

THE IMPLEMENTATION OF THE WORD GUESSING GAME IN MAHARAH KALAM LEARNING AT MTS NU KARANG PLOSO MALANG

Iqbal Juliansyah¹, Danial Himi², Usfiyatur Rusuly³
^{1,2,3}Universitas Islam Negeri Maulana Malik Ibrahim Malang
iqbalptr1927@gmail.com

ABSTRACT

Learning maharah kalam at the madrasah tsanawiyah level often encounters obstacles related to students' low verbal participation and limited vocabulary mastery in using the Arabic language. This condition requires learning strategies that are capable of encouraging students' active involvement in the learning process. This study aims to analyze the implementation of the word guessing game in maharah kalam learning at MTs NU Karang Ploso Malang. This study employed a qualitative approach with a descriptive design. The research subjects consisted of the Arabic language teacher and students. Data were collected through observation, interviews, and documentation. Data analysis used an interactive model consisting of data reduction, data display, and conclusion drawing, while the validity of the data was examined through source and technique triangulation. The results of the study indicate that the implementation of the word guessing game was carried out through the stages of planning, implementation, and evaluation. In the implementation stage, the game functioned as a communicative stimulus that encouraged students to express ideas orally through activities of guessing and describing words. The findings revealed changes in students' verbal participation, particularly in the aspects of speaking confidence, vocabulary usage, and student interaction. In addition, the learning process became more interactive, although several obstacles were still found, such as limited vocabulary mastery and differences in students' levels of self-confidence.

Keywords: word guessing game, maharah kalam, Arabic language learning

ABSTRAK

Pembelajaran maharah kalam di tingkat madrasah tsanawiyah sering menghadapi kendala rendahnya partisipasi verbal siswa serta keterbatasan kosakata dalam penggunaan bahasa Arab. Hal ini menuntut adanya strategi pembelajaran yang mampu mendorong keterlibatan aktif siswa. Penelitian ini bertujuan untuk menganalisis penerapan permainan tebak kata dalam pembelajaran maharah kalam di MTs NU Karang Ploso Malang. Penelitian ini menggunakan pendekatan kualitatif dengan jenis deskriptif. Subjek penelitian meliputi guru bahasa Arab dan siswa. Teknik pengumpulan data dilakukan melalui observasi, wawancara, dan dokumentasi. Analisis data menggunakan model interaktif yang mencakup reduksi data, penyajian data, dan penarikan kesimpulan, sedangkan keabsahan data diuji melalui triangulasi sumber dan teknik. Hasil penelitian menunjukkan bahwa penerapan permainan tebak kata dilaksanakan melalui tahap perencanaan, pelaksanaan, dan evaluasi. Pada tahap pelaksanaan, permainan berperan sebagai stimulus komunikatif yang mendorong siswa untuk mengungkapkan ide secara lisan melalui aktivitas menebak dan mendeskripsikan kata. Temuan penelitian

menunjukkan adanya perubahan dalam partisipasi verbal siswa, terutama dalam aspek keberanian berbicara, penggunaan kosakata, dan interaksi antar siswa. Selain itu, pembelajaran menjadi lebih interaktif, meskipun masih terdapat kendala berupa keterbatasan kosakata dan perbedaan tingkat kepercayaan diri siswa.

Kata Kunci: Permainan tebak kata, Maharah kalam, Pembelajaran bahasa Arab

A. Introduction

Arabic language learning at the *madrasah tsanawiyah* level plays a strategic role in developing students' communicative competence, particularly in mastering *maharah kalam* (speaking skills). This skill requires not only the mastery of vocabulary and language structures, but also students' confidence and ability to express ideas orally in meaningful contexts. From the perspective of language learning, speaking skill is considered one of the primary indicators of successful language mastery because it reflects students' productive ability to use language as a means of communication.(Harahap et al., 2024)

However, the reality in the classroom indicates that *maharah kalam* learning still faces various challenges. Students often demonstrate low participation in speaking activities, tend to be passive, and experience difficulties in constructing simple expressions in Arabic. In addition, limited vocabulary

mastery and lack of self-confidence are dominant factors that hinder students' willingness to communicate orally. These conditions indicate that the ongoing learning process has not fully created an environment that supports active interaction and natural language use.(Madhavi et al., 2023)

From a pedagogical perspective, effective language learning requires the implementation of student-centered learning, in which students are given broad opportunities to actively engage in the learning process. Communicative Language Teaching emphasizes the importance of using language in real contexts through interaction, while constructivist theory views knowledge as something constructed through learning experiences involving activities and social interaction. Therefore, the learning strategies employed should be able to create situations that encourage students to participate actively, explore ideas, and construct understanding through direct practice.(Sirait & Sianturi, 2025)

One alternative strategy that can be applied is the use of games in learning activities. Educational games possess characteristics that can create an enjoyable learning atmosphere, reduce students' anxiety levels, and increase learning motivation. In the context of language learning, games also function as media that stimulate spontaneous and communicative language use. The word guessing game, for instance, integrates visual elements and cognitive activities that encourage students to observe, interpret, and express information orally. Through this activity, students not only memorize vocabulary but also use it in more contextual communication situations.(Rahman et al., 2026)

Several studies have shown that the use of visual media in language learning can strengthen comprehension and facilitate the process of language production. Words as visual stimuli are able to provide clear contexts, making it easier for students to connect concepts with language expressions. In addition, the interaction occurring during the game enables negotiation of meaning among students, which is considered one of the important

aspects of language acquisition. Thus, the word guessing game has the potential to become a relevant strategy in supporting the development of *maharah kalam*.(ichwan, 2023)

The phenomenon found at MTs NU Karang Ploso Malang indicates that *maharah kalam* learning still encounters similar challenges, namely students' low involvement in speaking activities and the limited variation of learning methods applied in the classroom. Based on preliminary observations, the learning process tended to be conducted conventionally with the dominance of teacher explanations, resulting in relatively limited opportunities for students to practice speaking. On the other hand, students at this level tend to prefer activities that are interactive, visual, and game-based. This condition indicates a gap between students' needs and the learning strategies implemented in the classroom.(Laila et al., 2023)

Based on these conditions, this study focuses on the implementation of the word guessing game in *maharah kalam* learning. The focus of this research is not only on how the game is implemented, but also on the

dynamics of interaction occurring during the learning process, students' responses throughout the activities, and the potential of the game in encouraging students' verbal participation. By employing a qualitative approach, this study attempts to explore deeply the learning phenomena occurring in the classroom in order to provide a comprehensive description of the use of games in the context of Arabic language learning.(As'ari et al., 2025)

The objective of this study is to analyze the implementation of the word guessing game in *maharah kalam* learning at MTs NU Karang Ploso Malang and to identify various factors influencing the process. Theoretically, this study is expected to enrich studies on Arabic language learning strategies, particularly regarding the use of game-based media as a means of developing speaking skills. Practically, the findings of this study are expected to serve as a reference for teachers in designing more innovative, interactive, and student-oriented learning activities, thereby improving the quality of *maharah kalam* learning more effectively.

B. Methods

This study employed a qualitative approach with a descriptive research design aimed at providing an in-depth description of the implementation of the word guessing game in *maharah kalam* learning at MTs NU Karang Ploso Malang. This approach was selected because the study focused on the learning process, interaction dynamics, and meanings emerging during the learning activities rather than on quantitative measurement of learning outcomes.

The research subjects consisted of the Arabic language teacher and students involved in *maharah kalam* learning activities. The subjects were selected purposively based on the consideration that they were directly involved in the implementation of the word guessing game. The object of the study was the process of implementing the word guessing game in *maharah kalam* learning, including the stages of implementation, the interactions occurring during the activities, and students' responses throughout the learning process.(Fatikah & Ahkas, 2022)

Data collection techniques included observation, interviews, and

documentation. Observation was conducted to directly examine the learning process and students' activities during the word guessing game. Semi-structured interviews were carried out with both the teacher and students in order to obtain more in-depth information regarding their experiences, perceptions, and challenges encountered during the learning activities. Documentation was used to support the data in the form of activity photographs, learning instruments, and records relevant to the study.

Data analysis was conducted using an interactive model consisting of three stages: data reduction, data display, and conclusion drawing. Data reduction was carried out by selecting and focusing on data relevant to the objectives of the study. Data display was presented in the form of descriptive narratives, while conclusion drawing was conducted gradually based on the findings obtained in the field. To ensure the validity of the data, this study employed triangulation techniques, including both source triangulation and technique triangulation, in order to enhance the credibility of the

findings. (Badarwan & Supriadin, 2021)

Through this method, the study was expected to provide a comprehensive and in-depth description of the implementation of the word guessing game in *maharah kalam* learning as well as the dynamics accompanying the process.

C. Results and Discussion

The research findings were obtained through observation, interviews, and documentation conducted during the *maharah kalam* learning process at MTs NU Karang Ploso Malang. The findings not only describe the implementation of the word guessing game, but also reveal the dynamics of interaction, teachers' strategies, and the variety of students' responses within the learning context.

Planning of Maharah Kalam Learning through the Word Guessing Game.

The findings indicate that the Arabic language teacher at MTs Nahdlatul Ulama Karangploso Malang carried out systematic learning planning prior to the implementation of the word guessing game in *maharah kalam* learning. The planning process included the formulation of learning

objectives, selection of learning materials, preparation of instructional media, arrangement of communicative activities, and preparation of evaluation techniques to be applied during the learning process.

The learning objectives were directed toward enabling students to actively use Arabic in simple communication, particularly in conveying information, understanding messages, giving responses, and maintaining conversations using the vocabulary they had learned. The teacher did not merely target vocabulary mastery, but also emphasized students' confidence in speaking Arabic during the learning process.

The selected materials were related to students' daily life themes, such as school, family, school equipment, and daily activities. These themes were chosen because they were considered close to students' experiences, making it easier for them to understand and use vocabulary in simple communication. In addition, the teacher prepared vocabulary cards as the primary media for the word guessing game. Each card contained a particular vocabulary item that students had to describe in Arabic

without mentioning the word written on the card.

The teacher also designed communicative learning activities through group discussions, question-and-answer sessions, giving clues, and speaking practice during the game. In the evaluation stage, the teacher prepared assessment criteria covering pronunciation, speaking fluency, vocabulary mastery, speaking confidence, and the ability to express ideas in Arabic. The assessment was conducted through direct observation of students' communicative activities during the game.

These findings indicate that the learning planning had reflected the implementation of the communicative approach in *maharah kalam* learning. The communicative approach positions language as a means of communication used to convey meaning in real situations rather than merely as material for memorization or grammar exercises. Therefore, the learning process was designed to provide students with opportunities to use Arabic directly in communicative interactions.

The selection of themes related to students' daily lives demonstrates an effort to create meaningful learning

and meaningful communication within the classroom. Themes closely connected to students' experiences made the communication process more natural because students were able to relate vocabulary to familiar contexts in their everyday lives. This finding is in line with the theory of the communicative approach, which emphasizes the importance of language use in authentic and meaningful contexts.

Furthermore, the use of the word guessing game as a learning medium reflects instructional innovation that supports student-centered learning. In traditional learning settings, the teacher often becomes the central figure in communication, resulting in students passively receiving explanations. However, through the word guessing game, students were given broader opportunities to speak, ask questions, answer, and build communication with their peers. Thus, the learning process was no longer solely teacher-oriented but emphasized students' active involvement in communication activities.(Chérrez et al., 2021)

The findings of this study are also consistent with several previous studies stating that language games

can increase learning motivation, student participation, and speaking confidence in foreign language learning. Language games help create a more enjoyable learning atmosphere, encouraging students to use the target language without excessive fear of making mistakes. Therefore, the planning stage conducted by the teacher became an important factor in supporting the successful implementation of communicative-based *maharah kalam* learning.

Implementation of the Word Guessing Game in Maharah Kalam Learning

The implementation of the word guessing game began with the teacher's explanation of the game procedures and examples of simple expressions in Arabic. The teacher divided the students into several small groups so that each student would have the opportunity to speak during the activity. Afterward, each group received vocabulary cards that had to be described in Arabic without directly mentioning the intended word.

During the game, students actively gave clues, asked questions, and guessed words based on the information they received. Some

students used simple expressions such as “Is it in the classroom?” and “Do we use it every day?” to clarify the meaning of the intended word. In the communication process, students also employed various communication strategies, such as repeating explanations, using simpler sentences, providing additional characteristics, and using hand gestures when they experienced difficulties in explaining certain vocabulary items.

The interaction among students appeared to be quite active throughout the game. Students did not merely listen passively to their peers’ explanations, but were also involved in question-and-answer activities, meaning clarification, and group collaboration in understanding the clues provided. In addition, the teacher mostly acted as a facilitator who assisted students when they encountered difficulties in finding vocabulary or constructing simple expressions in Arabic.

Nevertheless, some students still experienced difficulties in speaking spontaneously due to limited vocabulary mastery. Several students also mixed Indonesian with Arabic when they did not know certain

vocabulary items in Arabic. Furthermore, some students tended to be passive and lacked confidence when speaking in front of their classmates.

The implementation of the word guessing game demonstrates the application of communicative approach principles in *maharah kalam* learning. This can be seen from the use of Arabic as a means of communication throughout the game. Students did not merely memorize vocabulary, but used Arabic to convey information, understand messages, give responses, and maintain interaction with their group members.

The interaction occurring during the game reflects meaningful communication because communication was carried out to achieve a particular goal, namely giving clues and correctly guessing the intended word. Language was used functionally in authentic communication contexts, allowing students to gain direct experience in using Arabic in social interaction situations.

In addition, the question-and-answer activities and meaning clarification indicate the occurrence of negotiation of meaning in students’

communication. When students did not understand the clues provided, they attempted to ask for further explanations, repeat information, or simplify expressions so that the message could be understood by their interlocutors. This condition shows that students gradually learned how to maintain communication and adjust language use according to the ongoing communication situation.

The findings of this study strengthen the theory of the communicative approach, which emphasizes the importance of interaction in language learning. According to the communicative approach, speaking ability develops through active and meaningful communication practice. Therefore, the word guessing game can serve as an effective medium for training students' communicative competence because students are directly involved in the use of Arabic throughout the learning process. (Rizki & Kastur, 2024)

On the other hand, the continued use of Indonesian indicates that students' communicative competence has not yet fully developed. This condition can be understood because students were still at the early stage of

speaking skill development, causing them to use their first language as a communication strategy when experiencing difficulties in expressing ideas in Arabic. Therefore, teachers still need to provide gradual communication practice so that students' use of Arabic can become more optimal.

Students' Responses and Participation in Learning

Students' responses toward the implementation of the word guessing game were highly positive. Most students demonstrated strong enthusiasm throughout the learning process. This could be seen from the increased involvement of students in asking questions, answering, giving clues, and discussing with their group members during the game.

Students who had previously tended to be passive began to show confidence in speaking using simple Arabic expressions. The relaxed and enjoyable learning atmosphere made students feel more comfortable and less afraid of making mistakes when speaking in front of their classmates. In addition, group collaboration appeared to function quite well, as students helped one another

understand vocabulary and improve language use during the game.

Nevertheless, the level of student participation still varied. Some students appeared very active in speaking, while others still lacked confidence and tended to follow the answers given by their peers. Furthermore, the dominance of several students within the groups caused other students to have fewer opportunities to speak.

The increase in students' participation indicates that the word guessing game was able to enhance students' learning motivation and speaking confidence in *maharah kalam* learning. The game created a more interactive learning atmosphere, enabling students to feel more comfortable using Arabic during the learning process.

These findings are consistent with learning motivation theory, which states that an enjoyable learning atmosphere can increase students' engagement in the learning process. In foreign language learning, psychological factors such as self-confidence and speaking courage have a significant influence on the development of students' communicative abilities. Therefore,

the less formal atmosphere created by the game helped reduce foreign language anxiety commonly experienced by students when speaking a foreign language.

In addition, the group activities in the word guessing game reflect the presence of collaborative learning and peer learning. Students learned through interaction with their peers, both in understanding vocabulary and maintaining communication during the game. Such interactions helped students gain language learning experiences in social and communicative contexts. (Sinaga & Simanjuntak, 2024)

However, the differences in students' participation levels indicate that their communicative abilities were still developing gradually. The dominance of several students within the groups also suggests the need for more balanced group management so that all students can obtain equal opportunities to speak. Therefore, teachers need to continue providing motivation and supervision in order to develop students' participation in communication more evenly.

Obstacles in the Implementation of the Word Guessing Game

The study found several obstacles in the implementation of the word guessing game, namely limited vocabulary mastery, low student self-confidence, the use of Indonesian during communication, and limited learning time. Some students appeared to have difficulty finding appropriate vocabulary, causing communication to frequently stop when they did not know the expressions they wanted to convey.

In addition, several students seemed shy and afraid of making mistakes when speaking Arabic. This condition caused some students to speak softly, hesitate, or merely follow the answers given by their group members. The limited duration of the learning process also prevented all students from obtaining maximum opportunities to speak during the game.

These obstacles indicate that *maharah kalam* learning is a process that requires continuous communication practice. Vocabulary mastery plays an important role in supporting students' communication fluency because limited vocabulary

causes students to experience difficulties in expressing ideas orally.

Feelings of shyness and fear of making mistakes indicate the presence of foreign language anxiety, which influences students' confidence in speaking Arabic. Within the communicative approach, teachers need to create a learning atmosphere that supports students' courage to use the target language without fear of making mistakes. Therefore, the teacher's role as a motivator and facilitator becomes highly important in helping students develop self-confidence during the learning process.(Ly, 2024)

The use of Indonesian during the game can be understood as a communication strategy employed by students to maintain interaction when their Arabic proficiency is still limited. However, if the use of Indonesian becomes too dominant, students' opportunities to practice Arabic will decrease. Therefore, teachers need to provide scaffolding in the form of vocabulary assistance and examples of simple expressions so that students can use Arabic more frequently during communication activities.

Evaluation Results of Maharah Kalam Learning

The evaluation results indicated an improvement in students' speaking abilities during the implementation of the word guessing game. This improvement could be observed through the increased confidence of students in speaking Arabic, the expansion of vocabulary usage, the increase in students' participation in communication, and the development of speaking fluency during the game activities.

Students gradually became able to use simple expressions to describe objects, provide clues, answer questions, and maintain communication with their group members. The teacher conducted evaluations through observation, speaking practice, oral assessment, and assessment of students' participation during the learning activities. The assessment aspects included pronunciation, speaking fluency, vocabulary mastery, speaking confidence, and the ability to express ideas in Arabic.

The evaluation results indicate that the word guessing game was able to support the development of students' communicative competence

in *maharah kalam* learning. The evaluation conducted by the teacher did not merely focus on grammatical accuracy, but also on students' ability to use Arabic in authentic communication contexts.

These findings are consistent with the principles of authentic assessment and performance-based assessment within the communicative approach. Assessment was carried out based on students' ability to use language directly in communication situations rather than solely on memorization of language theories. Thus, students were trained to use Arabic to understand messages, express ideas, provide responses, and maintain communication actively. (Riansyah et al., 2025)

Furthermore, the increase in students' confidence in speaking reflects the development of willingness to communicate. In foreign language learning, the courage to use the target language is an important factor in the development of communicative competence. Therefore, the word guessing game can serve as an effective learning strategy to improve students' *maharah kalam* abilities gradually, actively, and communicatively.

D. Conclusion

Based on the findings of the study on the implementation of the word guessing game in *maharah kalam* learning at MTs Nahdlatul Ulama Karangploso Malang, it can be concluded that the word guessing game was able to support the creation of a more active, communicative, and student-centered Arabic learning environment. The learning process was no longer focused solely on vocabulary memorization and teacher explanations, but was more directed toward the use of Arabic as a means of communication in authentic interaction among students.

The implementation of the word guessing game provided students with opportunities to use Arabic directly through activities such as giving clues, asking questions, answering, and maintaining communication during the game. These activities helped students develop speaking confidence, increase participation in learning, expand vocabulary mastery, and improve fluency in using simple Arabic communication. In addition, the more relaxed and interactive learning atmosphere helped reduce students' feelings of shyness and anxiety when

speaking Arabic in front of their classmates.

The findings also indicate that the implementation of the word guessing game reflected the principles of the communicative approach, such as meaningful communication, student-centered learning, negotiation of meaning, and the use of language in authentic communication contexts. The teacher acted as a facilitator, motivator, and guide who assisted students in maintaining communication throughout the learning process. The learning evaluation did not merely focus on grammatical accuracy, but also on students' ability to understand messages, provide responses, and actively use Arabic in communication.

Nevertheless, the implementation of the word guessing game still encountered several obstacles, such as limited vocabulary mastery, low self-confidence, the use of Indonesian during communication, and limited learning time. Differences in students' speaking abilities also caused communication participation to remain uneven. However, these obstacles did not significantly hinder the overall learning process because the teacher attempted to provide

vocabulary assistance, motivation, scaffolding, and more directed group management so that students' communication could continue actively.

Therefore, the word guessing game can be considered an effective learning strategy for improving students' *maharah kalam* abilities because it is capable of creating a more communicative and interactive learning process while encouraging students to use Arabic more actively in simple communication situations.

REFERENCE

- As'ari, A. H., Sugianto, M., & Ulfah, Y. (2025). Istikhdam Thariqah Lu'bat at-Takhmin al-Haraki fi Ta'lim al-Lughah al-'Arabiyyah li-Maddah "An? Uhibbu al-Lughah al-'Arabiyyah" lis-Saff as-Sadis fi Madrasah Miftah al-'Ulum. *Jurnal Ihtimam*, 8(1), 169–178. <https://doi.org/10.36668/jih.v8i01.1371>
- Badarwan, B., & Supriadin, S. (2021). Prophetic Values in the Principal's Leadership Style at SDN 1 Ranomeeto, Konawe Selatan. *Shautut Tarbiyah*, 27(2), 236. <https://doi.org/10.31332/str.v27i2.3146>
- Chérrez, E. de los Á. H., Cynthia, H.-C., & Paulina, E.-L. (2021). Communication Games: Their Contribution to Developing Speaking Skills. *International Journal of Instruction*, 14(4), 643–658. <https://doi.org/10.29333/iji.2021.14437a>
- Fatikah, Y. N. N., & Ahkas, A. W. (2022). Using Cross Puzzles to Improve Maharah Kitab on Students at the Al-Ihsan Foundation, Medan. *EDUKATIF JURNAL ILMU PENDIDIKAN*, 4(4), 5963–5969. <https://doi.org/10.31004/edukatif.v4i4.3572>
- Harahap, S. H., Aprilia, M., & Lubis, N. A. (2024). Pentingnya Menguasai Kemampuan Komunikasi Lisan Untuk Anak. *IJEDR Indonesian Journal of Education and Development Research*, 2(1), 375–378. <https://doi.org/10.57235/ijedr.v2i1.1780>
- ichwan, M. (2023). Pengaruh Metode Permainan Tebak Kata Terhadap Peningkatan Maharah Kalam Dalam Pembelajaran Bahasa Arab (Pada Peserta Didik Kelas VIII A Dan VIII B Excellent MTs Unggulan PP. Amantul Ummah Pacet, Mojokerto). *Tatsqifiy Jurnal Pendidikan Bahasa Arab*, 3(2), 125–137. <https://doi.org/10.30997/tjpba.v3i2.5071>
- Laila, F. N., Adityarini, H., & Maryadi, M. (2023). Challenges and Strategies in Teaching English Speaking Skills to Young Learners: Perspectives of Teachers in Indonesia. *Voices of English Language Education Society*, 7(3), 542–556. <https://doi.org/10.29408/veles.v7i3.24030>
- Ly, C. K. (2024). Teachers' Roles on

- English Language Teaching for Promoting Learner-Centered Language Learning: A Theoretical Review. *International Journal of TESOL & Education*, 4(2), 78–98. <https://doi.org/10.54855/ijte.24425>
- Madhavi, E., Sivapurapu, L., Koppula, V., Sreehari, V., & Rani, P. B. E. (2023). Developing Learners' English-Speaking Skills using ICT and AI Tools. *Journal of Advanced Research in Applied Sciences and Engineering Technology*, 32(2), 142–153. <https://doi.org/10.37934/araset.32.2.142153>
- Rahman, A., Nurfadillah, N., Ilyas, F. A., Fatima, S., Muqmin, N. A., & Fausiah, F. (2026). Kajian Konseptual tentang Integrasi Media Visual dalam Pembelajaran Kosakata Bahasa Arab. *JURNAL RISET RUMPUN ILMU BAHASA*, 5(1), 46–70. <https://doi.org/10.55606/jurribah.v5i1.8065>
- Riansyah, A., Wasilah, W., Rohayati, E., & Krisandi, W. (2025). IMPLEMENTASI PENDEKATAN FUNGSIONAL DALAM PEMBELAJARAN BAHASA ARAB MELALUI METODE COMMUNITY LANGUAGE LEARNING. *Ihya Al-Arabiyah Jurnal Pendidikan Bahasa Dan Sastra Arab*, 11(2), 215. <https://doi.org/10.30821/ihya.v11i2.24378>
- Rizki, Z., & Kastur, A. (2024). Penerapan Pembelajaran Berbasis Permainan untuk Meningkatkan Kemampuan Komunikasi Bahasa Arab. *Kolektif*, 1(1), 59–67. <https://doi.org/10.70078/kolektif.v1i1.15>
- Sinaga, M. N., & Simanjuntak, D. C. (2024). The Use of Collaborative Method through Jeopardy Games to Enhance Learners' Vocabulary Knowledge. *Journal of Language and Literature Studies*, 4(1), 150–164. <https://doi.org/10.36312/jolls.v4i1.1808>
- Sirait, R. S. R., & Sianturi, N. K. (2025). STRATEGI PEMBELAJARAN EMPIRIK (EXPERIENTAL LEARNING). *Jurnal Review Pendidikan Dan Pengajaran*, 8(4), 8355–8361. <https://doi.org/10.31004/jrpp.v8i4.53533>