



Scrabble-Mediated Collaborative Learning to Enhance Arabic Writing Skills among Senior High School Students

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Abstract:

This study examines the implementation of collaborative learning-based Mahārah Kitābah instruction using Scrabble media for eleventh-grade students. The study aims to investigate the effectiveness of Scrabble media in collaborative learning and to analyze students' responses to the learning process. A quasi-experimental design was employed involving an experimental class and a control class. Data were collected through pre-tests and post-tests, questionnaires, interviews, and classroom observations. The experimental class was taught using collaborative learning assisted by Scrabble media, while the control class received conventional instruction. Quantitative findings indicate that the experimental class achieved a higher post-test mean score (77) compared to the control class (67). The independent samples t-test revealed a significant difference between the two classes with a Sig. (2-tailed) value of 0.000, confirming the effectiveness of the treatment. Qualitative findings show that students responded positively to the learning model, particularly in terms of motivation, vocabulary development, collaboration, and confidence in Arabic writing. Classroom observations also revealed increased student participation during the learning process. In conclusion, collaborative learning-based Mahārah Kitābah instruction using Scrabble media is effective in improving students' Arabic writing skills and creating a more engaging learning environment.

Keywords: Writing Skills, Collaborative Learning, Scrabble Media, Arabic Writing Instruction

Abstrak:

Penelitian ini mengkaji penerapan pembelajaran Mahārah Kitābah berbasis collaborative learning dengan bantuan media Scrabble pada siswa kelas XI. Penelitian ini bertujuan untuk mengetahui efektivitas media Scrabble dalam pembelajaran kolaboratif serta menganalisis respons siswa terhadap proses pembelajaran. Metode yang digunakan adalah kuasi eksperimen dengan melibatkan kelas eksperimen dan kelas kontrol. Pengumpulan data dilakukan melalui pre-test dan post-test, angket, wawancara, serta observasi pembelajaran. Kelas eksperimen memperoleh pembelajaran collaborative learning berbantuan media Scrabble, sedangkan kelas kontrol menggunakan pembelajaran konvensional. Hasil analisis kuantitatif menunjukkan bahwa nilai rata-rata post-test kelas eksperimen sebesar 77, lebih tinggi dibandingkan kelas kontrol dengan nilai rata-rata 67. Hasil uji independent sample t-test menunjukkan nilai Sig. (2-tailed) sebesar 0.000, yang menandakan adanya perbedaan signifikan antara kedua kelas. Temuan kualitatif menunjukkan bahwa siswa memberikan respons positif terhadap penggunaan media Scrabble, terutama dalam meningkatkan motivasi belajar, penguasaan kosakata, kerja sama, dan kepercayaan diri dalam menulis bahasa Arab. Observasi kelas juga menunjukkan peningkatan partisipasi siswa selama pembelajaran. Dengan demikian, pembelajaran Mahārah Kitābah berbasis collaborative learning dengan media Scrabble efektif dalam meningkatkan kemampuan menulis bahasa Arab serta menciptakan suasana belajar yang lebih menarik dan interaktif.

Kata Kunci: Mahārah Kitābah, collaborative learning, Media Scrabble, Pembelajaran Menulis Bahasa Arab

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INTRODUCTION / المقدمة

Learning is a systematic process aimed at developing students' cognitive, affective, and psychomotor abilities. In Arabic language education, learning encompasses four fundamental language skills, namely listening (*istimā'*), speaking (*kalām*), reading (*qirā'ah*), and writing (*kitābah*). Among these skills, writing (*maharah kitābah*) is widely regarded as the most complex and challenging, as it requires not only vocabulary mastery but also a solid understanding of sentence structure, grammar, and the ability to express ideas coherently in written Arabic (Wasilah dkk., 2024). Writing skills play a crucial role in language learning because they serve as a medium for expressing ideas, strengthening logical thinking, and training students to communicate systematically and accurately. Through writing activities, students are encouraged to apply linguistic knowledge, particularly in mastering Arabic grammar (*nahwu* and *sharaf*), which contributes significantly to improving overall language proficiency (Nasution, 2022).

In the teaching of Arabic writing, instructional methods and learning media have a significant influence on learning effectiveness. The selection of appropriate learning strategies determines the extent to which students can actively engage in writing activities (Muhammad & Irmansyah, 2024). One learning approach that is relevant to this context is collaborative learning, which emphasizes cooperation among students in small groups to achieve shared learning goals. Through collaborative learning, students are encouraged to exchange ideas, provide feedback, and support one another during the learning process, allowing them to learn not only from the teacher but also from peer interaction (Leonard Kwame & Samuel, 2020). This approach fosters active participation, shared responsibility, critical thinking, and communication skills. In Arabic language learning, collaborative learning has been proven effective in facilitating vocabulary development, sentence construction, and collective revision of written work, while simultaneously increasing students' learning motivation (Li, 2023).

To optimize the implementation of collaborative learning, appropriate instructional media are essential. Learning media function as intermediaries that facilitate the delivery of instructional content and enhance interaction between teachers and students. The term "media" originates from the Latin word *medius*, meaning "intermediary," indicating its role in bridging instructional communication (Sukmawati, 2021). Properly selected media can enhance students' understanding of learning materials, increase motivation, and create a more engaging learning environment (Digital, 2024). One instructional medium with considerable potential in Arabic writing instruction is the Scrabble game. Beyond its recreational value, Scrabble emphasizes letter arrangement into words, which can be adapted to encourage vocabulary acquisition and sentence construction. In the context of Arabic learning, Scrabble can be modified to support vocabulary enrichment, syntactic understanding, and creative writing practice. Thus, Scrabble serves not only as an enjoyable learning medium but also as an effective tool for improving students' writing skills (*maharah kitābah*). Previous studies have also demonstrated the effectiveness of Scrabble in enhancing students' Arabic vocabulary mastery (Febriani, 2021).

The integration of collaborative learning with interactive media aligns with sociocultural learning theory, particularly Vygotsky's concept of the Zone of Proximal Development, which emphasizes that learning becomes more effective through active social interaction (Cherry, 2025). Combining collaborative learning strategies with Scrabble media is therefore expected to create a dynamic, student-centered learning environment that supports active participation and meaningful learning experiences. This combination enables students to collaboratively construct knowledge, refine their writing skills, and engage more deeply in Arabic learning activities (Khansa Labibah & Marsofiyati Marsofiyati, 2024).

In the real classroom context of State Senior High School 1 of North Indralaya, preliminary observations revealed that eleventh-grade students still experience considerable difficulties in Arabic writing activities. Many students struggle to express ideas coherently, demonstrate limited vocabulary mastery, and encounter challenges in applying correct Arabic grammatical structures in their written work. Furthermore, the learning process remains predominantly teacher-centered, with instructional activities largely focused on lectures and textbook-based learning. The limited use of interactive instructional media reduces students' opportunities to practice writing collaboratively and actively engage in the learning process. This situation highlights a gap between the objectives of Arabic language learning as outlined in the curriculum and the actual instructional practices implemented in the classroom, indicating the need for innovative, student-centered learning approaches.

Based on these conditions, this study proposes an instructional innovation in Arabic language learning, particularly in maharah kitābah, through the integration of collaborative learning and Scrabble media. This approach is expected to enhance students' Arabic writing skills while simultaneously fostering a more engaging and enjoyable learning atmosphere. Therefore, this study aims to describe the implementation of collaborative learning-based Arabic writing instruction using Scrabble media and to examine students' learning outcomes following the application of this instructional strategy at State Senior High School 1 of North Indralaya.

RESEARCH METHOD / المنهجية

This study employed a mixed-method approach, combining qualitative and quantitative methods to examine the implementation of collaborative learning assisted by Scrabble media in Arabic writing instruction (maharah kitābah). The qualitative approach focused on exploring classroom interactions, students' responses, and teachers' perceptions, while the quantitative approach was used to measure learning outcomes objectively (Saputro dkk., 2025).

The research design followed a sequential exploratory model, in which qualitative data were collected first through interviews, classroom observations, and documentation. The results of this phase were used to support the quantitative stage, which involved administering pre-tests and post-tests to evaluate students' Arabic writing skills. Questionnaires were also employed to capture students' learning experiences.

The research was conducted at State Senior High School 1 of North Indralaya. The population consisted of all eleventh-grade students. Two classes were selected as the research sample, consisting of an experimental class that received collaborative learning assisted by Scrabble media and a control class that received conventional instruction.

Quantitative data were analyzed using statistical techniques, including normality

tests, homogeneity tests, and independent sample t-tests, while qualitative data were analyzed descriptively to support and strengthen the quantitative findings.

FINDINGS AND DISCUSSION / نتائج البحث و المناقشة

Findings

This study presents comprehensive findings derived from multiple data collection techniques, including questionnaires, pre-test and post-test scores, classroom observations, and interviews with students and teachers. The integration of qualitative and quantitative data aims to provide a holistic understanding of the implementation and effectiveness of collaborative learning supported by Scrabble media in enhancing students' *Maharah Kitābah*.

Students' Needs Analysis in Learning *Maharah Kitābah*

The needs analysis questionnaire was administered to identify students' initial conditions and learning challenges in *Maharah Kitābah*. The overall average score of the questionnaire reached 72.30%, indicating that students experienced moderate difficulties and showed a clear need for improvement in the learning process.

Several indicators revealed that students lacked motivation and learning variation. A total of 80.60% of students stated that they needed interesting learning media to increase enthusiasm in writing Arabic. In addition, 77.91% admitted that they rarely practiced Arabic writing outside classroom activities, which suggests limited opportunities for continuous skill development. The statement related to monotonous learning methods also gained a relatively high percentage (72.84%), indicating that students perceived Arabic writing instruction as less varied.

Table 1. Needs Analysis Questionnaire

No.	Statement	Percentage
1	I find it easy to learn Arabic writing skills (<i>Maharah Kitabah</i>).	58.51%
2	I need interesting learning media to increase my motivation in writing Arabic.	80.60%
3	I rarely practice writing Arabic outside classroom learning hours.	77.91%
4	I want to learn writing in a fun and non-boring way.	74.03%
5	I find it easy to search for vocabulary (<i>mufradāt</i>) when learning Arabic writing skills (<i>Maharah Kitabah</i>).	69.55%
6	I learn writing more easily with the help of visual media or games.	71.64%
7	I enjoy learning writing through group-based activities.	64.78%
8	Arabic writing instruction so far still feels less varied.	72.84%
9	I want to try learning writing using game-based media such as Scrabble.	82.99%
10	I want <i>Maharah Kitabah</i> learning materials to be delivered collaboratively and through mutual assistance.	70.15%
Average		72.30%

The figure shows that students strongly expected learning activities that were not only instructional but also interactive and engaging. This condition indicates a gap between curriculum expectations and classroom practice. Furthermore, 82.99% of students expressed interest in learning Arabic writing through game-based media such as Scrabble, highlighting students' openness toward innovative instructional strategies.

From a qualitative perspective, classroom observations and interviews revealed that many students felt hesitant to write in Arabic due to limited vocabulary mastery and fear of making grammatical mistakes. These findings confirm that students needed a supportive learning environment that encourages experimentation, collaboration, and active participation.

Initial Writing Ability Based on Pre-test Results

To measure students' initial writing ability, a pre-test was administered to both the control and experimental classes. The results indicate that the control class obtained an average score of 57.09, while the experimental class achieved 62.63. Although the experimental class showed a slightly higher score, both classes were categorized as having low writing proficiency.

Figure 2. Comparison of Pre-test Scores between Control and Experimental Classes

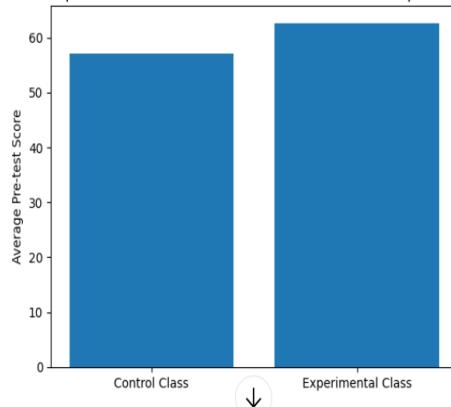


Figure 1. Comparison of Pre-test Scores between Control and Experimental Classes

These results indicate that students generally faced difficulties in composing Arabic sentences, organizing ideas, and applying appropriate vocabulary and grammatical structures. The similarity of pre-test results between the two classes provides a valid baseline for comparing learning outcomes after the implementation of collaborative learning assisted by Scrabble media.

Students' Learning Satisfaction after the Implementation

After the implementation of collaborative learning using Scrabble media, students' perceptions toward the learning process improved significantly. The satisfaction questionnaire resulted in an average score of 81.11%, which falls into the high category.

Several indicators showed notable improvement. The statement "Scrabble makes Maharah Kitābah learning more enjoyable" obtained 82.22%, while "I become more active in Arabic writing activities during learning" reached the highest percentage at 85.00%. In addition, 82.78% of students reported that Scrabble helped enrich their Arabic vocabulary, and 80.00% stated that they felt more confident writing in Arabic.

Table 2. Students' Responses to the Learning Satisfaction Questionnaire

No	Statement	Percentage
1	The Scrabble media makes <i>Maharah Kitābah</i> learning more enjoyable.	82.22%
2	I find it easier to understand Arabic sentence structures after learning with Scrabble.	80.00%
3	Collaborative learning helps me gain confidence in expressing my opinions in group discussions.	78.33%
4	I become more active in Arabic writing activities during the learning process.	85.00%
5	Scrabble helps me enrich my Arabic vocabulary (<i>mufrodat</i>).	82.78%
6	I feel more confident in writing Arabic after using the Scrabble media.	80.00%
7	I am able to cooperate well with group members during the learning activities.	81.67%
8	The Scrabble media increases my motivation to learn <i>Maharah Kitābah</i> .	80.00%
9	Collaborative learning activities help me understand <i>Maharah Kitābah</i> materials more quickly.	78.33%
10	I hope that media such as Scrabble will continue to be used in future <i>Maharah Kitābah</i> learning.	82.78%
Average		81,11%

Interview data further support these findings. Students explained that Scrabble allowed them to learn vocabulary in a relaxed and enjoyable way while collaborating with peers. Group discussions helped them correct mistakes together and reduced anxiety commonly associated with writing tasks. This indicates that the learning strategy positively influenced both cognitive and affective aspects of learning.

Students' Attitudes toward Arabic Language Learning

Another important finding shows that 84.38% of students stated that they like learning Arabic, while only 15.62% expressed less interest.

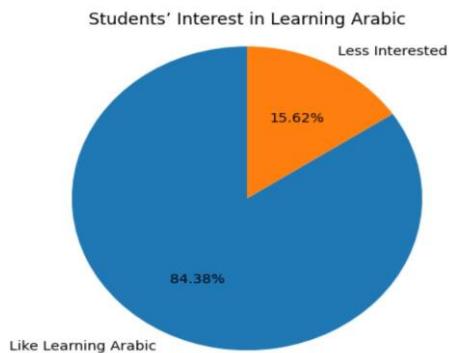


Figure 2. Students' Preference toward Arabic Language Learning



Figure 3. Classroom Implementation of Collaborative Learning Assisted by Scrabble Media in Arabic Writing Instruction

Students who enjoyed learning Arabic explained that interactive activities, collaborative group work, and the use of Scrabble media made learning more meaningful and less intimidating. They felt more confident expressing ideas and experimenting with new vocabulary. Meanwhile, students who showed less interest generally cited difficulties in grammar and limited exposure to Arabic writing practice prior to the implementation.

This finding indicates that students' attitudes toward Arabic learning can be significantly influenced by instructional strategies and learning media.

Post-test Results and Learning Outcomes

Following the implementation of collaborative learning assisted by Scrabble media, a post-test was administered to measure students' writing achievement. The results show that the control class obtained an average score of 67.25, while the experimental class achieved a higher average score of 77.22.

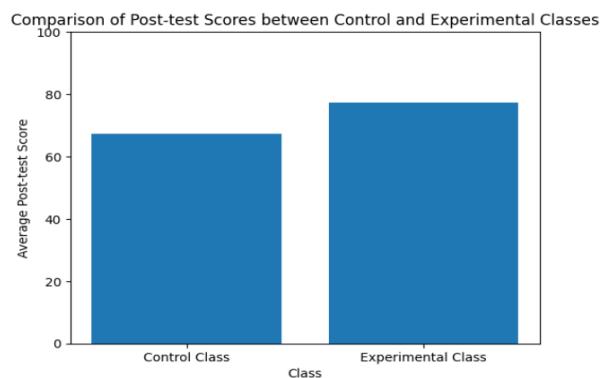


Figure 4. Comparison of Post-test Scores between Control and Experimental Classes

The difference in post-test scores indicates that students who participated in collaborative learning with Scrabble media demonstrated better writing performance, particularly in vocabulary usage, sentence structure, and idea organization.

Statistical Analysis and Hypothesis Testing

Before hypothesis testing, the data met the assumptions for parametric analysis, as normality and homogeneity tests showed significance values greater than 0.05. The Levene's test yielded a significance value of 0.802, indicating that the variances between the two classes were homogeneous.

Based on the independent samples t-test, the obtained t value was -4.498 with 65 degrees of freedom (df) and a significance value (Sig. 2-tailed) of 0.000, which is lower than 0.05. Therefore, the null hypothesis (H_0) was rejected, and the alternative hypothesis (H_1) was accepted. The mean difference of -9.964 confirms that the experimental class outperformed the control class. The 95% confidence interval ranging from -14.389 to -5.540 further strengthens the statistical significance of the findings.

Table 3. Results of Independent Samples t-Test

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Hasil Belajar Siswa	Equal variances assumed	.063	.802	-4.498	65	.000	-9.964	2.215	-14.389	-5.540
	Equal variances not assumed			-4.512	64.224	.000	-9.964	2.208	-14.376	-5.553

Discussion

The findings of this study confirm that learning is not merely the transmission of knowledge but a systematic effort to create conditions that facilitate students' active

learning processes. In line with the definition provided by the Indonesian Dictionary (KBBI), learning emphasizes deliberate instructional efforts designed to enable students to experience meaningful learning activities. The results of this research demonstrate that when instructional design is aligned with students' learning needs, learning outcomes improve not only cognitively but also affectively and socially.

The implementation of collaborative learning assisted by Scrabble media reflects the view that learning is a planned system that provides structured learning experiences rather than a one-way delivery of information. This aligns with Widiyanto and Wahyuni's perspective that effective learning involves two-way communication, where teachers act as facilitators and students actively construct knowledge (Widiyanto & Wahyuni, 2020). The observed increase in students' post-test scores, learning satisfaction, and motivation indicates that learning activities designed around interaction, collaboration, and meaningful tasks can foster deeper engagement in *Maharah Kitābah*.

From a language learning perspective, writing (*Maharah Kitābah*) is recognized as a complex productive skill that integrates cognitive, linguistic, and psychomotor domains (Abdullah, 2024). The low pre-test scores in both the control and experimental classes indicate that students initially struggled with vocabulary mastery, sentence construction, and idea organization. These difficulties are consistent with previous studies stating that Arabic writing requires not only knowledge of grammar and vocabulary but also higher-order thinking skills and confidence in expression. However, the significant improvement observed in the experimental class after the implementation of collaborative learning suggests that writing skills can be effectively developed through structured social interaction and guided practice.

The collaborative learning model applied in this study is strongly grounded in constructivist learning theory, particularly Vygotsky's concept of the Zone of Proximal Development (ZPD) (Putri dkk., 2024). Through group discussions and shared writing tasks, students were able to support one another in constructing sentences, correcting errors, and developing ideas. This collaborative environment allowed students with higher proficiency to scaffold their peers' learning, enabling the entire group to reach higher levels of writing competence than they could achieve individually. The statistical results, which show a significant mean difference in post-test scores between the experimental and control classes, empirically support this theoretical framework.

In addition, the positive responses reflected in the satisfaction questionnaire indicate that collaborative learning contributes to students' affective development (Hidayah dkk., 2024). More than 80% of students reported increased motivation, enjoyment, and confidence in learning Arabic writing. These findings align with humanistic learning theory, which emphasizes the importance of creating a supportive, student-centered learning environment that addresses learners' emotional needs. When students feel comfortable, valued, and motivated, they are more willing to take risks in writing, experiment with new vocabulary, and express their ideas freely .(Putri dkk., 2024)

The use of Scrabble as a learning medium further strengthened the effectiveness of collaborative learning. As an educational game, Scrabble functions as a visual and interactive medium that supports vocabulary acquisition and stimulates critical and creative thinking. The game-based nature of Scrabble transformed writing practice into an engaging activity, reducing students' anxiety and boredom commonly associated with Arabic writing tasks. This finding is consistent with media learning theory, which states that instructional media can enhance attention, motivation, and comprehension when

used appropriately (Rofiqy, 2022).

The data showing that 84.38% of students expressed positive attitudes toward Arabic learning further reinforces the role of instructional strategies and media in shaping students' perceptions. Students who enjoyed learning Arabic reported that collaborative activities and Scrabble-based tasks made learning more meaningful and less intimidating. This suggests that students' attitudes toward Arabic are not fixed but can be positively influenced through innovative pedagogical approaches that emphasize interaction, relevance, and enjoyment.

From an instructional design perspective, the success of this learning model can also be explained by the alignment of key learning components, including objectives, materials, methods, media, and evaluation. The learning objectives in this study were clearly focused on improving students' writing ability, particularly in vocabulary usage and sentence construction. The learning materials were contextual and aligned with students' developmental levels, while the collaborative method and Scrabble media provided practical opportunities for applying theoretical knowledge. Evaluation was conducted holistically, assessing both learning processes and outcomes, which aligns with contemporary views on comprehensive assessment in language education (Mukmin dkk., 2024).

Moreover, the findings demonstrate that collaborative learning using Scrabble supports the development of students' social skills, such as communication, cooperation, and responsibility. These skills are essential not only for academic success but also for students' future professional and social lives. Although collaborative learning requires careful facilitation and sufficient time, its benefits in enhancing both linguistic competence and soft skills outweigh its limitations.

In summary, the discussion highlights that the significant improvement in students' *Maharah Kitābah* is the result of an integrated pedagogical approach that combines collaborative learning principles with innovative learning media. The findings provide strong empirical evidence that collaborative learning assisted by Scrabble media is an effective strategy for improving Arabic writing skills, students' motivation, and positive attitudes toward Arabic learning. This study contributes to the growing body of research advocating for student-centered, interactive, and media-supported instruction in Arabic language education.

CONCLUSION / الخلاصة

This study concludes that the implementation of *maharah kitābah* learning through collaborative learning assisted by Scrabble media effectively enhances both the learning process and students' writing achievement. The learning activities were carried out through structured planning, collaborative classroom interaction, and continuous observation, enabling students to actively construct Arabic vocabulary and sentence structures through meaningful peer collaboration.

The quantitative findings demonstrate that students who learned through collaborative learning assisted by Scrabble media achieved better writing outcomes than those who received conventional instruction. The experimental class obtained a higher average post-test score (77.22) compared to the control class (67.25), and statistical analysis confirmed a significant difference between the two groups. These results indicate that the integration of collaborative learning strategies and instructional media has a positive impact on students' Arabic writing competence.

The qualitative findings further support these results. Observations and questionnaire data reveal increased student engagement, confidence, and motivation during the learning process. The satisfaction questionnaire shows a high level of positive response, with an average score of 81.11%. In addition, open-ended questionnaire data indicate that 84.38% of students expressed favorable attitudes toward this learning model, citing enjoyable learning experiences, reduced anxiety, improved cooperation, and better understanding of vocabulary and sentence structures as key reasons.

Overall, the findings affirm that collaborative learning assisted by Scrabble media provides an effective and engaging approach to maharah kitābah instruction, supporting both cognitive achievement and positive learning attitudes. This study underscores the importance of integrating interactive media and collaborative strategies in Arabic language learning and suggests that future research explore the application of this model across different contexts and language skills to further strengthen its instructional potential.

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