



# The Use of Scrabble as A Learning Media in Arabic Learning

Nalahuddin Saleh\*, Salma Nur Fauziah, Hikmah Maulani, Shofa Musthofa Khalid,  
Yusuf Ali Tantowi

Universitas Pendidikan Indonesia

\*Corresponding author. Email: [nalahuddinsaleh@upi.edu](mailto:nalahuddinsaleh@upi.edu)

## ABSTRACT

Learning media has an important role as a learning tool and one of the components of the learning process. Scrabble is a learning media used to make learning Arabic more innovative, interactive, and fun. This study aims to explain the urgency of using Scrabble as learning media in Arabic learning. This study uses a descriptive method with a qualitative approach. The participants in this study were students in the third semesters in Arabic education study program in Universitas Pendidikan Indonesia. Data were collected through observations and interviews. The results showed that learning media can improve students' motivation, interest, and passion in learning Arabic, improve students understanding of the materials learned, and create an innovative, interactive, and fun learning atmosphere.

**Keywords:** *Arabic learning, Learning media, Urgency.*

## 1. INTRODUCTION

Media in the perspective of education is a very strategic instrument and determines the success of the teaching and learning process because it can directly provide certain dynamics to students. Learning media are tools, methods, and techniques used to make communication and interaction between educators and students more effective in the education and teaching process in schools (Hamalik, 1989; Nurdin, 2016, Umarella, Saimima & Hussein, 2018). National Education Association ([NEA], 1969) stated that learning media is a means of communication in the form of print and view-hear, including hardware technology. Learning media is one of the important instruments in education because to convey material and capture material sometimes humans have limitations to capture something abstract, therefore learning media is a very important instrument in the learning process and one of the instruments that determine indicators of learning goals. A teacher should be skillful for choosing learning media that will be used in the process of learning activities and the learning media chosen by the teacher must be suitable with the abilities of the students. As time goes by, technology is also developing rapidly, this also affects the educational aspect, therefore teachers are required to be able to create learning media that can support the learning

process and increase effectiveness in achieving learning goals. To make an effective learning media, a teacher must pay attention to the needs of his students, pay attention to the objectives of the learning to be achieved and create interesting media so that students do not get bored and can play a direct role in the process of learning activities. There are many types of learning media there is not one media that is not good compared to other media, because each media has its own advantages and deficiency depends on the objectives and learning materials (Mahmuda, 2018; Moto, 2019). The teacher needs to know the characteristics and the type of media that will be used. According to Degeng (1993) stated that there are several factors that need to be considered by teachers/educators in making learning media, namely: 1. instructional objectives; 2. effectiveness; 3. students; 4. availability; 5. procurement costs; 6. technical quality. At the end of the lesson, a teacher must also evaluate the learning media used whether it is in accordance with the needs of students, whether the objectives of using the learning media have been achieved or not. According to Nurseto (2011), the development of learning media and its systematic planning for using the media must meet the VISUALS principles, namely Visible, Interesting, Simple, Useful, Accurate, Legitimate, Structured.

A learning media not only relevant to those principles, but also suitable as educational game to

improve students' creative thinking skills (Ruslan & Amri, 2021; Maheasy & Paksi, 2022) is Scrabble. Waite (in Vitaly, 2010) also asserted that Scrabble can improve cognitive skills, expand vocabulary, and strengthen language skills already achieved by students. In learning Arabic, besides mastering language skills (listening, reading, speaking, and writing), students must be proficient in Arabic grammar, namely *Nahwu* and *Shorof*. *Nahwu* and *Shorof* are basic grammatical comprehension in Arabic language (Dodi, 2013). To portray their importance, it can be said that *Nahwu* is like the father of the Arabic language and *Shorof* is the mother (Shefia Zamhuri & Afifah, 2021). However, students find it difficult to understand the materials, especially in *Nahwu*. Reflecting to the importance of learning the knowledge and the problems discussed, proper selection of learning media may play an important role in learning Arabic (Furoidah, 2020). It was found that learning media or educational games may make Arabic learning livelier and more innovative (Saleh, Abdurrahman & Maulani, 2022). Therefore, this study aims to discuss the urgency of learning media in learning Arabic and students' responses to its use as learning media.

Among several studies on the urgency and influence of learning media was conducted by Umarella, et al., (2018). The results indicated that the selection and determination of the right media is so urgent in the education process, that teachers must be able to plan the use of media carefully according to the needs of students. Another study conducted by Wahid (2018) pointed out that educational media are important in improving student learning achievement because they can lead to positive attitudes from students in the learning process and can make educators' roles more positive and productive. Some studies in Arabic learning, including Khaira (2021) and Febriani (2021), were dealing with the use of Scrabble to improve students' mastery of Arabic vocabulary. Therefore, this study was expected to expand the coverage to grammatical area. i.e., *Nahwu*, and provide some support on the urgency of using learning media in Arabic learning.

## 2. METHOD

This study was based on the qualitative approach with descriptive research method. Data collection techniques used in this study were observation and interviews. Observations were made on how the instructional media, i.e., a Scrabble game set which was modified to correspond the nature of *Nahwu* learning. This modification was considered necessary to bring a positive impact on students.

Interviews were conducted to obtain detailed information from students as respondents. There were 40 students from Arabic language education study program at Universitas Pendidikan Indonesia. They all were in the third semester and were registered in *Nahwu lil*

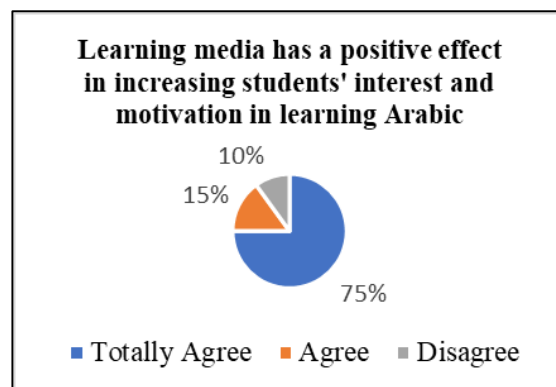
*mutaqaddimin* class. Questions given during the interview were about the effect of learning media in learning Arabic on the students' motivation and understanding, the atmosphere during the learning process, and students' general perception about the use of the learning media. Miles and Huberman's techniques of data analysis (1994) were employed in the study, entailing data reduction, data presentation, and drawing conclusions and verification.

## 3. FINDINGS AND DISCUSSION

### 3.1. The Effect on Interest and Learning Motivation

During the observation, it could be seen that the beginning of learning process went well, but not all students focused on the teacher's explanation. There were students busy with themselves and even daydreaming. As the teacher explained about the learning media that will be used and the direction, students turned to be more enthusiastic and pay attention better to the teacher. In other words, it resulted in better focus among students. As one of fundamental elements of the learning process, the situation implies that learning media plays a crucial role in increasing enthusiasm, attention, interests, and willingness of students (Nurseto, 2011; Sa'adah & Aedi, 2018; Furoidah, 2020). The interest and motivation of students, including those from Arabic language education study program, tend to be low since many people generally think that Arabic is difficult to learn. From the results of these observations, it can be concluded that learning media can grow and increase interest in learning Arabic language learning and can foster students' motivation.

As it is observed in Figure 1, most students agreed that learning media gives a positive effect on increasing their interest and motivation in learning Arabic. Only few of them mention that learning media does not enhance their motivation because they see Arabic is difficult to



**Figure 1** The effect of learning media on Student interest and learning motivation.

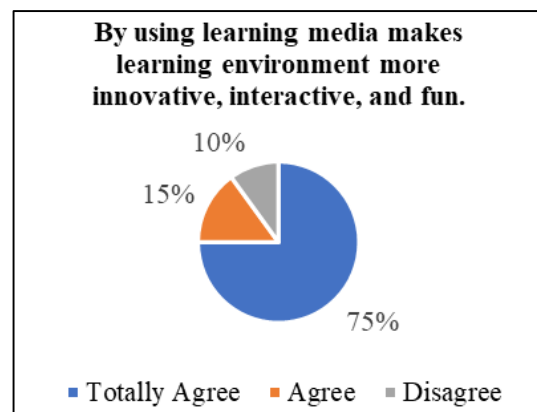
learn for them since the beginning of their learning. They do not consider that the use of learning media in general increase their interest in learning.

This positive point is in line with the results from some earlier studies (Tafanao, 2018). This result is also supported by Benni in Umar (2014) who asserted that learning media serves to (1) facilitate student learning and also facilitate teacher teaching, (2) provide a more real experience, (3) attract greater student attention (not boring), (4) all students' senses can be activated, (5) attract more students' attention and interest in learning, and (6) can generate the world of theory with reality. It can be concluded that Scrabble as a learning media has constructive implication on the students' interest and motivation which may make them more enthusiastic about the learning and challenges in learning Arabic.

### 3.2. Understanding on Learning Material

During the class observation, it could be seen that teachers used Scrabble as a tool to deliver learning materials and to train students' understanding and memory of the terms in *Nahwu*. In addition, Scrabble is used to train students' abilities in compiling sentences according to the rules of *Nahwu*, and this strategy was successful since students' sentence production grew better.

From interviews with the students, it was found that more than half of them strongly agree that the use of Scrabble had positive effect on their comprehension because it made learning materials easier to understand and to remember. A quarter of the participants also agree about the positive statement although sometimes they do independent learning sessions outside the class hours since to some extent, they still find difficulty in understanding the material even with the use of Scrabble. It was unfortunate that some proportion of the students disagree that Scrabble was helpful for them to understand the learning material, but it was due to their lack of interest in learning Arabic grammar. Difficulty in understanding learning material cannot be avoided in learning process, and there were rather many students who choose not to continue learning. This condition signifies the urgency of learning media as a tool in the process of understanding Arabic learning materials because students can be still attached to such characteristics even though their teachers have employed learning media. Looking at the existing problems, Salmin, Nuruliah, Apriliani and Nurulaeni. (2015) asserted that learning media has some urgency in the learning process, including (1) learning media as a tool in the learning process, (2) learning media makes it easier for teachers to streamline time, and (3) learning media can attract students' attention in the learning process. The urgency can be considered eminent in *Nahwu* learning since it is sustainable and complementary to other subjects.



**Figure 2** Effect of learning media on learning environment.

### 3.3. Atmosphere of Learning Process

An active and fun learning process is one of the factors for the implementation of good learning, in which there is good interaction between teachers and students. Learning media that have benefits to facilitate interaction between students and educators so that learning can run effectively, interactively and fun (Wahid, 2018). Such benefits were noticed from the results of class observations and interviews with the students. Figure 2 shows that most students strongly agreed that the learning process was much more fun and interactive with the use of Scrabble. Students asserted that the classroom atmosphere was much more attractive, not monotonous, and not boring because the use of Scrabble made the learning process more interesting. The same thing is also said by Kemp and Dayton in Falahudin (2014). It was said that the benefits of learning media are that the learning process becomes clearer, more interesting, more interactive and changes the role of students in a more positive and productive direction and the media can make abstract subject matter into more concrete. The following is a diagram of the results of the interview:

Besides Kemp and Dayton in Nuryanto (2004) explained that there are eight benefits of learning media, namely (1) the delivery of subject matter can be uniformed, (2) the learning process becomes clearer and more interesting, (3) the learning process becomes more interactive, (4) efficiency in time and energy, (5) improving the quality of student learning outcomes, (6) the media allows the learning process to be carried out anywhere and anytime, (7) the media can foster positive attitudes of students towards the material and the learning and learning process, and (8) changing the teacher's role in a more positive and productive direction. It was observed further that the use of learning media in learning Arabic made teachers and students communicate in two directions so that students became more active, and the activity was more interactive. In addition to two-way communication between teachers and students, communication between students was also better

established as they helped each other learn the materials. In conclusion, the use of Scrabble media was appropriate in learning Arabic since it made the learning atmosphere in the classroom more active, innovative, interactive, and fun, and the learning process could run well and learning materials could be delivered properly.

#### 4. CONCLUSION

Learning media is a learning aid used by teachers to streamline the learning process, both in terms of interaction between teachers and students and inversely between students and teachers. There are so many tools that can be used as learning media, one of which is Scrabble. The use of that learning media in learning Arabic received a positive response from students and was considered important as a learning tool. Besides, learning media could increase students' motivation, interest and enthusiasm in participating in Arabic language learning, increase students' understanding of the material being studied, and create a more innovative, interactive, and fun learning atmosphere.

Student responses to the use of learning media in learning Arabic were conducted by interview. Based on the results of interviews, the responses from the third semester students of Arabic Education at Indonesia University of Education 90% of students or 30 students gave a positive response and asked to continue to use learning media in every learning process. This was because they are very enthusiastic when the Arabic learning process feels more interactive and fun. In addition, some of them gave a positive response because it was easier for them to understand the subject matter and easier to remember. However, there were 10% or 10 students who gave a negative response. It was possibly because they found it difficult to learn Arabic using learning media, the feeling of laziness that dominates in these students, and the background of students who have never studied Arabic before. Overall, this study could be an example in which the urgency of learning media as a tool in the process of understanding Arabic learning.

#### REFERENCES

- Degeng, I. N. S. (1993). *Media of Education*. Malang: FIP IKIP Malang.
- Dodi, AL. (2013). *Nahwu Shorof's Teaching Method; in the mirror of the Islamic Boarding School Experience*. *Journal of Islamic Research and Studies*, 1(1), 100-122.
- Falahudin, I. (2014). *Utilization of Media in Learning*. *Journal of Widayaiswara Circle*, 1(4), 104-117.
- Febriani, E. (2021). *Increasing Student's Arabic Vocabulary Through Scrabble as an Educational Media Tools*. In *4th International Conference on Sustainable Innovation 2020–Social, Humanity, and Education (ICoSIHESS 2020)* (pp. 332-336). Atlantis Press.
- Furoidah, A. (2020). *Learning Media and Its Important Role in Arabic Teaching and Learning*. *Al-Fusha: Arabic Language Education Journal*, 2(2), 63-77.
- Hamalik, O. (1989). *Learning Media*. Bandung: Image of Aditya Bakti.
- Khaira, M. (2021). *The effectiveness of crossword puzzle in improving mufradat skills*. *Tanwir Arabiyyah: Arabic as Foreign Language Journal*, 1(2), 55-62.
- Moto, M. M. (2019). *The Influence of the Use of Learning Media in the World of Education*. *IJPE: Indonesian Journal of Primary Education*, 3(10), 20-28.
- Mahmuda, S. (2018). *Arabic Learning Media*. *An-Nabighoh*, 20(1), 129-138.
- Maheasy, R. A., & Paksi, H. P. (2022). *Development of Interactive Learning Media "Barcoded Scrabble" on the Material of Indonesian Cultural Diversity for Elementary School Students*. *JPGSD*, 10(4), 1-10.
- Miles, M.B., & Huberman, M. (1994). *Qualitative Data Analysis Second Edition*. India: SAGE Publications.
- National Education Association. (1969). *Definition of Learning Media* [Online]. Accessed from <https://www.asiklearning.com/pengertian-benefits-tipe-dan-pemelekan/>.
- Nurdin, S. (2016). *Curriculum and Learning*. Jakarta: Rajawali Press.
- Nurseto, T. (2011). *Creating Interesting Learning Media*. *Journal of Economics & Education*, 8(1), 19-35.
- Nuryanto, A. (2004). *Learning Media*. Teaching Education. Yogyakarta. FT UNY.
- Ruslan, I., & Amri, N. A. (2021). *The Effect of Using Scrabble Game in Improving Early Childhood Reading Ability*. *Panrita Journal*, 2(1), 23-27.
- Sa'adah, N., & Aedi, K. (2018). *The Effect of the Deductive Method by Using Card Media in Understanding the Number of Fi'liyah*. *El-Ibtikar*, 7(2), 98-114.
- Saleh, N., Abdurrahman, M., & Maulani, H. (2022). *Using User –Friendly Digital Mode for Arabic Language Teachers, Bandung District*. *Lingua*, 17(1), 40-51.
- Salmin, A.H., Nuraliah, G., Apriliani, R.R. & Nurulaeni, F. (2015). *Urgency of Learning Media in Improving Learning Skills in Students*. *Proceedings of the National Seminar on Primary and Secondary*

- Education (SENAPADMA). Sukabumi: Nusa Putra University.
- Shefia, N., Zamhuri, M. T. Z., & Afifah, F. N. (2021). Utilization of Pegon Letters in Facilitating *Nahwu* Learning. *Semnabama*, 5, 189-201.
- Tafanao, T. (2018). The Role of Learning Media in Increasing Students' Interest in Learning. *Journal of Educational Communication*, 2(2), 103-114.
- Umar. (2014). Educational Media: Roles and Functions in Learning. *Journal of Tarbawiyah*, 11(1), 131-144.
- Umarella, S., Saimima, M.S., & Hussein, S. (2018). Media Urgency in the Learning Process. *Journal of IAIN Ambon*, 1.
- Vitaly, V. (2010). Words should be fun: Scrabble as a tool for language preservation in Tuvan and other local languages. *Language Documentation & Conservation*, 4, 312-230.
- Wahid, A. (2018). The Importance of Learning Media in Improving Learning Achievement. *ISTIQRRA'*, 5(2), 1-11.

**Open Access** This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

