



Universitas Muhammadiyah Sumatera Barat, Indonesia
Tanwir Arabiyah: Arabic as Foreign Language Journal

p-ISSN: 2776-6063 , e-ISSN: 2776-6071/Vol. 1 No. 1 June 2021, pp. 47-54



<https://doi.org/10.22219/afl.v1i1.2484>



<https://jurnal.umsb.ac.id/index.php/aflj>



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Arabic Quizzes Game to Improve Arabic Vocabulary

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ARTICLE INFO

Article History:

Received: 25 February 2021

Revised: 30 March 2021

Accepted: 23 April 2021

Published: 01 June 2021

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Keyword

ABSTRACT

Learning media has experienced many variations along with the development of technology. Learning and playing are activities that are not only carried out by children but also by adults. Educational games as visual media are games that are packaged to support and increase users' thinking and concentration. The use of educational game technology in the teaching and learning process is an interactive learning technique. Mastery of Arabic vocabulary is very important, seeing from the many educational games that use this international language. This research was conducted to determine the effectiveness and benefits of educational games as well as learning designs using educational game content. In this study, researchers used quantitative methods that were supported by population and sampling. The development of this educational game was carried out by collecting data in the form of interviews as the main technique, documentation and observation as supporting techniques. The results in this study state that educational games are an effective and interactive medium in increasing Arabic vocabulary at the higher education level. This is because educational games can increase learning motivation and can make it easier for students to understand the material.

Arabic Vocabulary; Education; Game

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مستخلص البحث

شهدت الوسائل التعليمية العديد من الاختلافات جنباً إلى جنب مع تطور التكنولوجيا. التعلم واللعب من الأنشطة التي لا يقوم بها الأطفال فحسب ، بل يقوم بها الكبار أيضاً. الألعاب التعليمية كوسائط مرئية هي ألعاب يتم تجميعها لدعم وزيادة تفكير المستخدمين وتركيزهم. يعد استخدام تقنية الألعاب التعليمية في عملية التدريس والتعلم أسلوباً تعليمياً تفاعلياً. يعتبر إتقان المفردات العربية أمراً مهماً للغاية ، من خلال رؤية العديد من الألعاب التعليمية التي تستخدم هذه اللغة الدولية. تم إجراء هذا البحث لتحديد مدى فاعلية وفوائد الألعاب التعليمية وكذلك تصميمات التعلم باستخدام محتوى الألعاب التعليمية. في هذه الدراسة ، استخدم الباحثون الأساليب الكمية التي يدعمها السكان وأخذ العينات. يتم تطوير هذه اللعبة التعليمية من

خلال جمع البيانات في شكل مقابلات باعتبارها التقنية الرئيسية والتوثيق والمراقبة كتقنيات داعمة. تشير نتائج هذه الدراسة إلى أن الألعاب التعليمية وسيلة فعالة وتفاعلية في زيادة المفردات العربية على مستوى التعليم العالي. وذلك لأن الألعاب التعليمية يمكن أن تزيد من دافع التعلم ويمكن أن تسهل على الطلاب فهم المواد.

كلمات أساسية المفردات العربية، التعليم، اللعبة،

INTRODUCTION

In the current era of globalization, the presence of technology is able to improve and improve the quality of education. Basically education encourages people to develop the potentials that exist in humans themselves in order to face a change that occurs due to technological and scientific advances.

Improving the quality of education starts from teachers as educators and teachers, because teachers are the focal point of attention in carrying out learning activities. That is because teachers are part of the educational component that is directly related to the situation of their students, so teachers become an important component in improving the quality of education.

Arabic is a foreign language in Indonesia, and as a religious language of Islam its existence is absolutely necessary to study and study various islamic sciences, so it is not surprising that Muslims pay attention to it. Therefore, Arabic is taught in Islamic schools, madrasas, and pesantren in Indonesia.

Arabic is one of the subjects that occupy an important position in the world of education in Indonesia, namely state and private, at certain levels and courses all teach Arabic as part of the newly taught subjects in line with other subjects.

Learning Arabic is known as a skill, so arabic learning can be divided into four Maharah (skills); i.e. listening skills (maharatul istima'), speaking (maharatul kalam), reading (maharatul qira'ah), and writing (maharatul kitabah). Listening and reading skills are categorized into receptive skills (al-maharatul istiqbaliyyah), while speaking and writing skills are categorized into productive skills (al-maharatul intajiyah) (Hermawan, 2013:129).

Learning Arabic, especially in the lesson on vocabulary (mufradat) is one of the elements of language that must be possessed and mastered for foreign language learners including Arabic. When the vocabulary in each language especially Arabic can be mastered properly and correctly then for the next can master four maharah or skills in the language, namely writing (kitabah), reading (qira'ah), listening (istima'), speaking (kalam).

As for the problematika of Arabic language learning, especially in the scope of Arabic language education students of the class of 2016 UMM, according to the observations made by researchers, found several learning problems including: lack of understanding of participants in learning Arabic subjects when learning using Arabic because the majority of participants are not from the cottage, so students find it difficult to learn Arabic, the lack of preparedness of participants in following arabic language learning due to the complexity of the material that makes the motivation of learning participants become low so that participants prefer courses that are general in nature or outside arabic, the learning is only limited to presentations between groups or individuals and there are also using lecture methods in their learning activities. In this case the learning conducted by

the lecturer of Arabic language education is still not able to build the potential of learners and increase their mastery of Arabic subjects, because the learning process runs saturated so that it is difficult to create creative, innovative and fun learning for participants. Therefore, in improving the quality of learning, creative, innovative learning is needed by teachers in order to raise the spirit of learning of participants in following class learning.

The research conducted by Rosyad (2015) aims to educate students about educational games (matching games) and research titles in the form of effectiveness of educational game media to improve Japanese vocabulary skills. The results in this study are seen from the test results achieved by respondents, the average score before treatment is 79.87. While the average value after treatment is 88.53. So the average grade after treatment is greater than the average value before treatment. This means that the educational game medium (mathcing game) is effective for improving the ability of Japanese vocabulary is good.

The same research was conducted by Luthfiyatun (2015) with the title of research on the development of educational game media based on adobe flash CS5 on Arabic writing skills for grade VIII MTs students. The results of this study are the results of the hypothesis test diterma with the details of the right-party hypothesis test results resulting from the value of students working on the test question showed t-count 18,237 and the results of the student's research through the questionnaire showed t-count 19,841, all fell in the area of admission H_a , so that H_a was accepted. As for the t-table 1,711 falls on ho acceptance, so the new product is more effective than the old product.

Looking at the above research conducted by previous researchers that to improve the quality of teacher learning as educators as well as teachers, teachers are required to be able to create learning in the classroom that is as interesting as possible so that students can concentrate and interest in the learning process. The use of classroom learning media can help teachers to foster learning interest and facilitate participants in understanding the materials presented. The use of learning media in the classroom can make participants more aroused and learning media is also able to give a clear picture to participants about the material they are learning.

The use of technology for educational purposes will have a positive impact on the learning outcomes of students (Dariyadi, 2018, p. 56).. In this case educators need to try to present technology in the process of teaching and learning activities such as utilizing and developing technology in Arabic language learning. By utilizing technology and then developed as varied and innovative as possible will make the learning atmosphere more enjoyable so that students can easily understand the material delivered by the teacher especially in the mastery of Arabic vocabulary. To be able to improve the mastery of Arabic vocabulary researchers develop a learning medium in the form of animated game quizzes by utilizing the editor application software in the form of Quizizz which is expected to provide convenience to participants in mastering the material presented in the form of Arabic vocabulary developed in the form of learning games that can make learning interactive, innovative and fun for Students of Arabic language education class 2016 UMM. The learning media used by researchers in this study are Quizizz and Fun Easy Learn Game.

Game is a means of entertainment that is much in demand and played in various parties both children, teenagers and adults. The development of the game industry is also very rapidly developing including the development of gaming industry in Indonesia which began to crawl up to international gaming industry competition. These games have their

own classification according to the type of game. The game itself is various types, one of the favorite and educational games for children, teenagers and adults at this time is a game in the form of a quiz.

Quizzes Game is a form of game or mind in which the player (as an individual or in a team) strives to answer questions correctly. Create this Quizzes Game app using the help of Quizizz and Fun Easy Learn apps. This game is a 2D game with trivia genre or game, but in 2 menus, namely game menus and questions and inside there is fun content.

From the explanation above, the author took the initiative to use a game that is not only fun to play but can also add knowledge of new vocabulary. The importance of this study is because researchers see the problem in Arabic language education students of the class of 2016 UMM that learning that is only limited to verbal delivery or walking only one way will make students feel saturated and will have an impact on the learning outcomes of participants. Therefore, the researchers concluded that there needs to be development of learning media to support students' learning in improving their ability to learn Arabic, especially in the mastery of Arabic vocabulary of participants. Therefore, looking at the problematika, researchers took the initiative to develop a learning media quizzes game that is expected to improve the mastery of Arabic vocabulary in Arabic language education students of the class of 2016 UMM.

With the background of the problem presented above, the problem that will be discussed by researchers is the Effectiveness of Arabic Quizzes Game In Improving Arabic Vocabulary.

METHOD

The research conducted by researchers in this study uses a quantitative approach. The method used in quantitative research is used to research on specific populations or samples, data collection using research instruments, quantitative/statistical data analysis, with the aim of testing established hypotheses. (sugiono, 2019, pp. 16-17). This study uses a type of associative quantitative research, which aims to find out the relationship or causation of two or more variables.

The study used the overall population of Arabic language education students in 2016. This study took a sample of all Arabic language education students of the class of 2016 which amounted to 25 people. The sampling techniques used by the researchers in this study used saturated sampling, which is that all members of the population are used as samples.

The data collection techniques used in this study are interviews and questionnaires. The interview was conducted by researchers on Arabic language education students of the class of 2016 with the aim to find out the problems of Learning Arabic in Arabic language education students of the class of 2016. This interview was conducted as a preliminary study which was conducted on December 10, 2020.

In this study using data collection techniques in the form of questionnaires where researchers divide the questionnaire before and after. The purpose of the dissemination of the questionnaire before is to know the problem of Learning Arabic. While the purpose of the dissemination of questionnaires after to know the response or interest of respondents to the media offered by researchers. The spread of questionnaires conducted by researchers was distributed to all Arabic language education students of the class of 2016.

In this study, researchers used data analysis techniques in the form of T Test Related Samples and Effectiveness Test. The T-test was conducted with the aim of finding out if there was an average difference between two pairs or related samples. To calculate the effectiveness level of Arabic Quizzes Game in improving the mastery of Arabic vocabulary can be calculated using the formula of effectiveness of N-Gain.

RESULTS & DISCUSSION

In this study, researchers conducted two studies. As for the form of research during the learning process, researchers provide an educational game through the head of the 2016 Arabic language education student class through a Google Drive link to be distributed to the class group so that the Arabic Quizzes Game can be seen, learned and understood and recorded what vocabulary is obtained in the Arabic language education game. After the dissemination of Arabic Quizzes Game in the learning activity, researchers took the initiative to disseminate an instrument in the form of a questionnaire, which contains 10 statements with the aim of seeing participants' interest in the media presented by researchers.

The implementation of Arabic Quizzes Game to students of the class of 2016 was conducted after the distribution of questionnaires by researchers, the spread of questionnaires was conducted twice in this case the researchers divided two understandings namely the before questionnaire and the after questionnaire. The purpose of disseminating the questionnaire before the research on participants aims to find out how the participants respond or respond to the needs on Arabic language learning. The spread of the questionnaire was not conducted face-to-face but using a google form questionnaire, and the link was disseminated by researchers on December 15, 2020. And the spread of the second questionnaire was conducted after the dissemination of learning media in the form of educational games (Arabic Quizzes Game) by researchers through Google Drive links to students of Arabic language education lift 2016 on January 13, 2021. The dissemination of questionnaires after conducted with the intention to retrieve data after the study to the response or response of students to the learning media in the form of Arabic Quizzes Game presented by researchers.

Based on the results of data analysis and effectiveness testing on the use of Arabic Quizzes Game to improve the mastery of Arabic vocabulary of Arabic language education students of the class of 2016, the researchers obtained the results that: Quizzes Game is an effective medium used for vocabulary learning in Arabic language education students of the class of 2016. This can be proven by the result of the T test which is 0.018 then H_0 was rejected so that it can be concluded that H_a was accepted. H_a pointed out that the use of Arabic Quizzes Game is effectively used for students of Arabic language education class of 2016 against the improvement of Arabic vocabulary.

Table 1 T Test Results

Paired Samples Test									
		Paired Differences					t	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	prettes posttest	22,344	10,365	2,678	30,980	16,654	4,434	10	,018

In table 1 explains that the t-count of the test value is 4,434 whose value is greater than the t-table 1.71387 and based on the above output obtained signifikan value of $0.018 < 0.05$, then according to the basis of decision-making in the T-Paired Test, it can be concluded H_0 rejected and H_a accepted, which can be concluded that arabic quizzes game media can improve the mastery of Arabic vocabulary of Arabic language education students of the class of 2016.

To calculate the effectiveness level of Arabic Quizzes Game in improving the mastery of Arabic vocabulary can be calculated using the formula of effectiveness of N-Gain. In this case to test the effectiveness of Arabic learning media Quizzes Game for vocabulary mastery Arabic students are fairly effective in the low category of 27.22% (Score $0.30 < (g) 0.70$). N-Gain test criteria are as follows:

Kriteria N-Gain	Kategori
a. Skor $(g) > 0,70$	High
b. Skor $0,30 < (g) 0,70$	Medium
c. Skor $(g) . 0,30$	Low

Based on these calculations, it can be concluded that the effectiveness score in the learning media in the form of Arabic Quizzes Game (educational game) to improve the mastery of Arabic vocabulary of Arabic language education students of the class of 2016 is, the results are classified with the criteria of N-Gain is fairly low.

This result is not a coincidence but this result was obtained because of the implementation of learning media in the form of Arabic Quizzes Game in the class. Based on the above information shows that the research conducted by researchers can be concluded that the use of Arabic Quizzes Game can improve the mastery of Arabic vocabulary of Arabic language education students of the class of 2016.

As according to Dian's theory that the purpose of learning Arabic vocabulary mastery there are several things including: 1). Can introduce to learners related to vocabulary that has never been listened to. 2). Memorizing vocabulary is also able to provide training for learners to pronounce Arabic letters well according to the nature, as well as the way of spending a letter. 3). With a lot of mastery of Arabic vocabulary, it will be able to provide convenience for students to understand a text (Dian, 2020. Pp. 25-26). Overall, all three methods have been applied in the research process conducted by researchers.

This is also supported by a statement (Hamizul & Rahimi, 2015) that designs and develops Online Games for Arabic learning by identifying potential mergers of game elements to fit arabic learning objectives. And such as (Kusuma et al., 2018) that Gamification can increase motivation, achievement, and attachment in student learning activities that are better designed to help students achieve their learning goals.

CONCLUSIONS

The results of a study conducted by researchers on the effectiveness of Arabic Quizzes Game to improve the mastery of Arabic vocabulary of Arabic language education students in the class of 2016 is quite effective. This can be proven from the results of effectiveness testing using archambault N-Gain test with a low category of 27.22%. Based on the results of the N-Gain test, it can be concluded that the learning media of Arabic Quizzes Game is proven in improving the mastery of Arabic vocabulary of Arabic language education students of the class of 2016. For further researchers can develop more innovative and creative and can be applied to the maximum learning media.

ACKNOWLEDGMENT

Thank you to the lecturers who studied the development of learning media and educational research methodology that accompanied in the completion of this article

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