

USE OF LANGUAGE GAMES TO INCREASE STUDENTS' INTEREST IN LEARNING ARABIC

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ABSTRAK

Penelitian ini bertujuan untuk meningkatkan minat belajar Bahasa Arab siswa dengan menggunakan permainan Bahasa pada siswa kelas VIII MTs Maarif 5 Lampung tengah. Dalam penelitian ini metode yang digunakan yaitu penelitian tindak kelas dan menggunakan pendekatan eksperimen kualitatif. Hasil penelitian ini yaitu minat belajar Bahasa Arab siswa meningkat melalui penggunaan permainan Bahasa pada siswa kelas VIII MTs Maarif 5 Lampung tengah tahun ajaran 2023/2024 dimana nilai tes siswa meningkat dari siklus I ke siklus II, hal itu karena nilai tes akhir itulah sebabnya saya memulai 62 hari lalu Pangsa Siklus II sebesar 83. Presentasi minat belajar Bahasa Arab siswa dari siklus I ke Siklus II meningkat, dimana presentasi yang dicapai pada siklus I sebanyak 70% dan diakhir siklus II sebesar 82%. Sehingga dapat disimpulkan bahwa "Penggunaan permainan Bahasa untuk meningkatkan minat belajar Bahasa Arab siswa kelas VIII MTs Maarif 5 Lampung tengah tahun ajaran 2023/2024" diterima.

Kata kunci : minat belajar, bahasa Arab, permainan bahasa

ABSTRACT

This research aims to increase students' interest in learning Arabic by using language games for class VIII students at MTS Maarif 5 Bumi nabung, Central Lampung. This is research and what is used is classroom action research and uses a qualitative experimental approach. The results of this research are that students' interest in learning Arabic increased through the use of language games in class VIII students at MTs Maarif 5 Bumi nabung, Central Lampung for the 2023/2024 academic year where students' test scores increased from cycle I to cycle II, this was because of the final test scores. That's why I started 62 days then the share of Cycle II was 83. The presentation of students' interest in learning Arabic from cycle I to Cycle II increased, where the presentation achieved in cycle I was 70% and at the end of cycle II was 82%. So it can be concluded that "The use of language games to increase interest in learning Arabic for class VIII students at MTs Maarif 5 Bumi nabung, Central Lampung for the 2023/2024 academic year" was accepted.

Keywords: *interest in learning, Arabic, language games*

INTRODUCTION

Arabic is a global language that is experiencing social and scientific development. In historical studies, Arabic is part of the Semitic language family, namely the language families used by nations living around the Tigris and Euphrat rivers, the Syrian plains and the Arabian Peninsula (Syah, 2019). The aim of learning Arabic is so that someone can communicate well and correctly in accordance with Arabic language rules both orally and in writing. Another aim of learning Arabic is to master linguistics and have proficiency in linguistics such as *muthala'ah*, *muhadatsah*, *insha' nahwu*, *sharaf*, *balaghah* and *imla'* (Admin & Amirudin, 2017). Learning Arabic includes several aspects used, including: *maharah istima'*, *maharah qiroah*, *maharah kitabah* and *maharah kalam*. In the conventional method of learning, students listen more to the teacher's explanation in front of the class and do the practice assignments given by the teacher (Alwi, 2022; Hani syifa & Khizanatul Hikmah, 2024).

Interest in learning is a feeling of interest that exists within students in learning so that a feeling of pleasure arises without any coercion, this feeling of pleasure can lead to changes in knowledge, skills and behavior (Heri, 2019). Therefore, if students do not have an interest in learning, then what happens is that there is very little curiosity within them to add new things that they don't know yet and this can make students unmotivated in learning (Prihatini, 2017; Sirait, 2016). This will have a very negative impact on learning outcomes (Ningsih & Hayati, 2020). The results of a pre-survey of educators and students in class VIII MTs Maarif 5 Bumi nabung, Central Lampung, which was carried out on March 12 2024, showed that in the learning process teachers used methods that were not appropriate to the material presented. The incompatibility of this method can be seen when the teacher explains the *maharah kitabah* or *maharah istima'* material using the lecture method (Sawawa et al., 2018). Learning the *kitabah* and *maharah istima'* should use innovative methods in order to attract students' interest in learning, for example memorizing *mufrodah* or memorizing Arabic *qowaid* with fun games, so that they are very easy to remember (Hendri, 2017; Sudiarti, 2015). but the facts are explained by just lecturing and writing on the blackboard (Mukarromah et al., 2023).

Therefore, to overcome this problem, researchers conducted classroom action research. The research carried out used the language game method (Suhardi et al., 2023; Tanjung et al., 2023). Researchers and teachers apply language game methods to provide a good and interesting learning atmosphere (Hidayat et al., 2019). A pleasant learning atmosphere will arouse interest. The application of the game method is expected to increase students' interest in learning Arabic (Muharram et al., 2023). Therefore, researchers are interested in taking this title. Using language games to increase interest in learning Arabic for class VIII students Maarif 5 Bumi nabung, Central Lampung.

Table 1.

No.	Name	Additional information
1	Raihan	Incomplete
2	Sofia	Complete
3	Putra	Incomplete
4	Alisa	Incomplete
5	Galang	Incomplete
6	Mahesa	Complete

DISCUSSION

The objectives of this research are to enhance the desire to teach the Arabic language among eighth grade students at MTs Maarif 5 Bumi nabung, Central Lampung, using language games. This research was conducted in two sessions, each session consisting of 3 meetings and each meeting lasting 2 x 40 minutes. Student activity data were observed through questionnaires and observations during the teaching and learning process, and learning outcome data were obtained from tests conducted at the end of each lesson.

This research is based on the results of observations in the eighth grade of the Islamic Sciences Secondary School in Central Lampung, where the researcher found many definitions of the problem including the inaccuracy of the learning method applied. The inconsistency of this method was observed when the teacher delivered only the merit subject and lectures. The educational activities were boring. And monotonous, students feel bored and lazy to learn, do not use learning aids, low interest in learning, and low learning results. This can lead to

lower student learning outcomes due to lack of interest in learning and not using different methods to learn Arabic (AH et al., 2019; Maesaroh, 1970).

The research was conducted in the first session for 3 meetings. The first meeting was held on Tuesday, March 4, 2023, for 2 x 40 minutes. The main material discussed in this study is a dialogue between the Son and the Father. On Tuesday, March 11, at 10:00-11:20, the learning process was implemented for the first session of the second meeting, which is installation. The meeting was held a third of the first session. She was trained. On Tuesday, March 18, 2023, at 10:00-11:20.

The material taught in the first meeting was about a dialogue between a son and a father. In this activity, the teacher conducted an introduction that included greetings, peace, and the presence of the students, then provided motivation about the importance of the materials to be delivered and the learning objectives.

In basic activities, the teacher asks about the previous materials in order to bring up the concept of the materials that the students already have and teachers always try to involve the students in the learning process that is taking place (Antono, 2024; Sholekhah et al., 2024). Next, the teacher provides material relevant to sports by briefly explaining the material. Then, after completing giving the material, the teacher opens a question session to develop the students' critical thinking activity. After the question and answer session ends, the teacher concludes the material delivered and then enters the play session. These language games aim to make it easier for students to remember the lessons delivered. In a play session, the teacher explains how to play, in this case the game used is a crossword puzzle. The teacher gives several questions in a crossword puzzle format that has been prepared in advance. Then the teacher gives the students to answer the crossword puzzle in the form of a group that has been formed. In this game, whoever answers the fastest and most correctly, wins the game.

In the second meeting of the first session, the material learned in the first session on sports continued with the topic of composition. The lesson begins by saying peace and then conveying the topic to be studied. The teacher conveys the topic of composition. The teacher gives a conclusion of the material conveyed. Then enter into a game session, with the aim that the students can remember the

lessons more easily and provide fun learning, in this case the game used is Picture Class, the students are given pictures prepared by the teachers about the subject of mathematics, then the students are given a short time to think about the vocabulary from the pictures that It is distributed. Whoever mentions the last words will be punished with exclamation. After the game is over, the teacher explains a little about the pictures that have been distributed for play.

In the third meeting, the first session, which was to review the materials taught in the previous meeting, was followed by evaluating the questionnaires and evaluating the questions to determine the level of achieving educational benefit. The measurement was carried out by giving a questionnaire of 10 questions. Students work on questionnaires and assessment questions individually. As students work on questionnaires and questions, the teacher walks around to check the students' work. After collecting the assessment results, teachers provide reinforcement to the students.

The inversion results from the observations show that the first learning cycle is not maximized. The observer with the teacher evaluates the learning implementation for improvement in the next session. Evaluation is also conducted with students regarding previous lessons. In order to find out the reasons why there are still students who do not understand learning the Arabic language using the language game method. Monitors discuss with teachers so that activities at the next meeting can equally increase students' interest in learning. Identify other forms of language games that are more fun and have new concepts. In general, based on the observation data in the first cycle, the limitations and reasons in implementing learning are that the teacher is still rigid in teaching with the new learning methods and the students are still not familiar with the new strategies and do not pay attention to the teacher.

Learning in Cycle 1 demonstrates that the demonstration of students' learning interests has reached the minimum criteria for completion. However, student learning activities are still in adequate class with 60% presentation. According to the results of the reflection of the first cycle, it is necessary to conduct the next, that is, the second cycle, with the aim that the educational activities acquired by students meet the success criteria and increase students'

interest in learning more evenly. The subject to be taught in the second course is profession. Activities carried out in the second session include.

The first meeting in the second session is on Tuesday, March 18, 2024, at 10:00-11:20 in the afternoon, with a time allotment of 2 x 40 minutes. The second session of the first meeting conducted the teaching and learning process with the subject Types of Profession. The second meeting is on Tuesday, March 19, 2024, at 10:00-11:20, with a time allocation of 2 x 40 minutes, for the subject being taught, meaning the continuation of the first meeting, which is types of profession and vocabulary exercises. The third meeting, on Tuesday, March 19, 2024, is to review the materials that were taught in the last meeting and learn with the composition material, provide an explanation again, then finish the materials that were taught, then provide an evaluation of the questionnaire and evaluate the questions of the second episode to measure the improvement in students' interest and results. Learning.

In the first meeting of the second session, the teacher begins the lesson with a greeting, greetings, and attendance. Moreover, the teacher conveys the objectives to be studied, which are the types of profession. After explaining the learning objectives, the teacher gives directions to the students so that they can pay attention to the physical explanations about different types of professions in Indonesia that the teacher gives. Students pay attention to the teacher's explanation of materials related to different professions, and teachers give time for students to memorize vocabulary little by little about different professions.

After the students finish understanding and memorizing the vocabulary related to the types of profession, the teacher opens a session of questions about the material that was presented and then the teacher answers the students' questions. After the debriefing is completed, the game session continues, with the teacher giving directions to the students regarding the objectives and methods of the game. In this case, the game used is the picture row game. In this game, educators have prepared pictures related to professions such as pictures of names of professions, tools and places.

After that, the teacher distributes the pictures in the form of a scroll (closed), then at the same time the students are asked to open the picture and then

quickly identify the Arabic vocabulary correctly. The teacher will reward the three participants who answer the fastest and most correctly. After all students have finished naming their pictures, the teacher provides an explanation for each of the pictures on the student's paper, and the teacher gives inferences from the material presented.

Upon completion, the teacher gives an evaluation of the questions related to the material that has been presented. The teacher gives the students time to work on the questions. After completing the evaluation of the questions, the teacher gives motivation to the students to study harder. Furthermore, students are guided to be able to draw conclusions from the material taught.

In the second meeting of the second session, the materials learned in the first meeting continued through types of profession and vocabulary exercises. The lesson begins with chanting greetings and greetings together and attendance. Next, the teacher conveys the topic to be studied.

Students pay attention to the material. The teacher reads the material to be delivered, and then the students follow it according to how they read it. After completing reading the material, the educator explains the understanding of the material and links it to daily life. The educator then guides the students to proceed with a language game session, which in this case uses a sentence order game. In this case, students arrange the sentences that are read during the learning activity. The teacher gives time for students to remember these sentences within 5 minutes. Then the game starts until it ends.

In the third meeting, the second session, the teacher reviewed the material studied in the previous meeting and learned with the material the structure, giving the students time to ask questions about the material that was not clear. After answering the questions, the teacher concludes the taught material and learning objectives using the language game method. The questionnaires and questions are then evaluated to determine the behavior of achieving students' learning interests and student learning outcomes. The level of students' interest in learning is measured by giving a 10-item statement questionnaire, to prove that students' interest in learning has increased significantly by increasing student learning outcomes from the first course in the form of 10-item multiple choice

questions for students. Students work on questionnaires and assessment questions individually. As students work on questionnaires and questions, the teacher walks around to check the students' work. After collecting the assessment results, teachers provide reinforcements for students to be more diligent in studying at home.

Students' learning desire is closely related to personality, motivation, expression, self-concept or identification, genetics, and external or environmental influences. Desire arises when individuals are interested in something they consider important to themselves and can satisfy the needs they want.

The results of the first session showed that the average class questionnaire scores were in the good category (85%) and the remaining four students (15%) showed low interest, which means that the results of the student questionnaire showed the students' interest in it. The learning is already there. However, it was not distinguished by the results of the student activities monitoring which was still in the adequate category with a presentation of 60%. Therefore, the researcher conducted the observation again in the second session, if the students' desire to learn increased, the results of the students' activities observations also increased.

After reflection in the first cycle, improvements were made to the second cycle, with many activities being maximized in their implementation, such as optimal implementation of learning using language games and teachers preparing themselves better so that the delivery of materials to students can be maximized.

In the second cycle, students' interest in learning increased compared to the first cycle. This is indicated by an increase in the results of the questionnaire where 15 students answered that they were very bored (45%) and 11 students answered that they wanted (39%) and there were no students giving sufficient answers in the category below. Student learning activities increased to a very good level (82%). The Arabic language subject taught to students is a real example in daily life, so that all subjects in the learning process are related to daily life and are often experienced by students, and therefore applying the language game method can increase the desire to learn through questionnaire

results and observation of students' activities in the Arabic language subject. In the eighth semester at MTs Maarif 5 Bumi nabung, Central Lampung.

CONCLUSION

Based on the conducted research and analytical discussion, the researcher concluded that by using language games, it turns out that it can increase the interest in learning the Arabic language among eighth-grade students at the Islamic Sciences Secondary School in Central Lampung. This can be seen from the activities of students in the first cycle, i.e. reaching a percentage of 60 which is included in the adequate category and the second cycle with a percentage value of 80 in the good category. The results obtained in the first cycle showed an interest in learning with an average value of 70 which was in the good category but there were still many students whose interest was low and did not reach the research goal. While in the second cycle there was a desire to learn in the very good category at a rate of 82. So an increase in the students' desire to learn can be observed in the second cycle, which witnessed a significant increase and reached the threshold of success, meaning $< 80\%$.

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