

Development of Arabic Scrabble Game to Improve Arabic Vocabulary for Students of Arabic Education Study Program IAIN Jember

Evi Muzaiyidah Bukhori¹, Ahmad Sulton²

¹ Universitas Islam Negeri KH Achmad Siddiq Jember, Indonesia; evimuzaiyidah@gmail.com

² Institut Agama Islam Negeri Ponorogo, Indonesia; ahmadsulton@iainponorogo.ac.id

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ABSTRACT

This study aims to develop an Arabic Scrabble game product to increase Arabic vocabulary, describe the steps for developing an Arabic Scrabble game, and test the feasibility of an Arabic Scrabble game development product to improve Arabic vocabulary. This type of research is Research and Development research with the Borg and Gall development model which is modified into five steps of development, namely 1) Research and data collection (2) Formulating a research plan. (2) Development of initial product draft. (4) Test the product to the validator. (5) Revision. The instruments used were expert validation questionnaires (media, material and language experts) and interview guidelines. The results showed that the Arabic Scrabble game was categorized as a very appropriate learning media to be used in learning Arabic vocabulary. This can be seen from the results of the research (1 steps for making a game consisting of a game box/packaging, game board, game chips/dice, letter rack, game manual and game assessment sheet. (2 Based on the results of expert trials, game product development Arabic Scrabble got a score of 95.3% (very decent category) from media experts, material expert validation got a score of 86% (decent category), linguist validation got a score of 96% with (very decent category).

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Corresponding Author:

Ahmad Sulton

Institut Agama Islam Negeri Ponorogo, Indonesia; ahmadsulton@iainponorogo.ac.id

1. INTRODUCTION

Vocabulary is one of the language elements that must be possessed by foreign language learners, including Arabic, because with adequate mastery of vocabulary it will be easier for language learners to communicate and write in that language. The same thing was also stated by Ridwan and Awaluddin who explained that mufrodats learning was an important part and made the basic requirements in learning foreign languages including Arabic (Ridwan & Awaluddin, 2019).

Learning Arabic by utilizing media becomes more interesting and facilitates the learning process. Media can be used as an effort to increase students' learning motivation, generate a sense of fun and joy, raise enthusiasm, and turn on learning. It is possible with the interaction and active participation of students to learn Arabic effectively. With learning media the teacher can create a conducive, comfortable, and fun learning atmosphere so that it can attract fun interest so that it can attract interest and activate students to take lessons both independently and in groups (Mukhibat & Bukhori, 2021).

One way to create a comfortable and fun atmosphere in learning is language games. Language games aim to get fun and practice language skills (*Istima'* (listening), *kalam* (speaking), reading, and writing) as well as language elements (vocabulary, grammaring). If a game does not acquire language skills or elements, then the game is not a language game (Rudis & Poštić, 2017). Imam Asrori explained that the game is one of the interesting learning methods in the Arabic language learning process, the game is not always merely recreational but also educational. The game will also attract the interest and motivation of students in participating in the learning process (Asrori, 2013).

Scrabble game is a game that can improve students' ability to learn a word or sentence. In sentence learning practice, scrabble can be used by randomizing the words in sentences. Likewise, in learning paragraphs, sentences that have been arranged are then made into a paragraph (Rusyani dkk., 2022). Scrabble games are one of the choices of games that tend to have a positive impact on problems that occur in learning (Onasanya dkk., 2021), scrabble games are usually used to practice English vocabulary, but currently Scrabble is being adopted to train Arabic vocabulary so that Arabic learners can easily communicate writing in Arabic through their vocabulary.

Several studies have proven that the use of Scrabble media in learning Arabic can improve Arabic language skills. This is evidenced by Istiqomah research on Scrabble-based Arabic learning at MI Sultan Agung Sleman Yogyakarta, the study explains that the use of Scrabble media to students is able to achieve learning completeness that has been set by the school, namely 65. The above research is an experimental study using available media. However, this research is a development research that is applied to meet the needs of learning Arabic at the tertiary level (Istiqomah, 2016).

Arabic vocabulary is one of the elements of Arabic that must be mastered by Arabic learners, when the mastery of vocabulary is lacking it will have implications for the ability of Arabic language skills that must be mastered, Arabic vocabulary will be an initial provision in learning Arabic (Fitriliza & Fahmi, 2017), the more vocabulary that is mastered it will make it easier for students to apply speaking, writing, reading and listening skills. To create a conducive and interesting atmosphere in memorizing and mastering the targeted vocabulary, language games are felt to make the learning atmosphere enjoyable and not boring. The use of Arabic vocabulary using the Arabic Scrabble game is expected to make it easier for students to memorize and master Arabic vocabulary, when students master vocabulary it will be easy to understand learning material with Arabic explanations, in addition, Arabic learners are required to use Arabic Arabic when talking to tutors/teachers and their friends. With sufficient vocabulary knowledge will train students to speak Arabic with the vocabulary provided.

In the Arabic language education study program, there are Arabiyah Nadzariyah courses which contain mufrodat learning for one semester in the first semester students start learning at the IAIN Jember campus. In this course, all students are required to memorize 600 mufrodat in one semester, with a lot of vocabulary that is memorized by students, if the learning atmosphere is only deposits, it will create a specter that Arabic is boring so that with mufrodat games in Arabic learning especially the Arabiyah Nadzariyah courses will make it easier for students to memorize, remember the vocabulary that has been learned. Based on the problems above, the researchers tried to develop an Arabic Scrabble game product to make it easier for students to memorize and master Arabic vocabulary.

2. METHODS

This research is a research and development (R&D) research (Moore dkk., 2021), R&D is a research that is neither qualitative (Sulton dkk., 2022) nor quantitative (Kurten dkk., 2022), namely the research method used to produce a certain product and then test the effectiveness of the product. The purpose of development research is research with assessments in every change that occurs during the period of change, it is intended that development research is a form of research related to the process and results of improving the quality of education (Adedoyin dkk., 2020).

This study describes the steps of developing the Arabic Scrabble game by obtaining data in the form of information obtained using a validation questionnaire. The data collection instrument in this study used observation techniques, interviews, and questionnaires for validators. To analyze the results of responses and input from the validator, use the following formula (Arikunto, 2021):

$$P = \frac{\sum x}{\sum xi} \times 100\%$$

Note:

P : Eligibility presentation

$\sum x$: Total Number of validator score answers (real value)

$\sum xi$: The highest number of answer scores (expected value)

Meanwhile, to get a decision on the level of feasibility, effectiveness, and attractiveness, the criteria convention based on the Likert scale of achievement level is used as follows:

Table 1 Eligibility criteria based on percentage

Percentage (%)	Validity Level	Description
90-100	Very worthy/very valid	No revision
75-89	Eligible/valid	No revision
65-74	Fairly worthy/sufficiently valid	Need revision
55-64	Inappropriate/less valid	Need revision
0-54	No worthy/invalid	Total revision

To find out the results of a small group trial of a product being developed, in the initial trial in the field, the data was tested using pre-test and post-test. Then the value of both test results will be processed using the t-test formula with IMB SPSS Version 22.

3. FINDINGS AND DISCUSSION

Scrabble is one type of modern game that can be used in language learning which is commonly called Speargame or funworder. This scrabble game also has something to do with flat cross, which is filling the boxes with letters to form a word. The list of words formed in this scrabble game must be words that have meaning or standard words. The Scrabble game is a word game with several letters being randomized, then students arrange the letters into words. In the practice of learning sentences, scrabble can be used by shuffling the words in sentences. Likewise, in learning paragraphs, sentences that have been arranged are then made into paragraphs .

Scrabble game is a game of arranging letter pieces into a word on a rectangular board played by 1-4 people who collect points based on word values formed from letter pieces on a grid board game of 15 columns and 15 rows. This scrabble game is more related to the practice of teaching English, the sound of words in a different way of writing. So, in this subject, students are asked to spell or spell each word. However, in other language lessons, scrabble can be used for vocabulary learning, including Arabic, Indonesian, German, French, and so on. In his book, Soeparno explains that playing scrabble requires the following equipment: (1) a checkered board consisting of various colors. These colors determine the size of the value. (2) pieces of wood or plastic inscribed with letters, each letter

having a certain value. (3) a place to line up the lettered wood chips so that they are upright so that other players cannot see the letters.

Based on the above understanding, it can be concluded that scrabble is a learning media with a game concept that will achieve learning objectives. Scrabble game which is usually used to train English vocabulary, but currently Scrabble is adopted to train Arabic vocabulary so that Arabic learners can easily communicate writing using Arabic through the vocabulary they have, because vocabulary is the main basis for learning a language. , then the scrabble applied in learning Arabic vocabulary is called Arabic Scrabble.

The steps of the Arabic scrabble game in the Arabic learning process, namely: (1) The teacher divides the students into eight groups, (2) Each group consists of four students, (3) Each student sits and faces the scrabble board, (4) Students start the game by taking seven letter pieces, (5) After that, students take turns compiling vocabulary according to the letters they have, (6) Each student composes a new vocabulary, the vocabulary that has been used may not be used again, (7) Vocabulary arranged according to the Arabic dictionary, (8) Scrabble game takes approximately 90 minutes, and (9) each student competes to compose a lot of vocabulary (Irawan, 2020)

Basically, the Arabic scrabble game encourages students to learn actively. According to Suparno, the basic principles of learning are (Suparno, 2018):

a. Principles of Active Student Learning

The learning process by using this Arabic scrabble game is student-centered. Because students will learn how to arrange vocabulary on the board correctly. So that his desire to compose vocabulary with new vocabulary has unwittingly trained students for their Arabic vocabulary. Thus the whole learning process becomes the activity of every student, they will compete with each other to complete the game with a sense of happiness and fun.

b. Cooperative Study Group

This scrabble game requires students to play cooperatively, that is, students learn together to help each other in making assignments with an emphasis on mutual support between members. In this game, how students complete the game by spending the hijaiyah letter pieces owned by students to be arranged into *mufrodat* (vocabulary).

c. Participatory Learning

Scrabble games make students learn while playing. So that students will fully participate in the learning process.

d. Reactive Teaching

To apply this Arabic scrabble game, the teacher must be able to create the right learning strategies to motivate students to have a high desire to learn. How teachers change boring learning into interesting and fun learning. So that students can follow the lesson with enthusiasm and achieve the expected learning objectives.

e. Joyfull Learning

All kinds of games of course to create a fun atmosphere. However, games are not always merely recreational but also educational. So that in learning Arabic vocabulary with Arabic Scrabble games, students will easily understand the material and create a fun and motivational learning atmosphere.

The Arabic Scrabble game is designed as an evaluation material for Arabic vocabulary, if vocabulary learning is only memorized it will be easy to forget if not applied, with this game in the hope of being able to facilitate students in vocabulary treasury which is quite a lot, which is 600 vocabularies for one semester. first. Scrabble games are usually used to practice English vocabulary, board games such as chessboards for small groups, for Arabic Scrabble games will be designed the size of a magnetic chessboard for students and a banner measuring 1.5 x 1.5 for lecturers as a tool for instructions. to students how to use the game.

The process of developing the Arabic scrabble game has stages to realize a language game product that is suitable for use. The first stage is planning, in the form of At this planning stage, it is

determined the packaging of the initial product draft in the form of components that must exist in the Arabic Scrabble game to increase Arabic vocabulary. Starting from the content of the game, game instructions, scoring sheets, and game packaging. After the initial product draft has been prepared, a product feasibility instrument is then drawn up which is given to material, media, and language experts/validators as consideration for product revision.

A. The steps for developing the Arabic Scrabble game are as follows:

1. Arabic Scrabble Board

The Arabic Scrabble board is shaped exactly the same as a chessboard made of wood and plywood, with a length of 80 cm and a width of 40 cm. If the board is folded or divided into two parts, it is 40 cm long and 40 cm wide. To design the Arabic Scrabble board image using Corel Draw X6 then it is printed into two parts of vinyl sticker paper to be pasted on the Arabic Scrabble board.

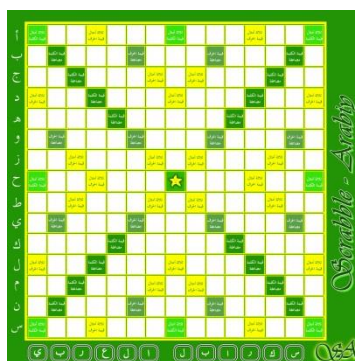


Figure. 1 Arabic Scrabble board design



Figure 2. The shape of the Arabic Scrabble board when used and folded

2. Strip/ dice Arabic Scrabble

The letter chips are the second component in the Arabic Scrabble game, the letter chips are designed in the shape of a dice measuring 2 cm. The letter pieces are made of sengon wood in the shape of a dice, there are 6 sides of the hijaiyah letter. The hijaiyah letters in this game are written with hijaiyah letters at the beginning - in the middle - and at the end which aims to make it easier for students to compose Arabic vocabulary with correct writing and have the same score for each letter. For the design of the hijaiyah letter image on the Arabic Scrabble chip/dice using Corel Draw X6 then it is printed into two parts of vinyl sticker paper to be pasted on the chip/dice.



Figure. 3 Hijaiyah letter designs on chips/dice

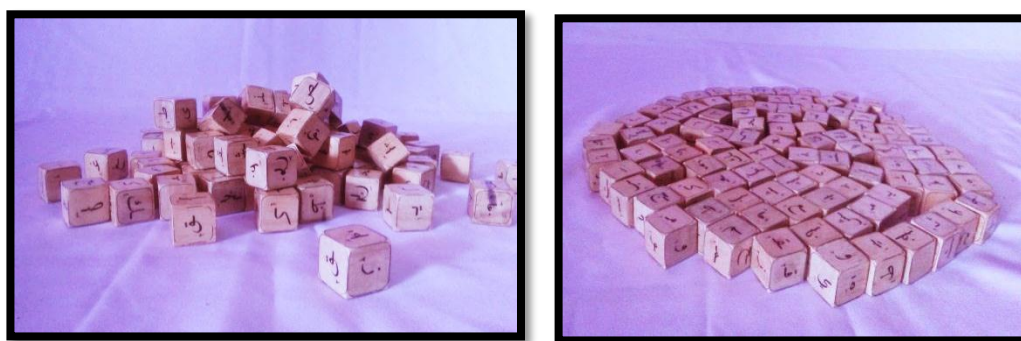


Figure. 4 pieces/dice Arabic Scrabble

3. Chip/dice rack

This chip/dice rack is made of wood and then painted a brownish color, this rack is used as a storage place for the dice obtained when the dice/chick is randomly drawn before starting the game of Arabic Scrabble. Besides being used to store chips/dice, this shelf also functions as a hiding place for letters obtained so that they are not known by the opponent. There are 4 shelves with a length of 18 cm and a width of 3.5 cm because this game can be played by 2-4 players.



Figure. 5 The pieces/dice are arranged in a rack

4. Game Manual

This book explains information related to the game and the rules of the game that are carried out when playing Arabic Scrabble, the rules of the game include content, game preparation, game procedures, and scoring/scoring procedures. The rules of the Arabic Scrabble game are the same as the Scrabble game in general.



Figure. 7 Arabic Scrabble Game Manual

This book is designed in full color to increase the enthusiasm of students in learning and understanding the rules of the Arabic Scrabble game, in this book the researchers compiled the rules of the game in two languages, namely Arabic and Indonesian, to make it easier for students to understand the content provided. Then the researchers added Arabic vocabulary material for each

meeting, the material obtained from the course lecturer as a reference material in evaluating the vocabulary arranged on the Arabic Scrabble board.



Figure. 9 Arabic vocabulary materials

5. Scoring Sheet

This scoring sheet is used to record the vocabulary that has been successfully formed and add up the total value of the letters/vocabularies obtained. In this assessment sheet, players who manage to compose vocabulary on the Arabic Scrabble board must make sentences from the vocabulary orally and write them on the assessment sheet. This score sheet contains 4 sheets for 4 Arabic Scrabble players. Before use, the player should cut the sheet into 4 parts.



Figure. 10 sheets of Arabic Scrabble game score

6. Game Box

This game box is an Arabic Scrabble game packaging cardboard made of cardboard then glued using PVAc eucalyptus glue to produce a strong box, this box is 41cm long and 22cm wide, to design the Arabic Scrabble box image using Corel Draw X6 then printed into three parts of vinyl sticker paper and glossy laminated for a glossy finish then pasted on the Arabic Scrabble box.



Figure. 12 Box Game Arabic Scrabble.

B. Product Test To Validator

The product of this research development is in the form of an Arabic Scrabble game that has been compiled to be tested on validators, while there are three fields of validators, namely learning media validators, learning material validators and language validators. The purpose of the validator trial is to get very useful suggestions and recommendations from the validator for the improvement and refinement of the developed game product. The validation results from the experts/validators will be used as a basis for researchers to revise the products developed. The following is an explanation of the data from the validator test results from the learning media validators, learning materials and language validators.

The Arabic Scrabble game was developed for first semester PBA students who will take language skills courses such as maharah kalam, maharah istima', maharah kitabah, maharah qira'ah. With sufficient mastery of Arabic vocabulary, it will be easier for students to apply the vocabulary in other language skills. In addition, this Arabic Scrabble game also aims to be an interesting media and able to increase students' enthusiasm for learning, so that the design and layout are adapted to the research subject. This is the reason for the need for learning media experts in the development of this game product, with the aim of assessing and providing relevant input on the design and attractiveness of the game and its components presented in the Arabic Scrabble game. The following is an explanation of the data from the validator test results from the learning media validators, learning materials and language validators with the assessment criteria in the validator questionnaire, namely 5 = very good/appropriate, 4 = good, 3 = sufficient, 2 = less appropriate, 1 = very bad /in accordance.

1. Material Expert Trial Data

Table 2. Questionnaire results from Media Experts

Nu	Assessment Component	Number of Questions	1	2	3	4	5
1	Arabic Scrabble Board and Box Game	13	-	-	-	3	10
2	Scrabble Arabic Letter Blocks	5	-	-	-	1	4
3	Arabic Scrabble Game Manual	9	-	-	-	3	6
4	Arabic Scrabble Game Evaluation Sheet	3	-	-	-	-	3
Amount		30	-	-	-	7	23
Total Score 5: $23 \times 5 = 115$							
Total Score 4: $7 \times 4 = 28$							
Formula $P = \frac{\sum x}{\sum xi} \times 100\%$							
$P = \frac{143}{150} \times 100 = 95,3\%$							

Based on the analysis of the material expert validation questionnaire data, an overall score of 95.3% was obtained. Based on the table of eligibility criteria based on the percentage from Arikunto, it can be concluded that the results obtained related to the material/content of the Arabic Scrabble game are very valid so that the game product can be used without any revision. For the board and box components, the Arabic Scrabble game got a very valid score of 95.3%. The block component of Arabic Scrabble got a very valid score of 96%. The game manual component of the Arabic Scrabble game received a valid score of 93.3%. Components of the Arabic Scrabble game evaluation sheet. get a very valid score of 100%. This shows that the Arabic Scrabble game is presented in an attractive, easy to understand manner and is equipped with a list of Arabic vocabulary that is in accordance with the Arabic dictionary.

2. Material Expert Trial Data

Table 3. Questionnaire results from Media Experts

Nu	Assessment Component	Number of Questions	1	2	3	4	5
1	Content Eligibility	5	-	-	-	3	2
2	Material Substance	4	-	-	-	3	1
3	Content Accuracy	6	-	-	-	4	2
4	Content Attraction	5	-	-	1	2	2
Amount		20	-	-	1	12	7
Total Score 5: $7 \times 5 = 35$							
Total Score 4: $12 \times 4 = 48$							
Total Score 3: $1 \times 1 = 1$							
Formula $P = \frac{\sum x}{\sum xi} \times 100\%$							
$P = \frac{86}{100} \times 100 = 86\%$							

The results of the analysis of the material expert validation questionnaire data, obtained an overall score of 86%. Judging by the table of eligibility criteria based on the percentage from Arikunto, it can be concluded that the results obtained related to the material/content of the Arabic Scrabble game are valid so that the game product can be used without any revision. The test for each component consists of the feasibility of the content, the substance of the material, the accuracy of the content, and the attractiveness of the content. The content component gets a valid score of 88%. The material substance component gets a valid score of 85%. The content accuracy component got a valid

score of 87%. The content attractiveness component got a valid score of 84%. This shows that the material presented can attract students' enthusiasm to support Arabic language skills.

3. Material Expert Trial Data

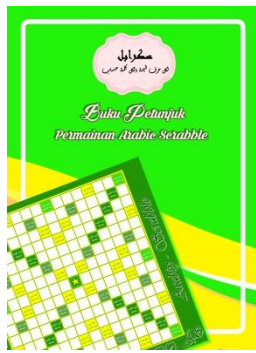
Table 4. Questionnaire results from Media Experts

Nu	Assessment Component	Number of Questions	1	2	3	4	5
1	Arabic Writing	10	-	-	-	2	8
	Amount	10	-	-	-	2	8
Total Score 5: $8 \times 5 = 40$							
Total Score 4: $2 \times 4 = 8$							
Formula $P = \frac{\sum x}{\sum xi} \times 100\%$							
$P = \frac{48}{50} \times 100 = 96\%$							

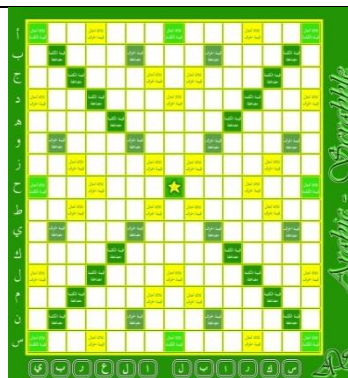
The results of the analysis of the linguist validation questionnaire, obtained an overall score of 96%. Judging from the table of eligibility criteria based on the percentage from Arikunto, it can be concluded that the results obtained related to the Arabic language/rules of the Arabic Scrabble game are very valid so that the game product can be used without any revision. The components in language are writing letters on chips/dice, use of language in game boards, game manuals, description of game features on Arabic Scrabble boxes, language in clear game rules, vocabulary selection according to Arabic dictionary, vocabulary material adapted to student abilities. . The total of these components get a very valid score of 96%. This shows that the language presented in game books, game boards and game boxes is easy to understand and in accordance with Arabic rules.

Table 5. Responses of Media Experts and Arabic learning materials to the game Arabic Scrabble to improve Arabic vocabulary

Nu	Expert Advice/Validator	Revision	Information
1	The box design, book cover and some discussion titles in the game manual need a little change	The Scrabby Arabiy writing on the box, game manual and game board was replaced according to the name of the game in this study "Arabic Scrabble"	Revised



(guide book cover)



(game board)



(game box)

- The choice of font for the title of the discussion in the game manual should use an easy-to-read font

Changing the font in the title of the discussion which initially used the font "Andalus" was replaced with the font "Sakkal Manjala" to make it easier for students to read and understand the title of the discussion.

Revised



(font andalus)



(font Sakkal Manjala)

- 3 Writing vocabulary on vocabulary material should be given a vow so that students understand and understand how to read the vocabulary correctly.

Adding *harakah* (vowels) to vocabulary material

Revised

(vocabulary without *harakah*/vowels)

(vowel vocabulary)

- 4 Game and scoring manuals should be made in multiple languages, at least Arabic and Indonesian. So that novice players can understand how to play the Arabic Scrabble game.

Added game rules in Indonesian to make it easier for students to understand how to play Arabic Scrabble

Revised

Based on the table above, it can be seen that the response data in the form of suggestions given by media experts and learning materials for the Arabic Scrabble game were accepted to revise the

product of this game, then the researchers have revised according to suggestions and input from experts.

C. Results of Field Trials

Researchers conducted a small-scale trial to determine the effectiveness of the Arabic Scrabble game in class B2 semester 1 of PBA IAIN Jember students, there were 3 small groups consisting of 12 students for the experimental class, and 12 students for the control class. The data obtained by researchers based on observations during the learning process are:

Table 6. Experiment Class Posttest Score

Nu	Name	Posttest score
1	AF	94
2	RS	78
3	LA	94
4	KH	92
5	BC	88
6	AY	96
7	AT	87
8	JS	98
9	YL	88
10	HY	74
11	FZ	94
12	NN	90
Amount		1073
Average score		89,4

Based on the data above, the average posttest score from the experimental class is 89.4. The posttest scores for the control class are as follows:

Table 7. Control Class Posttest Scores

Nu	Name	Posttest score
1	SR	70
2	NK	75
3	SL	68
4	NF	69
5	SN	80
6	AY	75
7	IKL	78
8	MH	76
9	IS	79
10	NL	82
11	KHZ	72
12	ALF	79
Amount		903
Average score		75,25

Based on the data above, the average post-test score from the control group was 75.25. Furthermore, the researchers analyzed the results of the posttest from the control and experimental groups using the T-test using the IMB SPSS version 22 bits to test the hypothesis with the T-test and to determine the effectiveness of the Arabic Scrabble game which was applied to the experimental class.

1. Analysis of Control and Experimental Group Posttest Data

This study took a sample of 12 students for the control class and 12 students for the experimental class, for the experimental class the 12 students were divided into 3 groups, each group consisting of 4 students to learn Arabic vocabulary using the game Arabic Scrabble. post-test scores of the control and experimental classes, then added up and calculated the average value, the results of the post-test

data analysis of the experimental and control classes will be presented in Table 7, based on the data in the table will later provide an illustration that learning by using the Arabic Scrabble game in the experimental class is more interesting. and effective compared to learning with conventional methods in the control class. Before testing the posttest value with the T test, the data must be tested for normality and homogeneity first.

2. Posttest Normality Test Control and Experiment Class

Testing the normality of the control and experimental class data was carried out to determine whether the data obtained were normally distributed or not, then homogeneity aimed to determine the control and experimental groups were the same or homogeneous variance/population. Both tests were carried out using the SPSS 22.0 IMB program with a significant level of 0.05. The results of normality data analysis can be seen in table 8

Group	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Score Control Group	,145	12	,200*	,942	12	,521
Experimental Group	,201	12	,193	,883	12	,096

Based on the data above that the significance/sig is 0.200 and 0.193, then the data is greater than 0.05. In the table there are two ways to read the normality test, reading with kolmogorov-smirnov if the number of samples is > 50 people, if the sample used is below <50 people then to read normality data using the Shapiro-Wilk method. In the table, the sig is 0.521 and 0.096, which is more than 0.05. So it can be concluded that the data presented above are normally distributed data.

3. Homogeneity Test

Based on the results of the post-test data test, the post-test data of the two classes were normally distributed so that the next step was to analyze the data with a homogeneity test between the control and experimental classes, on the basis of the guideline that if the value was significant or sig <0.05, the variance of the two classes was not the same. / inhomogeneous. However, if the sig value > 0.05 then the variance of the two classes is the same / homogeneous. To test the homogeneity of researchers using IBM SPSS 22.0. The data processing can be seen below:

Table 9 Test of Homogeneity of Posttest Values for Control and Experiment Class
Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Score	Based on Mean	1,172	1	22	,291
	Based on Median	,899	1	22	,353
	Based on Median and with adjusted df	,899	1	16,189	,357
	Based on trimmed mean	1,045	1	22	,318

Based on the homogeneity of variance test using the Lavene Statistical test in table 1.9, the sign value is 0.291 or greater than 0.05, it can be concluded that the control and experimental class students are homogeneous/same.

4. T-Test Independent Sample T-Test

After passing the normality test which showed normal distribution and then the homogeneity test which showed that the data in the form of a population had the same or homogeneous variance, the next step was the independent sample t-test test through the IBM SPSS 22.0 program. to test the difference or test the comparison of posttest scores between the control and experimental classes. The hypothesis is formulated in the form of independent sample t-test as follows:

- a. If the value of sig. (2-tailed) > 0.05 then Ho is accepted and Ha is rejected, this means that there is no significant difference in the post-test scores between the control class and the experimental class.

- b. If the value of sig. (2-tailed) < 0.05 then Ho is rejected and Ha is accepted, this means that there is a significant difference in the posttest value of the control class and the experimental class. The results of the independent sample t-test test data analysis can be seen in Table 10 below:

Table 10 Group Statistics post-test scores for the Control class and the Experiment class.

Group Statistics					
	Grup	N	Mean	Std. Deviation	Std. Error Mean
Score	Control Group	12	75,250	4,6147	1,3321
	Experimental Group	12	89,417	7,1663	2,0687

Based on the table above, it can be seen that the population of the control class is 12 students and the experimental class is 12 students, while the mean value of the control class is 75.250 while the experimental class is 89.417. So it can be concluded that there is a difference in the average value of the posttest between the control class and the experimental class. Furthermore, knowing between the hypothesis and the magnitude of the sig, below will be presented the analysis of the independent sample t-test test data.

Table 11 Test of Independent Sample T-Test posttest value of Control class and Experiment class.

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
Score	Equal variances assumed	1,172	,291	-5,758	22	,000	-14,1667	2,4605	-19,2695	1,172
	Equal variances not assumed			-5,758	18,784	,000	-14,1667	2,4605	-19,3207	-9,0127

Based on the table above, it can be seen that the value of sig. Levene's Test For Equality of Variances is 0.291 > 0.05. So it can be interpreted that the data variance between the control class and the experimental class is the same/homogeneous. So that the interpretation of the independent sample t-test table above is guided by the values in the "Equal variances assumed" table.

Based on the "Independent Sample T-Test" table, the value in the table "Equal variances assumed" is known to be the sig. (2-tailed) of 0.000 < 0.05, it can be concluded that Ho is rejected and Ha is accepted, which means that there is a significant difference between the post-test scores of the control class and the experimental class.

Further explanation can be seen in the value of "Mean Difference" which is -14.1667. This value is the difference in the average posttest between the control class and the experimental class with a value of 75.250 - 89.417 = -14.1667 and the difference between these differences is -19.2695 to 1.172 (95% Confidence Interval of the Difference)

4. CONCLUSION

Based on the analysis of the research data above, it can be concluded that: The steps for developing the Arabic Scrabble game have several components, including: 1) game box/packaging, 2) game board, 3) game chips/dice, 4) letter rack, 5) books game instructions and 6) game scoring sheet. The results of expert trials (media, material, and language) for developing Arabic Scrabble game products received a score from the validator based on the assessment component, namely the score from learning media experts was 95.3% with a very decent category, from learning material experts got a score of 86% with decent category, from linguists got a score of 96% with a very decent category. Based on these values, it shows that the Arabic Scrabble game that has been developed is suitable for use in learning Arabic vocabulary. The results of the small group field trial based on data analysis using IMB SPSS 22.0 showed that the sig. (2-tailed) of 0.000 <0.05, it can be concluded that H_0 is rejected and H_a is accepted, which means that there is a significant difference between the post-test scores of the control class and the experimental class.

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