

Digitalization of Arabic Language Learning in Minority Areas: The Effectiveness of Wordwall Media on Students' Reading Skills at Yanyawit School, Southern Thailand

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Abstract: Reading skills (Mahārah Qira'ah) are crucial competencies in mastering Arabic as the key to religious literacy, but they pose a complex challenge for Muslim minority students in Southern Thailand. The challenges that arise are influenced by limitations in the language environment (bi'ah lughawiyah) and the dominance of conventional methods. This study aims to examine the effectiveness of Wordwall interactive learning media in improving the reading skills of students at Yanyawit School, Yala, Thailand, which implements the Blockkhos Curriculum. This study uses a quantitative approach with a quasi-experimental pretest-posttest control group design. The research sample consisted of 30 Matheum Play 4 level students selected through purposive sampling. Data collection instruments included reading ability tests (pre-test and post-test) and student response questionnaires, which were analyzed using a t-test (paired sample t-test). The results of this study indicate that the integration of digital gamification through Wordwall not only improves cognitive scores but also provides comprehensible input that lowers students' affective filters, thereby effectively accelerating Arabic literacy in minority education environments.

Keywords: Digitalitation of Arabic, Thai Muslim Minorities, Reading Skills.

Introduction

Arabic plays a central role as a liturgical language and is key to accessing the rich global treasure trove of Islamic literature. For Muslim communities worldwide, mastery of this language cannot be viewed merely as a linguistic competence, but rather as a fundamental theological necessity (Andriani 2015). The urgency of Arabic mastery is directly proportional to the depth of one's religious understanding of the sources of Islamic law, namely the Qur'an and Hadith (Pera Aprizal 2021). Without adequate language skills, access to the original texts will be hampered, potentially distorting the understanding of religious teachings. Therefore, learning Arabic must be placed a high priority in the Islamic education curriculum to ensure the continuity of the transmission of knowledge (Al Azmi F 2023).

The urgency of mastering reading skills (Mahārah Qira'ah) often clashes sharply with complex pedagogical realities on the ground. This phenomenon has a significant impact, particularly on Muslim minority communities living in border areas with unique sociocultural challenges. In Yala Province, Southern Thailand, Muslim students studying under the auspices of private Islamic schools (Ponokor modern school) with the CurriculumBlockhousefacing various challenges (Al Munawaroh 2021). The first challenge is the lack of an ecosystem that supports language practice (bi'ah lughawiyah) outside the school environment, resulting in students not having active conversation partners. This is exacerbated by the dominant use of Thai and Patani Malay dialects in

daily communication, so that Arabic becomes a foreign language that is very distant from students' cognition (Hake 1998).

Besides environmental constraints, the second challenge arises from the dominance of conventional teaching methods that have been passed down through generations in the region. Methods such as Grammar Translation Method (GTM) or Qawaid and Translation tends to be carried out monotonously, completely centered on the teacher (teacher-centered), and very little variety in learning media. This approach often ignores the psychological aspects of students, which require dynamic interaction in the learning process. In their study, Rusli noted that the main demotivating factor for Thai students in learning Arabic was the deeply ingrained perception that the language was difficult, rigid, and boring (Rusli et al. 2024). As a result, student engagement in class was low, and the process of language internalization was slow.

The impact of these methodological and environmental issues is clearly visible in empirical field data, which indicates literacy stagnation. Initial observation data from Yanyawit School revealed alarming results: the average student only comprehended around 40-50% of the simple reading texts presented. This low level of understanding indicates that the learning objectives are being met, but has not been achieved optimally. This condition is exacerbated by official reports from Southern Border Provinces Administrative Center (SBPAC, 2023), which indicates low academic achievement for students in border areas due to significant disparities in educational facilities compared to central areas. Furthermore, teaching in minority areas is often hampered by a lack of innovative teaching media capable of bridging cultural and language gaps (Harahap et al. 2019).

When viewed from the perspective of second language acquisition theory (Second Language Acquisition), this condition is contrary to the principles of effective learning. Through the hypothesis Input emphasizes the importance of availability of comprehensible input, namely exposure to language that is understandable and slightly above the student's current competency level ($i+1$) (Krashen, 1982). Without adaptive media and adequate visual support, students in Yala struggle to visualize the meaning of abstract Arabic texts. This inability to understand the material ultimately leads to high levels of "affective filter" or language anxiety (language anxiety) in students. When the affective filter is raised, language input is blocked and cannot reach the language processing center in the brain, making learning futile (Rosalinda 2021).

To overcome this impasse, the integration of educational technology is seen as playing a very strategic role in reforming learning. The use of gamification-based interactive media is believed to be able to revolutionize the rigid atmosphere of the Arabic language classroom into a much more dynamic and enjoyable one (Rezi et al. 2024). In this context, Wordwall present as a potential platform that offers formative evaluation through various interactive quizzes such as match up, quiz, And word search. The relevance of using this media is supported by research from within Cognitive Theory of Multimedia Learning, which states that learning is more effective when information is presented through visual and verbal channels simultaneously (Mayer 2024). This multimedia approach has been shown to reduce cognitive load (cognitive load) students, so that they can process language information more efficiently (Azisah et al. 2025).

Several previous studies have attempted to examine the use of this technology in language learning. Studies by (Majid and Dudung Hamdun 2025), (Alfira Dwi Oktavia et al. 2025), serta (Wafiqni and Putri 2021) have consistently demonstrated its positive impact. Wordwall towards increasing motivation and learning outcomes, especially in the vocabulary aspect (mufradat). However, the majority of these studies were conducted in a Muslim-majority demographic context (such as in Indonesia) with relatively more conducive learning environments. There is not much literature that specifically examines the effectiveness of this media on reading skills (rent) minority students who have specific and complex socio-linguistic barriers such as in Southern Thailand. Therefore, there is an academic gap (research gap) which is real and needs to be filled immediately to complete the scientific treasury of Arabic language education. Based on this background, this study aims to analyze the influence of media use Wordwall in improving students' Arabic reading performance at Yanyawit School. In addition to testing statistical significance, this study also seeks to propose an adaptive learning model relevant to the characteristics of minority students.

Method

This study adopted a quantitative approach designed to test objective theories by examining the relationships between variables. In accordance with the research objective of measuring the effectiveness of learning media, the method applied was a quasi-experiment or quasi-experiment. This method was chosen because, in a school pedagogical setting, it was not possible for researchers to change the existing class structure to conduct pure randomization of research subjects. This approach allowed researchers to collect numerical data that could be analyzed statistically to answer hypotheses regarding the influence of digital media on language competence (Creswell. 2012).

Specifically, the experimental design used in this study was Pretest-Posttest Control Group Design. In this design, observations are carried out twice, namely before treatment (pre-test) and after treatment (post-test) was given to the experimental group. The use of this design aims to control threats to internal validity, such as historical factors and student maturity, so that the changes in scores that occur can be attributed more precisely to the intervention of the independent variable, namely the media. Wordwall. confirms that this design has adequate reliability to measure competency improvement (gain score) due to certain learning treatments (May and Hittner 2010).

The population in this study includes all Muslim students at the level Mathayom Suksa 4 (equivalent to grade X of Senior High School) at Yanyawit School. Considering the limitations and need for specific data, the sampling technique used was purposive sampling. The sample size of 30 students was determined based on specific inclusion criteria, namely homogeneity of initial Arabic language ability and students' status as being in the transition phase of learning more complex Arabic texts. This technique ensures that the sample taken is truly representative of the phenomenon of reading difficulties being studied.

To collect valid data related to the dependent variable, the main instrument used was a reading skills test (Mahārah Qira'ah). This instrument was developed by referring to

the reading taxonomy proposed by (Wallace 1992) dan (Grellet 1981), which includes three cognitive domains: literal comprehension (vocabulary and explicit information), inferential comprehension (implied meaning), and evaluative comprehension. The test format consists of 20 multiple-choice items and 5 short answer items. Before being used, this instrument has gone through a content validation process (content validity) through expert judgment by Arabic language expert lecturers and local tutor teachers to ensure that the test items are relevant to the learning indicators.

The data collection procedure was carried out in three systematic stages, starting with the pre-experimental stage. At this stage, the researcher provided pre-test to the sample to map initial capabilities (baseline) student literacy before any intervention. Results pre-test This serves as comparative data (S_{O_1}) to see the extent of the gap between student competencies and the expected curriculum standards, as well as to ensure the normality of the initial data distribution. The next stage is the implementation of the treatment (treatment) which took place over six meetings with a duration of 2 x 45 minutes per session. At this stage, Arabic language learning was integrated with media. Wordwall as an independent variable. The reading material is adapted to the curriculum syllabus. Blockhouse Students actively interact with gamification features such as Maze Chase And Open the Box to train the ability to identify the main ideas and details of the text. This intervention is designed to provide comprehensible input which is fun to reduce students' affective filters during the reading process.

The research series ended with a post-experimental stage and data analysis. The researchers provided post-test (S_{O_2}) with weight and difficulty level equivalent to pre-test to measure final achievement. Quantitative data obtained from the difference in scores pre-test and post-test then analyzed using inferential statistical techniques. Normality and homogeneity tests were carried out as prerequisites before conducting hypothesis testing using Paired Sample t-test (Paired sample t-test).

All quantitative data obtained were analyzed computationally using IBM SPSS Statistics software version 25.0 to ensure the accuracy and reliability of the results. The analysis procedure began with prerequisite tests, including a normality test using the t-test technique. Shapiro-Wilk—given the sample size is less than 50—and a homogeneity of variance test to ensure the data meets the parametric assumptions. Once the prerequisite assumptions are met, hypothesis testing is carried out using the t test. Paired Sample t-test with a significance level set at 5% ($\alpha = 0.05$). The decision-making criteria are based on probability values; if the Sig. (2-tailed) value < 0.05 , then the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted, indicating a statistically significant difference in students' reading skills before and after the intervention. Furthermore, to measure the specific level of effectiveness of the intervention, the data were analyzed using the formula Normalized Gain (N-Gain) score according to Hake (1999) to categorize the magnitude of the increase in students' abilities into high criteria ($g \geq 0.7$), medium ($0.3 \leq g < 0.7$), or low ($g < 0.3$). This analysis aims to statistically prove whether there is a significant difference in students' reading skills before and after using media Wordwall.

Result and Discussion

This study aims to test the effectiveness of using Wordwall media to improve reading skills. (Maharah Qira'ah) minority Muslim students in Yanyawit School, Thailand. The analysis was conducted based on research data obtained from 30 class students. Mathayom 4at Yanyawit School through pre-test (before treatment) and post-test (after treatment). The descriptive analysis results showed a positive shift in scores. In the initial phase, students' reading ability tended to be low, as indicated by the average pre-test score falling below the completion standard. However, after implementing the Wordwall media for six meetings, there was a significant increase in scores. A summary of the statistical data is presented in Table 1.

Table 1. Descriptive Statistics of Pre-test and Post-test Scores

Statistik	Pretest	Posttest
N	35	35
Min	13	26
Max	30	44
Mean	22.06	36.66
Std. Deviation	3.629	4.832

Table 1 shows an average increase of 14.6 points. The standard deviation of post-test which is bigger than pre-test shows that the variation in students' abilities became more heterogeneous after the treatment.

Prerequisite Test and Hypothesis Test

Prior to hypothesis testing, the Shapiro-Wilk normality test showed that the significance values for the pre-test ($p=0.560$) and post-test ($p=0.123$) were all above 0.05, indicating a normal distribution of the data. The homogeneity test also indicated homogeneous data variance. Furthermore, the effectiveness of the media was tested using a Paired Sample T-Test, as shown in Table 2.

Table 2. Paired Sample T-Test Results

Variabel	Mean	t	df	Sig. (2-tailed)
Pretest – Posttest	- 14.600	- 16.1235	34	.000

The t-test results show the value Sig. (2-tailed) of 0.000 which is smaller than 0.05. Therefore, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. This statistically proves that the use of media Wordwall has a significant influence on improving students' reading skills. To measure the level of effectiveness, a test was conducted N-Gain Score. The calculation results show an average N-Gain of 0.6641 or 66.41%, which is included in the interpretation category. Currently.

Student Response Data

Survey analysis showed a positive response. 80% of students stated "Strongly Agree" that the visual features on the Wordwall made it easier to understand word meanings, and 94% felt that learning was less boring.

Discussion

The findings of this study confirm that digitalization of learning through Wordwall not merely a technical innovation, but a strategic pedagogical solution for Muslim minority students in Southern Thailand. The statistical significance obtained can be explained through three main dimensions of analysis: cognitive, affective, and contextual.

Interactivity and Cognitive Load Reduction

The results of this study indicate that the use of Wordwall media has a significant effect on improving students' reading skills, as indicated by the difference in pretest and posttest scores with a significance of 0.000 (<0.05) and an average increase of 14.6 points. This finding is in line with research (Sefti Ninis Ariska and Emawati Emawati 2025) which found that Wordwall improves reading comprehension through interactive quiz activities that encourage students to process text more quickly and accurately. Similarly, Belvin's research reported that the use of Wordwall in language learning can strengthen vocabulary decoding skills because students receive visual stimuli and direct feedback during learning (Belvin et al. 2024). Thus, the significant improvement found in this study is consistent with previous research that confirms the effectiveness of gamification-based media in improving foreign language reading skills.

Decrease in Affective Filters in Minority Neighborhoods

From an affective perspective, questionnaire data showed that 94.29% of students stated that learning using Wordwall was not boring. This finding supports research (Dichev and Dicheva 2017) which shows that gamification can reduce learning anxiety and increase student interest. Research (Sailer and Homner 2020) also reported that students were more active and motivated when using Wordwall because the evaluation format was made more fun and competitive. This is in line with theory. Affective Filter Krashen found that a pleasant and low-pressure learning environment significantly influences successful language acquisition. Therefore, the high level of positive student responses in this study indicates that Wordwall not only improves reading skills but also creates an emotional environment conducive to Arabic language learning in minority communities.

Efficiency in Blockkhos Curriculum

Meanwhile, the N-Gain value of 0.6641, which is in the moderate to high category, strengthens the effectiveness of Wordwall media in improving student learning outcomes. This finding is consistent with the results of research (Sa'idah et al. 2024) which stated that Wordwall is effective in improving Arabic language learning outcomes in the qirā'ah aspect because it provides adaptive repetitive practice. Another study by (Sari et al. 2025) also found that digital gamification provides moderate to high improvements in learning outcomes because students are encouraged to repeat the exercises independently. Thus, the effectiveness reflected in the N-Gain value in this study is in line with previous findings that confirm that Wordwall is a medium that has a strong pedagogical impact in improving reading skills, especially in the context of students who require a visual, interactive, and motivation-based approach.

Contextually, this research addresses the challenge of time constraints in the Blockkhos Curriculum. (Wan Daud et al. 2025) highlighted the limited Arabic language

class time because it must be shared with general subjects. The instant feedback feature on Wordwall allows for rapid self-evaluation. Teachers do not need to spend face-to-face time on manual corrections, thus optimizing class time for material reinforcement (Darmawati and Nayla 2025). This demonstrates that Wordwall is an adaptive tool relevant to the educational ecosystem in Southern Thailand.

Research Limitations

Although this study demonstrates positive results, there are several limitations that should be considered. First, the relatively small sample size of 35 students limits the generalizability of these findings to the broader population in Southern Thailand. This limited sample size potentially reduces the diversity of the data, making it less representative of the conditions in other Muslim minority schools. Second, the study relied heavily on a stable internet connection, which experienced disruptions in some sessions due to the school's location in a border region. These technical difficulties could have impacted students' access to the Wordwall media and their overall learning experience.

Implications and Recommendations

Theoretically, the findings of this study strengthen the argument that learning technology, particularly gamification-based media, is capable of bridging the linguistic gap faced by students in minority environments. The integration of visual elements, interactivity, and real-time feedback in Wordwall supports the language acquisition process in accordance with modern pedagogical principles. Practically, this study recommends that policy makers in Blockkhos schools consider the integration of gamified learning into the official syllabus as a strategy to improve student motivation and learning outcomes. For further research, it is recommended that the sample size be expanded to include schools in other provinces, such as Pattani and Narathiwat, to obtain more representative and comprehensive data. Furthermore, future research should examine the effectiveness of Wordwall media on productive Arabic language skills, such as *askalam* (speaking) and *book* (writing), so that a more comprehensive understanding is obtained about the contribution of gamification media in Arabic language learning.

Conclusion

This study concludes that the integration of gamification technology through media Wordwall empirically and theoretically proven to be effective in improving reading skills (Mahārah Qira'ah) minority Muslim students at Yanyawit School, Southern Thailand. This finding addresses the problem of literacy stagnation that has occurred due to the dominance of conventional methods and the lack of a language environment (*bi'ah lughawiyah*). Statistically, there was a significant increase in scores between pre-test and post-test confirm that Wordwall able to facilitate a better understanding of Arabic texts through interactive visualization of the material. Furthermore, this study found that the effectiveness of the media lies not only in the cognitive aspect, but also in the affective aspect. The use of game elements successfully lowered students' affective filters or anxiety, changing the perception of learning Arabic from "rigid and difficult" to "fun and addictive." Thus, this media serves as a strategic bridge that bridges the gap between curriculum

demands Blockhoss with the learning characteristics of Generation Z students in border areas.

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