



Transforming Student's Arabic Writing Skills through Word Square Media: Examining its Effectiveness

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Abstract:

This study aims to examine the effectiveness of Word Square media in improving students' Arabic writing skills. Writing in Arabic requires structured, engaging, and student-centered learning strategies to enhance learners' outcomes. However, traditional methods often fail to stimulate students' interest and competence in Arabic writing. This quantitative research employed a one-group pretest-posttest experimental design involving 22 eleventh-grade students. Data were collected through writing tests administered before and after the implementation of Word Square media. The objective was to measure the extent to which the media could enhance students' writing performance. Descriptive statistics showed a substantial improvement in students' average scores from 66.05 in the pretest to 81.77 in the posttest. There were also consistent increases in minimum, maximum, and standard deviation values. The Shapiro-Wilk test indicated normal data distribution with significance values of 0.584 (pretest) and 0.147 (posttest), both greater than 0.05. The paired sample t-test showed a significance value (2-tailed) of 0.000, which is less than 0.05, indicating a statistically significant difference between pretest and posttest scores. The findings confirm that Word Square media is effective in enhancing students' Arabic writing skills. The media enables students to engage in learning interactively, enjoyably, and collaboratively. Thus, Word Square can be considered a valuable instructional tool to be integrated into Arabic language learning to boost students' writing performance.

Keywords: *Writing Skills; Word Square Tools; Middle School Students*

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Transformasi Keterampilan Menulis Bahasa Arab Siswa melalui Media Word Square: Menguji Efektivitasnya

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Abstrak:

Penelitian ini bertujuan untuk menguji efektivitas media Word Square dalam meningkatkan keterampilan menulis bahasa Arab siswa. Menulis dalam bahasa Arab memerlukan strategi pembelajaran yang terstruktur, menarik, dan berpusat pada siswa guna meningkatkan hasil belajar. Namun, metode pembelajaran tradisional sering kali gagal membangkitkan minat dan kemampuan siswa dalam menulis bahasa Arab. Penelitian ini menggunakan pendekatan kuantitatif dengan desain eksperimen pretest-posttest pada satu kelompok yang melibatkan 22 siswa kelas XI. Data dikumpulkan melalui tes menulis yang dilakukan sebelum dan sesudah penerapan media Word Square. Tujuan utamanya adalah untuk mengukur sejauh mana media ini dapat meningkatkan performa menulis siswa. Analisis deskriptif menunjukkan peningkatan yang signifikan pada nilai rata-rata siswa, dari 66,05 pada pretest menjadi 81,77 pada posttest. Peningkatan juga terlihat pada nilai minimum, maksimum, dan standar deviasi. Uji normalitas Shapiro-Wilk menunjukkan data berdistribusi normal dengan nilai signifikansi 0,584 (pretest) dan 0,147 (posttest), keduanya lebih besar dari 0,05. Uji t berpasangan menghasilkan nilai signifikansi (2-tailed) sebesar $0,000 < 0,05$, yang menunjukkan adanya perbedaan signifikan antara nilai pretest dan posttest. Hasil penelitian menegaskan bahwa media Word Square efektif dalam meningkatkan keterampilan menulis bahasa Arab siswa. Media ini memungkinkan siswa belajar secara interaktif, menyenangkan, dan kolaboratif. Oleh karena itu, Word Square dapat dipertimbangkan sebagai alat pembelajaran yang bernilai untuk diintegrasikan ke dalam kurikulum pembelajaran bahasa Arab guna meningkatkan keterampilan menulis siswa.

Kata Kunci: Keterampilan Menulis; Word Square; Siswa Sekolah Menengah

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INTRODUCTION.

Writing skills are one of the essential language skills, particularly in Arabic language learning, especially among Islamic Senior High School students (Ichsan et al., 2024). However, students often face challenges in mastering grammar and writing structures that differ from their native language (Nukapangu & Kumar, 2024). This issue is exacerbated by the limited availability of effective interactive learning media to support the development of writing skills (Odeh et al., 2023; Suson et al., 2020). The gap between students' needs and the learning tools provided in class often leads to low writing performance and a lack of motivation to improve writing competence. In response to these issues, scholars and practitioners have explored various strategies to improve language learning outcomes, including the use of educational games. One such strategy is the implementation of Word Square media, a game-based tool that allows students to discover and arrange vocabulary through structured grids. Research shows that the Word Square media can significantly enhance language skills in a more engaging and interactive way (Rinjani et al., 2021). Furthermore, Word Square has been proven to reduce students' anxiety in writing, which is one of the main obstacles in language learning (S. A. Rahman et al., 2024).

Based on these findings, the researcher assumes that Word Square is not only effective in enriching vocabulary, but also in helping students structure ideas more easily, thereby facilitating sentence construction and reducing psychological pressure. These benefits are particularly relevant in the context of Arabic writing, which requires accurate mastery of grammar (nahwu and sharaf), structured composition, and a strong lexical base. However, studies on the application of Word Square in the context of Arabic writing learning especially in addressing grammar mastery and anxiety reduction remain limited (Izzah, 2022). The theoretical assumption built in this study is that Word Square can improve Arabic writing skills because it integrates vocabulary acquisition, structural awareness, and interactive learning principles that reduce writing anxiety. This is supported by the theory of cognitive load and motivation in language learning, where enjoyable learning tools can lower affective filters and enhance learner engagement (Bakhsh, 2016; Wang & Liu, 2021). Moreover, the assumption is strengthened by studies that highlight how interactive media improve vocabulary, grammar, and student motivation (Bakhsh, 2016; Rinjani et al., 2021; Wang & Liu, 2021).

For instance, (Bakhsh, 2016) research highlights that Word Square can enhance students' vocabulary through an engaging and interactive approach. (Malik & Ampa, 2022) also demonstrate that Word Square effectively boosts motivation in learning foreign languages, including Arabic. Nevertheless, most of these studies focus on vocabulary and motivation in general, without delving deeply into its impact on writing skills in Arabic, especially among Madrasah Aliyah students. At the same time, studies by (Brouwer et al., 2024; S. A. Rahman et al., 2024) show that writing anxiety is a significant barrier in language learning. Despite this, few studies have evaluated how learning media, such as Word Square, can reduce this anxiety in the context of Arabic. This study offers a unique contribution by empirically testing the above theoretical assumptions. It examines the effectiveness of Word



Square media in improving Arabic writing skills among Islamic Senior High School students an area that has not been extensively explored. Previous research has focused on vocabulary enrichment or motivation increase (Wang & Liu, 2021), but not on grammar mastery and idea organization in Arabic writing. Likewise, (Khasanah, 2016) highlighted the positive impact of this media on psychological pressure in language learning, although her research was more focused on English rather than Arabic (Soleha et al., 2024).

Thus, the research hypothesis formulated from this theoretical assumption is: *The use of Word Square media can significantly improve students' Arabic writing skills by enhancing grammar mastery, expanding vocabulary, supporting idea organization, and reducing writing anxiety.* This hypothesis will be empirically tested through an experimental design. This study is important to address the challenges in improving Arabic writing skills among Madrasah Aliyah students, particularly in mastering grammar, vocabulary, and writing structure, which are often major obstacles (Suson et al., 2020). The lack of innovative and interactive learning media emphasizes the urgency of this research. Word Square has proven effective in enhancing vocabulary and student motivation in other languages (Bakhsh, 2016; Rinjani et al., 2021), as well as reducing anxiety that often hinders the writing process (Rezeki & Rahmani, 2021). However, research focusing on the use of Word Square in Arabic writing skills learning is still very limited (Malik & Ampa, 2022). Therefore, this study aims to fill this gap by evaluating the effectiveness of Word Square, which is expected to make a significant contribution to the innovation of Arabic language learning, particularly in improving students' writing skills (Huda et al., 2024).

This study aims to evaluate the effectiveness of Word Square media in improving the Arabic writing skills of Madrasah Aliyah students, focusing on mastering grammar, vocabulary, and reducing anxiety. The importance of these skills lies in the complexity of the Arabic language, which often poses challenges for students. Word Square was chosen because it has been proven to enrich vocabulary, enhance learning motivation, and minimize students' psychological pressure, as demonstrated by the research of (Bakhsh, 2016; F. K. Rahman et al., 2021). Additionally, studies by (Brouwer et al., 2024; Lutfiyatun, 2021; Nasrulloh et al., 2020; Oktaviani & Gusti Yanti, 2022; Wahyuningsih et al., 2021) show that the use of game-based learning media can reduce student anxiety, particularly in language learning. Therefore, this study tests the hypothesis that the use of Word Square can significantly improve Arabic writing skills compared to conventional methods, particularly in mastering grammar, idea organization, and anxiety reduction

METHOD

This study focuses on the Arabic writing skills of tenth-grade students at Madrasah Aliyah Darus Sholah because this issue reflects a significant challenge in language learning. Writing skills are crucial for supporting overall language proficiency, but the complexity of Arabic grammar often serves as a major obstacle (Mudinillah et al., 2023). Students at the Madrasah Aliyah level also face a lack of innovative learning media, resulting in lessons often feeling monotonous and less interactive (Peters et al., 2024). This phenomenon indicates the need for a new



approach, such as the use of Word Square media, which is designed to enhance writing skills in a more engaging and effective way (Antasari & Septora, 2023; Maulidi & Aisa, 2023). This issue was chosen due to its relevance to students' needs in the modern era, especially in preparing them for academic and professional challenges that require practical mastery of the Arabic language. Furthermore, the lack of research on the effectiveness of Word Square in the context of Arabic language learning adds urgency to this study (Gier et al., 2009). Thus, this research not only addresses practical issues in the classroom but also contributes to the academic literature related to innovative learning media.

This study uses a quantitative approach with a One-Group Pretest-Posttest experimental design, which allows the researcher to evaluate changes that occur in the same group of students before and after the implementation of the intervention (Ph.D. Ummul Aiman et al., 2022; A. Rahman et al., 2022). This design was specifically chosen because it provides a direct and measurable way to assess the effectiveness of Word Square media without the complexities of comparing different groups. In classroom-based research, especially in real educational settings like Madrasah Aliyah, controlling for all external variables in multiple groups is often difficult. Therefore, using a single group helps focus on the internal development of students and the real impact of the intervention (Ismael et al., 2022). This method is also efficient for examining improvements in writing, which can be clearly tracked from the pretest to the posttest within the same participants.

The subjects of the study are tenth-grade students at Madrasah Aliyah Darus Sholah, selected using purposive sampling. This selection was based on specific criteria, namely students who are actively engaged in Arabic language learning and are willing to participate in the entire research process. This study consists of three main stages:

- 1) Initial measurement through a pretest to assess students' baseline writing abilities,
- 2) The implementation of an intervention in the form of learning using Word Square media, and
- 3) Final measurement through a posttest to evaluate the improvement in students' writing skills (Guru Pendidikan, 2020).

The data collection techniques used include interviews and writing proficiency tests through pretest and posttest. Interviews were conducted to gather information related to students' learning experiences, including the challenges they face in writing Arabic and their responses to the use of Word Square (Vesriani et al., 2022). The pretest and posttest were administered using an assessment rubric covering aspects of grammar, vocabulary, coherence, and writing structure. The collected data were analyzed using a quantitative approach, with statistical tests such as paired t-tests to determine the significance of changes between pretest and posttest results. In addition, data from the interviews were analyzed descriptively to complement the quantitative findings and provide a deeper understanding of the effectiveness of this method. Data analysis was conducted in stages to ensure valid



and reliable results, starting from the processing of raw data, statistical calculations, and ending with the interpretation of findings in relation to the research objectives (Hermawan, 2022). With this approach, the study is expected to produce practical and theoretical recommendations for the development of Arabic language learning.

RESULT AND DISCUSSION

Implementation of Word Square Learning Media

Although Word Square media has been widely used in language teaching, research that explicitly investigates its effectiveness in improving students' writing skills and interest in Arabic lessons remains limited. Most existing studies focus on other types of learning media without specifically exploring how Word Square can support Arabic writing skills. This study is crucial as it fills a gap in the literature, particularly regarding the use of Word Square in Arabic language learning to improve grammar mastery, idea organization, and reduce writing anxiety. This topic is still underexplored and rarely discussed in international journals. Previous studies have demonstrated that Word Square can enhance vocabulary acquisition and learning motivation. However, only a few have thoroughly examined its impact on Arabic writing skills, especially at the Islamic Senior High School (Madrasah Aliyah) level. Thus, this research offers a unique contribution by comprehensively evaluating the effectiveness of Word Square in Arabic writing instruction.

To ensure that the observed improvements are truly due to the use of Word Square and not influenced by other variables this study applied a One-Group Pretest-Posttest experimental design. The experimental procedure followed a detailed and structured sequence:

Table 1. Experimental Procedure of Word Square Media

Stage	Activity	Duration	Purpose
1. Pretest	Writing a short paragraph in Arabic.	1 x 40 mins	Assess baseline writing ability.
2. Introduction	Explanation of Word Square and its rules.	1 x 40 mins	Provide basic understanding.
3. Vocabulary Finding	Searching for vocabulary in the Word Square.	2 x 40 mins	Improve vocabulary mastery.
4. Sentence Construction	Creating sentences from discovered words.	2 x 40 mins	Practice grammar and sentence structure.
5. Paragraph Writing	Developing sentences into coherent paragraphs.	2 x 40 mins	Train idea organization.
6. Posttest	Final paragraph writing test.	1 x 40 mins	Measure improvement after intervention.



The table above outlines the time allocation used during the learning process with the Word Square media. Each stage in this table is systematically arranged to reflect an effective use of time in teaching Arabic writing (maharah kitabah). To reinforce the visual understanding of the steps described in the table, the following diagram illustrates the sequential and structured flow of these activities. This combination of time scheduling and visual representation demonstrates that the learning process is not only interactive but also carefully planned.

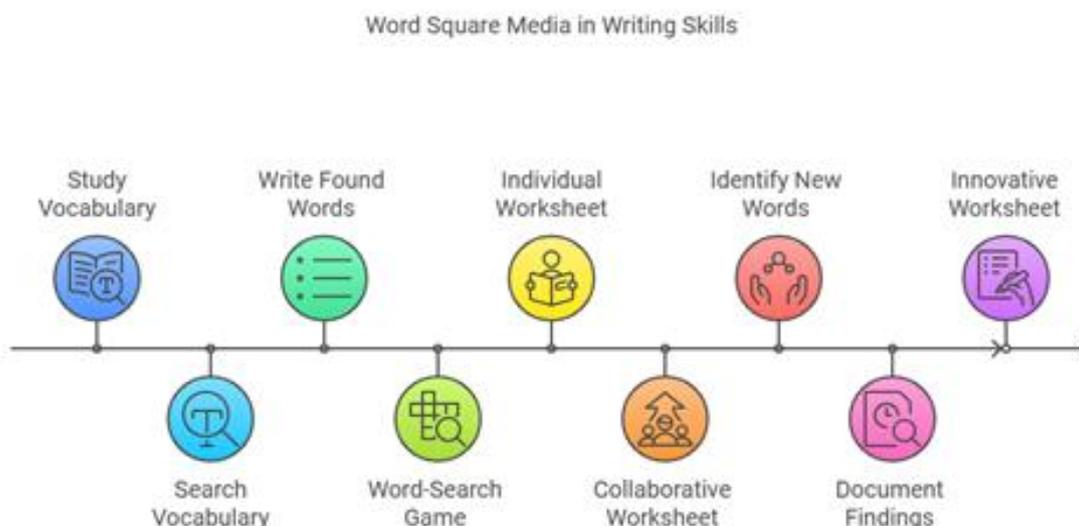


Figure 1. Illustration of the Word Square implementation.

In addition to quantitative data from pretest and posttest, qualitative insights were gathered through interviews with teachers and students.

- **Teacher A** stated: *“The students’ writing skills are quite poor. Even though they know grammar, they lack confidence. Word Square really helps increase their engagement and generate writing ideas.”* (Interview, October 20, 2024)
- **Student B** shared: *“This media has helped me a lot. Just knowing grammar isn’t enough—Word Square trains us step-by-step from vocabulary to paragraph writing. Now, I feel more confident.”* (Interview, October 17, 2024)

The figure below illustrates the sequence of learning activities during the Word Square implementation:

This image shows how Word Square is applied in a structured process from vocabulary recognition to paragraph development making learning more interactive, systematic, and confidence-boosting for students.



Results of the Parametric Statistical

Table 2. Summary of Case Processing.

	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Pretest	22	100.0%	0	0.0%	22	100.0%
Posttest	22	100.0%	0	0.0%	22	100.0%

It can be seen that all the writing ability scores of the tenth-grade students at Madrasah Aliyah have been collected, both before (pretest) and after (posttest) the implementation of Word Square media in Arabic language learning. The data has been well validated with no missing or overlooked entries.

Next, for the normality test of the data, the decision is based on the following criteria:

1. If the significance value (Sig) or probability is less than 0.05, the data is not normally distributed.
2. If the significance value is greater than 0.05, the data is normally distributed.

The results of the data normality test can be seen in Table 2.

Table 3. Results of the Normality Test.

	Shapiro-Wilk					
	Statistic	Df	Sig	Statistic	Df	Sig
Pretest	.139	22	.200*	.964	22	.584
Posttest	.147	22	.200*	.934	22	.147

The normality test used the Kolmogorov-Smirnov and Shapiro-Wilk data distributions. All Kolmogorov-Smirnov Sig values were greater than 0.05, with a p-value of 0.200. This indicates that there is no significant difference between before and after the implementation of Word Square media. The Sig values before and after Word Square for Shapiro-Wilk were 0.584 and 0.147, respectively. As a result, based on the decision-making criteria for the Sig values, it can be stated that the data is normally distributed both before and after the implementation of Word Square media. The data distribution can also be seen in the following figure:

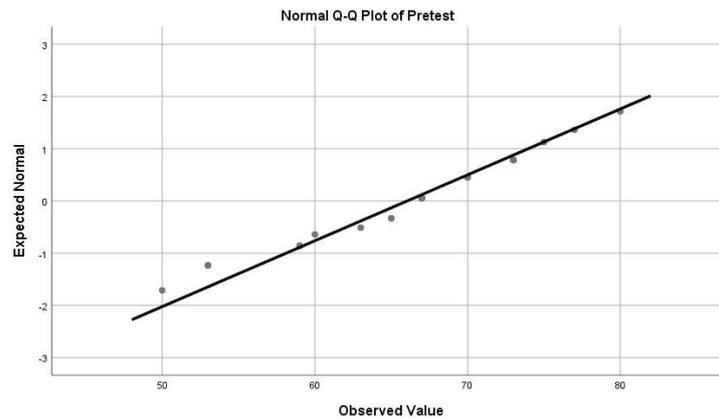


Figure 2. Data Distribution Graph.

The standard QQ plot diagram shows that the data (points) are distributed along the diagonal line, indicating the problem-solving abilities of the students before the educator applied the Word Square media. Only a few small points deviate from the diagonal line. The data then distributes normally. The distribution of students' problem-solving scores looks like this in the standard QQ plot diagram after the implementation of the PBL Learning Model. The problem-solving ability scores of the students can be seen in the following image:

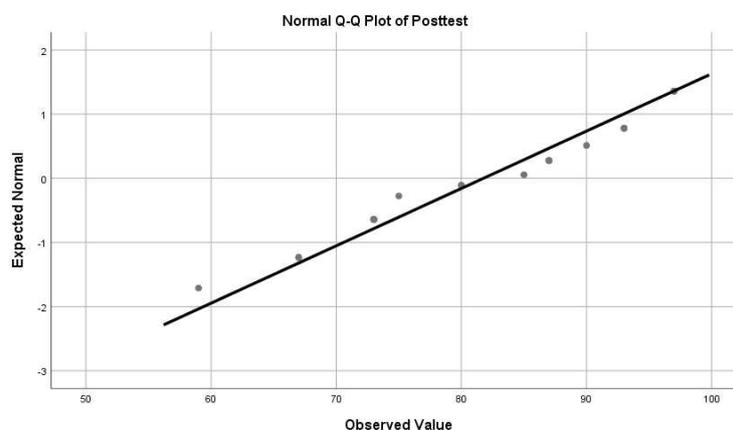


Figure 3. Normal QQ Plot.

The next step is to test the hypothesis, with the following procedure:

1. Formulating the alternative hypothesis (H1) and the null hypothesis (H0): a. **H0**: There is no change in students' writing ability in the subject of Islamic Cultural History (SKI) before and after using Word Square media. b. **H1**: There is a change in students' problem-solving ability before and after using Word Square media.
2. Use parametric T-test statistics. Since all data follows a normal distribution, parametric statistics are applied.



Table 4. *Sample data in pairs*

		Means	N	std. Division	std. Error Means
Pair 1	Pretest	66.0455	22	7.93112	1.69092
	Posttest	81.7727	22	11.18218	2.38405

Based on the summary statistics above, it can be seen that the average Arabic writing ability score before using Word Square media was 66.04, and the average Arabic writing ability score after using Word Square media was 81.77.

The following display shows _ the connection between two variables:

Table 5. *Correlation sample in pairs*

		N	Correction	Sig.
Pair 1	Pretest	22	.859	.000
	posttest			

A correlation coefficient of 0.000 was found between the two variables before and after the implementation of Word Square media (Sig 0.05). This is sufficient to confirm that the two variables are related. Since the correlation value of 0.859 reflects a strong relationship, we compared it with the following range values:

Tabel 6. *Range of Correlation Coefficient.*

Koefisien	Strength Connection
0.00	No relationship.
0.01-0.09	No connection, but meaningful.
0.10-0.29	Weak connection
0.30-0.49	Moderate relationship
0.50-0.69	Strong relationship.
0.70-0.89	Very strong relationship.
0.90	Almost ideal relationship.

A correlation value of 0.859 falls within the range of 0.50, which indicates a very strong relationship. This shows that the relationship between Arabic writing ability before and after the implementation of Word Square learning media is very strong and significantly correlated.

The following Table 8 shows the descriptive statistics of the research conducted:

Table 7. *Statistics Descriptive*

	N	Minimum	Maximum	Means	Std. Deviation
Before PBL	22	50.00	80.00	66.0455	7.93112
After PBL	22	59.00	97.00	81.7727	11.18218
Valid N	22				



Based on the descriptive statistics table, the problem-solving scores were higher before students learned using the Problem-Based Learning (PBL) approach, as follows:

1. Minimum: 50.00
2. Maximum: 80.00
3. Mean: 66.0455
4. Standard deviation: 7.93112

Meanwhile, the problem-solving scores of students after learning through Problem-Based Learning (PBL) were as follows:

1. Minimum: 59.00
2. Maximum: 97.00
3. Mean: 81.7727
4. Standard deviation: 11.18218

Based on the material, the lowest and highest Arabic writing ability scores of students in the Arabic Language subject were observed after implementing the word square learning media. Additionally, the average scores were higher compared to before the implementation of the learning media. As a result of applying the word square learning media, students' writing abilities in the Arabic Language subject improved.

The Impact of Integrating Word Square Media in *Maharah Kitabah* Learning with an Interactive and Innovative Approach.

In an effort to enhance students' Arabic writing skills (*maharah kitabah*) in a more meaningful and enjoyable way, the integration of Word Square media has emerged as an interactive and innovative approach. This media functions not merely as a word game but as a powerful educational tool that activates various essential components in the language learning process. Through its application, students are not only taught the technical aspects of writing but are also engaged in collaborative, low-anxiety, and motivating learning environments.

The diagram below visually illustrates the primary impacts of using Word Square media on the development of students' writing skills. The six key elements shown reflect observations and findings gathered throughout the experimental process



Enhancing Writing Skills with Word Square Media

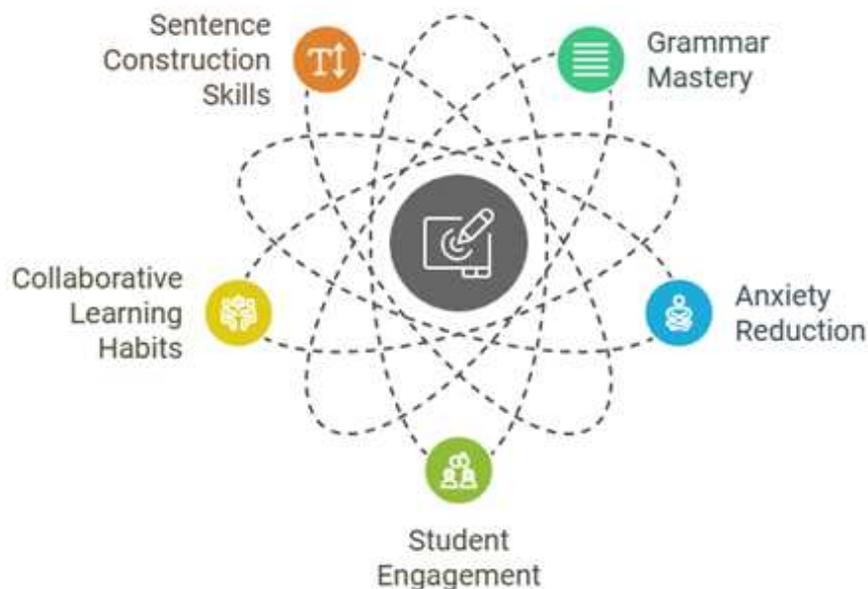


Figure 2. Illustrates the impact of Word Square.

The integration of Word Square media into Arabic writing (Maharah Kitabah) learning has proven to significantly enhance multiple aspects of student performance. The diagram above illustrates six key areas improved through the use of this interactive media:

Grammar Mastery

Word Square reinforces students' understanding of Arabic grammar by encouraging them to identify and arrange correct words based on grammatical patterns. This repetitive exposure helps solidify grammar skills in a contextual and meaningful way.

Anxiety Reduction

By turning writing into a game-like experience, Word Square reduces students' fear of making mistakes. It fosters a safe learning environment where students can explore language without pressure, thereby improving their confidence.

Student Engagement

The interactive nature of Word Square boosts learners' enthusiasm. The visual and problem-solving elements keep students focused and excited, making the learning process more dynamic and enjoyable.

Collaborative Learning Habits

This media supports group-based learning. Students often work in teams to solve Word Squares, which encourages peer interaction, cooperative problem-solving, and mutual learning.



Sentence Construction Skills

Word Square helps students practice constructing grammatically correct and coherent sentences. By choosing appropriate words from a grid and arranging them, students improve their sentence structure intuitively.

Vocabulary Enrichment

Word Square expands students' vocabulary bank by repeatedly exposing them to new and relevant words in various contexts. This exposure not only helps memorization but also improves usage in actual writing tasks.

Based on various data sources, such as observations, interviews, and tests, it was found that students experienced significant improvement before and after using the Word Square media. Initially, only 7 out of 22 students showed interest in maharah kitabah, which equates to 45.45%. However, after using this media, the number increased dramatically to 77.27%. In addition to the benefits for students, Word Square media also provides advantages for teachers in assessing students' abilities. With this media, teachers can easily measure students' learning progress in a more systematic and objective manner.

Discussion

The implementation of the Word Square media addresses the issue of students' anxiety in learning Arabic writing skills, including grammar mastery, participation, and self-confidence in constructing sentences in Arabic (Vitevitch, 1997). This aligns with the results from observations and interviews with the Arabic teacher at a senior high school and a student representative. Data from the interviews and observations show that students' interest and participation before using the Word Square media were recorded at 45.45%, while after the implementation of the Word Square media, it increased to 77.27%. This indicates that Word Square has a significant impact on students' participation and interest in Arabic writing skills (G & S, 2019). The stages carried out are highly efficient and cater to the needs of each student, ranging from low, medium, to high levels of work (Zagoto, 2022).

The writing lesson begins with an observation activity to assess each student's ability and an orientation to focus the students' attention on the lesson, followed by apperception to connect it with previous material (Faisal et al., 2024). After that, the researcher introduces the Word Square media to the students and explains the learning objectives. The learning process starts with an explanation of the basic concepts of the writing material to be studied, followed by a demonstration of how to use Word Square. Students are then given an interactive Word Square worksheet containing vocabulary that they need to understand and connect. In this stage, students search for related words in the form of Word Square to enrich their vocabulary, which will be used as a foundation to construct sentences or paragraphs. After completing the word search, the lesson continues with an activity where students construct sentences using the words they found. For simpler tasks, students work individually, but for more complex tasks, students work in groups using collaborative worksheets. By using Word Square, students actively engage in understanding vocabulary and constructing sentences, which provides them with a hands-on and interactive learning experience (Taqiyah, 2023). At the end of the lesson, the researcher gives additional practice in the form of a writing task where



students write a paragraph using the vocabulary they have learned. As a closing activity, students are asked to fill out a reflection sheet about their experience during the lesson using Word Square, to evaluate their understanding and feelings toward the learning method used. With this Word Square, students do not depend on the teacher during the learning process. Additionally, students independently work to find each vocabulary word, which enhances their memory as they stimulate their thinking to construct sentences from the words they find (Suswandari, 2021). Of course, this is beneficial for both parties; the teacher's workload is reduced because the learning does not focus solely on the teacher (Wahyuni, 2021). Similarly, the students become more flexible in their learning, especially in maharah kitabah. However, if the teacher is not able to effectively communicate how to use this media, students may find it difficult or even become bored with it (Takdir, 2020). In the maharah kitabah learning process with Word Square, students who were initially passive in the learning process suddenly become interested and active in responding to the teacher, as seen in the progress of their work on innovative worksheets, both individually and in groups. This approach resonates well with the constructivist theory of learning, which emphasizes active engagement, contextual learning, and the construction of knowledge through experience and interaction. According to Vygotsky's sociocultural theory, learning is most effective when students are actively involved and when scaffolding is provided within their Zone of Proximal Development (ZPD). In this case, Word Square acts as both a cognitive and linguistic scaffold, enabling learners to connect new vocabulary to prior knowledge and apply it in meaningful writing tasks. Through peer collaboration and guided instruction, learners can gradually internalize language structures and gain autonomy in their writing. In addition to observations and interviews, the researcher also conducted pretest and posttest assessments on the students to gather research data. The data obtained from the pretest and posttest were analyzed using statistical tests to determine the significant differences between the scores before and after the treatment on the same sample. The statistical tests were conducted using SPSS for Windows version 25. The tests included Descriptive Analysis, Prerequisite Testing (Normality), and Hypothesis Testing (Dependent Paired T-Test).

First, Descriptive Analysis was conducted to describe the values of the mean, median, mode, total score, standard deviation, and the maximum and minimum values based on the students' pretest and posttest results. In this study, the data showed that at the pretest stage, the students' scores were within a uniform range with only a small difference between the minimum and maximum values. Meanwhile, at the posttest stage, there was a significant improvement in the average score. The average pretest score was 66.05 with a standard deviation of 7.93, while the average posttest score increased to 81.77 with a standard deviation of 11.18. The maximum score on the pretest was 80.00, while on the posttest it reached 97.00. This data indicates that learning using Word Square media yielded positive results (Sugianto et al., 2023). Second, data analysis was performed using the Shapiro-Wilk Normality Test to assess the data distribution. The data is considered normally distributed if the significance value is greater than 0.05. The test results showed a significance value of 0.584 for the pretest and 0.147 for the posttest, both > 0.05 . This indicates that both the pretest and posttest data are normally distributed (Setiawan et al., 2023). Third, to determine the effect of using Word Square media on students' writing ability, a Paired Sample T-Test was conducted because the data



were paired. The decision rule is if the significance value is < 0.05 , then H_0 is rejected and H_1 is accepted, indicating a significant effect. The test results showed a significance value (2-tailed) of $0.000 < 0.05$. Additionally, the comparison of the calculated t-value ($9.300 > 2.080$). Therefore, it can be concluded that there is a significant effect of using Word Square media in improving students' writing ability (G & S, 2019).

Thus, this study contributes to the development of Arabic language teaching theory by presenting empirical evidence that Word Square media supports the principles of constructivist and interactive learning theories. It also offers a practical model of an ideal Arabic writing learning environment where students are actively engaged, autonomous, and motivated to develop their writing competencies.

CONCLUSION

The findings of this study reveal that the implementation of Word Square media significantly improved students' Arabic writing skills. This media allows students to actively and progressively enhance their understanding and writing skills through interactive exercises designed with an innovative approach. The analysis results show that the average student score increased from 66.05 in the pretest to 81.77 in the posttest, with a significant improvement supported by the paired T-test results, which showed a significance (2-tailed) of $0.000 (p < 0.05)$. This indicates a positive effect of using Word Square media on students' writing ability. The results of this study emphasize that Word Square media can enhance learning through an interactive approach that actively engages students in the learning process. The exercises provided help students better understand the material and improve their writing skills. This media offers an engaging learning experience, motivating students to participate more actively in the learning process.

This study provides an important contribution to understanding how Word Square media can be integrated into Arabic language learning to improve writing skills. By utilizing a collaborative approach and modern technology, this media not only supports the improvement of technical skills but also creates a more interactive and engaging learning experience. These findings offer practical insights for educators to adopt Word Square in their instructional design to support the development of 21st-century skills, such as communication and collaboration.

However, there are some limitations in this study that need to be considered for future research. First, this study only involved one group of students in a single school, so generalizing the results to a broader context requires further research with a larger sample size. Second, although this study shows positive results, the long-term impact of using Word Square media on students' writing skills and learning motivation has not been explored in depth. Future research is expected to examine this impact over a longer period and in various learning contexts.



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