Enhance *Mahārah al-Kalām* of 9th-Grade Students at MTs Haji Ilyas Using "Word Guessing Game"

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A B S T R A C T

The ability to speak Arabic needs to be supported by mastery of Arabic vocabulary, and one of the strategies is the application of the Arab word guessing method to students. The purpose of this study was to determine the improvement of Arabic language skills of 9th-Grade Students at MTs Haji Ilyas Jember students after the application of the word guessing method, in order to support the mastery of *mahārah al-kalām* students. This research uses qualitative methods with data collection techniques through pre-test, post-test, interview, observation and documentation. The results showed that the application of this method can improve students' Arabic language skills. This is evidenced by 90% of students experiencing significant development after the implementation of this method, while the remaining 10% is considered sufficient. This shows that learning Arabic with the word guessing method can help students in mastering Arabic vocabulary as a support for mastery of *mahārah al-kalām*.

Kemampuan berbahasa Arab perlu ditunjang dengan penguasaan kosakata bahasa Arab, dan salah satu strateginya ialah penerapan metode tebak kata bahasa Arab kepada siswa. Tujuan penelitian ini adalah untuk mengetahui peningkatan kemampuan berbahasa Arab siswa kelas 9 MTs Haji Ilyas Jember setelah penerapan metode tebak kata, guna menunjang penguasaan *mahārah al-kalām* siswa. Penelitian ini menggunakan metode mix method dengan teknik pengumpulan data melalui pre-test, post-test, wawancara, observasi, dan dokumentasi. Hasil penelitian menunjukkan penerapan metode ini dapat meningkatkan kemampuan berbahasa arab siswa. Hal ini dibuktikan dengan 90% siswa mengalami perkembangan signifikan setelah diterapkannya metode ini, sedangkan 10% sisanya dianggap cukup. Hal ini menunjukkan bahwa pembelajaran bahasa Arab dengan metode tebak kata dapat membantu siswa dalam menguasai kosakata bahasa Arab sebagai penunjang penguasaan *mahārah al-kalām*.

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1. Introduction

The rapid development of information technology, as an implication of the era of globalization, greatly affects almost all lines of life of modern society, such as in the world of entertainment, ranging from games, the internet and so on, which are increasingly varied, and from one side have a very negative impact on the learning interest of children of all ages. This is reinforced by the fact of a study involving 2050 children by The Seattle Children's Institute in the United States, and the results that 75% of gadget users in the bedroom experience sleep disorders, their sleep time decreases, changes learning patterns, which certainly has an impact on decreasing their learning achievement (Widya, 2020). Therefore, in this technological era, teachers have very complex demands, especially in learning Arabic, which in general there are four categories of language skills, namely *fahm al-masmū'*, *fahm al-maqrū'*, *ta'bīr asy-syafahī*, and *ta'bīr at-taḥrīrī* (Taubah, 2014), so that the learning presented can be more interesting than these advanced technologies (Umarella *et al.*, 2018). In this context, the Arabic word guessing method which is a very simple learning, in which there is an element of play, but on the other hand students can also optimize their learning process, it needs to be an option in effective Arabic learning, because in intermediate level learners for example, ages that are still fairly childish, learning packed with games will be more interesting, so that students do not feel burdened with material content while in class, especially in learning Arabic, because games contain educational content which is also very useful for the formation of sensitive attitudes towards the desires and feelings of others (Fajriwati, 2017).

Research on the learning model with guess the word was once proposed by Wiza (2018) entitled "Word Guessing Learning Model Using Crossword Software in Mufradat Teaching", this research uses a type of library and aims to describe a word guessing learning model that can be used to help facilitate Arabic learning. This research, concluded that from teaching guessing words, students can not only improve their ability to memorize vocabulary, but also make it easier for educators to teach branches of Arabic such as *ṣarf* and *naḥw*. However, this research can only be used in learning that already uses modern models, because guess the word used is with Crossword Software application media. This is different from this article, because the focus is *mahārah al-kalām* and in it's implementation is easier, because it is not limited to certain media or learning applications. Likewise, research written by Rosmayanti *et al*. (2018) entitled "Improving Arabic Cognitive Learning Outcomes through Word Guessing Type Cooperative Learning", in the research it was explained that the results of the application of the word guessing type cooperative learning model in cycle I, obtained the average value of teacher activity of 72%, and students by 67%. and in cycle II, the average value of teacher activity was 94%, and students 92%. The cognitive learning outcomes of students after using the word guessing type cooperative learning model in cycle I obtained an average score of 75 (86%) and in cycle II obtained an average score of 87.7 (95%). The study obtained cognitive results in grade 3 students of MI Nurul Huda, Bandung, but this study may have different results if applied to other research objects, moreover this research is still applied to students whose age is still fairly early. While this research entitled "Enhance *Mahārah al-Kalām* of 9th-Grade Students at MTs Haji Ilyas Using "Word Guessing Game"" is applied to students who are more mature in terms of age, so that the maximum results obtained will certainly not differ much, even though it is applied to other research objects.

This research was conducted with the aim of improving student's *mahārah al-kalām* with an Arabic word guessing learning model in 9th-Grade Students at MTs Haji Ilyas Jember. And how the process of improving student's ability to speak Arabic will be answered in this research. The learning model with guessing words, as a means of learning while playing, can be used as a medium to stimulate student's mood or emotional towards learning Arabic, and of course automatically reduce their dependence on current technology, such as games, the internet, and so on, which greatly interferes with their brain development.

In the reality in the field, the object of research, the lack of student interest in learning Arabic, especially *mahārah al-kalām* which really needs student activity in communicating (Nalole, 2018) becomes a homework in itself. And this certainly requires teacher creativity in maximizing student learning outcomes by arousing their interest in learning. therefore, this word guessing learning model is expected to be used as one of the innovations in choosing effective Arabic learning media, and of course can contribute to Arabic language teachers at MTs Haji Ilyas Jember in determining effective learning media and models, especially in improving student's Arabic speaking skills.

2. Method

The research was conducted to examine the application of word guessing media in an effort to improve Arabic language learning. This research is motivated by (1) Lack of student interest in Arabic language learning, especially *mahārah al-kalām* and (2) and lack of efforts to optimize innovative learning models or methods by teachers, which certainly greatly affect the decline in children's interest in learning while in the classroom. And these two important things can be known after previously researchers conducted preliminary research on the object of research, although of course there are other technical things that might affect student learning outcomes in the classroom.

The type of research used is mix method, which is a research process carried out to understand human or social phenomena by creating a comprehensive and complex picture that can be presented in words, and reporting detailed views obtained from primary or secondary sources, and carried out in a natural setting. The reason for using this type of research is because the research to be carried out seeks to analyze and examine things that happen in real terms in the object of research, then afterwards describe the process of efforts to improve the Arabic language skills of 9th-Grade Students at MTs Ilyas Jember, using the word guessing game method. The required data will be processed and obtained through observation, interviews and documentation related to the research object. In observation, the existence of researchers in the research object is a necessity to observe directly the things that need to be used as research material, while in the interview process several questions are asked related to all learning activities and research objects in accordance with the questions that have been prepared beforehand. Meanwhile, through documentation, student's learning scores will be obtained before and after using the word guessing learning model in developing *mahārah al-kalām* that was conducting data as quantitative method, which of course all these data will be strengthened with relevant references.

In this research process, all data obtained during the efforts to develop *mahārah al-kalām* learning with the word guessing game method in 9th-Grade Students at MTs Haji Ilyas Jember, were collected and subsequently analyzed by conducting pre-test and post-test and then reducing data; that is, researchers record and detail data from observations and documentation on Arabic language learning in research objects. Then based on the results of the data reduction, the researcher presents data in the form of narrative text, tables, and charts related to Arabic learning outcomes based on data found in the field, and in the next stage, the researcher draws conclusions based on the data collected during the process of developing *mahārah al-kalām learning* with the word guessing game method in 9th-Grade Students at MTs Haji Ilyas Jember.

3. Results and Discussion

3.1. Word Guessing Game

The method of learning Arabic with a game system is an important breakthrough made by teachers. Foreign language learning that is difficult to understand and seems boring if only done with a lecture system by the teacher, will disappear if done with a game model and students will easily capture learning easily and fun.

Students are asked by the teacher to guess the meaning of the Arabic vocabulary conveyed, then the student who correctly guesses the word in question will get a grade, while the wrong one will be given a standing penalty and allowed to sit if they have successfully answered.

3.2. Application of Word Guessing Game

The word guessing game system used in this research is to guess the meaning of a short Arabic sentence, which has previously been randomly selected and delivered first by the teacher to each student, then from one student to another using paper media that has been filled with Arabic vocabulary. In the next process, students who manage to answer correctly, then are allowed to remain seated, while those who are unable or have not managed to answer correctly, will be given standing penalties until the student is able to answer correctly.

3.3. Student Learning Outcomes

After learning proses with the Arabic word guessing game method was carried out, in an effort to improve the ability of *mahārah al-kalām*, the learning results of 9th-Grade Students at MTs Haji Ilyas Jember were obtained as follows:

Table 1. Pre-test and post-test scores

Name	Score	
	PRETEST	POSTEST
Student 1	78	95
Student 2	75	90
Student 3	60	80
Student 4	80	100
Student 5	65	85
Student 6	72	85
Student 7	70	85
Student 8	60	95
Student 9	55	80
Student 10	55	75
Student 11	78	90
Student 12	80	95
Student 13	87	95
Student 14	67	90
Student 15	59	80
Student 16	60	85
Student 17	70	95
Student 18	80	97
Student 19	70	80
Student 20	60	90
Student 21	77	95
Student 22	68	95
Student 23	59	80
Student 24	60	80
Student 25	60	85
Student 26	75	86
Student 27	70	90
Student 28	70	90
Student 29	80	95
Student 30	70	80
Student 31	80	100

Assessment indicators:
a. Students are able to translate Arabic vocabulary of Indonesian depth well
b. Students are able to be responsive in translating Arabic vocabulary
c. Students are able to distinguish sentences isim, fiil, and letters

Judging criteria:
1. Very capable 85-100
2. Able: 70-84
3. Underprivileged: 55-69

The results above show that the application of this method can improve student's Arabic language skills. This is evidenced by 90% of students experiencing significant development after the application of this method, while the remaining 10% is considered sufficient. So it can be concluded that learning Arabic with the word guessing method can help students master Arabic vocabulary as a support for mastering *mahārah al-kalām*.

3.4. Advantages and disadvantages

The advantage of learning using the word guessing game method is the creation of fun learning for students in learning foreign languages, such as Arabic which seems difficult and students will also find it easier to memorize Arabic vocabulary. As for the weakness, learning with this system cannot be carried out in every meeting, because there will be a lot of time spent when carrying out word guessing games, because this method requires maximum interaction between teachers and students, which of course will drain a lot of student and teacher energy. Therefore, in applying this method, teachers need to pay close attention to the condition of students, both from a psychological or biological side, so that learning patterns are really effective in increasing student interest and ability.

3.5. Discussion of Data

In learning Arabic, speaking skills (*mahārah al-kalām*) using Arabic is one of the most important aspects, because speaking skills are a medium for verbally expressing any ideas, or ideas that have been conceptualized in one's mind (Aziz, 2020), and broadly speaking, according to Tarigan (1987) *mahārah al-kalām* has three important objectives, namely (1) providing information; (2) entertain; and (3) persuade (Hilmi, 2021). The word *mahārah* in Arabic means ability or skill, and the word *kalām* means to speak. The method according to Arsyad (2010) is a comprehensive design related to the presentation of material regularly, complementing each other and everything based on an approach (a set of assumptions about the nature of language teaching and learning, which is axiomatic) that has been determined previously (Sam, 2016). And method is a very important element in achieving maximum learning outcomes (Uliyah *et al*., 2019).

On the other hand, mastery of Arabic vocabulary is one of the important elements in learning Arabic in general, because the four language skills, starting from *istimā'*, *kalām, qirā'ah,* and *kitābah*, all depart from sufficient mastery of Arabic vocabulary, and vocabulary vocabulary is very influential on other language skills, because all are importent. Language in reality is a development of student's mastery of Arabic vocabulary itself (Abdurochman, 2017). The amount of vocabulary produced by a person can reflect the level of linguistic intellect of the person, therefore, appropriate strategies and methods are needed to be applied in learning spaces, at different levels (Widiastuti, 2016).

The reality that we often encounter is the lack of effective learning methods or strategies (Kafi & Husna, 2022), to support and improve these language skills optimally, so that many students or students cannot enjoy and even have no interest in learning Arabic in the classroom, because of the lack of teacher creativity in presenting the learning, even though the benchmark of teacher success in teaching is achievement the success of its learners (Sani, 2013). Based on the observations of researchers conducted in 9th-Grade Students at MTs Haji Ilyas Jember, the lack of Arabic vocabulary owned by students, as well as lack of interest in learning Arabic, are the main factors in the lack of optimal Arabic learning in this private school. The application of interesting learning, such as guess the Arabic word, is one of the learning strategy options that can be used to improve student's Arabic language skills. Learning with a model like this, really needs to be carried out, because in addition to supporting student's Arabic language

skills in mastering *mahārah al-kalām* or the ability to speak in Arabic, by using learning packaged with this game pattern, it is expected to trigger student's enthusiasm and passion in learning one of the *mahārah* in Arabic, namely *mahārah al-kalām*.

The Arabic word guessing method is a very simple learning, there is an element of play, but on the other hand students can also optimize their learning process. Through the word guessing method, students can find out the message in the lesson easily and quickly. If students are able to answer and guess words in the learning process, then students are considered capable of mastering and understanding the subject matter delivered by the teacher (Munawaroh, 2020). With creative games in learning, it is hoped that students will not feel burdened with material content that is so dense while in class, especially in learning Arabic, because games contain educational content that is very useful for the formation of sensitive attitudes towards the desires and feelings of others, and can foster a sense of community which is the basis for the formation of social feelings (Fajriwati, 2017).

The application of word guessing games as an effort to improve the Arabic language skills of 9th-Grade Students at MTs Haji Ilyas Jember, received significant improvement results. With conceptualized learning like this, students can easily memorize Arabic vocabulary and will not easily forget, because learning that is packaged with a game system will give a different impression in student's memories, because the learning atmosphere is a very pleasant and natural process (Furoidah & Jum'ah). And in such an atmosphere, the transfer of information or skills can be obtained by students without any sense of pressure or coercion to explore the learning process. Although in reality language games are a new medium used in learning Arabic, which has a positive impact on mastering language skills (Putri, 2021).

As well as the learning outcomes of 9th-Grade Students at MTs Haji Ilyas Jember who showed satisfactory results after learning Arabic with the word guessing game method, these results were almost the same as the results obtained by Andi Zulmiati at MTs An Nur Nusa. In the research he conducted, he stated that the results of the research showed that learning with the word guessing game method was very influential in increasing student's ability to memorize Arabic *mufradāt* by 15.6% with a value of $0.003 < 0.05$ this indicates that H_o is accepted and H_1 is rejected, which means coefficient has an effect (Zulmiati, 2021). However, in the word guessing game there are several advantages and disadvantages in the development of Arabic language learning, as explained earlier. One of the advantages is that students are able to grasp learning easily and the atmosphere of learning Arabic that seems monotonous turns into learning that is fun, more active, and will certainly cause positive interdependence (Rahmanudin *et al*., 2022). In addition, word guessing games can also eliminate seriousness that hinders the learning process, relieve stress, invite people to be fully involved. The drawback is that the learning carried out will take longer than learning as usual, and students will become bored if in every learning a teacher always uses this game method (Ali, 2019).

4. Conclusion

Here, based on the results of research, researchers can conclude that the use of word guessing game media in Arabic learning in 9th-Grade Students at MTs Haji Ilyas Jember can (1) Assist students in making it easier to understand Arabic learning in general, (2) with word guessing games students can carry out the Arabic learning process without feeling bored and their interest in learning is more increased than before (3) Students can also easily memorize, as well as recall Arabic vocabulary that has been learned easily. So, in turn, researchers can also conclude that learning with this method, is one alternative that can be chosen in helping to improve student's Arabic learning outcomes in the classroom. However, this research is still limited to one class only for the application of learning with Arabic word guessing media, so there is a need for comparison in other classes to find out the comparison of results from several other research objects.

The learning process with any material really requires teacher creativity in delivering it. Moreover, learning foreign languages, such as Arabic, which usually tends to be less desirable and receives less attention from students. Therefore, packaging interesting learning with the word guessing method as in this research object, is a concrete step that can be used as an option by language material teachers. This is in order to get maximum results in delivering the material taught, because learning that makes games as one of the elements of welcoming will be more interesting and can increase student's interest in learning.

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