Increasing Student's Arabic Vocabulary Through Scrabble as an Educational Media Tools

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ABSTRACT

This research is motivated by the problem of the inactivity of students in learning Arabic because learning is still conventional without the help of learning media. From these problems the researchers designed the Arabic scrabble geame media. This study is to determine the effectiveness of using scrabble game media with the teams games tournament model in improving Arabic vocabulary. This type of research with a quantitative approach. The data collection instruments were in the form of observation sheets, questionnaires, interviews, tests and documentation. The result found in this study indicate that the scrabble game media is effective and can increase mastery of Arabic vocabulary ang provide a very significant increase in the learning process. Scrabble game media can improve Arabic vocabulary mastery. It can be seen that the results of the Wilcoxon test calculations obtained the b Sig value (2-tailed) of 0.000 <0.0.5, thus it can be concluded that the accepted hypothesis in this study is (Ha), namely "Scrabble media can improve mastery of Arabic vocabulary". The experimental results of the trials given through the pretest and posttest trials in the experimental class, namely before and after the treatment was carried out, it was proven that there was an increase in the value before being given the scrabble media treatment, the lowest value was 10 and was considered the largest at 55. Meanwhile, after being given the treatment, the value was obtained. the lowest is 25 and the largest is 80.

Keywords: *Arabic, Scrabble, Team Games Tournament.*

1. INTRODUCTION

Arabic is a foreign language and is one of the international languages, Arabic serves as the language of instruction in schools [1]. Arabic has long been developed in Indonesia but learning Arabic is not easy, there are many obstacles and problems in the Arabic learning process.To understand Arabic, a person has different abilities because some people are easy to understand Arabic and some others it is difficult to understand Arabic. This is because Arabic is not the mother tongue in Indonesia. Some of the obstacles are the lack of interest for students, as well as the less attractive methods or media used by Arabic language teachers so that there is a lot of laziness and boring feeling for Arabic students.

The first step in learning foreign languages, especially Arabic is learning vocabulary, by starting vocabulary learning, learning the language will also start. By having a lot of vocabulary, of course, we can communicate in Arabic. Thus vocabulary is very important both from the learning process and the development of one's ability to learn a language. According to Nanang Kosim (2016) that mufrodat learning needs to be used as a basis for developing Arabic language proficiency (maharat al-lughah al-'arabiyyah), because understanding and understanding (al-fahm wa al-ifham) as the core of the goal of learning Arabic is impossible achieved if not supported by mastery of mufrodat and the ability to develop it [2]..

Seeing the factors that cause these students to not master vocabulary, the teacher must be able to provide learning using learning media. Games are a medium that is done directly to interact with students, the results of research by Davis, Shepherd, and Zwiefelhofer concluded that games used as learning media can directly stimulate student interest and can be a good motivational technique [3].

In this regard, there are several studies that discuss the use of scrabble in Arabic learning including Istiqomah with the title "Scrabble-Based Arabic Learning Experimentation", this research shows that students can develop vocabulary competencies and be more active so that students can master Arabic. orally or in writing [4].

In line with the results of previous research conducted by Betta Isrina Javendra Sita conducted a study entitled "Experimentation of Scrabble Learning Media in an Effort to Improve Mastery of Arabic Vocabulary". This study shows that the use of scrabble media is proven to be effective in increasing mastery of Arabic vocabulary. The similarity between previous research and current research is using scrabble media as a medium for learning Arabic. The difference between previous researchers and current researchers lies in the type of research.

According Erfianti (2020) media scrabble is used to develop language skills, wrong one of them is vocabulary mastery. Scrabble games have several benefits, one of which is increasing treasury vocabulary because in this game students are required to compose letter pieces to become a vocabulary so that students can memorizes vocabulary well [5].

According to Klimova (2015) Scrabble is one of the most popular boards that specifically highlight language. The purpose of the game is to build words with a higher score as possible. Scrabble is indirect learning. When the students play the game, they don't realize that they are learning. Students also get new words or vocabulary naturally. Through this game, the students will give their full attention and concentration to study.

According Sunarti (2019) The students who were taught by Teams games Tournament had higher vocabulary mastery. There was interaction between teaching methods and students' self-esteem make learning fun [6].

According meina (2019) Team games tournament technique could make the classroom activities become more active because students interested in team game tournament technique. Based on findings above, it is recommended that Team Game Tournament (TGT) technique can be used for the teacher to improve students' speaking ability.

Based on the results of the observations that have been made, it can be seen that the teacher finds it difficult to design Arabic learning media, students also admit that Arabic is a difficult subject, so students' interest in learning Arabic is also a little bit.

Based on the things described above, the focus of this study is the use of scrabble with the Team Games Tournament learning model in Arabic learning. Scrabble is a game of arranging letters into a word. Scrabble is a type of game that uses a board and word arrangement game played by 2 or 4 people who collect points based on word values formed from letter chips on a gridded game board (15 columns and 15 rows). This game can improve vocabulary skills by remembering vocabulary words one by one which is adjusted to the order of both rows and columns so students will be more interested in continuing to solve word by word.

Besides being able to be used as an interesting learning medium, this two-language Scrabble game was created as a way to increase the attractiveness of the Scrabble game among the Indonesian people. This game is already popular among the world community, so that the countries in the world have developed the scrabble game into their country language from English as the main language of the scrabble game. The list of words formed in this srabble game must be words that have a meaning or come from standard words.

This game is used by students to remember the vocabulary they have learned. Scrabble can also be used by educators for the language learning process, especially Arabic which serves to evaluate students in remembering vocabulary. Scrabble is also very influential as a tool to improve education that allows students to participate more in the learning process.

Basically scrabble as a learning model is an effort made by educators so that students have the ability to express and express themselves as individuals or groups. This ability is obtained by students through learning experiences so that they have the ability to remember vocabulary and put it into written form.

In this study the authors used a quantitative approach, namely systematic research that departs from data, and this data is processed and presented to become valuable information for decision making. This type of research is an experimental research (Experimental Research), which is research that is intended to investigate possible cause and effect relationships, by exposing one or more experimental groups. The results

were compared with one or more untreated control groups. This experimental research can also be interpreted as an objective, systematic and controlled study to predict or control phenomena.

2. RESULTS AND DISCUSSION

2.1. Effectiveness of Scrabble Game Media

The results of the effectiveness of the scrabble game media were obtained from the results of the implementation of the pretest which was carried out to determine the effectiveness of students 'vocabulary mastery, while the results of the posttest were to determine the effectiveness of students' vocabulary mastery after applying the scrabble game media. The pretest and posttest questions contained 10 multiple choice questions, 5 questions connecting hijaiyah letters and 5 matching or matching questions. The number of pretest and posttest questions was 20 questions, these questions were taken from the Arabic textbook used as teaching material. From these data, the researcher then analyzed the data. The explanation is as follows.

2.1.1. Descriptive Statistical Analysis

Descriptive statistical analysis is used to describe and describe the research data.

Table 1. Descriptive Statistics of the Pretest and Posttest Values of the Experiment Class and Control Class

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre test Experiment class	23	10	55	30.22	13.355
Post Test Experiment class	23	25	80	52.39	16.505
Pre-Test control class	23	40	95	68.48	19.273
Post-Test control class	23	45	100	84.35	12.995
Valid N (listwise)	23				

2.1.2. Descriptive Statistical Analysis

The average pretest and posttest scores can be described with a simple line diagram to determine the differences between the pretest and posttest. The diagram can be described as follows:

Table 2. The Pre-Test and Post-Test Values of the Experiment Class
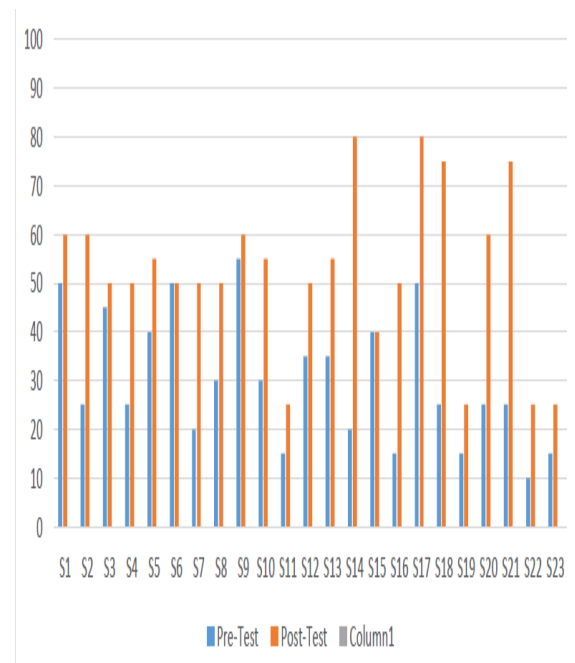
Based on the results of the descriptive statistical table, the pretest and posttest values in the experimental class and control class show that the number of responses is 23 students, from the smallest score in the pretest test experimental class is 10 and in the posttest test is 25, and the largest value in the pretest test is 55 and on The posttest test is 80. The average value of the experimental class from the pretest pretest test is 30.22 and increases in the posttest test is 52.39.

2.1.3. Normality Test

Normality test is done to find out whether the research data is normally distributed or not. The results of the calculation of the pretest and posttest data normality test in the control and experimental classes:

Table 3. Normality Test of Student Learning Outcomes

Test of Normality

	Kelas	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Student learning outcomes	Pre-Test Experiment	.174	23	.070	.933	23	.130
	PostTest Experiment class	.225	23	.004	.904	23	.030
	Pre-Test control class	154	23	.166	.909	23	.040
	Post-Test control class	.172	23	.075	.885	23	.013

Lilliefors Significance Correction

Based on this table, it is known that the significance value (Sig.) For all data, both in the Kolmogorov-Smirnov test and the Shapiro-Wilk test, has some data <0.05, such as post-test data for the experimental class and pre-test data for the control class in the Shaphiro Wilk test. , it can be concluded that this data is not normally distributed. The results of this analysis were used for further analysis using non-parametric statistics.

2.1.4. Wilcoxon Test

The Wilcoxon test aims to determine whether there is a difference in the mean of the two pairs of samples. The Wilcoxon test is part of non-parametric statistics, the Wilcoxon test does not require research data that is normally distributed. The following are the Wilcoxon test results of pretest and posttest data in the control class and experimental class and in the control class.

Table 4. Wilcoxon Test Results of Pretest and Posttest

Ranks

		N	Mean Rank	Sum of Ranks
Post-Test Pre-Test	Negative Ranks	0[a]	.00	.00
	Positive Ranks	21[b]	11.00	231.00
	Ties	2[c]		
	Total	23		

a. Post-Test < Pre-Test
b. Post-Test > Pre-Test
c. Post-Test = Pre-Test

The negative ranks or the difference (negative) between the learning outcomes for the pretest and posttest in the experimental class is 0. A value of 0 for this experimental class indicates that there is no decrease (reduction) in the pretest and posttest scores in the experimental class.

Positive Ranks or the difference (positive) between learning outcomes for the pretest and posttest in the experimental class there are 21 positive data (N), which means that 21 students experience an increase in learning outcomes using scrabble media from the pretest and posttest scores. The mean Rank or the average increase is 11.00, while the number of positive ranks or the sum of ranks is 231.00.

Ties is the similarity of the pretest and posttest scores, here the Ties value is 2, so it can be said that there are 2 values that are the same between the pretest and posttest.

Table 5. Wilcoxon Test Results

Test Statistics[a]

	Post-Test - Pre-Test
Z	-4.021[b]
Asymp. Sig. (2-tailed)	.000

a. Wilcoxon Signed Ranks Test
b. Based on negative ranks.

If the value is Asymp.Sig. <0.05, then the hypothesis is accepted.

If the value is Asymp.Sig. > 0.05, then the hypothesis is rejected.

Based on the "Test Statistic" output, it is known that Asymp.Sig. (2-tailed) is worth 0.000 for the experimental class. Because the value of 0.000 is less than <0.05, it can be concluded that "the hypothesis is accepted". This means that there is a difference between the results of learning Arabic using scrabble media for the pretest and posttest, so it can also be concluded that there is an effect of using scrabble media on the mastery of Arabic vocabulary.

2.1.5. Homogeneity Test

Homogeneity test is used to determine whether the variance of the post-test data of the experimental class and the post-test control class is homogeneous or not.

Table 6. Homogeneity Test Results

Test of Homogeneity of Variances

Student Learning Outcomes

Levene Statistic	df1	df2	Sig.
.537	1	44	.467

Table 7. Homogeneity Test Results

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Hasil Belajar Siswa	Based on Mean	.537	1	44	.467
	Based on Median	.548	1	44	.463
	Based on Median and with adjusted df	.548	1	40.343	.463
	Based on trimmed mean	.616	1	44	.437

Based on the table above, it is known that the value of significance (Sig.) Based on the mean is 0.467> 0.05, so it can be concluded that the variance of the experimental class Post-test data and control Post-test data is the same or homogeneous.

3. CONCLUSION

Based on the results of the research that has been carried out and the analysis that has been carried out by the researcher, it can be concluded that: Scrabble game media is effective and can improve the mastery of Arabic vocabulary and provide a very significant increase in the learning process in the classroom.

Scrabble game media can improve mastery of Arabic vocabulary. It can be seen that the results of the Wilcoxon test calculation obtained the bSig value. (2-tailed) of 0.000 <0.0.5, thus it can be concluded that the accepted hypothesis in this study is (Ha), namely "Scrabble media can improve mastery of Arabic vocabulary"

The experimental results of the trials given through the pretest and posttest trials in the experimental class, namely before and after the treatment was carried out, it was proven that there was an increase in the value before being given the scrabble media treatment, the

lowest value was 10 and the largest was rated at 55. Meanwhile, after being given the treatment, the value was obtained. the lowest is 25 and the largest is 80.

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