



## **METHODS OF GUESSING GAMES IN LEARNING ARABIC LANGUAGE TO IMPROVE MAHARAH KALAM STUDENTS IN MADRASAH**

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### **Abstract:**

This study aims to find out: 1) the charades game method in learning Arabic to improve students' Maharah Kalam at Madrasah Ibtidaiyah Nurul Mun'im, 2) to find out the supporting and inhibiting factors for the application of the charades game method in learning Arabic to improve maharah kalam nurul mun'im madrasah ibtidaiyah students. This study uses a qualitative case study approach. Which focuses on a natural approach to meaning in data derived from field events that seek to understand. To obtain the data, the researcher associated data collection methods in the form of interviews, observation and documentation.

**Keywords:** Word Guessing Game, Maharah Kalam

### **INTRODUCTION**

Arabic is a material that is very much needed and important in formal and non-formal school institutions, using different strategies and methods. The role of strategies and methods never escapes the world of education, due to the occurrence of a learning process that involves teachers and students and their environment. Learning is related to how students are encouraged to learn on their own accord without coercion by teachers, friends and so on (Hasanah, 2020). Most students feel that Arabic seems boring and difficult to understand, especially with lots of memorization, reading, translating and practicing a verse, in which learning Arabic really needs a new approach so that the learning process becomes more interesting, as well as a support for students to improve skills. speak arabic. Through learning to play charades, students can be trained by a touch of motivation as an interesting motive, thus making students participate and communicate with each other to gain new knowledge. The essence of achieving success depends on the preference step and the teacher's motives for delivering the lesson. (AH et al., 2019).

Madrasah Ibtidaiyah Nurul Mun'im or known as MINM is located around the cape, Jalan Kh. Zaini Mun'im PP. Nurul Jadid, Karanganyar Paiton Village, Probolinggo Regency, East Java, which is a formal educational institution under the auspices of the Nurul Jadid Foundation which is affiliated with the Ministry of Religion of the Republic of Indonesia.

The establishment of the Nurul Mun'im Ibtidaiyah Madrasah Institute in 1974, which was previously known as SDI. At the Madrasah Ibtidaiyah Nurul Mun'im institution there are Arabic lessons using the charades learning method which is very interesting for students even though in this method there are rules that must be followed and require hard work and individualism skills but over time this method is able to make students more enthusiastic and enthusiastic in participating in learning Arabic. The level studied was the MI level in grade 2, which consisted of 17 students.

This research shows that one of the methods used in class 2 B Madrasah Ibtidaiyah Nurul Mun'im is the guessing game method. where learning while playing can

make learning more interesting and more exciting, thus creating fun and not getting bored easily for students. Guess the word is a game that is suitable for everyone to play. By demonstrating Arabic vocabulary written on a piece of paper until participants can guess what is written on the paper.

The aim of this game is to make the team guess the answers on the paper using body gestures, also make the team pronounce the vocabulary properly and correctly to practice students' speaking skills. When participants demonstrate a term or phrase, participants are prohibited from speaking and must focus. This game that can invite laughter requires a little preparation and extensive imagination.

The charades game proved to be very effective and significant in learning Arabic, even students who initially did not want to learn Arabic became interested in learning Arabic, in other words that learning to use charades games can improve Arabic speaking skills. With the charades game, students participate more in participating in learning and students can more easily understand and memorize Arabic vocabulary. Learning Arabic for children really needs the right approach in the child's development period, so that they get used to speaking Arabic, through guessing games is the key to increasing students' interest in learning to speak Arabic (Dzakiruddin & Nu'man, 2021).

## **RESEARCH METHODS**

This research was conducted at Madrasah Ibtidaiyah Nurul Mun'im. This study uses qualitative methods, including a case study approach. Which focuses on a natural approach to meaning in data originating from field events that seek to understand, interpret and analyze current events or phenomena by describing the reality of habits and problems that occur.

Qualitative research usually involves personal, introspective, life history studies, interviews, observational, historical, interactional, and visual texts (Raco, 2018). Qualitative research or a qualitative approach is research to describe and learn more about an activity, belief, thought, or perception of a person or group.

In the data presented by the researcher, it relates to the learning process in the form of a guessing game at Madrasah Ibtidaiyah Nurul Mun'im. To obtain the data that has been, researchers linked data collection methods in the form of interviews, observation and documentation.

From the results of observations, researchers obtained appropriate writing about the facts being studied and obtained an overall picture of teaching and learning activities at Madrasah Ibtidaiyah Nurul Mun'im.

Then through interviews which is a way to collect data on factual expressions and data based on research subjects in order to obtain verbal information about the learning process of charades games.

Documentation which is an analysis of documents in the form of books, magazines, writings, pictures, biographies and others.

## **RESULTS AND DISCUSSION**

### **1. Theoretical Framework**

#### **1.1. Definition of Word Guessing Game**

The term game in its etymology is a situation or condition to get joy, pleasure or satisfaction. Through play activities the goal is to acquire certain skills. The game is an important tool for student teaching and learning activities, as well as a very effective and efficient tool to be implemented in learning. Games also create opportunities for students to explore, be creative and learn in fun ways (Uliyah & Isnawati, 2019).

In addition to having fun learning, students are also more guided to create situations and motivation to learn. Enjoying learning is a teaching and learning atmosphere that can focus full attention and fun learning can be interpreted as learning that can attract students' attention using several methods that are not easily bored and boring.

Learning is essentially a process of interaction for all situations that exist around ourselves. Learning can be seen as a goal-oriented process and a distinct process. The learning experience is also a process to see, feel, and understand something. The purpose of learning is to obtain something in a way that is intellectual, arouses curiosity and motivates students. Therefore, many factors affect the quality of learning activities, one of which is the method used by the teacher.

Playing is a serious but interesting activity. Through word guessing games, it makes it easier for teachers to design fun learning. So that students are able to capture and memorize easily. By using the charades method, the goal is to change the mindset of students that not all learning is a very boring activity.

Learning through guessing games, students begin to influence the game being played, it is not felt if the students are following the learning process.

The charades game in learning Arabic is a learning method that can stimulate students and indirectly their reluctance to learn Arabic is less, they will gradually become happy and happy with the learning that occurs by playing charades.

Therefore, students will voluntarily be involved in learning the word guessing game. due to motivation that arises spontaneously from students. From the word guessing game there are advantages, namely, students have the ability to speak, learn in a fun way, so that students are interested in trying it, and facilitate and anchor teaching concepts that are embedded in students' memories.

From playing charades, students can be interested in participating in the process of teaching and learning Arabic and can reap benefits for students in playing charades. namely, motor, affective, cognitive, spirituality and balance.

## **1.2. Word Guessing Game Steps**

### **a. Setting up the game**

1). make some Arabic vocabulary in the form of pictures and Arabic writing that have been made from HVS paper. 2). The vocabulary contained in the picture is the previous material that has been studied by students. 3). Make hats out of buffalo paper to put on your students like wearing a headband with a picture and Arabic words written on your head. 4). Prepare two chairs facing each other in front. 5). The teacher chooses two children to come forward, with one student as the guesser, one student as the questioner and guess the word.

### **b. Play games**

1). The teacher gives instructions to students to follow the word guessing game. 2). The teacher puts on a hat made of buffalo paper by attaching the available paper to the head of the guessing student. 3). The teacher starts the word guessing game by counting from numbers 1 to 3. 4). Demonstrate the vocabulary on the paper until the group team can guess it until the time runs out. 5). If the vocabulary is successfully guessed, the round ends and gets a point, if it is not successful when the time is up, then a countdown is held from 10 to 1, and the teacher gives vocabulary keywords so students can guess the word. 6). After the students managed to guess the word on the paper using Arabic, the teacher asked the meaning of the word that had been guessed. 7). Play the game until all students get their share of word guessers and word questioners.

## **2. Maharah Kalam**

### **2.1. Meaning of Maharah Kalam**

Maharah Kalam is a speaking skill that is very important for students' learning skills. So speaking skills are considered as a fundamental part of learning a foreign language. Speaking skill is an active linguistic activity of the speaker, which requires real initiative by using the language of spoken expression. Therefore, speaking is part of a skill, an active and productive language ability(Nurlaila, 2020).

Meanwhile speaking skill according to Darwati Nalole is an interactive activity to pick and simplify the meaning contained in written material.

Speaking requires mastery of several aspects and rules for using language. Linguistically, the verbal role mediated by the speaker is the use of words chosen according to the intent expressed. The vocabulary is arranged in a certain order according to grammar rules. Also how to pronounce it.

Learning to speak emphasizes content and meaning in conveying messages orally, the various forms and methods used depend on the level of mastery of students' language skills.

## **2.2. Purpose of Speaking Skills (Maharah Kalam)**

The purpose of learning speaking skills (Maharah Kalam) includes several things including the following:

### **3. Easy Talking.**

To reach an easy level in expressing Arabic vocabulary verbally, students need continuous practice, both in small audiences and in public. With these activities students can obtain language development, because the level of self-confidence of students has been well trained.

### **b. Clear.**

In getting the content of speaking skills clearly, students need practice at certain times. Like, preaching, telling stories, debates and so on. These activities can help students convey ideas logically, coherently and easily understood.

### **c. Responsibility.**

For students it is not appropriate to just speak, however, the speaker should convey the conversation according to the situation, the condition of the other person, the time and content of what is being said.

### **d. Critical Listener.**

In this case a speaker should balance learning with awareness and concentration in order to become a good listener, able to provide suggestions and criticism on the expressions heard.

### **e. Habit.**

Arabic speaking skills, need to have a habit, with the hope of being able to speak Arabic properly and correctly. Familiarize students to express sentences that arise from thoughts and feelings, accustom students to composing and choosing beautiful words and sentences according to grammar and paying attention to where they are used. Habits will occur if students have a strong will and determination. The habit of always communicating using Arabic can be done from small things first, such as getting used to speaking Arabic to fellow friends. If this habit continues, a real language environment will appear.

## **3. Application of the Word Guess Method in Improving Maharah Kalam at MI Nurul Mun'im**

Practically, students can get used to speaking Arabic fluently, can compose sentences according to the rules of the Arabic language, and students are able to choose words in the form of beautifully structured sentences.

Theoretically, students can clearly train the five senses, and train students to think correctly.

As for learning Arabic using the guessing game method through various processes:

### **3.1. Guess Words and Fluency in Speaking**

Fluency in speaking is one of the indicators in Maharah Kalam skills, while speaking is a language skill that develops in children's lives.

According to Tarigan, is the ability to pronounce articulated sounds or words to express, state or convey thoughts, ideas and feelings. The student's ability to speak fluently and well can channel his ideas and feelings according to the context and situation when he is speaking. Speaking skills can also shape creative future generations.

The goal is to produce sentences that are communicative, clear and easy to understand. In addition, speaking fluently can give birth to critical next generations. Because, have the ability to express thoughts, ideas, ideas or feelings to others, regularly and systematically. Even speaking skills have been able to give birth to a civilized next generation, because they are accustomed to communicating with their environment according to the context and situation of the ongoing speech while speaking (Samsul, 2014).

After implementing the word guessing game at Madrasah Ibtidaiyyah Nurul Mun'im there were students who were not fully fluent in speaking Arabic, due to a lack of vocabulary they had. It was proven that when they played games and communicated with fellow friends and teachers, students used Arabic as best they could. In fact, there are some students who do not use Arabic at all.

The Arabic language teacher for class 2 B MI Nurul Mun'im also said that regarding the mastery of Arabic vocabulary, students did not memorize much, but the teacher continued to strive for students to provide new mufrodat at each meeting according to competency standards, giving songs or singing and holding enrichment according to the material. specifically to strengthen students' mufrodat memorization. From the analysis above, it can be concluded that, from speaking skills, some students cannot speak Arabic fluently, due to a lack of vocabulary they can acquire and from the achievement of the competency material they need to have is to understand and practice linguistic elements, namely sounds and words.

### **3.2. Guess the word and the Accuracy of Choosing Diction**

Diction is the art of speaking clearly and precisely so that listeners can easily understand it (Hanneman, 2009). The accuracy in choosing diction is not only about the exact meaning, but also involves an element of feeling. the aim is in the accuracy of choosing diction, so that what the speaker conveys can be understood by others without causing confusion. That way the interlocutor will more easily understand what the speaker is conveying.

Use the right words to anticipate the possibility of unwanted responses from the other person. Not being precise in terms of choosing vocabulary will raise a lot of questions from listeners, as well as being excessive in choosing vocabulary, it will be difficult for listeners to understand the vocabulary spoken.

According to Gorys Keraf, there are several things that need to be considered in choosing diction:

- 1) Using the word connotation and denotation properly and correctly.
- 2) Using synonyms or nearly the same word carefully.
- 3) Can distinguish words that have similar spelling.
- 4) Using prepositions idiomatically.
- 5) Must be able to distinguish special words and common words.
- 6) Pay attention to the selection of the right words on an ongoing basis in a piece of writing.

The aim of the kata is to acquire beauty, to increase expressiveness. The word will certainly be clearer if the choice of words is appropriate and appropriate. The right choice of words must ensure that there are no differences in interpretation between the writer or speaker and the reader or listener and the appropriateness of the words so as not to spoil the atmosphere. It also helps refine words and phrases to make them feel more enjoyable.

From the observation results show, some are able to choose words well. Because there are students with low IQ and there are also students with high IQ. It is possible for children with low IQ to have a little difficulty choosing diction properly and correctly.

Testimonials obtained from 2B MI Nurul Mu'im class students stated that choosing the right word is a joy for those who can afford it, while for those who can't afford it sometimes they are still afraid to say the right words.

Thus, in choosing diction in class 2B at Madrasah Ibtidaiyah Nurul Mun'im, some are able to use the right vocabulary and according to the rules of the Arabic language. Even though sometimes students are still considered to be lacking or not fluent in making perfect sentences or words that they do not understand, little by little students are able to choose words properly and correctly so that listeners can easily understand what the speaker is saying.

### **3.3. Guess Words and Sentence Structures**

Sentence structure is a pattern of elements to form a word component into a correct sentence and in accordance with Arabic rules. Which includes the word order total ismiyah, consisting of the composition of mubtada' Khobar, syibhul amount, namely the arrangement of jar majrur or dharaf Madhruf and the number of fi'liyah consisting of the arrangement of good fi'il (verb), fi'il madhi (verb that has been done), fi'il mudhori' (verb to be or is being done), fi'il 'amr (command word). Fa'il (predicate) and maf'ul (object).

In this case, to make the correct sentence structure, you have to learn about the rules of nahwu science (syntax) and shorof science.

The definition of nahwu science itself is a science that discusses the position of Arabic sentences in terms of I'rob. Meanwhile, the science of shorof is the change of a word to several different words to achieve the desired meaning (Pembelajaran & Dan, n.d.)

The results of the study show that in determining sentence structure, the teacher has not fully taught about sentence structure (nahwu-shorrof). Judging from the abilities and status of children who are still at the basic level.

In the word guessing game too, the teacher does not reap directly about sentence structure. The teacher only focuses on directing students to guess the predetermined words.

Through interviews with Arabic teachers at Madrasah Ibtidaiyah Nurul Mun'im, there are several things that need to be considered in mastering sentence structure, seeing the status of children who are still at the MI level and the procedure for compiling them, which according to them is not easy. According to him, sentence structure is very important to be known early on at the MI level as material for developing their language skills. However, the sentence pattern given does not need to be complicated in advance. By giving more examples than descriptions.

In this case, the correct arrangement of sentences cannot be fulfilled perfectly, because in the competency material grade 2 students have not yet arrived at the material for constructing sentences which of course will drain a lot of thoughts for students. and the teacher must be extra patient in educating students about the correct sentence structure rules, because they are related to grammatical nahwu and shorrof. Where childhood is not yet the time to learn about communicating or constructing correct and good sentences.

The most important thing is that class 2B students of Madrasah Ibtidaiyah Nurul Mun'im are able to practice their linguistic elements, namely the sound of the correct vocabulary both in makhroj and reading, knowing the words and meanings of mufrodat that have been learned.

### **3.4. Guess Words and Logical Reasoning**

The process of thinking using logic in a rational and reasonable manner is the meaning of logical reasoning. In logical thinking children will be able to critically distinguish events or events that occur. One of the importance of reasoning logically, makes the mind sharper and more developed, enabling students to examine problems more scientifically and consistently.

The results of the researchers' observations showed that, in a guessing game, 75% of students in class 2B of Madrasah Ibtidaiyah Nurul Mun'im were able to reason well. when the game starts students start guessing with words that can already be understood in the picture. For example, what is in the picture is the means of transportation, the guesser mentions the characteristics of the means of transportation.

this is to make it easier for guessers, to guess what is in the picture so that students are able to think logically which can be understood by listeners.

The following are the results of an interview with Mrs. Fairuz as a teacher of the Arabic language subject at Madrasah Ibtidaiyah Nurul Mun'im class 2B, showing that students are able to reason in their own way, some are quick to grasp words, not many students are weak at grasping the word in question. It was proven when students played the game, with different time periods. The meaning of weak to catch the word here, students are not quick to say the word or the characteristics in question.

The results of the researcher's analysis of students at Madrasah Ibtidaiyah Nurul Mun'im class 2 B, in logical thinking have been fulfilled, students have been able to make sense of words with what is in the picture in the game.

### **3.5. Guess Words and Communicative (Eye Contact)**

In many ways, a communicative attitude is needed by students, the goal is to facilitate communication with others. Communicative is needed to create a less favorable situation and a comfortable environment.

Communicative must be interconnected between conveying and receiving messages by acting as a good listener. Facilitate interaction with others. So that the message can be conveyed properly.

Communicative can also be interpreted with several actions. For example, the pleasure of hanging out, talking and collaborating with others. In addition, communicative is the ability to implement language rules to form sentences according to the correct rules.

With communicative students can easily convey and interpret a message or negotiate meaning interpersonally in a specific context.

Based on the results of observations of Madrasah Ibtidaiyah Nurul Mun'im class 2 B students, that communicative behavior that occurs in students has a high sense of trust. It can be seen from the students who at that time were very enthusiastic about participating in the game, even scrambling to come forward to play charades. Guess Words and Logical Reasoning

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## **Conclusion**

The results of the study show that the charades game in learning Arabic is a learning method that can stimulate students and indirectly their reluctance to learn

Arabic is less, they will gradually become happy and happy with the learning that occurs by playing charades. From the word guessing game there are advantages, namely, students have the ability to speak, learn in a fun way, so that students are interested in trying it, and facilitate and anchor teaching concepts that are embedded in students' memories.

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In this case a speaker should balance learning with awareness and concentration in order to become a good listener, able to provide suggestions and criticism on the expressions heard. Arabic speaking skills, need to have a habit, with the hope of being able to speak Arabic properly and correctly. Familiarize students to express sentences that arise from thoughts and feelings, accustom students to composing and choosing beautiful words and sentences according to grammar and paying attention to where they are used.

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