat/article/view/265

studies therefore dominate, while cyclical accounts of a gamified medium being used to teach writing at the *tsanawiyah* level remain rare.

The novelty of the present study lies in that intersection. It treats Wordwall not as a treatment to be measured once but as an instructional action inserted into a classroom action research cycle, applied to a productive skill, at a school level and in a subject where such evidence is thin. Accordingly the study asks: (1) how is Wordwall planned, enacted, observed, and reflected upon across two cycles in seventh-grade Arabic writing instruction; (2) what obstacles emerge during implementation and how are they resolved between cycles; and (3) to what extent does students' writing achievement change from the pre-cycle stage to the end of Cycle II. The working hypothesis is that the cyclical application of Wordwall, with each cycle informed by the reflection of the preceding one, improves seventh-grade students' Arabic writing achievement and their observed engagement. The study aims to describe the enacted actions in each cycle and to analyse the change in students' writing achievement that accompanies them.

METHOD

This study is classroom action research conducted in two cycles following the model of Kemmis and McTaggart, in which each cycle consists of planning, acting, observing, and reflecting. The design was selected because the purpose was not to compare treatments but to improve an ongoing practice: writing instruction was to be altered, observed, and altered again on the basis of what the observation revealed.

The research was carried out at MTs Al Ukhuwah Batam in the academic year 2025 Participants were twenty-six seventh-grade students and the Arabic subject teacher, who acted as collaborator in planning and reflection rather than as an object of observation. The instructional topic across both cycles was *al-madrasah* (the school), covering the names of places, objects, and activities in the school environment. Participation followed the school's ordinary class composition; no sampling procedure was applied, since classroom action research addresses the intact class in which the problem was identified.

A pre-cycle stage preceded the intervention: the researcher conducted an initial observation and administered a written pre-test to establish the baseline. Cycle I began with joint planning of a Wordwall-based lesson using Match Up and word-ordering activities; the teacher then delivered the lesson while the researcher observed engagement and technical difficulties; reflection with the teacher closed the cycle. Cycle II was planned on the basis of that reflection: the range of Wordwall templates was widened to include Anagram, Unscramble, and an interactive quiz, and students were organised into groups sharing available devices. A post-test of equivalent difficulty to the pre-test was administered at the end of Cycle II. Data were collected through four techniques classroom observation, semi-structured interviews with the teacher and students, documentation of students' written work, and the writing tests using an observation sheet, an interview guide, and the test instrument respectively.

Qualitative data from observation, interviews, and documentation were analysed using the interactive model of Miles and Huberman, comprising data condensation, data display, and the drawing and verification of conclusions. Test scores were analysed descriptively through the class mean, median, and range, and the change between stages was expressed as normalised gain, calculated as the difference between post-test and pre-test means divided by the difference between the maximum score and the pre-test mean. Trustworthiness was addressed through source and technique triangulation, comparing the teacher's account, students' accounts, observation records, and written products. The action was treated as successful when writing achievement increased from one stage to the next and the increase was accompanied by observable improvement in engagement.

The study covers a single intact class in one school over two cycles. It includes no comparison class, and the interval between the pre-test and the post-test was short, so the

results describe change within this classroom rather than a treatment effect that can be generalised.

RESULT AND DISCUSSION

In Arabic language learning, assessments are conducted to measure students' abilities in four main skills, namely listening, speaking, reading, and writing. There are various assessment methods that are commonly used to measure students' language skills. These include Written Exams, Oral Exams, Writing Assignments, Communicative Exercises, Language Projects, Class Participation Monitoring, Listening Tests, Reading Tests, Language Portfolios, Integrated Tests.[28]

Traditional assessment methods related to vocabulary acquisition in language learning have several disadvantages and limitations.[29] Traditional assessment methods tend to separate language skills, such as vocabulary, from everyday communicative contexts.[30] The pre-cycle test established the point of departure. Students recognised a limited set of school-related items such as *madrasah* and *faṣl*, but they misplaced letters whose shape changes between

The pre-cycle test established the point of departure. Students recognised a limited set of school-related items such as *madrasah* and *faṣl*, but they misplaced letters whose shape changes between initial, medial, and final position, and they reproduced the teacher's model sentences rather than composing their own.

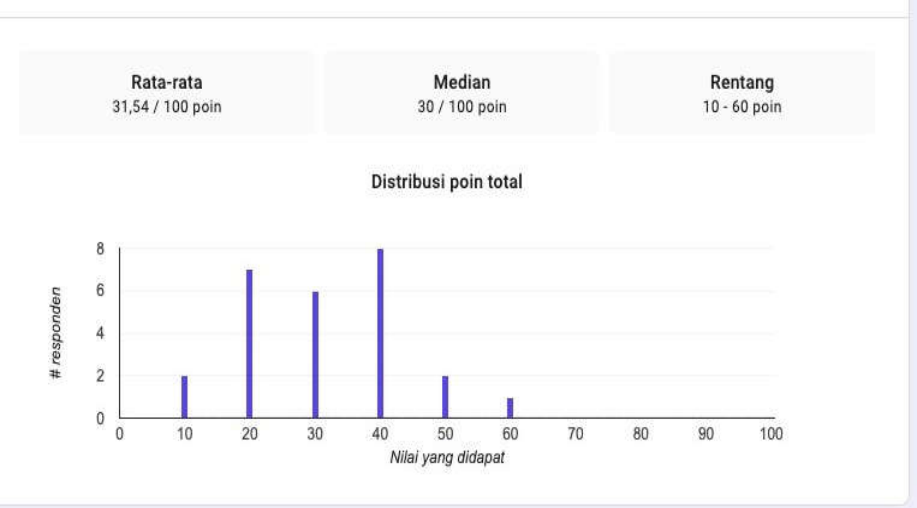


Figure 1. Distribution of pre-cycle writing test scores (n = 26)

Based on Figure 1, the pre-cycle writing test produced a class mean of 31.54 out of 100, a median of 30, and a range of 10 to 60. The distribution is concentrated at the lower end: twenty-three of the twenty-six students, or 88.5 per cent, scored 40 or below, and the highest score of 60 was reached by a single student. No student attained 70 or more. The shape of the distribution, rather than the mean alone, is what justified the intervention:

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[28]Ina Magdalena dkk., (2023), "Pentingnya Evaluasi dalam Proses Pembelajaran dan Akibat Memanipulasinya," *Masaliq* 3, no. 5. 810–23. https://doi.org/10.58578/masaliq.v3i5.1379

[29]Fawaizul Umam, and Khoirul Faizin, (2020), "The Institutional Responses of State Islamic Universities to Islamism: Lessons Learned from Three Campuses", *Teosofi: Jurnal Tasawuf dan Pemikiran Islam* 10, no. 2 (December 20): 252–282. Accessed November 5, 2026. https://jurnalfuf.uinsa.ac.id/index.php/teosofi/article/view/1519

[30]Abd Aziz dkk., (2022), "Aktivitas Pembelajaran Bahasa Arab Anak Usia Dini dengan Pendekatan Psikologi Humanistik Carl R. Rogers," *El-Athfal : Jurnal Kajian Ilmu Pendidikan Anak* 2, no. 02. 64–78. https://doi.org/10.56872/elathfal.v2i02.831

the difficulty was not confined to a weak minority but was shared across the class, which indicated a problem of instruction rather than of individual capacity.

Cycle I introduced Wordwall into this setting. Observation recorded a visible change in classroom atmosphere students discussed the tasks with one another and volunteered answers more readily than during the pre-cycle lessons but it also recorded two obstacles. Internet connectivity was unstable, so some students reached the activity several minutes after their classmates, and device ownership was uneven, with several students lacking a smartphone of adequate specification. Reflection with the teacher concluded that engagement had improved but unevenly, and that the technical constraints had to be addressed structurally rather than tolerated. Cycle II acted on that reflection in two ways. The activity repertoire was widened from matching alone to sentence construction and interactive quizzing, which shifted the cognitive demand from recognition towards production. Students were also organised into groups around the devices that were available, which removed the access problem and, according to the observation record, produced peer explanation as a by-product: students who resolved a *tarkīb* first explained it to the others in their group.

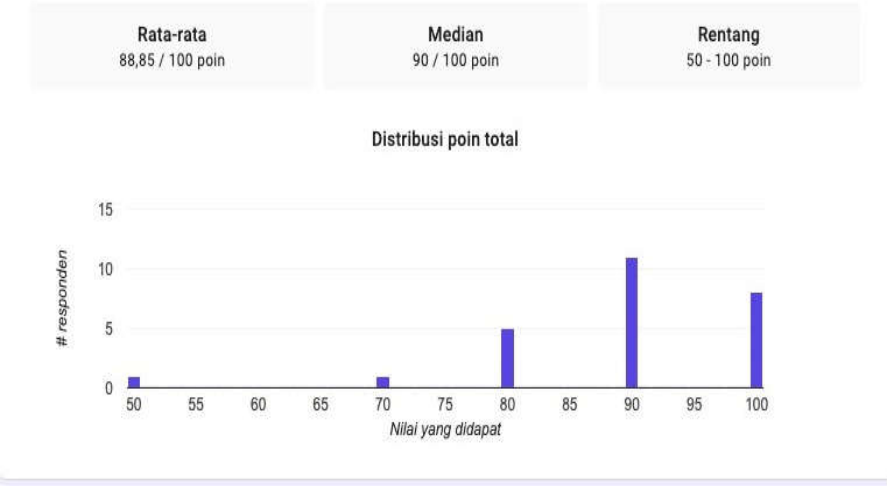


Figure 2. Distribution of post-test writing scores at the end of Cycle II (n = 26)

Based on Figure 2, the post-test at the end of Cycle II produced a class mean of 88.85, a median of 90, and a range of 50 to 100. Nineteen of the twenty-six students, or 73.1 per cent, scored 90 or above, and twenty-four, or 92.3 per cent, scored 80 or above; the lowest score, 50, was recorded by one student. Compared with the pre-cycle distribution, the class mean rose by 57.31 points and the normalised gain reached 0.84, which falls in the high category. Two features of the distribution deserve as much attention as the mean. First, the spread narrowed from fifty points to fifty points but shifted upward as a whole, so the gain was not produced by a small group of high achievers. Second, the single remaining low score marks a student for whom the group arrangement did not compensate, which is a target for a subsequent cycle rather than a result to be smoothed over.

These findings answer the research questions in order. The enacted actions moved from recognition tasks to production tasks across the two cycles; the obstacles were connectivity and device access, and both were resolved organisationally rather than technologically; and writing achievement rose substantially between the pre-cycle stage and the end of Cycle II.

The direction of the result is consistent with previous Wordwall research, but the mechanism is worth separating from the outcome. Hasram and colleagues and Almuafa and Alqurashi attribute vocabulary gains to repeated exposure combined with immediate

feedback, and the same mechanism is visible here: a student who assembled a sentence incorrectly learned so within seconds and could attempt it again, whereas in the pre-cycle lessons corrective feedback arrived only after the teacher had collected the written exercise. Moorhouse and Kohnke argue that Wordwall supports vocabulary learning only when the activity is aligned with a specific learning condition rather than used for variety, and the present study supports that qualification from the opposite direction: the shift in Cycle II from Match Up to sentence-ordering templates was precisely an alignment move, and it coincided with the improvement in written production.

The result also extends the existing literature in one respect. Studies such as those of Hidayaty and colleagues and Arimbawa report gains in interest and general achievement, and Zulfah reports improved learning interest under an action design. Interest, however, is not writing. What the present data add is that a gamified medium can be tied to a productive skill when the template is chosen for its cognitive demand rather than its appeal, a point consistent with reviews warning that gamification effects depend on task design rather than on game elements as such.

Interview data support this reading without extending beyond it. The teacher reported that students who had previously been silent began to respond and to ask questions during the activities, and that the automatic scoring shortened the time needed to identify recurring errors between cycles. Students reported that the lessons had become more enjoyable, that the pairing of images with vocabulary helped them retain new items, and that the score display motivated them to repeat activities. These accounts corroborate the observation record, and the convergence of teacher, student, and documentary evidence is the basis on which the qualitative claims rest.

Alternative explanations should be acknowledged rather than dismissed. The design includes no comparison class, so part of the gain may reflect ordinary instructional effects, the novelty of an unfamiliar medium, or heightened teacher attention during an observed intervention. The pre-test and post-test were equivalent in difficulty but were separated by a short interval, which raises the possibility of a practice effect. The magnitude of the change more than fifty points is larger than the effects typically reported in comparative Wordwall studies, which is itself a reason for caution: it is more plausibly read as evidence that the pre-cycle baseline was depressed by unfamiliarity with the task format than as evidence of an unusually powerful medium.

The practical implication for madrasah teachers is narrower than a general endorsement of digital media. Wordwall proved useful here because the template was matched to the skill, because feedback was immediate, and because a structural constraint device scarcity was solved by grouping rather than by abandoning the activity. Where those three conditions do not hold, the same medium would be expected to produce engagement without production gains, which is the pattern reported in studies that measure interest alone.

CLOSING

Two cycles of classroom action research indicate that Wordwall can be developed from a source of classroom novelty into a usable instrument of writing instruction when it is planned, observed, and revised against evidence. The class mean rose from 31.54 at the pre-cycle stage to 88.85 at the end of Cycle II, the distribution shifted upward as a whole rather than at its top, and the normalised gain of 0.84 falls in the high category, while the connectivity and device constraints identified in Cycle I were resolved organisationally in Cycle II through device-sharing groups. The significance of this for teachers of Arabic lies less in the medium than in the selection principle it illustrates: the shift from matching templates to sentence construction templates, made in response to reflection rather than in advance, is what connected the activity to *mahārah kitābah* rather than to vocabulary recognition alone. Set against previous work, which has largely measured interest,

motivation, or general achievement with experimental designs, the contribution here is a documented account of how a gamified medium is adjusted mid-course to serve a productive skill. The absence of a comparison class and the short interval between tests mean that the magnitude reported should be read as change within this classroom, and further cycles with longer intervention periods and parallel classes are required before the pattern can be claimed to hold more widely.

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