Application of Mysūr in Improving Arabic Grammar Mastery

Mohamad Hussin[*1], Hanan Salleh[2], Triyo Supriyatno[3]
[1,2]Faculty of Languages and Linguistics, Universiti Malaya, Malaysia,
[3]UIN Maulana Malik Ibrahim Malang, Indonesia
mohamadhussin@um.edu.my[*1], hanansaleh@um.edu.my, triyo@pai.uin-malang.ac.id

Abstract
This study aimed to evaluate the effectiveness of using the Mysūr website to improve students' Arabic grammar skills. Previous studies have shown that students have poor grammar proficiency due to the lack of quality teaching materials and the neglect of modern technological elements in learning. Therefore, an interactive, efficient, and flexible website was developed based on multimedia technology and self-interactivity. Users can use the provided materials anytime, anywhere. Thirty-two students were selected through targeted sampling and pretesting, 10-week intervention, and post-intervention testing to assess the approach's effectiveness. The mean difference between the pre-test and post-test measures the effectiveness of the developed website-based learning approach. The study results showed improved performance for each of the revealed grammatical elements. This indicates a significant relationship between the learning approaches and students' grammatical proficiency. The study's conclusions show that courses to learning supported by multimedia technology and meeting current needs are interactive, easily accessible, and help improve student achievement.
Keywords: Mysūr; Arabic Grammar; Interactive Learning; 21st Century; Education

INTRODUCTION

Traditional teaching methods such as teacher-centered one-way teaching methods, Arabic grammar (nahwu) translation and arrangement methods are widely used in learning Arabic (Roslan & Sahrir, 2020; Mohamad Khaidir et al., 2020; Nur Naimah Akmar & Harun, 2017; Nik Hanan & Rabiatul Aribah, 2014; Alhashemi & Mahmoud, 2012). This situation weakens students' mastery and learning is difficult to accept (Roslan & Sahrir, 2020). In particular, Generation Y is more inclined to independent learning, wants quick feedback, does not want to attend lectures or interact with many people (Hazwani Nordin & Dalbir Singh, 2016) because they were born in information explosion, get tired of listening to lectures, like to work in groups, tend to get practical experiences, always eager to try, like creative learning, interactive, fun and like to think outside the box (Mad Nasir Shamsudin, 2016). Therefore, when solving learning problems, teachers must use valid learning strategies that meet current needs. Using effective strategies in learning increases students' motivation for language learning (Rosni Samah, 2014; Kamarul Syukri et al., 2009).

Online learning is one of the characteristics of continuous learning that meets the needs of the moment. Various approaches to online learning have been adopted, including massive open online learning (MOOC) (Mad Nasir Shamsudin, 2016), blended learning, online learning, e-learning and others that use computers and devices and online learning as a platform (Wong, 2011). The advantages of online learning mentioned by Bencheva (2011) can be seen in more flexible time and place, openness to a wider range of participants, student-centeredness and cost-effectiveness. This is also

stated in the national e-learning policy (DePAN 2.0), which passed the second phase and is now moving to the third phase (2021-2025). DePAN 2.0, which aims for Global-Class Online Learning (GOL), embodies the vision of Malaysia becoming a world-class education hub, using online learning as a tool to deliver programs and courses that can be highlighted globally. GOL mainly focuses on strengthening open education in the form of Open Educational Resources (OER), Open CourseWare (OCW) and Massive Open Online Courses (MOOC). To fulfill these aspirations, DePAN 2.0 encourages innovation in education, brands Malaysian education, lowers delivery costs, brings Malaysian knowledge and skills to the global level, and also encourages lifelong learning (JPT KPT, DePAN 2.0)

At the same time, the language learning game provides a fun learning atmosphere especially for students. Online language games are effectively applied in learning because students actively learn vocabulary (Helmi Kamal, 2021). However, the analysis shows that most Arabic language learning games are still limited to mastering Arabic letters, and in general, the presentation is still lacking in terms of graphics, animation, color and sound (Masrop et al., 2019). Therefore, this study was conducted to evaluate the effectiveness of using the grammar-focused website Mysūr in improving students' Arabic grammar. This website can be accessed via the following link: https://www.manassah.page/.

Educators have begun to develop learning tools that better suit the level of students and effectively meet educational needs with time and technology. In the educational system of the 21st century there is a new approach to language learning, namely the application of computer digital access in learning activities. In an educational context, the application of digital games is a game-based learning approach that has the potential to increase the vocabulary performance of Arabic language students (Ghani et al. 2019). To ensure the effectiveness of mobile game applications, several elements should be included in the design and development phase. Effective language games must be designed and developed based on a specific framework that includes several elements such as input, process and output to achieve the intended learning objectives (Ghani et al., 2019).

There are various studies conducted related to language games in language learning both digital and non-digital language games. Among the studies referred to are Abd al-Majid & al-Muzaini (2014), and Hasan (1999) who conducted research on the effectiveness of language games in improving students' mastery of grammar. Abdul Ghani et al. (2022) conducted qualitative research through semi-structured interviews with 16 university students who were exposed to digital mobile games in Arabic language learning. The findings of Abd al-Majid & al-Muzaini (2014) and Hasan (1999) showed that there was a significant difference in the pre-test and post-test between the treatment and control groups exposed to language games. Digital game-based learning also promotes a student-centered and interactive learning environment that increases students' participation in classroom activities and maintains their learning engagement (Abdul Ghani et al., 2022).

Al-Hilah & Ghanim (2002) conducted a study on the effectiveness of digital language games in overcoming students' reading difficulties. Al-Ṣuwairki (2004) focused on the impact of language games in solving the problem of students' speaking skills. 'AṭāAllah (2003) focuses on the effectiveness of language games in solving

reading problems of primary school students. At the same time, Rokiah (2017) evaluates the effectiveness of digital language games in improving students' reading. Research results by Rokiah (2017) show that digital language games are very effective in improving reading skills of students with intellectual disabilities. This finding supports the results of previous studies (Al-Ṣuwairki, 2004; Aṭā'Allah, 2003; al-Hilah & Ghanim, 2002) showing the ability of language games to solve reading problems of primary school students.

Jasnin et al. (2019), Nur Aini (2017), Muhammad Sabri Sahrir (2013), Hanifah (2017) reviewed the application of digital language games in Arabic language learning and the application method. The research results of Jasni et al. (2019) showed that learning Arabic through digital language games had a positive impact on students through educational games. This approach is easy for users to accept because it is in line with the development of the digital age. Students also showed interest in learning through an applied digital game (Muhammad Sabri Sahrir, 2013). At the same time, Nur 'Aini (2017) found language games effective in promoting student participation, social networks and student collaboration. In fact, teachers also accepted the digital game-based language learning of Arabic in teaching and in the learning process because this approach helped students to enrich new vocabulary and increase their motivation to learn Arabic (Ghazali et al. 2020). Teachers and students were more creative because the app. Teachers became creative by experimenting with different approaches to teaching lessons, while students were more creative in their interactions with peers and teachers and with learning materials, leading to better achievement (Hanifah, 2017).

From the perspective of vocabulary acquisition, Dayu (2016), Fairosnota & Kamarul Shukri (2015) investigated the effect of language games on improving vocabulary of students learning Arabic as a foreign language. The effectiveness of the approach used was confirmed by the encouraging performance of the post-test compared to the pre-test (Dayu, 2016). However, Fairosnita & Kamarul Shukri (2015) found that students' awareness increased by applying the language game approach. Mobile digital games are the best methods and practices that are empirically proven to be effective and have the same effect on men and women (Abdul Ghani, 2022).

Previous studies have shown that the general ability of students learning Arabic in terms of writing, reading and speaking is still at an unsatisfactory level (Hussin & Marosadee, 2019; Mohd Saiful Fahmi, 2017; AlMuslim Mustapa et al. 2012; Nik Mahfuzah Nik Mat, 2013). The confusion problem with grammatical structures that are not the same between Arabic and the native language of the speakers is one of the challenges in mastering Arabic grammar (Hussin & Marosadee, 2019). Therefore, it is necessary to find an effective approach to overcome the lack of motivation.

In the conditions of the Covid-19 pandemic crisis and with the current restrictions, the education system must use multimedia technology to ensure the continuity of learning. Meanwhile, the Malaysian Ministry of Education (MOE) launched the 21st Century Learning Initiative (PAK21) through the Malaysian Education Development Plan (PPPM) 2013-2025. PAK21 emphasizes the basic application of 4K1M in learning, ie. communication, cooperation, critical thinking, creativity, application of moral and ethical values in learning activities. Teachers must ensure creative and interactive elements in communication, activity and communication with students in the learning process so that the desire to create student-centered learning

is realized. Creative, critical, communicative, collaborative and interactive elements can be practiced through e-learning using technology that indirectly meets the requirements of PPPM change 7 (2013-2025), which uses technology to improve the quality of learning in Malaysia (KPM, 2012). Challenges faced during the Movement Control Organization (MCO) limit opportunities for face-to-face learning, make teachers more aware, innovative, creative and critical, and use the latest technology to deliver information.

The study showed the effectiveness of online learning in matters related to student management. Therefore, this study was conducted to evaluate how effective the Mysūr website is in improving Arabic grammar skills among university students. This study deviates from the question of how effective the use of the Mysūr website in improving the grammar mastery among students?

METHOD

This qualitative study uses a quasi-experimental method, namely a pre- and post-test of the same group. This quasi-experimental design is based on equal groups and does not involve random sampling. Students were purposively selected based on several characteristics such as gender, language background, mother tongue, and current year of study. A total of 32 students were selected for the study, of which 11 were male and 21 female students. Of these, 21 had an Arabic background at STAM level, 7 at Diploma level and the remaining 4 had Arabic background at STPM level. All of them are non-native Arabic speakers and are enrolled in the Arabic Syntax Course 1st Semester 2021/2022 at Universiti Malaya. Table 1 shows the demographic background of the students:

Table 1 The Demographic Background Of The Research Sample

Item	Sub item	Frequency	Percentage (%)
Gender	Male	11	34
	Female	21	66
	Total	**32**	**100**
Highest level Arabic	Diploma	2	6.3
	Foundation Center	5	15.6
	STAM	21	65.6
	STPM	4	12.5
	Total	**32**	**100**
Semester of study	Semester 1	2	6.2
	Semester 2	30	93.8
	Total	**32**	**100**

This group of students took a pre-test (T1) before implementing the intervention program, allowing them 10 weeks of online learning using Mysūr. After the 10-week intervention, the study sample underwent a follow-up test (T2) using the same instrument.

The Mysūr website in the sample study consists of several sections, namely Arabic grammar materials, grammar alphabet materials, and a gallery where users can ask questions, discuss, and make suggestions. The grammar component consists of all the Arabic grammar topics studied in the Arabic Syntax 1 course, i.e. the concepts of *nakirah* and *ma rifah*, *mabni* particles, noun verbs, the sign of *i'rāb*, *mabni* verbs, *mu'rab* verbs and nominal sentence. Each grammar component has clear explanatory notes in the Arabic and online language games on the Wordwall and Class Tools platforms.

Interactive games are available such as Drag and drop, Wordshoot, Gameshow, Snake, Whack-a-mole, Match up and true or false.

The approach used in Mysūr is interventional, efficient, flexible, multimedia-based and self-interactive. Users can use the supplied materials anywhere and anytime without a static curriculum or the like. The materials provided are downloadable for wider use by users. Respondents were given 10 weeks of access to Mysūr under the supervision of a coordinator to ensure that all study samples were browsed, and all website tools were used.

The application of the Mysūr method in learning activities can be summarized in the following figure:
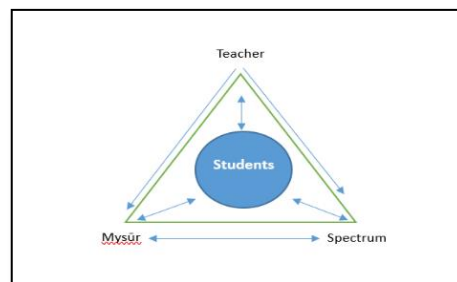

Figure 1. Implementation Procedure of Mysūr Guided Interactive Learning

Based on Figure 1, the teacher fully guides students' learning activities through Mysūr and Spectrum media, making Mysūr the primary support medium and Spectrum the reinforcement medium. Mysūr and Spectrum content is related. Students interact practically with three media namely teacher, Mysūr and Spectrum. This situation creates a fully interactive student learning experience. T-test: Paired two-sample means in Microsoft Excel were used to detect the effect on the dependent variable before and after the implementation of the intervention, comparing the pre- and post-test. The pre-test and post-test questionnaires consisted of 35 instruments representing eight constructs. Each construct was tested in five domains, namely sentence construction skills, *i'rāb* skills, sentence error correction, sentence correction, and grammatical error correction in paragraphs. The researcher administered the test twice, ie. a pre-test at the beginning of the class before the intervention and a post-test which was exactly 10 weeks after the intervention given to the study sample.

RESULTS AND DISCUSSION

The results showed that the use of Mysūr successfully improved the overall performance of the respondents ($p < 0.00$). All instruments tested in the post-test also showed Mysūr performance, namely sentence construction skills ($p < 0.007$), *i'rāb* skills ($p < 0.00$), sentence checking skills ($p < 0.04$), sentence exploders ($p < 0.001$) and the ability to correct grammatical errors in quotations ($p < 0.00$). The results of this study are presented in the following table:

Table 2 *T-Test Results Of The Average Grammar Mastery Scores For Pre-Test And Post-Test*

Instrumen	Mean		N	df	Sig (p)
	Pre-test	Post-test			

Sentence construction skills	5.34	6.34	32	31	0.007*
i'rab skills	1.65	3.25	32	31	0.00*
Determine the wrong sentence correctly	5.75	6.43	32	31	0.04*
Determine the type of error in the sentence	1.18	2.43	32	31	0.001*
Correct the error in the sentence	1.03	2.47	32	31	0.00*
Overall	14.97	20.84	32	31	0.00*

* Significant at 0.05 significance level ($p<0.05$)

Based on the table, the significance value of each construct is less than $p<0.05$, which indicates that there is significance between pre-test and post-test. The total mean of the pre-test and post-test also showed an increase from 14.97 in the pre-test and increased to 20.84 in the post-test. The research results show that the use of the Mysūr website in the learning of Arabic grammar has a positive effect on the grammar mastery of the research sample. Of the eight constructs presented, all showed improvement in constructing sentences based on grammatical cues, determining the sign of *i'rāb* words, and identifying and correcting grammatical errors in sentences.

Mean Difference in Achievement of Sentence Construction Skills

A total of eight instruments were presented in the sentence structure. The research sample was asked to construct sentences based on the given clues using the word *ism mauṣūl* in the genitive form as *maf'ūl bih*, to construct sentences using *iḍāfah* nouns, using the particle *min syaraṭ*, to construct sentences using *ism isyārah* sentences in the nominative case (*marfū'*), build sentences with the particle *fi'il mabni* and *'illah* particle dropped, form sentences with the pronoun /هِيَ/ in the accusative case, form sentences with *ism al-fi'il* /شَتَّانَ/ and form sentences with nouns in the accusative case with *alif*. All instruments presented belong to the Arabic Syntax 1 curriculum. Post-test results showed improvement in all subjects, with the greatest improvement in *ism al-fi'il* sentence formation.

The results of the post-test showed that 29 students were able to form sentences based on the instructions, compared to only 17 of the pre-test study samples, which was an improvement over the 12 study samples. Similarly, according to sentence construction, where the pronoun /هِيَ/ is used in the accusative case. The post-test results showed that 27 students could answer well in this part, while only 19 in the pre-test. However, the formation of sentences using *iḍāfah* sentences decreased. Although all the study subjects were able to correctly form sentences in the pre-test, three of them did not give answers that fulfilled the requirements of the question. The first research sample contained the correct sentence /كتاب المدرسة/, but not as a complete sentence. Therefore, this answer was not considered to meet the requirements of the question.

The second research sample had the following answer / فاطمة تراجع كتاب الدراسي في المكتبة/. Although the given answer is a complete sentence, there is an *iḍāfah* sentence formation error in the answer. The answer was written /كتاب المدرسة/ without adding the *yā'* conjunction at the end of the sentence. The third research sample made a typo while submitting the answer as follows /وضعت كاتب المدرسة على الطاولة/. The *iḍāfah* expression of the presented sentence should be written as follows: /كتاب المدرسة/ to convey the

intended meaning according to the spelling of the word. Therefore, it can be concluded that the three mistakes made are technical errors due to misunderstanding by students.

Mean Difference in Achievement of Skills in Determining the Sign of *I'rāb*

One of the characteristics of the Arabic language is *i'rāb*, which is a change in the end of a word line due to a change in the position of a word in a sentence or the introduction of an agent. To master *i'rāb* well, students must master the entire verb system of Arabic grammar. This becomes an obstacle for students to determine the correct *i'rāb* sign of a word. Students must master not only the subjects they study, but also related subjects such as *mubtadā'* and *khabar*, *muḍāf* and *muḍāf ilayhi*, *tamyīz*, *na'at*, *fā'il*, *maf'ūl* and others (Hussin & Marosadee, 2019).

Eight questions have been prepared to test the mastery of *i'rāb* skills, all of which focus on the topics that make up the Syntax 1 curriculum. Candidates are asked to define the accusative pronouns *i'rāb* as *maf'ūl bih*, define the genitive *ism mawsūl i'rāb* as *badal*, define *ism isyārah* in the genitive *i'rāb*, *i'rāb ism fi'il amar*, *i'rāb māḍī* verbs, *i'rāb jarr* particles and *isms* after them, *i'rāb fā'il* and *i'rāb fi'il muḍāri'* related to *nūn tawkīd*.

The post-test results showed that general structures emerged compared to the pre-test, with the greatest improvement in the *i'rāb fi'il muḍāri* related to *nūn tawkīd*. In the preliminary exam, only 9 candidates could complete the *i'rāb*. However, 21 students were able to complete it in the post-test. This result shows an increase of 12 in the number of respondents. However, somewhat less encouraging progress has been made in determining *i'rāb ism isyārah* and *ism fi'il amar*. In the pre-test, no student could determine *i'rāb* in both parts, while in the post-test two respondents were able to determine *i'rāb isim isyārah* and 6 respondents were able to determine *i'rāb ism isyārah* and 6 respondents were able to determine *i'rāb ism fi'il amar*. Most likely the topic was just exposed to the students, and they had never been exposed to the discussion of *ism fi'il amar* before.

Mean Differences in Proficiency in Determining True or False Statements Related to Grammar

A total of eight instruments representing the structure of each question were also presented in the definition of true or false statements in relation to grammar. The presented questions represent five questions that contain errors and three statements that do not contain grammatical errors. Respondents were asked to determine whether the statements in question were compatible with Arabic grammar or not. For example, the respondent is presented with a sentence containing the jussive *muḍāri'* verb /تَرَ/ because it meets the jussive particle /لَمْ/, in which case the sentence verb /تَرَ/ *fā'il*" has a hidden noun, assuming it is /هُوَ/ [he]. This statement is incorrect because the *fā'il* of this verb has a hidden noun, assuming it is /أَنْتَ/ [you]. Students must have grammar skills to identify hidden noun references. The results of the pre-test showed that 24 students were able to determine the statement error, and this increased to 26 respondents in the post-test of students.

In the second part of the question, respondents were asked the *ism mawṣūl* /اللَّذَان/ and /اللَّتَان/, both of which are inflected. In Arabic grammar, *ism mawṣūl* can be classified into two types, namely *mabni ism mawṣūl* [اللائي, التي, الذين, الذي] and inflected *ism mawṣūl*

[اللَّتَانِ, اللَّذَانِ]. The results of the questionnaire showed that only 9 respondents answered this part correctly in the pre-test and increased to 19 respondents in the post-test. This shows that there is an increase of 12 study samples after the intervention. In addition, respondents' mastery of *māḍī mabnī* verbs was also checked by determining the verb type of the verb /تَوَقَّفَ/. A total of 9 respondents could not determine the type of that noun in the pre-test, declaring that verb is a *muḍāriʻ* verb and that the *fāʻil* of that verb has /هِيَ/. This situation was alleviated in the post-test when only two respondents could not accurately determine the type of verb in question.

Mean Difference in Sentence Error Determination Skills

Eight instruments were presented to test the respondents' ability to identify sentence errors in the eight tested grammatical structures. Respondents were given eight question constructions with grammatical errors and asked to identify the errors. Errors tested include incorrect use of noun references, incorrect use of *ism mawṣūl*, incorrect use of *ism isyārah*, incorrect use of the verb *māḍī mabnī*, incorrect use of the particle *mabnī* /أَنَّنِي/, incorrect use the sign of *iʻrāb fāʻil*, incorrect use of *ism fiʻil* /صَهْ/ and incorrect use the sign of *iʻrāb asmāʼ khamsah*.

To test the ability of respondents to determine the reference of nouns, questions related to the reference of *ḍamīr* to nouns were asked. In Arabic, the *ḍamīr* reference must consider the gender and number of the noun. Place nouns are usually *muʼannath*. Therefore, the correct pronunciation of the place name /الرُّوْم/ is /عَلَيْهَا/ not /عَلَيْهِ/. Only three respondents successfully detected this error in the pre-test, and achievement on this step increased to 11 respondents in the post-test. The gender factor also affects the use of *ism mawṣūl*. Thus, there are *ism mawṣūl* that are used only for *mudhakkar*, and there are also *ism mawṣūl* specific to *muʼannath*. Respondents encountered the *ism mawṣūl* which refers to /سُعَادُ/, which is the proper name of *muʼannath*. In the pre-test, only three respondents could identify errors in this part, and in the post-test, this achievement increased to five respondents. A less encouraging achievement for that instrument is that that noun is *muʼannath majāzi*, which does not end in *tāʼ marbūṭah*, which may be less familiar to non-Arabic speakers.

Respondents also had to use demonstratives words. In Arabic grammar, gender and number play a role in determining the correct use of demonstratives. To test this section, a question is asked asking respondents to identify the use of the demonstrative to the word /الصِّبْيَان/ which is the plural noun of *mudhakkar*. The indicator word referring to this noun should be /هَؤُلَاء/. The results of the pre-test showed that only two respondents could give correct answers in this section, increasing to 13 respondents in the post-test. This shows that there was an effect after the intervention in 11 study samples. In addition, students were also tested on the use of *asmāʼ al-khamsah*. In Arabic grammar, *asmāʼ al-khamsah* changes its pattern when the accusative case changes in a verse. In the nominative it is read [فُو - أَبُو - ذُو - حَمُوْ - أَخُوْ]. In the genitive the formula is [فِي - أَبِي – ذِي – حَمِي – أَخِي]. In the accusative it is used with a noun formula [ذَا - حَمَا - أَخَا - فَا - أَبَا]. In summary, changing the position in the sentence and including certain factors in the sentence affects the way this noun is used. In the given question, respondents were tested with the noun /ذو/ in the word /ذُو الحِجَّةِ/ in the genitive case as *muḍāf ilayhi*. Therefore, the relevant word should be used with the formula /ذِيْ الحِجَّةِ/ and not /ذُو الحِجَّةِ/ as mentioned in the question tool. The results showed that 12 study samples successfully

detected the error and increased to 21 samples in the post-test. Thus, the number of respondents increased by nine after the interventions.

Mean Difference in Correcting Grammatical Errors in Sentences

To test the grammatical skills of the research sample in detecting and correcting sentence errors, three short passages with eight grammatical errors were given. The sample was asked to read, identify and correct the errors found in the passages in question. In the first paragraph, there was an error that the respondents should have noticed in the word /تَتِمُّ/ which should be /يَتِمُّ/ because the verb is *mudhakka*r. There were six improvements between pre-test and post-test, and only two study samples were able to correct this error during the pre-test. There was also a mistake in /نِسْبَتُهُ/, where the word /نِسْبَتُهَا/ should have been used, because the pronoun in question is related to the noun *mu'annath*. During the pre-test, only one study sample was able to detect and correct this error. However, after the post-test, seven samples were found that successfully identified and corrected the errors. Similarly, the word /الْمُنْتَجَات/ should be used /الْمُنْتَج/. In this section, none of the study samples identified this error during the pre-test. The situation changed when two specimens were successfully identified and repaired in a follow-up test. In general, performance in this section was not encouraging, because the study samples required grammatical skills to identify an error in the section, in addition to the fact that the prepared passage was distracted by several other words. It was found that six study samples tended to change the *ism mawṣūl* from /الْذِي/ to /الَّتِي/, assuming that the *ism mawṣūl* refers to المنتجات. 25 study samples seem neglected *ḍamīr muttasil* نِسْبَتُهَا which citing جَمَارك.

In the second paragraph, there are three grammatical errors related to the use of the word *ẓarf* /عِنْدَمَا/, the plural noun of *iḍāfah* and *ḍamīr*. None of the study samples identified or corrected the *iḍāfah* lexical error /كَانَ لَاعِبِيْنَ الكُرَّةِ/ during the pre-test, and this situation increased to 12 subjects in the post-test. Four study samples were found to have successfully dropped *nūn* on /لَاعِبِيْنَ/ to /لَاعِبِي/, but they did not convert it to a nominative case. The word that should be used in this case is /لَاعِبُو/ because it is a noun in the nominative case. Regarding the use of *ẓarf*, most of the studied samples had an error in the particle *ẓarf* /عِنْد/ because they did not add the particle /مَا/ after it. It was found that most of the study sample successfully identified and changed the *ism isyārah* /هَذَا/ to /هَذِهِ/ in the post-test, with a difference of 12 people in the study sample before and after the test.

In the third paragraph, there are two grammatical errors related to the use of the *ism fi'il amar* /شَنَّانَ/ and *asmā' al-khamsah* /أَبِي/ which should be used /أَبَا/ because it is in the genitive case as *maf'ūl bih*. Performance on study samples was found to be improved in the post-test of this section. A total of three samples successfully corrected incorrect use of /أَبَا/ in the pre-test, increasing to nine in the post-test. Although only 12 samples successfully identified the incorrect use of the *ism fi'il amar* /شَنَّانَ/ in the pre-test and increased to 18 in the post-test. The most obvious mistake was that the students did not correct the word /أَبَا/, which should be in the genitive case as *maf'ūl bih*, which is 23 attempts made the mistake.

CONCLUSION

This study was conducted to evaluate the effectiveness of using the Mysūr website in improving Arabic grammar skills among students taking a course on Arabic

Syntax 1. The Mysūr website is designed to help teachers and students facilitate the learning of Arabic grammar through technological education. To assess the effectiveness, a pre- and post-test was conducted for 32 respondents. After pre-testing, the research sample was introduced to interactive learning facilitated by Mysūr for ten weeks. Students could access learning structures anytime, anywhere, without a fixed schedule, while teachers monitored the learning process online, reinforcing and enriching. The results showed that the use of this website successfully improved the research sample mastery in all parts of the research design. The construction of this grammar learning space takes advantage of the current trend of students towards a more efficient, flexible, multimedia technology-based and self-interactive learning system, especially in the era of the Covid-19 pandemic. The significant improvement observed in all the revealed constructs shows that the use of multimedia support materials, which can be used independently anytime and anywhere, is an alternative approach to learning today. Indirectly, the development of Mysūr affects the enrichment of multimedia-based learning tools for Arabic grammar in addition to interactivity. The less encouraging growth in some areas points to the need for broader and more frequent disclosures to address issues related to cultural differences between language families. Hopefully, the development of programs like Mysūr will continue to grow to further develop learning resources for Arabic grammar. The implications of this study show the trend of the current generation towards learning through multimedia technology, which is more open and accessible.

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