

Implementing Arabic Educational Charade Game in Acquiring Arabic Vocabulary and Improving Arabic Speaking Skill

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Abstract

This study aims to investigate students' perception and effectiveness of an edutainment instructional module namely the Arabic Educational Charade Game among students in a tertiary institute. For this purpose, Al-Jazzar's instructional development model has been utilized in composing lessons according to the daily usage of Arabic sentences. Learning Arabic vocabulary and speaking skills are complicated and problematic subjects for many learners, especially for student non-Arabic speakers. The detailed objectives of the study are to outline the procedures of designing, and producing an edutainment instructional module via this model as well as to discover the students' perception of the delivery of instruction on the Arabic Charade Game in acquiring Arabic vocabulary and improving Arabic speaking skills. Consequently, the method applied for the study is developmental with the model as the main framework for the implementation. In conclusion, the study recommends using any viable instructional development model for teaching-learning materials development and benefiting the potential of an edutainment-based environment to enrich students' vocabulary and improve their Arabic speaking skills through their experience in teaching and learning.

Keywords: Arabic Charade Game, Acquiring Vocabulary, Al Jazzar Model.

Introduction

Vocabulary plays a vital role in learning a new language. Without an extensive vocabulary, students are unable to understand, communicate as well as express their ideas in written and spoken forms of language (Kanan et al., 2019). One of the key components of the Arabic Language is vocabulary mastery. Students are urged to first expand their vocabulary knowledge as they can master and strengthen the four language skills namely reading, listening, writing, and speaking. According to Nurkhamimi (2014), the inability to recall Arabic vocabulary was a factor in the failure of the Arabic Language course. Furthermore, students with limited Arabic vocabulary knowledge may experience dread and anxiety when completing language assessments since they find it difficult to explain themselves (Hasan & Al-Hasani, 2019). Therefore, to learn Arabic effectively, students must acquire substantial Arabic vocabulary during the period of their studies.

Meanwhile, the use of the game in language learning will improve students' comprehension and encourage their engagement with 21st-century learning abilities including teamwork, critical thinking, communication, and creativity. Games provide immediate feedback, which seems to be more effective and efficient than conventional learning methods. Game-based learning (GBL) encompasses serious learning, interactive entertainment, fun, play, and engagement. Besides, it may be defined as "an approach to teaching where students explore relevant aspects of games in a learning context designed by teachers. Teacher and students collaborate to add depth and perspective to the experience of playing the game" (Allam & Michael, 2017). According to Ghazali et al (2020), Arabic language teachers are pleased with the digital game-based language learning approach since it helps students learn Arabic vocabulary and enhances their motivation to learn the language. The efficacy of teaching the Arabic Language with the incorporation of game-based learning features will improve the student's enthusiasm for acquiring vocabulary and promote their ability to study at their own pace rather than rely significantly on their lecturers.

In connection with Game-based Learning, it is crucial to understand the significance of instructional design in language teaching strategies and how they can be applied to attain learning outcomes successfully. Moreover, an edutainment instructional module is not the same as the traditional methods or sometimes known as "chalk and talk" approaches in which lecturers spend more time standing in front of the class and are thought to be less engaging because they originate from a single source. There are a plethora of instructional design techniques in use today that improve the efficiency and interactivity of Arabic language teaching and learning. Within the context of Arabic Classroom, for instance, ADDIE, ASSURE, Morrison, Ross & Kemp, and Rapid Prototyping are explored (Donna, 2021). Therefore, this paper addresses the techniques for developing an edutainment instructional module that should be included in the development of an Arabic vocabulary game to maintain vocabulary acquisition.

Literature Review

Educational Arabic Game Module in learning Arabic vocabulary and Mastering it communication

Learning Arabic can be implemented with different platforms instead of relying on the traditional way of learning. Many have proven that application of learning aids in Arabic learning vocabulary would enhance students' performances. Online or digital games, for instance, made great changes in students' perception, concentration, immersion, and knowledge improvement (Sabri & Ghazali, 2012).

Engagement in learning and play may contribute to cognitive development in a way that helps students in learning the Arabic language more effectively (Azli et al., 2019). Learning Arabic vocabulary can be considered an essential step or a key factor in mastering this foreign language as verified by Ghazali et al (2013) that poor knowledge of Arabic vocabulary limits the ability of students to communicate, write, read, and listen to materials in Arabic. Vocabulary elements should be incorporated in designing and developing language games as it is the key to mastering Arabic reading skills. The utilisation of technology in teaching activities leads students to practice language skills, especially speaking skills as well as other language skills during the learning activities (Hazrati et al., 2019).

Gamification modules regardless of their implementation (digitalised or undigitised) such as online applications, card games, board games, or even hands-on are an alternative approach to strengthening students' knowledge, cultivating attitudes, increasing motivation as well as improving their achievement and language skills. It showed a positive impact in terms of students' achievement in learning language, at the same time motivating teachers to use a gamification approach in teaching and learning sessions in the classroom (Nazmi, 2022). Agus (2021) also proved that gamification or educational games techniques integrated with student response systems) can increase students' motivation and participation in learning the Arabic language alongside teachers' support.

Instructional Design/Development Model (ID Model) in teaching and learning Arabic

According to Brown and Green (2020), instructional design is a framework that practitioners did when planning, delivering, and assessing instruction and instructional practices by referring to the findings of other disciplines (e.g., communication, cognitive psychology). While creating instructional systems, the learner is the main focus of the design, which encompasses the big picture of how learning will go throughout the entire course. The effective design will consider the learner's perspective and takes into account the demands of the learners and the learning situation (Morrison et al., 2007; Naidu, 2013).

Blake and Guillen (2020) state that technology has the power to draw students' interest, encourage linguistic discovery, and aid second language (L2) learning. Thus, it is advised for teachers to use more digital tools in the Arabic classroom. It is considered the most effective way to use these technological tools that will encourage students in language-learning techniques (Naidu, 2013). To improve Arabic language education, it is crucial for educators in the Arabic language to comprehend the significance of instructional design and how effective language teaching strategies and approaches can be used in the context of the online Arabic language environment. This is because Arabic is a worldwide language and keeps growing in online offerings.

Table 1

Instructional Design Models in Arabic Education

Behaviorist Models	<ul style="list-style-type: none"> •The Dick & Carey (1974) •ADDIE (1975)
Cognitivist/ Constructivist Models	<ul style="list-style-type: none"> •The Morrison, Rose & Kemp (2007) •ASSURE (1996) •Al Jazzar (2013) The latest Edition
Contemporary Models	<ul style="list-style-type: none"> •R2D2 •Rapid Prototyping Models

Table 1 shows the example of instructional design models that are popularly adopted in Arabic language learning. Instructional design models are influenced by a variety of conventional educational learning theories, including behaviorist, cognitive, constructivist, and contemporary (Levy & Stockwell, 2006; Naidu, 2013; Ryding, 2013). The Dick and Carey (1968) and ADDIE (1975) models are both first-generation models in instructional design that adhere to behaviorist principles by B.F. Skinner. Meanwhile, The Morrison, Ross, and Kemp (2007) model, ASSURE (1996), and Al Jazzar the latest edition (2013) model (Abdul Latif, 2013) are three instructional design models that fall under the constructivist learning theories (Heinich et al., 1996).

The study of knowledge acquisition, construction, and representation in the learner's mind is the subject of cognitive learning theory. Piaget, Dewey, and Vygotsky's writings are all referred by constructivism (Levy & Stockwell, 2006; Richards & Rodgers, 2014). R2D2 and Rapid prototyping (1985) are examples of models that were created more recently with the introduction of computer technology (Hess, 2021). These models also can be found in many studies related to instructional design in the Arabic Language.

Another type of model also can be found in current studies for example a research by Sahrir, Zainuddin, and Abdullah on Arabic ID-DGBL: An Instructional Design (ID) Model For E-Arabic Teaching and Learning. In this study, the researchers developed a game prototype by the techniques and ideas of design and development research, also referred to as DDR or developmental research (Sahrir et al., 2012). Meanwhile, another example can be found in the study conducted by Zainuddin and Sahrir (2016) on developing multimedia courseware for teaching Arabic vocabulary which proposes the implementation theories of social constructivism by Vygotsky (1978), second language acquisition by Krashen (1984), multimedia learning by Mayer (2001) and ADDIE instructional model by (Dick & Carey, 1990). The areas that require additional research and improvement are made clear by looking at instructional design in Arabic education.

Above all, researchers have chosen Al Jazzar Instructional Design Model for Arabic educational Arabic Charade in designing an instructional module that is presented in an easy, interactive, edutainment, and in simple way, which makes them suitable for beginners in learning Arabic communication and its vocabulary using Arabic Charade Game to build daily lessons or educational module (Abdul Samad, 2012).

Methodology

Research Design

This present study was carried out during an Arabic camp organized by the Arabic Language Student Association, UniSHAMS. The study used the quantitative research approach using a questionnaire as a main tool to investigate the effectiveness and to identify the perception of the implementation of the Arabic Educational Charade Game among students of Sultan Abdul Halim Mu'adzam Shah International Islamic University (UniSHAMS). Thus, a descriptive approach was used. An online platform, 1. Google Form was used to collect data using the research instrument and analyse it statistically to answer the research question which is to investigate student's perception and effectiveness of the edutainment instructional module the Arabic Educational Charade Game for practising Arabic communication and acquiring Arabic vocabulary (Velan et al., 2019).

Respondents

This study conducted by distributing a questionnaire to 32 undergraduate students who participated in this study. Based on data collection of qualification level, the majority of 32 students are studying at a bachelor's degree level. To be brief, the respondents for the Arabic camp are students who study at the degree level were taking Bachelor of Arabic Language with different levels of years and semesters at Sultan Abdul Halim Mu'adzam Shah International Islamic University (UniSHAMS).

Research Instrument

In the present study, researchers used primary data where this data is obtained from the structured questionnaire as a research instrument that was carried out in this data to study student's perceptions and the effectiveness of the edutainment instructional module the Arabic Educational Charade Game for practising Arabic communication and acquiring Arabic vocabulary. This questionnaire was adopted from a structured questionnaire by (Mohamad et al., 2022). The questionnaire was adopted and modified according to the suitability of the current research. This questionnaire consists of 12 questions related to students' perceptions and feedback regarding to the effectiveness of the implementation of the Arabic Educational Charade Game A total of 12 items using the Likert Scale. The students were required to select one of the following as a measure of the items, 5= strongly agree, 4= agree, 3= neutral (neither agree nor disagree), 2 = disagree, and 1 = strongly disagree.

Before the actual study takes place, researchers conducted a pilot test to determine the reliability of the research instrument. Although the instrument was checked and validated by experts. The main research instrument was pilot tested on 10 students of UniSHAMS. The Alpha Cronbach was used to analyse the reliability of the research instrument and its 12 items in the questionnaire. The Alpha Cronbach scored a: 0.844 which means that the developed instrument is reliable and acceptable to be used for actual data collection of the research.

Table 1

*Alpha Cronbach***Reliability Statistics**

Cronbach's Alpha	N of Items
.844	12

Table 1 Alpha Cronbach shows that the reliability value 0.844 of the current questionnaire and it greater than 0.70 shows high consistency. Thus, the adapted questionnaire survey can be used for collecting data.

Data Collection Procedure

The researchers have used appropriate statistical instruments in collecting data to ensure that this study achieves the objective of the research. following the selection of the instrument and testing it with a pilot study. The result showed the questions are acceptable and then distributed among students during the Arabic camp and Arabic Educational Charade Game was used. Their responses to the questionnaire were used as primary data statistically. The respondent selected the Likert scale of the questionnaire whereby (Strongly agree = 5, agree = 4, neutral = 3, disagree = 2, and 5 = strongly disagree = 1).

Data collected using Google Forms was screened, cleaned, and transferred to Statistical Package for Social Sciences (SPSS) for analysis. A calculation was then analysed statistically for 12 items of the questions the scores were added together, and then the frequency was calculated.

Results & Discussions

In this section, questionnaire results are presented. A total of 32 participants participated in this questionnaire to gather the information as needed. These 32 participants consist of 17 male and 15 female students from University Islam Antarabangsa Sultan Abdul Halim Mu'adzam Shah and they have participated in Arabic Educational Charade Games. The participants are students who major in Arabic Language and Literature. A number of 12 questions are distributed to the participants to gather their views and feedback regarding the effectiveness of the implementation of the Arabic Educational Charade Game. The results are collected using Google Forms.

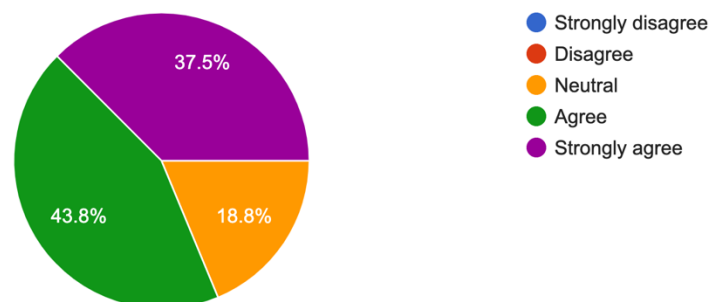


Figure 1: Is the materials usage in the Arabic Charade Games appropriate?

Figure 1 shows the appropriateness of the materials' essential usage in the Arabic Charade Games. 37.5% (12 students) agree and 43.8% (14 students) strongly agree that the Arabic Charade Games used suitable materials in the games, while only 18.8% (6 students) feel neutral about whether the materials used are appropriate or otherwise. Based on Figure 1, it is concluded that the material usage in the Arabic Charade Game is suitable and appropriate.

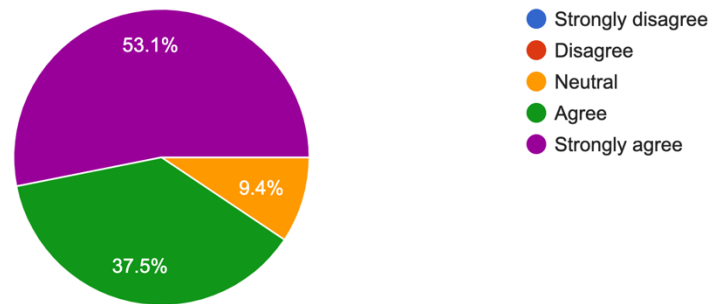


Figure 2: Is the topic used in the Arabic Charade Game well-organized?

Figure 2 shows if the topics are well-organized, logical, and consistent during the Arabic Charade Games. The figures showed that 53.1% (17 students) strongly agree and 37.5% (12 students) agree that the topics used in the Arabic Charade Games are well-organized, logical, and consistent to the participants. Only 9.4 % (3 students) felt neutral about whether the topics used are well-organized, logical, and consistent. Based on Figure 2, we can see that the topics used are connected to the students and they can use it in the game.

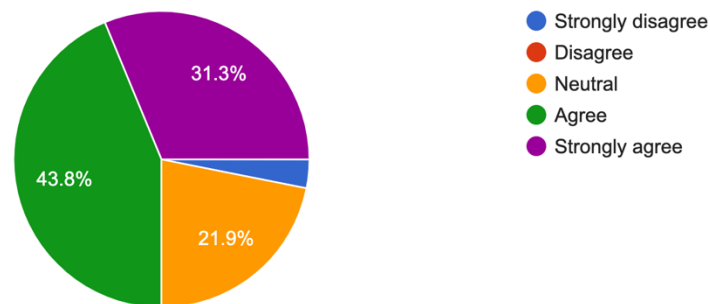


Figure 3: Is the lesson used in the Arabic Charade Games intellectually challenging?

Figure 3 shows that 43.8% (14 students) agree and 31.3% (10 students) strongly agree that the course lesson used in the Arabic Charade Games are intellectually challenging to them. While 21.9 % (7 students) feel neutral and the rest views that the topics are not challenging intellectually. Based on the result in Figure 3, the course is suitable and intellectually challenging to the students in learning Arabic vocabulary and speaking skills.

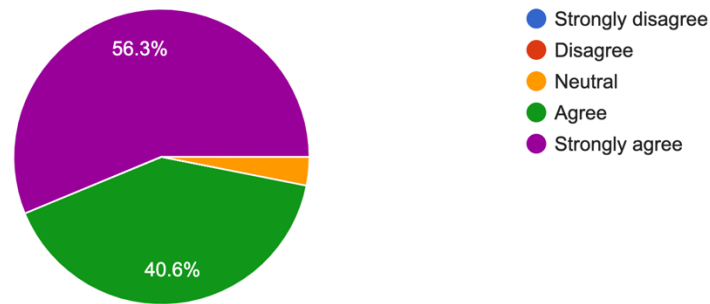
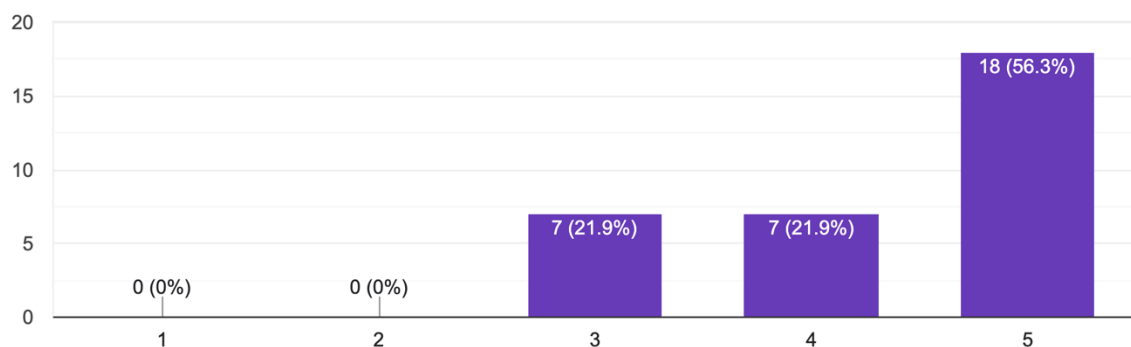


Figure 4: Are the course materials provided during the game beneficial?

Figure 4 shows that 56.3% (18 students) strongly agree and 40.6% (13 students) agree that the course materials provided in the Arabic Charade Games are beneficial to their learning. While only 3.1% (1 student) feel neutral about this. Based on the result in Figure 4, it is undeniable that the beneficial course materials provided are important to help students in learning the Arabic language, especially in vocabulary acquisition and speaking skills.



Graph 1: Level of Arabic communication used in the Arabic Charade Game

Graph 1 shows the level of communication used in the Arabic Charade Games. Based on the result, 56.3% (18 students) feel that the communication level used is appropriate for them to understand and respond while the rest are accepting of the level of communication used. Based on this, it is important that the level communication used is acceptable to the students so that they can understand and respond substantively.

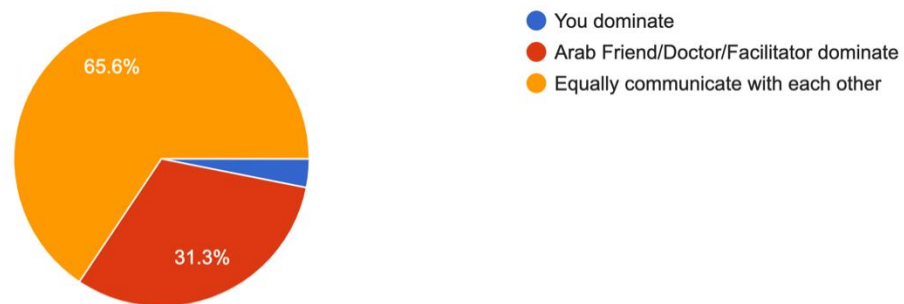


Figure 5: Who is dominating the communication during the game?

Figure 5 shows that 65.6% (21 students) are engaged equally among them in the communication during the Arabic Charade Games, while only 31.3% (10 students) felt that native speakers dominated the communication during the games. While the rest view it as they are dominated in the games. Based on this, we can surely speculate that the Arabic Charade Games does encourage the students to communicate in the Arabic language, as this would improve their Arabic Speaking skills gradually.

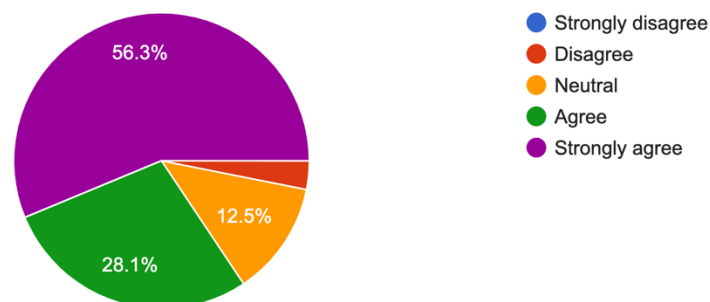


Figure 6: Are you satisfied with your level of Arabic communication?

Figure 6 shows that 56.3% (18 students) strongly agree and 28.1% (9 students) agree that they are satisfied with their level of Arabic communication, while only 12.5% (4 students) feel neutral on their level of Arabic communication and the rest are dissatisfied with their level of Arabic communication. Based on this, we can conclude that all the participants can communicate in the Arabic language, and via this Arabic Charade Games, they are able to identify their level of Arabic communication and improve it while in the games as they experiment with it with the native speaker.

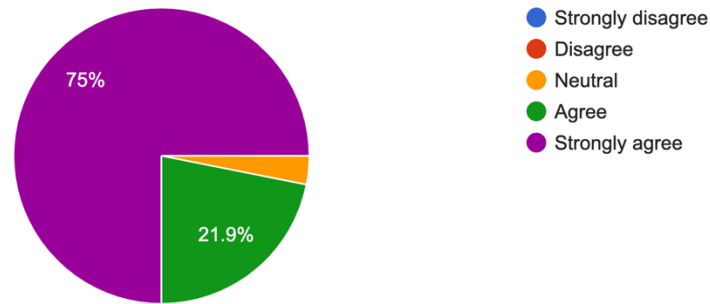


Figure 7: Is Arabic Charade Game helps in Arabic communication?

Figure 7 shows that 75% (24 students) strongly agree and 21.9% (7 students) agree that the Arabic Charade Game helps them in communicating in Arabic. Hence, this game is very recommended for improving Arabic speaking skills among students, especially for non-native speakers.

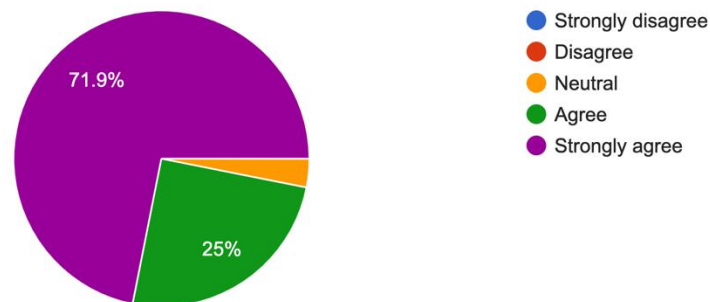


Figure 8: Is Arabic Charade Game helps in Arabic vocabulary acquisition?

Figure 8 shows that 71.9% (23 students) strongly agree and 25% (8 students) agree that this Arabic Charade Game motivates them in acquiring Arabic vocabulary, while only 1 student is feeling neutral. This shows that this game is suitable for acquiring Arabic vocabulary among students, especially for non-native speakers.

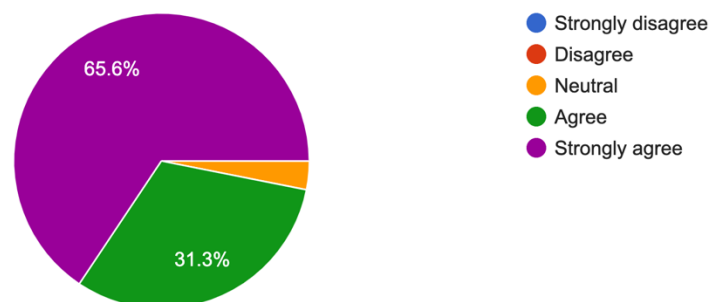


Figure 9: Is Arabic Charade Game helps in word classification?

Figure 9 shows that 65.6% (21 students) strongly agree and 31.3% (10 students) agree that the Arabic Charade Game helps them differentiate the word classification according to Arabic theory, while only 1 student feels unsure about this. This shows that this game helps

students, especially non-native speaker in understanding the Arabic vocabulary much better.

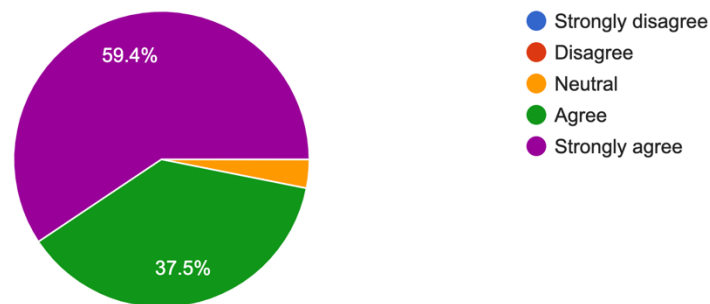


Figure 10: Is Arabic Charade Game makes the learning process easier?

Figure 10 shows that 59.4% (19 students) strongly agree and 37.5% (12 students) agree that the Arabic Charade Game makes the learning process easier for them to understand the Arabic language, while only 1 student feeling neutral about it.

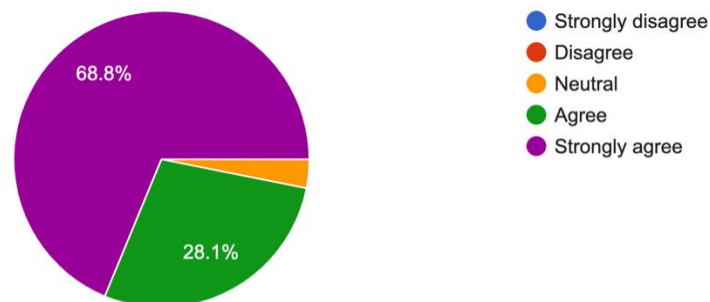


Figure 11: Is Arabic Charade Game increases your interest in learning the Arabic language?

Figure 11 shows that 68.8% (22 students) strongly agree and 28.1% (9 students) agree that this Arabic Charade Game increases their interest in learning the Arabic language. Based on the results from Figure 10 and Figure 11 we can conclude that the Arabic Charade Game is a tool that can be used in motivates students in learning the Arabic language as a whole especially in acquiring Arabic vocabulary and Arabic speaking skills.

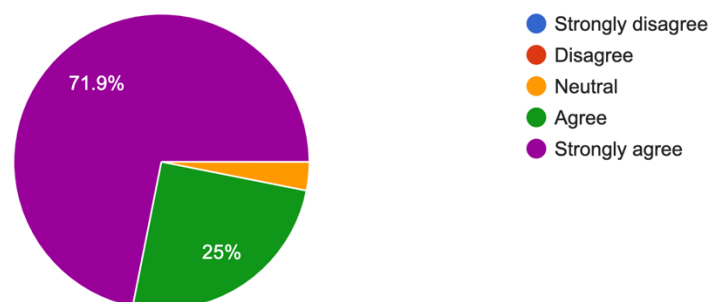


Figure 12: Is Arabic Charade Game encourage you in learning the Arabic language?

Figure 12 shows that 71.9% (23 students) strongly agree and 25% (8 students) agree that the Arabic Charade Games should be used in their learning process as it encourages and help them in understanding the Arabic language easier.

Discussion

The result from the questionnaire confirmed that educational gamification approaches combined with student feedback systems in educational games and systems can boost students' interest and involvement in their studies. When a teacher uses the gamification strategy, students are more eager to participate in the class (Barrio et al., 2015; Wang & Lieberoth, 2016) with the game incorporated into the learning process, it will encourage students to learn more. Compared to traditional methods, using game-based learning techniques would better motivate and engage students in their studies (Huizenga et al., 2009; Perrotta & Houghton, 2013). Also, gamification can boost motivation, accomplishment, and attachment in student learning activities that are better intended to support students in achieving their academic objectives (Kusuma et al., 2018).

In a nutshell, according to the research presented above, playing Educational Arabic Charade Games is a tool that could potentially be utilised in learning new Arabic vocabulary and improving Arabic speaking skills. Gamification is a novel, enjoyable method for learning a new language.

Conclusion

We can conclude that the Educational Arabic Charade Game is very helpful to the students according to the previously mentioned outcomes. As acknowledged by the participants, this game is also recognized as a pleasant and useful instrument for learning Arabic especially in acquiring new Arabic vocabulary and improving speaking skills. Also, the students stated that this game made studying Arabic easier and piqued their interest in doing so. Thus, this game is quite helpful in developing one's vocabulary and speaking abilities in Arabic.

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