

# Preferred Digital Media For Self-Learning Arabic Vocabulary Through Arabic Loanwords In Malay

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## Abstract

The use of digital media in 21st-century language education is crucial, particularly for independent learning of Arabic vocabulary. With the right strategy, incorporating Arabic loanwords through digital media can enhance the effectiveness of student learning. This study aims to identify the most suitable digital media for independent learning of Arabic vocabulary using Arabic loanwords in Malay. Through a literature review approach, the study examines the effectiveness of digital platforms like *Quizizz*, *Wordwall*, and *Kahoot!* in supporting independent Arabic vocabulary learning. Comparative and descriptive analyses evaluate each platform's features, strengths, and weaknesses. The findings indicate that *Wordwall* is the most effective platform for Arabic vocabulary learning. Although less popular than *Quizizz* and *Kahoot!*, *Wordwall* offers interactive templates and a user-friendly design, making it ideal for independent vocabulary practice. Students can engage in practice more efficiently without requiring additional assistance, while the platform also provides a more engaging and effective learning experience. Despite challenges such as the need for a stable internet connection, *Wordwall* is still considered the best medium for this type of learning. Therefore, *Wordwall* is recommended as the primary platform for independent learning of Arabic vocabulary using Arabic loanwords in Malay. Future research should further explore the strengths and weaknesses of each digital platform to provide more in-depth and comprehensive findings.

**Keywords:** Digital Media, Self-Learning, Vocabulary, Arabic Loanword, Malay.

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## Introduction

In the 21st century, the use of digital media has become increasingly significant (Tomczyk et. al., 2022). The younger generation and adults are now highly dependent on technology daily. (Katemba and Sinuhaji, 2021). The utilization of internet-connected smart devices such as smartphones, laptops, and tablets help to get connected in social activities, access the latest information, engage in interactive gaming, and learn in more efficient and effective environments (Tomczyk et. al., 2022; Katemba and Sinuhaji, 2021).

In education, educators nowadays are more inclined to form teaching content using digital media (Nik Md. Saiful Azizi et al., 2021; Nenohai et. al., 2022). The content is formed through the existing platform and the latest digital media developed for current needs (Azlan et al., 2023; Mohd. Taqwudin et al., 2023). Among the popular digital media during the COVID-19 pandemic are Google Meet, Zoom, and Webex. After that, more digital media developed and became popular, such as *Quizizz*, *Canva*, *Wordwall*, *Prezi*, and *Kahoot!* (Nathan and Harwati, 2023; Tomczyk et. al., 2022).

Generally, every digital media has developed based on the specific features that support its objectives. Specific features must be present in language education to facilitate teaching and learning. According to Mohd. Taqwudin et al. (2023), the characteristics of good digital media are flexibility, ease of access without time and place limitations, and a personal approach, which means it can be customized to individual preferences. Meanwhile, Ilhami et. al (2022) mention that features of preferred digital media should align with the learning objectives and teaching materials. At the same time, UNESCO has introduced Open Educational Resources (OER) to ensure that everyone has the right to access educational materials. Characteristics of educational materials include materials that can be created and accessed at no cost by anyone, reused, and shared with everyone (UNESCO, 2024).

## Problem Statement

In language learning, particularly in Arabic, face-to-face methods have been mainly used traditionally (Mohamad Rofian et al., 2024), but now demand a more dynamic and relevant variation. In the context of language learning, including Arabic, communication is one of the key aspects that is emphasized. However, if students still struggle to master vocabulary, communication will be challenging (Wan Amar Ikram and Kaseh, 2022; Abdul Razif et al., 2021). A study by Wan Amar Ikram and Kaseh (2022) suggests that the optimal number of vocabularies for efficient Arabic language learning is estimated to be 2,000 to 5,000 words. Consequently, improving vocabulary mastery is important to ensure that Arabic language skills can be achieved.

Technological advancement has made digital media usage critical in improving students' mastery of Arabic vocabulary. Several studies have indicated that digital media in the form of interactive games and gamification have proven successful in promoting vocabulary mastery (Nathan and Harwati, 2023; Katemba and Sinuhaji, 2021). Digital media in the form of gamification like *Quizizz*, *Wordwall*, and *Kahoot!* recognized as an effective tool for enhancing vocabulary learning through an interactive and engaging approach (Nathan and Harwati, 2023; Katemba and Sinuhaji, 2021). Although this digital medium has been acknowledged as a suitable instrument for improving vocabulary acquisition, its effectiveness in facilitating Arabic vocabulary acquisition among Malay students remains unproven due to the lack of research on this issue (Nathan and Harwati, 2023).

In addition, using digital media is crucial in designing an effective self-learning environment (Balakrishnan, 2021; Nian et al., 2019). According to Wan Amar Ikram and Kaseh (2022), it is relevant in learning a language, especially in mastering vocabulary. In mastering Arabic vocabulary, 2000 to 5000 words are an ideal number of words. He also mentioned that

this mastery requires time and a suitable strategy. Thus, digital media applications are not only the right strategy but have also been proven to impact students positively and achievements (Srichailard, 2024; Trinh, 2023; Nathan and Harwati, 2023; Katemba & Sinuhaji, 2021).

In addition, mastery of Arabic vocabulary can also be strengthened by utilizing existing Arabic loanwords in the Malay language. In two separate studies by Uni (2015, 2022), he examined the potential of Arabic loanwords in Malay as teaching materials for the Malay language to international students, particularly among Arabs and Persians. The findings indicate that using loanwords from Arabic is highly effective in enhancing the learning experience of Malay language learners. The acquisition of Malay terminology is facilitated by the loanwords' similarity to the Arabic original in terms of pronunciation and meaning. For example, loanwords like '*adat*', '*muafakat*', and '*iklan*' have almost identical cognates to the original Arabic words. Thus, the mastery of Arabic vocabulary among Malay learners will be facilitated by adopting the same method (Uni, 2015; Uni, 2022).

Finally, this study highlights the need to select appropriate digital media for self-learning Arabic vocabulary. It becomes apparent when students in Arabic courses encounter difficulty in mastering the language. However, the solution to this challenge is more than just selecting the appropriate digital media; the content of the learning material is also very important. Based on the results from past studies, this research adopts an approach to utilize Arabic loanwords in the Malay language as content for self-directed Arabic vocabulary learning. Therefore, this study will be conducted to select suitable digital media to develop self-practice of Arabic vocabulary using Arabic loanwords in the Malay language. Based on the problem that has been stated thus, this study tries to answer the research question below:

1. What type of digital media is appropriate for acquiring Arabic vocabulary?
2. Is the chosen digital media suitable for self-learning?

## Research Methodology

This study aims to identify digital media suitable for supporting self-learning techniques Malay students use to increase their vocabulary in Arabic. As suggested by previous research, students will use this strategy to achieve the highest level of competency in Arabic vocabulary. This study approach involves a literature review examining previous studies on digital media use, mastery of Arabic vocabulary, and loanwords. In addition, this study also involves an analysis of the characteristics of digital media that are suitable for self-directed learning of Arabic vocabulary.

The fundamental elements of the selected digital media for research are based on the following characteristics (Mohd. Taqwudin et. al., 2023; Ilhami et. al., 2022; UNESCO, 2024):

1. It is suitable for learning the Arabic language
2. Free (no cost for educators and students)
3. It can be designed according to the educator's and student's needs
4. It can be accessed with all media devices regardless of time and place

5. Self-learning (it is done based on the student's needs, not as a compulsory assignment)
6. The content is general and can be seen, used, and shared.

Furthermore, to highlight the rationale for choosing appropriate digital media, this study will also analyse the advantages and disadvantages of using this platform for students. A descriptive and comparative analysis will be conducted on the collected data from the study to evaluate the compatibility of digital media with the research objectives. This study will focus on three digital media platforms: *Quizizz*, *Wordwall*, and *Kahoot!*

According to a systematic review by Nathan and Harwati (2023), *Quizizz* and *Kahoot!* are widely used in second-language English language learning. *Wordwall* is recognized as an excellent digital platform for acquiring vocabulary. This form of digital media is also acknowledged as widely used and recognized by educators (Tomczyk and colleagues, 2022). Outlined below is the methodology for choosing digital media in this research:

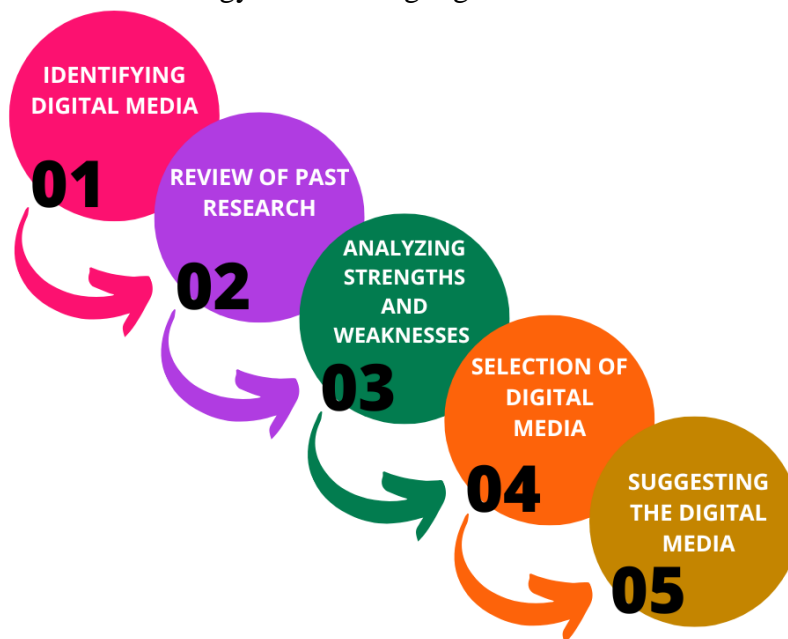


Figure 1: Digital Media Selection Procedures

## Findings and Results

In this topic, the findings regarding *Quizizz*, *Wordwall*, and *Kahoot!* It will be analysed based on two research questions stated in the research problem.

### Quizizz:

*Quizizz* is a digital platform incorporating artificial intelligence (AI), simplifying the process for educators to create quizzes, classes, and interactive activities. In the beginning, *Quizizz* combined learning and evaluation to enhance the enjoyment and interactivity of education. However, it has now evolved into an extensive repository of questions, with a collection of over 400 million questions. The existing AI capabilities enable educators to strategically create

curricula with greater efficiency to cater to the specific requirements of pupils. This platform can be utilized for a wide range of grade levels or subjects within a limited timeframe. Furthermore, *Quizizz* offers text-to-speech, audio replies, and translation features (*Quizizz*, 2024).

Furthermore, this platform is provided with gamification features such as power-ups, team modes, and leaderboards to guarantee the sustained motivation of students. Moreover, *Quizizz* offers an integration system that may be integrated with specific devices, particularly for educational institutions and organizations. This system facilitates the distribution of targeted and effective teaching materials (*Quizizz*, 2024). This main platform can be accessed using this link: <https://quizizz.com/?lng=en>. Users must complete the registration process to use this platform.

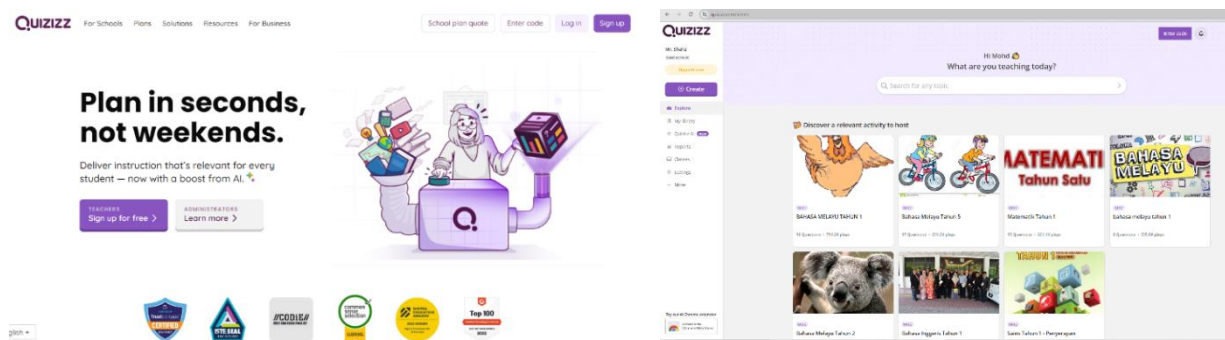


Figure 2: Example of *Quizizz* website layout

Additionally, *Quizizz* is available for Android users via the Play Store, enhancing its practicality and compatibility with mobile devices (*Quizizz*, 2024). The table below presents the advantages and cons of *Quizizz*, as stated by Ahsanuddin (2021).

Table 1: Advantages and Disadvantages of *Quizizz* according to Ahsanuddin (2021)

Advantages	Disadvantages
1. One point will be awarded to each student who answers a question properly.	1. Students can open new tabs several times.
2. After responding to each question, Students can view their ranking position on the screen display.	2. The instructor may encounter challenges in managing students who repeatedly open new tabs, which can impact the grading process.
3. If a student responds incorrectly to a question, the accurate answer will be shown.	
4. Upon completion of the quiz, a 'review question' display will be presented for pupils to review their selected answers.	
5. During the quiz implementation, each student is given a distinct set of questions, although the questions remain constant and are only randomly assigned.	

Table 2: Summary of previous studies using *Quizizz* in learning.

Previous studies	Respondents / Samples	Objectives	Findings
Hanif et. al. (2023)	30 students from Madrasah Ibtidaiyah (elementary school) in Indonesia.	Using the <i>Quizizz</i> platform as an alternative medium for Arabic language learning based on interactive quizzes for elementary school students.	The <i>Quizizz</i> platform is appropriate for Arabic language learning since it effectively motivates students and enables teachers to evaluate their learning progress. An investigation of 30 students revealed that 65.5% expressed satisfaction with this platform's effectiveness in improving comprehension and achieving educational goals.
Ilhami et. al. (2022)	20 students who are not interested in the Arabic language. A test on the use of the <i>Quizizz</i> application.	Investigating the perspectives of disinterested students in Arabic language acquisition using the <i>Quizizz</i> interactive platform, specifically focussing on vocabulary acquisition.	<i>Quizizz</i> can increase students' competitiveness by implementing a rating system and offer greater flexibility by eliminating the requirement to download an application.  Nevertheless, a reliable internet connection is necessary, in addition to the inclination of students to quickly and carelessly respond to quizzes because of time limitations.
Katamba & Sinuhaji (2021)	65 students	Examining the ESA (engage, study, and activate) method through <i>Quizizz</i> to determine the improvement in students' vocabulary knowledge.	The ESA method, implemented through the <i>Quizizz</i> game, has demonstrated efficacy in vocabulary instruction and is applicable across all educational levels, from elementary to higher education. Utilising <i>Quizizz</i> further enhances students' enthusiasm and engagement in the learning process.

Based on the analysis of three previous studies, it was found that using *Quizizz* significantly contributes to the learning process. Among its benefits is enhancing students' motivation, interest, achievement, and understanding of the studied subjects. In addition, *Quizizz* also offers a ranking system that encourages a spirit of competition among students and has features that provide flexibility in its use. However, using *Quizizz* requires a stable internet connection, and students may rush to answer questions due to the time limits set. Several other studies have reported similar findings (Nathan and Harwati, 2023; Zulpina, 2022; Ghofur et al., 2023). Therefore, this study focuses on the three studies, as shown in Table 2.

### **Wordwall:**

*Wordwall* is a digital interactive media platform designed for educators to generate dynamic and captivating classroom activities suitable for in-person and online learning. The website provides diverse templates, encompassing multiple-choice quizzes, matching pairs, anagrams, sorting exercises, and cloze problems. The instructor supplies the educational material, while *Wordwall* autonomously produces the required visual layout. This task may serve as either a class assignment or as homework. *Wordwall* assists in optimizing class planning, promoting interactive learning experiences, minimizing the need for paper worksheets, facilitating self-directed learning, and allowing teachers to track student progress efficiently (Wordwall, 2024).

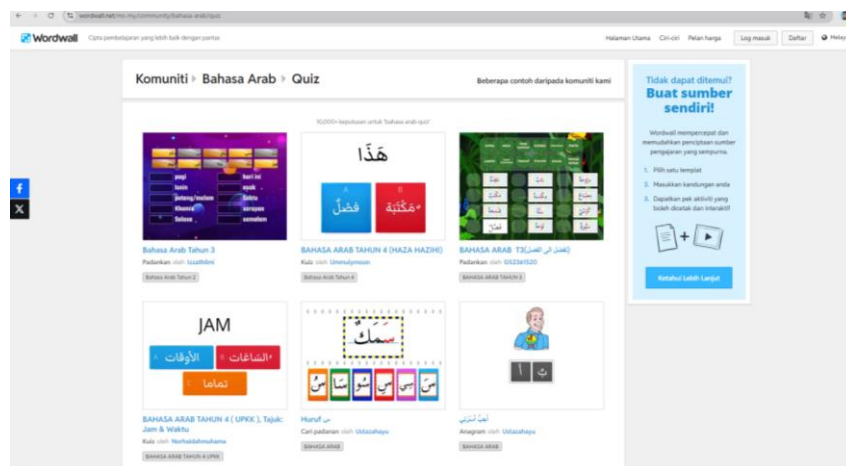


Figure 3: Example of *Wordwall* Web

*Wordwall* is also a gamification-based digital media that allows educators to create content, such as quizzes, in the form of interactive games. With a simple and user-friendly interface and a lightweight and up-to-date search engine, this platform offers a variety of free templates that make it easy for students to access quizzes without needing an account. These features help enhance student engagement and make it easier for teachers to assess students' understanding levels. *Wordwall* also plays a role in overcoming boredom in learning through an educational game approach (Pradini and Adnyayanti, 2022; Ahsanuddin, 2021).

Table 3: Summary of previous studies using *Wordwall* in learning.

Previous studies	Respondents / Samples	Objectives	Findings
Pradini & Adnyayanti (2022)	Case Study: 1 student. The test was conducted over 3 days.	Targeting the improvement of English vocabulary among young students at SDN 1 Mambang using <i>Wordwall</i> .	<ol style="list-style-type: none"> <li>1. The post-test scores of the student rose to 73.33 from the pre-test score of 53.33. The student's vocabulary achievement has shown a 37.50% total improvement.</li> <li>2. Using the <i>Wordwall</i> technique helps improve students' vocabulary proficiency and motivation.</li> <li>3. <i>Wordwall</i> facilitates self-directed learning for students at home without parents' supervision.</li> <li>4. Key game elements such as word search and anagrams facilitate vocabulary acquisition.</li> <li>5. The content includes music, vibrant templates, and distinctive characters.</li> </ol>
Kadaruddin et. al. (2020)	23 respondents	This study aims to enhance the mastery of English vocabulary among students using the digital media <i>Wordwall</i> for second-level students at the Islamic Junior High School Darul Arqam Ponremaru.	The results of this study suggest that using <i>Wordwall</i> media for vocabulary instruction has demonstrably improved students' vocabulary proficiency, as seen by the final test outcomes.
Pimpuang & Yuttapongtada (2023)	7 master's students	Investigating the impact of incorporating <i>Wordwall</i> into Thai language education for acquiring English vocabulary derived from Sanskrit.	The study revealed that incorporating <i>Wordwall</i> into the instruction of English vocabulary derived from Sanskrit in Thai language learning significantly improves word recognition abilities.



In conclusion, the *Wordwall* platform has proven effective as a digital medium in vocabulary learning, as demonstrated by improving students' vocabulary mastery in pre- and post-tests. The studies also highlighted several distinctive features of *Wordwall*, including its ability to support self-directed learning, provide specific features for vocabulary practice, and offer interactive elements such as music, templates, and unique characters. Although these studies focus more on English vocabulary learning, the concepts, and their applications can be adapted to Arabic vocabulary learning. Table 3 above focuses only on three studies, as several findings from other studies also indicate similar results (Ghofur et al., 2023; Nathan and Harwati, 2023; Tiagarajah and Said, 2022; Fakhruddin et al., 2021). The study found that using *Wordwall* for teaching English vocabulary derived from Sanskrit in Thai language learning effectively enhances word recognition skills.

### ***Kahoot!***

*Kahoot!* is an educational platform designed to enable anyone, such as children, students, and employees, to maximize their capacity for learning outcomes. This platform offers the tools to generate, distribute, and coordinate educational sessions specifically tailored to improve student involvement and the successful acquisition of knowledge. The educational sessions facilitated by *Kahoot!* can be conducted in person or remotely, utilizing various internet-connected devices (*Kahoot!*, 2024).

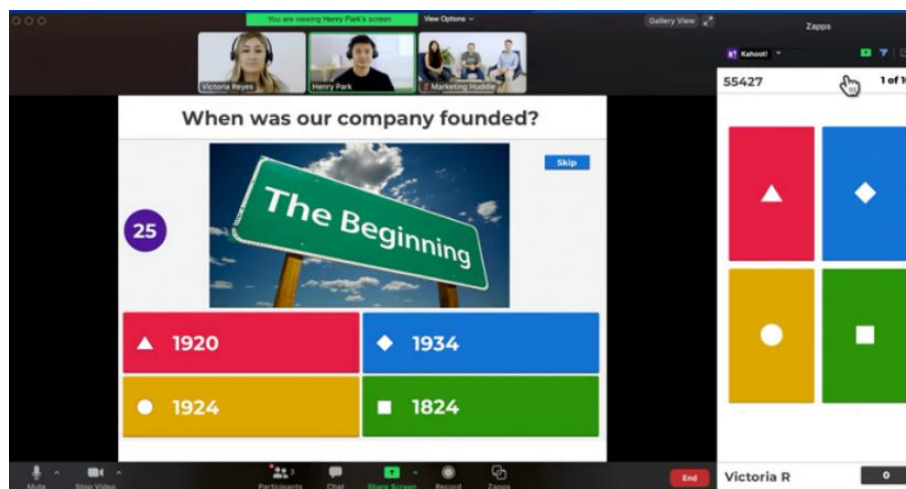


Figure 4: An example of a game using *Kahoot!*

The main website for the *Kahoot!* platform is <https://kahoot.com/>, and it is now available on the Play Store. *Kahoot!* can be accessed for free by educators and students. According to Mohammad Ahsanuddin (2021), the uniqueness of *Kahoot!* lies in the form of the game presented both in groups and individually. *Kahoot!* can be integrated with various learning resources to enhance learning outcomes in the classroom. In addition, *Kahoot!* is an interactive digital medium that can enhance motivation in carrying out exercises, exams, and assignments. (Nathan dan Harwati, 2023). According to Kohnke and Moorhouse (2022), *Kahoot!* is a response-based game system that requires educators to act as hosts and students as

participants. This user-friendly platform provides motivation, enjoyment, and good competitive value if aligned with the learning content.

*Kahoot!* platform comprises four primary functionalities: games, quizzes, debates, and surveys. Games enable educators to formulate questions by displaying accurate responses as graphics or colours. The features of material reinforcement include the ability of educators to provide learning resources and the direct accessibility of such items by students. To access training materials via *Kahoot!*, users must possess a pin that the content source will send. The following are the instructions for using *Kahoot!*:

1. Register an account on the *Kahoot!* website or app.
2. Enter the pin provided by the educator.
3. Write the names of participants either individually or as a group.
4. The educator will pose the questions to all the students.
5. When a question appears, students must immediately mark the correct answer.
6. After the answers, the scores and rankings will be displayed.
7. The process of answering questions will repeat until the test is completed.

Table 4: Summary of previous studies using *Kahoot!* in learning.

Previous studies	Respondent / Sample	Objectives	Findings
Ghofur et. al. (2023)	30 students	To examine students' perceptions and motivations regarding implementing gamification systems in Arabic vocabulary learning.	<ol style="list-style-type: none"> <li>1. Gamification in learning can enhance the quality of Arabic vocabulary learning.</li> <li>2. The average student who has a very positive perception of <i>Kahoot!</i> (M=4.07) compared to <i>Wordwall</i> (M=3.61).</li> <li>3. Students showed significant motivation towards <i>Kahoot!</i> (M=4.28) and <i>Wordwall</i> (M=3.92).</li> </ol>
Fiani et. al. (2021)	25 students	This study aims to explain the effectiveness of using the <i>Kahoot!</i> application as an assessment tool in learning Arabic vocabulary for fifth-grade students at MI Al-Ma'arif 01 Margomulyo, Blitar.	<ol style="list-style-type: none"> <li>1. This study shows the effectiveness of using the <i>Kahoot!</i> application. as a tool for learning and assessment in teaching Arabic vocabulary. The average student assessment score significantly increased from 37.6 to 75.2 after using <i>Kahoot!</i>.</li> <li>2. Statistical analysis confirms the hypothesis that <i>Kahoot!</i> is</li> </ol>

Wang & Tahir (2020)	93 previous studies related to the <i>Kahoot!</i>	This study aims to investigate the effects of <i>Kahoot!</i> on the learning process, namely its impact on academic achievement, classroom interactions, instructor attitudes and views, and student anxiety.	<p>an effective medium for enhancing learning outcomes in Arabic vocabulary.</p> <ol style="list-style-type: none"> <li>1. <i>Kahoot!</i> can positively impact learning performance, classroom dynamics, the attitudes of students and teachers, and student concerns.</li> <li>2. Challenges of students: <ul style="list-style-type: none"> <li>• Technical issues such as an unstable internet connection.</li> <li>• The questions and answers are difficult to read on the displayed screen.</li> <li>• You are not allowed to change your answers after submission.</li> <li>• The pressure of time that causes stress to respond.</li> <li>• Time that is insufficient to respond,</li> <li>• Afraid of losing, and</li> <li>• It is hard to catch up if there are mistakes.</li> </ul> </li> <li>3. Teacher's challenges: <ul style="list-style-type: none"> <li>• It is difficult to determine the difficulty level of the questions and answers.</li> <li>• Unstable internet connection</li> <li>• Grading based on the speed of responses that reduces student reflection.</li> <li>• Students guess without thinking.</li> <li>• Students are experiencing issues with failing quizzes.</li> </ul> <p>Some teachers find it difficult to use this technology.</p> </li> </ol>
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Based on Table 4, *Kahoot!* has been positively evaluated as an effective platform for motivating students for vocabulary learning. Several other studies also support this finding

(Nathan dan Harwati, 2023; Kohnke dan Moorhouse, 2022). In addition, a systematic review study by Wang and Tahir (2020) has detailed the challenges faced by teachers and students in using *Kahoot!* as a learning medium. The findings from this study provide valuable insights for achieving the study's objective, which is to select suitable digital media for self-directed Arabic vocabulary learning.

In conclusion, *Quizizz*, *Wordwall*, and *Kahoot!* have distinctive features developed according to specific purposes and objectives. Each platform or application is designed to meet learning needs with different approaches, depending on the teaching goals and the learning styles. For example, *Quizizz* emphasizes gamification in quizzes to enhance student engagement through interactive question-and-answer sessions. *Wordwall*, however, focuses on various teaching activities by providing flexible templates that can be customized according to needs. Meanwhile, *Kahoot!* is also great for providing interactive learning activities in the classroom. Therefore, these three platforms have been developed with unique features, aligned with specific objectives to support the effectiveness of teaching and learning.

Table 5: The main features of *Quizizz*, *Wordwall* and *Kahoot!*

	Quizizz	Wordwall	Kahoot!
It is suitable for learning the Arabic language (font)	<ul style="list-style-type: none"> <li>• Can be written using Arabic font</li> </ul>	<ul style="list-style-type: none"> <li>• Can be written using Arabic font</li> </ul>	<ul style="list-style-type: none"> <li>• Can be written using Arabic font</li> </ul>
Free (no cost for educators and students)	<p>Free (Basic account)</p> <ul style="list-style-type: none"> <li>• Premium account –Educators must pay</li> <li>• Students are only users</li> </ul>	<p>Free (Basic account)</p> <ul style="list-style-type: none"> <li>• Premium account –Educators must pay</li> <li>• Students are only users</li> </ul>	<p>Free (Basic account)</p> <ul style="list-style-type: none"> <li>• Premium account –Educators must pay</li> <li>• Students are only users</li> </ul>
It can be designed according to the educator's and student's needs	<ul style="list-style-type: none"> <li>• Content based on educators</li> <li>• Only quiz templates available</li> </ul>	<ul style="list-style-type: none"> <li>• Content based on educators</li> <li>• There are 33 templates (more games)</li> </ul>	<ul style="list-style-type: none"> <li>• Content based on educators</li> <li>• Limited template (less games)</li> <li>• Focused on a slide show quiz</li> </ul>
It can be accessed with all media devices regardless of time and places	<ul style="list-style-type: none"> <li>• Suitable for all devices</li> <li>• Website and app</li> </ul>	<ul style="list-style-type: none"> <li>• Website only</li> <li>• A website friendly to all types of smart devices.</li> </ul>	<ul style="list-style-type: none"> <li>• Suitable for all devices</li> <li>• Website and app</li> </ul>
Self-learning (it is done based on the student's needs,	<ul style="list-style-type: none"> <li>• Can be played as a solo</li> </ul>	<ul style="list-style-type: none"> <li>• Can be played as a solo</li> </ul>	<ul style="list-style-type: none"> <li>• Can be played as a solo</li> </ul>

not as a compulsory assignment)

The content is general and can be seen, used and shared.

- Content can be set as public or private at the creator's discretion

- Content can be set as public or private at the creator's discretion

- Content can be set as public or private at the creator's discretion

The comparison in Table 5 shows that all three platforms have almost identical features. The only difference is in the third characteristic, 'It can be designed according to the educator's and students' needs'; *Wordwall* has a much wider variety of templates or games than *Kahoot!* and *Quizizz*. This information supports the statement by Pradini and Adnyayanti (2022) that *Wordwall* has many games to support student learning.

Besides, this study also conducts a comparative analysis to examine the advantages and disadvantages of *Quizizz*, *Wordwall*, and *Kahoot!* after being used by educators and students. The advantages and disadvantages have been identified from previous studies. Here is a comparison of the advantages and disadvantages of *Quizizz*, *Wordwall*, and *Kahoot!*.

Table 6: Advantages and Disadvantages

	Advantages	Disadvantages
<b>Quizizz</b>	<ul style="list-style-type: none"> <li>i. Implementing a ranking system for each response to a question.</li> <li>ii. The order of questions differs for each student (questions are randomized).</li> <li>iii. Students can view all questions and answers after completing the test.</li> </ul>	<ul style="list-style-type: none"> <li>i. Students can open new tabs multiple times.</li> <li>ii. Instructors find it difficult to control students who open new tabs as it will affect the grading process.</li> <li>iii. A stable internet connection is required</li> </ul>
<b>Wordwall</b>	<ul style="list-style-type: none"> <li>i. A brief overview</li> <li>ii. A lightweight search engine</li> <li>iii. It has various game templates</li> <li>iv. No account registration required</li> <li>v. Helps students learn independently</li> <li>vi. Features unique music and characters</li> </ul>	<ul style="list-style-type: none"> <li>i. Only available on the website.</li> <li>ii. A stable internet connection is required</li> </ul>

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<b>Kahoot!</b>	i.	Stimulating an interactive atmosphere in the classroom.	i.	A stable internet connection is required
	ii.	Fostering competition (Group games)	ii.	The answer cannot be changed
	iii.	Encourage cooperation (Group games)	iii.	Stress due to time constraints
			iv.	Time is insufficient
			v.	Scoring is based on the responses
			vi.	Students are just guessing to answer
			vii.	Students are afraid of losing

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A comprehensive investigation of the choice of appropriate digital media for acquiring Arabic vocabulary, specifically focussing on the use of Arabic loanwords in Malay, has been undertaken in this study. After evaluating the pros and cons of the three digital media provided, *Wordwall* emerges as the most suitable option for accomplishing the goals of this study.

### **Research Question 1: What type of digital media is appropriate for acquiring Arabic vocabulary?**

*Wordwall* was chosen as the most suitable platform because it offers features that focus on vocabulary learning. *Wordwall* has a design that is not too complex. Students and educators can easily access and use it without excessive help and tutorials. This matter will provide convenience to educators and students to manage learning more effectively and without any obstacles. This concern aligns with ensuring that the chosen platform effectively supports Arabic vocabulary learning.

### **Research Question 2: Is the chosen digital media suitable for self-learning?**

In learning Arabic vocabulary, appropriate strategies must be employed to master sufficient vocabulary (Wan Amar Ikram and Kaseh, 2022). Among them is self-directed learning. Features such as a simple design, non-complexity, no need to register an account, unique music and characters, and various game templates allow students to practice vocabulary independently.

However, the main weakness of *Wordwall* is the need for a stable internet connection, similar to *Quizizz* and *Kahoot!*. Nevertheless, considering its additional benefits, particularly regarding user-friendliness and emphasis on vocabulary practice, *Wordwall* can still be considered the best option for learning Arabic vocabulary that uses Arabic loanwords. This finding aligns with the research by Nathan and Harwati (2023), which states that although *Wordwall* may be less popular compared to *Quizizz* and *Kahoot!*, this digital media remains a highly effective platform for vocabulary learning.

## Conclusion

After critically examining previous studies on the usage of digital media *Quizizz*, *Wordwall*, and *Kahoot!*, it was determined that *Wordwall* is the optimal option for enhancing the self-practice of Arabic vocabulary by incorporating Arabic loanwords into the Malay language.

These factors, which include practicality, capacity to facilitate self-directed learning, and effectiveness in improving vocabulary knowledge, provide the rationale for this choice. *Wordwall* platform offers a notable benefit in creating a captivating and pleasurable educational setting, as it can be utilised by students independently without requiring direct oversight from instructors. The distinctive characteristics of this application, including a wide range of game templates and convenient accessibility, render it a very efficient instrument for self-practice in acquiring the Arabic language.

However, this study also acknowledges its limitations. Although *Wordwall* is considered advantageous in this selection, the studies conducted do not detail the strengths and weaknesses of *Quizizz*, *Wordwall*, and *Kahoot!* in depth and specifically. The researchers only mention the references to these advantages and disadvantages in a more general context. Therefore, further studies on these aspects are essential to obtain deeper and more comprehensive findings.

Overall, *Wordwall* is recommended as the primary medium for implementing Arabic vocabulary learning using Arabic loanwords, in line with this study's objectives and research questions. Further studies need to be conducted to refine the advantages and disadvantages of each digital medium involved to achieve a more comprehensive understanding.

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