Language Game As An Alternative Model
To Improve Arabic Vocabulary Ability

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Abstract
Vocabulary wealth for every learner is a must. Without an extensive vocabulary, it will hinder the ability to speak, but in reality, learners of Arabic. Therefore, this study will reveal language games as an alternative to improving Arabic vocabulary skills. The research was conducted at Tahfizh Al-Qur'an Daarul Ukhuwah Elementary School Malang, Indonesia, using a descriptive qualitative approach. Data were collected through Google Forms and guided interviews with 30 grade 1 and 3-grade students and 4 Arabic teachers. The data collected were analyzed through the stages of reducing, presenting, and concluding. The results of this study indicate that the language game "guess animals and objects, guess the word" is an alternative learning model that teachers can use in teaching Arabic vocabulary that is fun and oriented to students. The findings of this study describe that students find meaning in learning Arabic vocabulary using language games because the learning process is fun and enjoyable.
Keywords: Arabic Vocabulary; Elementary School Students; Language Game; Learning Model

INTRODUCTION

The term language game in Arabic is known as الألعاب اللغوية. *It* is a competitive activity in understanding a language that several students carry out to achieve a learning goal. Language game carries the theme of learning Arabic, which is packaged through games (Masrop et al., 2019). Language games are not an additional activity to have fun (Bavi, 2018; Pontes et al., 2020), but are games that are classified as learning which aim to provide opportunities for students to apply language skills (Hung et al., 2018). They have learned through several vocabularies they have.

Vocabulary is one of the main elements in Arabic, which is essential in understanding, reading, and expressing ideas in written and spoken form (Kanan et al., 2019). A person cannot understand the ideas and concepts of reading and writing when they do not know the vocabulary in writing (Tunmer & Hoover, 2019). Thus, everyone must enrich their vocabulary to facilitate active Arabic communication (Abdelrady et al., 2022). Arabic teachers arrange effective and appropriate learning strategies to facilitate students' Arabic vocabulary (Zurqoni et al., 2020), Teacher knowledge is required to be able to increase students' knowledge of vocabulary the new Arabic (Roslan & Sahrir, 2020).

Understanding in foreign language learning requires vocabulary. Because vocabulary occupies a strategic position in the study of foreign languages, including Arabic (Al-Ahdal, 2020). The importance of vocabulary learning towards improving and

developing students' language skills makes vocabulary learning increasingly urgent to be carried out more seriously and directed (Syakur et al., 2020). This is due to the fact that in the field there are still many students who have difficulty in learning Arabic (M. Ritonga et al., 2020). This difficulty is especially evident when learning the four language skills due to the low ability to master Arabic vocabulary (Haniff Mohd Tahir et al., 2020).

There are many factors that affect the low ability of students in speaking (Aburezeq, 2020). Some of the reasons according to various previous studies are that students are afraid of making mistakes (Asensi-Vicente et al., 2018), students are not confident and feel shy in speaking (Riadil, 2020), students have no reason to speak in class (Sedova et al., 2019), students are not given the opportunity to speak, and student motivation is low (Calafato, 2020), lack of vocabulary of students to speak (Khan et al., 2018). These problems may also stem from the weakness of the teacher's teaching methods in motivating and encouraging students to speak Arabic (El-Omari & Bataineh, 2018). The problem of learning Arabic above is not a simple matter but will transform into a big problem if it is not taken seriously (Essa et al., 2020). It is important for teachers to adopt a language game-based teaching method (Blume, 2020), because games have been shown to have a positive impact on the success of language learning, increase students' learning motivation, and reduce negative students (Meşe et al., 2021). However, the problems of learning Arabic are also felt by elementary school students. Research that appears should be able to answer various problems faced by Arabic language teachers for elementary school students (Al-Jarrah & Ismail, 2018). The learning objectives that must be achieved for the elementary school level can at least prepare students to be able to identify the sounds of letters and words and find the meaning of words or sentences from simple oral discourse (Polatovna, 2021). In the learning process, students hear readings, utterances, words, or sentences, then digest and process them in the brain, find their meaning, then understand the message from what they have heard (Sholehuddin et al., 2020).

The approach used by the teacher in teaching Arabic for the elementary school level adheres to the "father-son" understanding. That is, the teacher plays the role of the father of the students and provides vocabulary limits vocabulary that students will learn in each chapter of the lesson (Guaqueta & Castro-Garces, 2018), this certainly differ in the amount of vocabulary from grade 1 to grade 6 elementary schools, the higher the grade level, the more complex the demands vocabulary that must be mastered by students.

Based on the explanation above, the research that has developed so far has not discussed the right solution to overcome the problems faced by teachers in teaching vocabulary Arabic. Therefore, this study is interested in studying more comprehensively the use of language games as an alternative solution in improving vocabulary for elementary school students. Moreover, elementary school students are very familiar with various games in everyday life, this should be internalized in the learning process so as to produce the expected goals.

METHOD

This study used a qualitative descriptive approach to explore in-depth and holistic information related to the formulation of the problem. The research method used

is a case study at the Tahfidz Al-Qur'an Elementary School (SD) Daarul Ukhuwwah, Malang, Indonesia. The informants of this study were taken randomly by using random sampling techniques. There were 10 students in grade 1 and grade 3 who were learning vocabulary in class, and 4 teachers in Arabic. The data collection process uses Google Forms which are distributed online on WhatsApp and guided interviews with informants. Informants were asked to provide critical statements and answers to the 15 questions given. The research questions posed to the informants were divided into two main themes, namely the process of learning vocabulary Arabic.

The data collected was then analyzed based on Miles & Huberman theory through three stages, namely data reduction, data presentation and drawing conclusions or data verification (Miles & Huberman, 1994). The last step is the process of validating the validity of the data using triangulation of data and data sources by utilizing other data to check or compare the data found from the research field.

RESULTS AND DISCUSSION
Implementation Of Language Games In Teaching Arabic Vocabulary

Strengthening vocabulary in SD Tahfiz Al-Qur'an Daarul Ukhuwah Malang, Indonesia is an important step taken by Arabic teachers and the management team. Because, vocabulary will improve active Arabic communication skills. All students welcomed vocabulary in Arabic. The students considered that learning vocabulary caused addiction and a deeper curiosity about vocabulary Arabic. Positive attitudes that appear in students are usually based on the learning patterns they get in formal classes (Cimermanová, 2018).

Mastery competence vocabulary possessed by the teacher becomes a reference for students to learn Arabic more intensely. Teachers who have advanced Arabic language skills will become models for elementary school students. They will continue to boast of teachers who are smart in certain areas and try to follow all the behaviors shown. For elementary school students, the teacher is the smartest person and occupies the best position in the hearts of students (Liang et al., 2020). Therefore, it is important for teachers to provide exemplary and character strengthening for students in supporting the achievement of quality Arabic (Al-Muslim et al., 2020). The quality of a person's language skills depends on the quantity and quality of the vocabulary he has (Romeo et al., 2018). The richer the vocabulary, the greater the language skills.

Learning vocabulary Arabic SD Tahfidz Al-Qur'an Daarul Ukhuwwah presents strategies that attract the attention of students. The teacher adopts language games in teaching Arabic both in class and outside the classroom. The language game has an orientation centered on improving vocabulary students' Arabic. However, the orientation of the language game is not only limited to language games, it is further aimed at providing a pleasant atmosphere of learning Arabic (El-Omari & Bataineh, 2018). It is important for teachers to create a friendly learning environment so that students feel comfortable and enjoy learning Arabic (Saeed Al-Sobhi & Preece, 2018). The purpose of learning Arabic is easier to achieve if a learning environment that is liked by students is created.

The principle of language games involves teachers and students in active learning. The teacher at SD Qur'an Daarul Ukhuwwah designed the lesson plan beforehand by containing the material elements needed in each chapter of the discussion.

Each material presented to students adopts the "gamefid" principle as an active learning model. Teachers and students explore the subject matter and follow the instructions contained in the lesson plan. Language games are designed according to the level of thinking and the age of the students (Zhao & Shute, 2019). The choice of language game also affects the acceleration of students' mindsets and is able to improve their critical attitude, responsibility, and collaboration skills (Klekovkina & Denié-Higney, 2022). Language games in learning will produce great value if used wisely. Among the benefits of language games are: a) Getting rid of "seriousness" that hinders the learning process. b) Eliminate stress in the learning environment. c) Inviting people to be fully involved. d) Improve the learning process. e) Build your own creativity. f) Achieving goals unconsciously g) Reaching the meaning of learning through experience h) Focusing on students as subjects learning.

Language games that are practiced at SD Tahfiz Al-Qur'an Daarul Ukhuwwah can be classified into two types: *first,* language games that have an orientation to increase students' reasoning. *second,* language games that aim to improve collaboration skills and student responsibility. In the first aspect, namely the language game which aims to improve students' reasoning on vocabulary Arabic. Each student will be divided into several groups randomly based on their Arabic language skills. The first group will say the name of the animal or object using Arabic, while the other group will imitate the sound of the animal and the shape of the object. This type of language game not only improves the reasoning of students, but the creativity of students will also be formed by itself.

The second type of language game is expected to be able to improve collaboration skills and the attitude of responsibility of students through the language game "guess the words". This game takes place outside the classroom by involving all students. After the students are divided into several neat groups, they are asked to look for used waste in the school environment, the teacher gives rewards for the students who are able to collect the most waste. The collected waste is then decomposed one by one by mentioning vocabulary in the correct Arabic. The advantages of this language game also have a positive impact on the cleanliness of the school environment.

Table 1: Language game in the form of *hijaiyah* letters

أ	ب	ى	ف	ف	ه	ف	غ
ص	ب	ا	ت	ك	ن	ق	غ
ح	ر	ى	ي	ؤ	لا	ل	ت
ق	ج	ز	ب	ش	ا	م	ف
ي	د	ب	ا	ث	ه	ة	لا
ب	ء	ء	ب	ل	م	أ	ظ
ة	ؤ	ص	ى	ت	ج	ة	ذ
ض	ض	ة	ر	ا	ي	س	ك

Table 1 above explains the uniqueness of the language game type of table *hijaiyah* letters. Students are guided to play the words in the table and determine each letter into a word that has meaning. The choice of words is adjusted to objects that are close to students, such as: سيارة، أم، باب، قلم، فم، كتاب، حقيبة، جد، ("car, mother, door, pen, mouth,

book, bag, and grandfather"). The game invites the sympathy of students with such great attention to be able to complete this language game properly and correctly. After successfully selecting letters into meaningful words, students are guided to compose simple sentences from vocabulary. The selected language game words like this include a choice of learning models that give great meaning to student learning outcomes (Trajkovik et al., 2018).

Implications Of Language Games In Teaching Arabic Vocabulary

Researchers assess the application of language games to have good implications for students in developing literacy skills. With language games, students become more active, confident, responsible, and motivated to improve their competence in mastering Arabic (Syafiqah Yaccob & Md Yunus, 2019). The achievements of these students should continue to be cared for and developed so that they become positive habits that always appear in students. The teacher as a facilitator appears more prominent by presenting various types of competencies that can inspire the hearts of students to continue learning and working (Tsaoussi, 2020). Experts argue that the success of learning at school cannot be separated from the role of parents at home (Oswald et al., 2018). Parents have the same role as teachers, the difference is that teachers are responsible for providing education to students at school while parents accompany students' learning at home.

Parents as strategic partners for teachers at SD Tahfizh Al-Qur'an Daarul Ukhuwah. The role and intervention of parents are so important in realizing the goals of learning Arabic in schools. The teacher directly involves parents to further assist the student in learning at home. Students who experience obstacles in learning Arabic at home will be assisted by their parents. Parents can do the following things in the Arabic learning process: *first,* direct students to do school assignments at home. *They were second,* appearing as a facilitator to receive deposits from vocabulary students, and *third,* accompanying students when practicing Arabic by telephone. *Fourth,* ensure that students have repeated all lessons at home. The process of establishing good communication between schools and parents is an integral part of the process of developing student competence and growing self-confidence.

Arabic language competence requires an active language environment (M. Ritonga et al., 2022). Mastery vocabulary does not guarantee that students can communicate in Arabic well (Maskor & Baharudin, 2016). Environmental support is needed in realizing this big goal. Therefore, all parties, both teachers, colleagues, parents, and the community have the same role in creating an Arabic-language culture in Indonesia. Especially in the era of massive technological developments that promise the availability of Arabic language learning features based on digital platforms that can be accessed by anyone without being hindered by space and time(A. W. Ritonga et al., 2020).

In practice, teachers face big challenges when teaching vocabulary to elementary school students. This challenge is even more significant when the teacher's technology operational skills are weak. In the current era, learning Arabic must contain elements of technology as part of the demands of increasingly global developments in education (Wekke & Hamid, 2013). It can even be ascertained that learning Arabic will be even more superior if teachers adopt technology in the process of presenting learning

materials to students (Alsswey & Al-Samarraie, 2019). It can be seen that general subject matter such as Biology, Science, Engineering, Hydrology, Geoscience, and other subjects have a major impact on the development of science because they adopt technology as a promotional medium for the wider community.

Informants in this study expressed opinions in line with the urgency of using technology in learning Arabic. Arabic teachers at SD Daarul Ukhuwah support Arabic teachers in Indonesia to upgrade their skills in technology operations. For researchers, this issue must be resolved immediately to provide accurate information for all Arabic language teachers and learners. The novelty of this study can be found in the process of internalizing the use of technology as a language game when teaching vocabulary to elementary school students, which may also be used in other educational institutions.

CONCLUSION

This research has implications for the use of language games in learning the vocabulary of Arabic. The results of this study indicate the use of language games in learning vocabulary in various exciting games such as guessing words, arranging letters, and learning while memorizing vocabulary in Arabic. This study provides space where language games present vocabulary for students by presenting gamified-based learning. This study also states that elementary school students are introduced to a fun and enjoyable learning model so that learning Arabic is not a frightening specter for students. However, Arabic is an essential and addictive lesson to continue to learn.

The findings of this study describe that language games are a suitable learning method for elementary school-aged children, and it can be believed that the objectives of learning Arabic for elementary school students will be easily achieved if teachers adopt language games. However, the researcher proposes in the following research to test the effectiveness of using language games in a larger class to strengthen our research findings.

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