



The Implementation of the *Al-Al'ab Al-Lughawiyyah* Method to Facilitate Arabic Vocabulary Memorization for Grade XI Female Students at MA Badridduja

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Abstract

Vocabulary (*mufradat*) mastery serves as the primary foundation in Arabic language acquisition. However, preliminary observations in Grade XI at MA Badridduja revealed that female students struggled with vocabulary memorization, largely due to the dominance of conventional, non-interactive teaching methods. This study aims to describe the implementation of the *Al-Al'ab Al-Lughawiyyah* (language games) method and analyze its impact on facilitating Arabic vocabulary memorization among female students. Employing a descriptive qualitative approach, data were collected through observation, interviews, and documentation. The study was conducted across four sessions through three stages: planning, implementation, and evaluation. The method was implemented using chain word-guessing games, role-playing, and vocabulary and sentence structure activities. The results indicate that the *Al-Al'ab Al-Lughawiyyah* method successfully enhanced students' vocabulary memorization skills, retention capacity, learning motivation, active participation, peer collaboration, and confidence in using Arabic. In addition, the classroom atmosphere became more interactive, communicative, and engaging. These findings demonstrate that the effectiveness of the method is driven by activating student engagement, presenting vocabulary within meaningful contexts, and establishing a low-anxiety learning environment. Consequently, the *Al-Al'ab Al-Lughawiyyah* method can serve as an effective alternative instructional strategy to enhance Arabic vocabulary acquisition in Islamic Senior High Schools (*Madrasah Aliyah*).

Keywords: *Al-Al'ab Al-Lughawiyyah*, Arabic language learning, vocabulary mastery

Introduction

Arabic is a cornerstone of the curriculum in Islamic Senior High Schools (*Madrasah Aliyah* / MA), particularly within faith-based educational institutions such as MA Badridduja (Bahy et al., 2024). Mastering the Arabic language functions not only as an academic subject, but also as a fundamental key to comprehending the primary sources of Islamic teachings, notably

the Qur'an and Hadith (Abdussalam et al., 2021). The quality of this language mastery is largely determined by the strength of the students' vocabulary (*mufradat*) foundation (Bashori et al., 2021). Without sufficient vocabulary mastery, the learning process of Arabic grammar (*nahw* and *sharf*) and core language skills (listening, speaking, reading, and writing) is significantly hindered (Fauziah, 2024).

Unfortunately, preliminary observations conducted at MA Badridduja, particularly among Grade XI female students, revealed severe obstacles in vocabulary memorization. Students demonstrated low retention rates, and the memorization process was frequently regarded as a cognitive burden. This phenomenon was exacerbated by the use of conventional, monotonous pedagogical methods—primarily dominated by lectures and repetitive rewriting tasks that lacked interaction and real-world context (Rijal et al., 2021). Such passive instruction fails to stimulate deeper cognitive functions; consequently, the vocabulary learned remains confined to short-term memory and is quickly forgotten (Sakti et al., 2024). This condition directly undermines students' motivation and active participation in Arabic language classes.

Addressing these challenges, this study proposes an innovative solution through the *Al-Al'ab Al-Lughawiyah* (language games) method. Previous empirical research, such as Mailis (2022), demonstrates that game-based learning enhances Arabic vocabulary acquisition and cultivates a more engaging classroom atmosphere. Pane et al. (2024) state that game-based methods exert a positive effect on students' Arabic skills, enriching vocabulary, refining pronunciation, strengthening listening comprehension, and boosting overall motivation. Similarly, a study by Suherman et al. (2023) indicates that language games in Arabic instruction are intended to enhance language proficiency and vocabulary mastery.

Pedagogically, the use of language games is believed to foster an active, collaborative, and low-anxiety learning environment. Games leverage elements of enjoyment and healthy competition, which act as natural stimuli to extend students' attention spans. In the context of cognitive memory, games facilitate contextual learning and active recall, both of which are critical for transferring information from short-term auditory memory to long-term visual and semantic memory (Wiguna et al., 2021). This principle is expected to transform the memorization process from an arduous cognitive burden into an enjoyable and accessible activity.

Therefore, the primary objective of this study is to describe the implementation process of the *Al-Al'ab Al-Lughawiyah* method and analyze the qualitative impact of its application in facilitating Arabic vocabulary memorization for Grade XI female students at MA Badridduja. This study adopts a descriptive qualitative approach to document classroom dynamics in detail, along with shifts in student motivation and their perspectives on the effectiveness of this new method. The findings of this study are expected to offer practical contributions by providing an innovative instructional model for Arabic teachers at MA Badridduja and comparable educational institutions.

Method

This study employed a descriptive qualitative method. This approach was chosen to analyze in depth and describe the phenomena that occurred during the implementation of the *Al-Al'ab Al-Lughawiyah* method in facilitating vocabulary memorization (Sugiyono, 2016). The primary focus was placed on describing the learning process, students' motivational levels, and observable changes in learning behaviors.

The research was carried out at Madrasah Aliyah (MA) Badridduja. The research subjects were purposively selected, specifically targeting Grade XI female students of MA Badridduja as the implementation group, who were identified as experiencing the greatest difficulties in vocabulary mastery. In addition, the Arabic language teacher served as a key informant to provide professional insights into the underlying causes of these difficulties and responses toward the implemented method.

Data collection was conducted using source triangulation techniques to ensure the trustworthiness and validity of the findings, encompassing participant observation, in-depth interviews, and documentation. The qualitative data gathered from observations and interviews were analyzed using the interactive model of Miles, Huberman, and Saldaña, which involves three concurrent activity streams: data condensation/reduction, data display, and conclusion drawing and verification (Miles et al., 2014).

Results and Discussion

The Implementation of the *Al-Al'ab Al-Lughawiyah* Method

Based on observational data, this study was conducted across four in-person sessions in Grade XI at MA Badridduja. The implementation of the *Al-Al'ab Al-Lughawiyah* method was executed through three primary stages: planning, implementation, and evaluation.

1. Planning

The implementation of the *Al-Al'ab Al-Lughawiyah* method commenced with a pre-implementation phase, during which the researcher mapped out difficult-to-memorize vocabulary and developed the game materials. The selected vocabulary was derived from weekly instructional modules and transformed into visual and tactile game media. Subsequently, the teacher prepared game materials, including vocabulary flashcards, pictures, and activity sheets, to be utilized throughout the learning process.

The teacher also formulated simple game rules to ensure easy comprehension by the students. The selection of games was tailored to the learning objectives, class size, and allocated instructional time.

2. Implementation

The implementation of the *Al-Al'ab Al-Lughawiyah* method was carried out following the introduction of new vocabulary by the teacher. The teacher first explained the meanings and correct pronunciation of the vocabulary, then invited students to participate in the language games. The games employed included:

Figure 1
Chain Word Game



Figure 2
Role-Playing Game



Figure 3
Vocabulary and Sentence Structure Game



Across the four sessions, three distinct types of games were introduced cyclically to maintain pedagogical novelty and student enthusiasm:

Session 1: A chain word-guessing game that required auditory concentration and contextual understanding.

Sessions 2 and 3: Role-playing activities designed to practice using vocabulary in simple conversations.

Session 4: Vocabulary and sentence structure games focused on mastering *mufradat* (vocabulary) and *tarkib* (grammatical sentence structures).

Descriptively, the transformation in classroom atmosphere was noticeable. The previously quiet and passive classroom environment during teacher lectures shifted into an atmosphere filled with anticipation and enthusiasm during the games. The noise level rose into a state of "productive noise," characterized by vibrant interaction, discussion, and laughter. The subject teacher observed that typically passive students began engaging actively in peer discussions and debates within their groups, indicating widespread, active participation.

3. **Evaluation** Instructional evaluation was administered through both oral and written assessments to measure students' vocabulary mastery. During oral evaluations, the teacher asked students to recall previously learned vocabulary, explain their meanings, and apply them in contextual simple sentences. Meanwhile, written evaluations were conducted to assess students' ability to recognize and comprehend the acquired vocabulary.

The evaluation results demonstrated that the majority of students exhibited marked improvements in Arabic vocabulary mastery. They were capable of recalling and reciting a substantially larger number of words compared to the baseline prior to the implementation of the *Al-Al'ab Al-Lughawiyyah* method. Furthermore, students demonstrated a superior capacity to comprehend word meanings and apply them in basic language communication.

The Impact of Implementing the *Al-Al'ab Al-Lughawiyyah* Method

Table 1

Comparison of Conditions Before and After the Implementation of the Al-Al'ab Al-Lughawiyyah Method

No	Vocabulary Mastery Indicator	Before Implementation of Al-Al'ab Al-Lughawiyyah	After Implementation of Al-Al'ab Al-Lughawiyyah
1	Ability to memorize new <i>mufradat</i>	Students struggled to memorize large amounts of vocabulary and rapidly forgot words post-instruction	Students memorized vocabulary more easily as words were introduced through engaging game-based activities
2	Vocabulary retention capacity	Most students retained vocabulary only in short-term	Students retained vocabulary longer through active repetition

		memory	embedded in games
3	Speed of lexical retrieval	Significant latency in recalling vocabulary meanings	Faster recognition and recall of acquired vocabulary meanings
4	Instructional engagement	Active inquiries and responses were limited to a few students	The majority of students actively participated in language game activities
5	Arabic learning motivation	Learning motivation tended to be low, with frequent boredom	Motivation increased significantly due to an enjoyable learning process
6	Confidence in vocabulary usage	Students were hesitant to use vocabulary in oral communication	Students showed greater confidence in applying vocabulary during games
7	Group collaboration	Peer collaboration was minimal	Group collaboration was strengthened through collaborative game activities
8	Classroom learning climate	Instruction was monotonous and teacher-centered	Instruction became interactive, communicative, and student-centered
9	Interest in <i>mufradat</i> materials	Memorizing vocabulary was perceived as tedious by several students	Students demonstrated heightened interest in vocabulary lessons
10	Vocabulary mastery attainment	Vocabulary mastery remained suboptimal and uneven across the cohort	Vocabulary mastery improved markedly across the majority of students

As summarized in Table 1, the implementation of the *Al-Al'ab Al-Lughawiyyah* method exerted a positive effect on the Arabic vocabulary acquisition of Grade XI female students at MA Badridduja. Prior to this intervention, vocabulary instruction relied predominantly on rote memorization techniques, leaving students struggling to retain and retrieve previously learned words. Following the implementation of *Al-Al'ab Al-Lughawiyyah*, substantial gains were observed in memorization capacity, retention span, classroom participation, motivation, and communicative confidence in utilizing Arabic vocabulary throughout the learning process.

These positive shifts were clearly manifested in heightened student engagement during instructional activities. The language games established an enjoyable classroom climate, preventing students from feeling cognitively overwhelmed while retaining new words. Moreover, the natural, cyclical repetition of vocabulary within the game mechanics fostered memory consolidation and accelerated lexical acquisition. These empirical observations align with prior literature indicating that language games foster learning motivation, student engagement, and Arabic vocabulary retention far more effectively than traditional rote memorization.

Interview data further corroborated these pedagogical gains. Students reported a psychological shift from viewing memorization as a "burden" to embracing it as an invigorating "challenge," frequently describing the experience as akin to a "footrace" with clear rewards. The Arabic language teacher emphasized that the games allowed vocabulary to "form a coherent narrative in their minds," pointing to successful encoding into long-term memory via emotional and contextual associations. Additionally, the teacher noted an emerging sense of comfort and a marked reduction in public performance anxiety (anxiety reduction).

In summary, the findings demonstrate that language games do not merely serve as engaging supplementary media; they substantially enhance the cognitive acquisition of Arabic vocabulary among Grade XI female students at MA Badridduja. Overall, these pedagogical enhancements operate through three foundational mechanisms: behavioral engagement activation, meaningful contextualization, and the reduction of foreign language anxiety.

Discussion

The findings of this study demonstrate that the implementation of the *Al-Al'ab Al-Lughawiyyah* method exerted a positive influence on the ability of Grade XI female students at MA Badridduja to retain and master Arabic vocabulary. These outcomes corroborate the premise that vocabulary mastery serves as the primary cornerstone of Arabic language acquisition; as Bashori et al. (2021) assert, successful language competency development relies heavily on the breadth and depth of students' *mufradat* repertoire. In this regard, the enhanced capacity to recall, comprehend, and utilize vocabulary exhibited by the students following the game-based intervention signifies that the deployed pedagogical method effectively reinforced their linguistic foundation.

Prior to the introduction of the *Al-Al'ab Al-Lughawiyyah* method, vocabulary instruction in Grade XI at MA Badridduja was dominated by traditional rote learning practices centered on teacher-fronted lectures and isolated word-list memorization drills. Consequently, many students encountered severe challenges in long-term retention, as acquired vocabulary remained confined to short-term working memory. This empirical observation aligns with the arguments of Sakti et al. (2024), who posited that passive pedagogical approaches lacking deep cognitive engagement tend to yield poor learning retention. Under such conditions, learned words are rapidly forgotten and cannot be effectively operationalized for communicative purposes.

A pronounced shift emerged after the *Al-Al'ab Al-Lughawiyyah* method was deployed through varied game formats, including chain word-guessing, role-playing, and vocabulary and sentence structure activities. While each game type offered a distinct instructional dynamic, they all shared the common objective of bolstering vocabulary mastery through active student engagement. Throughout the instructional process, students were no longer passive recipients of information; instead, they actively participated in tasks requiring them to listen, encode, comprehend, and apply vocabulary within specific contexts. This dynamic exemplifies a clear paradigm shift from teacher-centered instruction toward a student-centered pedagogical model.

The findings further reveal that language games substantially boosted students' learning motivation. Classroom observations documented a transition toward a more dynamic, interactive, and communicative instructional climate. Formerly passive students began participating actively in group discussions, contributing answers, and showing genuine enthusiasm during the games. These findings are congruent with Mailis (2022), who observed that language games establish an engaging learning atmosphere that stimulates student participation in Arabic language instruction. Furthermore, the results corroborate the work of Pane et al. (2024), demonstrating that game-based learning models enhance student motivation while simultaneously expanding lexical acquisition.

From the lens of cognitive psychology, the observed improvement in vocabulary retention can be attributed to the mechanisms of active memory processing. Wiguna et al. (2021) explain that language games afford learners repeated, natural exposure to vocabulary across varied instructional contexts. Such meaningful repetition facilitates the consolidation and transfer of information from short-term memory to long-term semantic memory. In the chain word-guessing game, for instance, students were continually prompted to recall and associate words with interrelated lexical items, eliciting recursive information retrieval. This cognitive activity reinforces memory traces, making the target words more durable and accessible over time.

Beyond enhancing retention capacity, the *Al-Al'ab Al-Lughawiyyah* method facilitated contextual vocabulary comprehension. In role-playing activities, vocabulary was acquired not as isolated lexical items, but within authentic conversational frameworks and communicative scenarios. Consequently, students acquired hands-on experience utilizing words based on real pragmatic functions. This finding substantiates the view that contextual learning is pedagogically superior to mechanical rote drills because it clarifies the relationship between the lexical item, its semantic meaning, and its practical communicative utility. Thus, the students' growing ability to

construct simple sentences reflects the development of functional linguistic competence rather than mere superficial memorization.

Another salient outcome was the marked increase in students' communicative confidence in Arabic. Before the intervention, many students exhibited hesitation and performance anxiety regarding linguistic errors during class. Engaging in language games noticeably bolstered their confidence. Interview data revealed that students reframed memorization from a burdensome task into an engaging, pleasurable challenge. This shift demonstrates the effectiveness of language games in cultivating a low-anxiety affective environment. In foreign language acquisition, a low affective filter is vital, as it encourages learners to experiment with the target language without the paralyzing fear of error. Consequently, language acquisition occurs more organically and efficiently.

The heightened peer collaboration observed during the intervention represents another distinct benefit of the *Al-Al'ab Al-Lughawiyah* method. The game mechanics required students to negotiate meaning, deliberate, and support one another to achieve group objectives. This interaction not only reinforced vocabulary acquisition but also honed their interpersonal and communicative competencies. This outcome underscores the collaborative nature of game-based learning, rendering the educational experience more meaningful and socially rewarding.

Taken together, these empirical findings align with Suherman et al. (2023), who affirmed that the implementation of game-based approaches in Arabic instruction elevates both overall linguistic proficiency and lexical mastery. The deployment of the *Al-Al'ab Al-Lughawiyah* method among Grade XI female students at MA Badridduja confirms that language games are not merely recreational activities, but serve as a robust pedagogical strategy capable of elevating the overall quality of the learning process. Its efficacy is evidenced by tangible gains in memorization capacity, memory retention, learning enthusiasm, active participation, communicative confidence, and interactive classroom dynamics.

In conclusion, the success of the *Al-Al'ab Al-Lughawiyah* method in this study operated through three central mechanisms: the activation of active learner engagement, the presentation of vocabulary within meaningful contexts, and the creation of an enjoyable, low-anxiety learning climate. Together, these three mechanisms foster Arabic vocabulary acquisition far more effectively than conventional rote-memorization practices. Therefore, the *Al-Al'ab Al-Lughawiyah* method stands as a viable, effective alternative instructional strategy for teaching Arabic vocabulary in Islamic Senior High Schools (*Madrasah Aliyah*) and comparable Islamic educational institutions.

Conclusion

Based on the research conducted in Grade XI at MA Badridduja, it can be concluded that the *Al-Al'ab Al-Lughawiyah* method was successfully implemented through three primary stages: planning, implementation, and evaluation. During the implementation stage, this method was executed through various language games, including chain word-guessing, role-playing, and vocabulary and sentence structure activities tailored to the pedagogical objectives of Arabic vocabulary learning.

The implementation outcomes demonstrate that the *Al-Al'ab Al-Lughawiyah* method exerted a positive impact on female students' Arabic vocabulary mastery. These improvements were reflected in enhanced vocabulary memorization and retention capacities, faster comprehension of word meanings, increased confidence in utilizing vocabulary during basic communication, heightened learning motivation, active instructional participation, and strengthened peer collaboration. Furthermore, the classroom atmosphere became noticeably more interactive, communicative, and engaging compared to conventional, teacher-centered instruction.

Overall, the success of the *Al-Al'ab Al-Lughawiyah* method in facilitating Arabic vocabulary acquisition operates through three fundamental mechanisms: the enhancement of

active student engagement, the provision of meaningful learning contexts, and the establishment of an enjoyable, low-anxiety affective environment. Consequently, the *Al-Al'ab Al-Lughawiyah* method can be recommended as an effective alternative instructional strategy to enhance *mufrodat* mastery in Islamic Senior High Schools (*Madrasah Aliyah*) and comparable Islamic educational institutions.

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