



# The Technique of Al'ab Al-Lughawiyah in Teaching Arabic in an Islamic Elementary School

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## Abstract

The background of this research is the difficulty in understanding Arabic learning by students in class III integrated Islamic elementary school Al Fityah School, Solok City, which is caused by students' interest and motivation towards learning Arabic. Therefore a teacher must be precise in choosing and determining Arabic teaching strategies in the teaching and learning process because the subject matter delivered without regard to learning strategies will actually make it difficult for the teacher to achieve the learning objectives. This study aims to find out the various al'ab al-lughawiyah strategies used, how the implementation of al'ab al-lughawiyah, and what the learning outcomes, are when al'ab al-lughawiyah is applied to the learning process in class III integrated Islamic elementary school Al Fityah School. This research uses reservation, interview, and documentation techniques. The data analysis technique used in descriptive qualitative analysis consists of three activities that take place simultaneously, namely data reduction, data presentation, and drawing conclusions. The results of this study were that students in class III integrated Islamic elementary school Al Fityah School, Solok City, showed better learning outcomes and students' grades increased.

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## INTRODUCTION

In Arabic Language Learning there are learning strategies that teachers use in the teaching and learning process. Learning strategies are ways of implementing the learning process or how technically a learning material is given to students (Khalilullah, 2011). In learning Arabic, strategy is one of the means to achieve the teaching goal, teachers must really be able to choose and determine the correct and suitable Arabic learning strategy to be applied in the teaching and learning process (Baroroh, 2020).

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In the Big Indonesian Dictionary (KBBI), technique is a method or system of doing something. In line with Slameto's opinion, strategy is planning how to use and utilize existing facilities and potential to increase efficiency and effectiveness. Hilda Taba said that learning strategies are methods selected and chosen by teachers in the teaching and learning process to provide convenience or a path towards achieving learning plans or goals (Alfianor, 2022).

Strategy has an important role for the success of learning and education (Zaifullah, 2021). Learning strategies are methods that will be used in the process of learning activities with specific objectives. Asse and Nursyam said that without the right strategy it would be difficult to achieve the desired learning goals. According to Zaini and Bahri, learning is an outline of direction for action in an effort to achieve predetermined targets. Learning strategies can also be interpreted as general patterns of teaching activities carried out by teachers or educators and students with certain learning methods or models in realizing learning activities to achieve the goals that have been created.

If it is related to learning Arabic, strategy is an effort to convey teaching materials or material to students so that the material presented by the teacher can be easily understood by students. Anyone who applies strategies in their learning must be able and skilled in applying them (Baihaqi, A., 2020). With various activities and concentrations, anyone can use it and improvise (Hidayatullah, 2020). The success or failure of learning Arabic depends on the strategies used by the teacher in learning (Jailani, 2021).

Al'ab Lughawiyah (language game) is an activity that has certain rules and objectives that contain elements of entertainment that are fun and interesting. Implemented in order to add variety, interest and enthusiasm to some learning programs, as well as a means to achieve learning goals. language game is a game that uses media to facilitate the language teaching and learning process, whether in the form of fun and entertaining activities or simply using learning media, whether held in the classroom or outside the classroom (Rihlasyita, 2022).

If Al-'ab al-lughawiyah is applied in Arabic language learning, it will become a learning strategy. The al'ab al-lughawiyah strategy is designed to make lessons more fun and interesting for students and strengthen students' understanding of the subject matter, especially Arabic subject matter. So that by implementing al'ab al-lughawiyah in teaching and learning activities, it can increase student interest, motivation to learn and improve learning outcomes.

The benefits of this language game have been felt by many foreign language teachers in Indonesia and in various countries (Zulaini, N., 2020). The game activity in question is a game that functions to encourage and give interest to students in learning, as well as giving the impression to teachers and students that there is a fun way to learn and that language games have the potential to develop students' linguistic elements (Utami, 2013). Language games have various types of games, there are several language games that teachers can apply to madrasah ibtidaiyah students, including matching pictures and words, word and letter games, choosing words, completing sentences, and chain messages.

The researcher chose the research location at the Al-Fityah Integrated Islamic Primary School, Solok City, which is a school with a variety of different backgrounds and abilities of students. Then using field research, with field research, it will be easier to find out how to implement the al-al'ab al-lughawiyah learning strategy. Based on temporary observations made by the author at the Al-Fityah Integrated Islamic Elementary School, Solok City, teachers complained that many students had low motivation and interest in learning Arabic and learning outcomes did not meet expectations. Based on this problem, teachers need to make reforms in their learning

process, such as implementing al'ab al-lughawiyah strategies or language games. With the problems above, researchers were inspired to conduct research related to these problems.

This research aims to find out the various al'ab allughawiyah strategies used, how al'ab al-lughawiyah is implemented, and what the learning outcomes are when al'ab al-lughawiyah is applied in the learning process in class III of the Al-Fityah Integrated Islamic Elementary School Solok City School. It is hoped that the results of this research can be a reference for other schools that wish to implement the al'ab al-lughawiyah strategy in learning Arabic.

## RESEARCH METHODS

This research is included in the type of qualitative research. Namely conducting research in the field or certain locations (Sarosa S, 2021). This research was carried out at the Al-Fityah Integrated Islamic Primary School, Solok City. The subjects in this research were Arabic language teachers and all class III students at Al-Fityah Integrated Islamic Elementary School, Solok City. Data collection techniques in this research are interviews, observation and communication. After all the data has been collected, data analysis is carried out by organizing the data into categories, describing it into units, carrying out synthesis, arranging it into patterns, which ends with making conclusions, so that it is easy to understand by yourself and others.

## RESULTS AND DISCUSSION

Language games can increase students' interest, motivation and learning outcomes when learning Arabic. The various language games applied to third grade students at Al-Fityah Integrated Islamic Elementary School, Solok City are as follows: Tables are written in the middle or at the end of each text describing the research results/acquisitions. Table titles are written from the left, all words begin with an uppercase letter, except conjunctions. If more than one line is written in single space (*at least 12*). For example, you can see Table 1. Here; Matching numbers and words, The steps of the game matching pictures and words include, the teacher prepares a paper containing unrelated pictures and words so that students are asked to match the pictures and words according to the phrases heard by the teacher. In the game of matching pictures and words can help students to train istima'/listening skills as well as recognize vocabulary or concepts with their objects.

Word and letter games The steps for word and letter games are that first the teacher prepares paper containing several random letters, then the teacher asks the students to arrange the scattered letters into an Arabic vocabulary, after that the students are asked to pronounce the vocabulary properly and correctly. This word and letter game can train students in pronouncing Arabic vocabulary and can provide a relaxed and conducive learning situation (Priyono, 2022). Students are required to make decisions on the letters they compose; choose words, In this game, the teacher prepares and makes two tables. The two tables contain different words, and the tables are attached to the blackboard (Purwaningrum, 2023). Then students are asked to come forward to draw lines or connect words on two different tables, where the words are related to each other. After that, students are asked to read the two words that have been connected. This type of Al'ab al-lughawiyah can train students' skills in reading phrases in Arabic, train concentration, and train students to solve problems, as well as making students more active in learning.

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Games can add material to language lessons, as well as have a good effect on students' minds and develop their language skills, this will convince students about the benefits of using language games (Andriyanto, 2021). This can reduce boredom regarding lessons and fatigue after going through a lot of practice, and can be a means of developing language skills and providing opportunities to communicate between students in fun social situations (Budiman, 2013). The learning resources provided by the teacher greatly influence student achievement, as well as the behavior obtained is the result of the learning process (Wirawan, 2015). Even though the selection cannot directly achieve the desired goals, the way teachers or students use this selection has a significant impact (Yustina, 2023).

This requires educators to be able to create an active and fun learning process so that students can easily grasp the material and not get bored in learning activities. Implementation of the learning strategy al'ab al-lughawiyah (language games) can be an alternative solution in learning Arabic mufradat.

Complete simple sentences, Games completing sentences begins with the teacher making several sentences that contain gaps. Then the sentence is pasted on the whiteboard (Asmawati, 2020). Apart from that, the teacher also prepares several words on paper which the students will stick to the missing sentences on the blackboard. Students are asked to fill in the missing sentences with words on pieces of paper provided by the teacher. and stick it on the board to complete the sentence. This sentence completion game can train children to think creatively and carefully. Be creative in choosing the right words to complete incomplete sentences. When reading sentences, children must also be careful in order to choose the right words, so that the sentences are structured correctly (Anafiah, 2018).

Al'ab Lughawiyah This is very interesting for students because it contains elements of learning while playing which can attract interest and can improve student learning outcomes (Anggraeni, S. W., & Alpian, 2019). This research was conducted in class III of the Al-Fityah Integrated Islamic Elementary School, Solok City, where the students consisted of 10 people, consisting of 4 boys and 6 girls. The implementation of this learning began with observations made by researchers regarding the implementation of Arabic language teaching and learning activities as well as observations of the Arabic language learning outcomes of class III students at Al-Fityah Integrated Islamic Elementary School, Solok City. At this initial stage the author found that students' interest in learning and learning outcomes in Arabic language lessons were still very low. The next stage is planning. At this stage, what is prepared is the material, lesson plans and al'ab al-lughawiyah which are appropriate to the material. The author will carry out learning in 4 meetings. The learning theme

that will be implemented is transportation (Mali, 2023).

After al'ab al-lughawiyah was applied to class III students at the AL-Fityah Integrated Islamic Elementary School, Solok City, the author found that students' enthusiasm and motivation increased from before to learn Arabic. Besides that, students become more active and enthusiastic to ask questions and raise their hands to participate in the game. Through the language games that the author implemented, students who were initially less interested in Arabic lessons became more enthusiastic and interested in learning Arabic, and students who were initially quiet became active in asking questions and participating in various Arabic learning activities (Rahmawati, 2021).

From the results of research and observations carried out by the author, it was found that students' learning abilities increased in the initial development test. In the initial stage, the researcher provided material about means of transportation in istima' skills with language games by matching pictures and words. Here language materials and games are applied using audio media, and the teacher listens to the material through the audio. Meanwhile, learning Arabic in the second stage still discusses means of transportation, but regarding kalam skills, here the researcher uses the material to apply word and letter games. This is due to the improvement of the weaknesses contained in level learning First. The increase in student learning outcomes has led to good learning outcomes and students are increasingly able to adapt to language games and become more active (Rizal, 2023).

In the third and fourth stages, the lesson themes still discuss means of transportation but for qiraah and scripture skills. In the third stage for qiraah skills, the language game used is choosing words. Meanwhile, in the fourth stage, what is implemented is the game of completing simple sentences. In the third and fourth stages, students really like language games and are very enthusiastic about al'ab al-lughawiyah activities. So as students become increasingly enthusiastic about learning Arabic, student learning outcomes will automatically increase significantly based on the data in the table above. This situation shows an increase in students' interest in learning (Mujiono, 2020).

From the results of analysis and observations at the initial, second, third and fourth stages, learning using the al'ab al-lughawiyah strategy is known to increase students' interest in learning Arabic. Based on the table of research results described above, it can also be stated that there has been an increase in student learning outcomes using the al'ab al-lughawiyah strategy in class III of the AL-Fityah Integrated Islamic Primary School, Solok City, which has resulted in improvements and very good results (Widodo, 2019).

## CONCLUSION

Based on the results of research that researchers have conducted regarding the al'ab al-lughawiyah strategy in learning Arabic in class III of the Al-Fityah Integrated Islamic Elementary School, Solok City, it can be concluded that the results of the research are as follows: Types of al'ab al-lughawiyah that exist applied in this research are matching pictures and words, playing with words and letters, choosing words, completing sentences; The implementation of al'ab al-lughawiyah in class III of the Al-Fityah Integrated Islamic Elementary School, Solok City, namely matching pictures and words, where the activity is that the teacher provides paper containing unrelated pictures and words so that students are asked to pair pictures and words according to the phrase. which is heard by the teacher. The word and letter language game is carried out by first preparing paper containing several random letters, then

the teacher asks the students to arrange the scattered letters into an Arabic vocabulary, after which the students are asked to pronounce the vocabulary properly and correctly. Then the language game chooses words, in this game the teacher prepares and makes two tables.

The two tables contain different words, and the tables are attached to the board. Then students are asked to come forward to draw lines or connect words on two different tables, where the words are related to each other. After that, students are asked to read the two words that have been connected. Finally, the language game completes simple sentences. This game begins with the teacher making several sentences that contain gaps. Then the sentence is pasted on the blackboard. Apart from that, the teacher also prepares several words on paper which the students will stick to the missing sentences on the blackboard. Students are asked to fill in missing sentences with words on pieces of paper provided by the teacher, and stick them on the blackboard to complete the sentences (Zuliyanti, 2021).

After implementing the Al'ab lughawiyah strategy in learning Arabic in class III of Al-Fityah Integrated Islamic Elementary School, Solok City, there was an increase in interest, motivation and better student learning outcomes than before, where students preferred Arabic, students are more actively involved in various activities when learning Arabic and students are also more enthusiastic when learning Arabic, because language games contain elements of learning while playing and playing while learning which is enjoyed by children their age, and student learning outcomes have greatly improved from before.

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