

**AL-ARABI****Al-Arabi: Journal of Teaching Arabic as a Foreign Language***Vol. 4 No. 2 - December 2020*Homepage: <http://journal2.um.ac.id/index.php/alarabi>DOI: <http://dx.doi.org/10.17977/um056v4i2p245-258>

Designing the Arabic Crossword Puzzles for the First, Second, and Third Grade of the “Mambaul Ulum” Islamic Elementary School Malang

Nurul Hidayati*Universitas Negeri Malang*Email: nhidayati675@gmail.com

Abstract: Crossword puzzle is a game whose gameplay is to fill in the empty spaces in a box with letters to form a word that matches the instructions. This game is one of the best ways to develop student’s ability to multiply vocabulary and they would feel enthusiasm in participating in the teaching process. The elementary school students need some attractive and enjoyable things in their learning and teaching process. The materials presented in the vocabulary related to the materials presented by the teacher in the first to the third grade of the primary school. By using this game, the students are not limited to completing the questions only, but it can also sharpen the cognitive ability of the students. The development research adopted the modified Borg and Gall research model. The results of this research were applied to students in the third grade of Mambaul Ulum Islamic Elementary School at Malang. The result of this development is (1) an Arabic crossword puzzle game to teach the Arabic language and its evaluation consisting of the output page in which the login, the user guide, the developed team pictures, the pictures of the supervisor group as well as the experts. On the play page, there are spaces and questions and the result of the students and this programming is complemented by the dictionary and (2) the result investigation on this method shows that it is effective.

Keywords: *Development; Crossword; Vocabulary; Evaluation*

Abstrak: Teka-teki silang merupakan permainan yang cara mainnya adalah dengan mengisi kolom yang kosong dengan huruf-huruf agar membentuk kata yang sesuai dengan petunjuknya. Teka-teki silang adalah salah satu cara terbaik untuk mengembangkan kemampuan siswa dalam memperbanyak

kosakata, dan dengan cara ini siswa merasa antusias untuk berpartisipasi dalam proses pengajaran. Alasan pemilihan metode ini karena siswa sekolah dasar masuk dalam masa kanak-kanak dimana mereka membutuhkan hal-hal yang menarik dan menyenangkan dalam proses pembelajaran karena tidak mampu memusatkan fokusnya pada satu hal. Pengembangan teka-teki silang sebagai sarana pengajaran dan evaluasi bahasa Arab memberikan manfaat bagi guru dan siswa bahasa Arab. Materi yang disajikan dalam kosakata terkait dengan materi yang disampaikan oleh guru pada kelas satu sampai dengan kelas tiga sekolah dasar Dengan metode ini siswa tidak sebatas menyelesaikan soal saja, tetapi metode ini dapat mengasah kemampuan kognitif siswa. Penelitian pengembangan menganut model penelitian Borg and Gall yang telah dimodifikasi. Hasil penelitian ini diterapkan pada siswa kelas III MI Mambaul Ulum Pakis. Hasil dari pengembangan ini adalah (1) pengembangan teka-teki silang untuk pembelajaran dan evaluasi bahasa Arab terdiri dari halaman keluaran yang di dalamnya terdapat halaman login, petunjuk penggunaan, gambar tim pengembang media yang dikembangkan, gambar jajaran pembimbing serta validator media. Pada halaman bermain terdapat kotak-kotak kosong dan soal serta hasil belajar siswa, program ini dilengkapi dengan kamus dan (2) hasil penelitian terhadap metode ini menunjukkan bahwa metode ini efektif.

Kata Kunci: Pengembangan; *Teka-teki Silang*; *Kosakata*; *Evaluasi*

INTRODUCTION

Early childhood education is an essential method in providing and developing basic children's knowledge, attitude, and skill. The success of the educational process at this time became the basis for the subsequent education process. Successful implementation of education depends on early childhood education (Mursyid, 2015: 4).

Vocabulary is all the words in a language, a large group of words possessed by a native, and a word used in the field of science. The word list is arranged like a dictionary accompanied by a concise and practical explanation. The effort to enrich this vocabulary not only through language learning, but also through other lessons. He also emphasized an active and continuous exercise. Language learning is not a preparation for as much material as possible, but its primary goal is to provide training to students on how to use the language taught, both orally and in writing (Purwo, 1993: 131). Zuhaira (2010) added that

teaching vocabulary is very important and a basic requirement of teaching Arabic, and one of the conditions for its response. With vocabulary, students can speak Arabic diligently with the tongue and writing.

Play is life for children, not just a waste of time and occupation. It carries to the child all the meanings that knowledge, self-expression, and self-recreation carry. It has a fundamental role in learning so that it can be said that play is learning by itself outside the walls of the school (Ad-Dailaamy & Al-Waaily, 2009: 380).

Ahmad explained (in Uways) that play is a functional gateway to the world of childhood and an important educational medium that contributes to the formation and construction of the child's personality from all sensory, motor, social, emotional, mental and cognitive aspects. Child in muddy subsequent.

Nisa and Irawati (2015) has done her research on Arabic teaching with selective play styles. The result is that there is a positive change in behavior. This is evidenced by the average score for aspects of observation, including the student's willingness to take Arabic language lessons, and the students' enthusiasm for the teachers' direction. The difference in this research is the type of game used.

Wasgito and Setiadarma (2014) developed crossword puzzles for the learning process of seventh graders from Kalianget Middle School. The result is an 86% increase in student learning activity based on the results of the activity evaluation summary. The difference in this research lies in the topics presented.

The research about crossword puzzle is also done by Arofah and Effendi (2015) in studying crossword puzzles for teaching English to the deaf. The result is that crossed chimes from effective games are used in learning English for SMPLB blind students. The difference in this research lies in the topics presented.

Orawiwanakul (2013) concludes in his research that crossword puzzles are one of the best ways to develop students' ability to multiply vocabulary. The students are enthusiastic about being involved in the teaching process because they feel a pleasure.

Sahri (2013) designed a virtual learning resource tool for Malaysian primary school: EZ-Arabic for children. He designed this tool for arabic teaching in his country and finished his research in improving his product. The finding showed that the participans have positive responses towards the potential of his product in echancing the learning of Arabic language among learners in Malaysian primary school.

Al-Hussaini (2014) targeted her study to define the effectiveness of using educational games in the educational process, and found that educational games help to increase students' motivation to teach and make them accept what they learn with love and pleasure, as well as working to activate the cognitive processes of these students.

Rakimahwati (2014) finished her research in improving crossword puzzles for numeracy ability of kindergarten children. Based on the research data analysis that has been done it can be concluded that the finding of this research show that the experimental group that uses the crossword puzzles game gets higher mean score than the control group that does not use the crossword puzzles game.

Ar-Rahman (2015) conducted in his research that language games are one of the activities that help students to develop their four Arabic language skills in elementary. One of the objectives of his research is to know the extent to which the educational activities that exist through language games are used and the extent of their impact on the educational attainment of primary school students in teaching the Arabic language in the "Ji Qaf" program. Some students

tend to play during the lesson and do not care about the educational material until the teacher asks them to do something. Like to read, write, etc. From here, the teacher needs to make a great effort to encourage students and help them to pay attention and participate in the class. And the teacher also has to be creative in teaching in a different way in presenting various activities that the students are not fed up with.

M & Rahimi (2015) wrote a conceptual paper about designed and development of Arabic online games. They say in the context of education, online game is a game based learning approach that could potentially help students to master the learning process. Usage of the integrated online gaming in education has a positive impact on student's learning.

The one who researches concern of using toys is Gozcu (2016). In his research results, he says that the game is an important tool in the foreign language teaching process. He said that the game can make the classroom more organized and comfortable, either for the students or for the teacher.

Students in first grades through three are in childhood. And due to their characteristics, the teacher should use the method and teaching aids that are compatible with their characteristics in the teaching process. Students in this stage love to play and need attractive and effective things while learning. The researcher chose crossword puzzles as the method in the teaching process. This is because students at this stage focus on memorizing vocabulary and crossword puzzles, to develop their ability to memorize vocabulary.

Perhaps one of the reasons for the success of crossword exercises is that the number of horizontal or vertical squares guides the student to the type of words required. The letters common to the vertical and horizontal axes determine the choice of words and help the student to correct spelling errors. The student learns through these exercises the meanings of words and their

correct spelling. Many scholars accept to solve it because of the challenge and difficulty it contains (Al-'Araby, 1981: 194).

With recent scientific and technological progress, the teaching process and traditional educational methods have become rejected. Therefore, the researcher finds that most countries that have achieved economic and cognitive progress pay attention to the importance of developing teaching aids.

The development of crossword puzzles as a media for teaching and evaluating the Arabic language gives benefits to Arabic teachers as well as students. The materials presented in the vocabulary related to the materials presented by the teacher in the first semester to the third semester of the primary school. By using this method, the students are not limited to completing the questions only, but this method can sharpen the cognitive ability of the students.

Depending on what the researcher wrote in the background of the research, the research is conducted under the topic, developing crossword puzzles for teaching Arabic language and its evaluation in elementary school. The researcher is piloting this research at MI Mambaul Ulum Pakis Malang. This research is held to generate crossword product for students in the first through third grades of elementary school.

METHOD

Research Design

The researcher used the research development plan by looking at the outputs of this research in the form of Borg and Gall (1983). There are ten steps to developing educational products according to Borg and Gall (in Ainin, 2013: 99) by acting. These are: (1) Information gathering, (2) Planning, (3) Project preparation, (4) Expert investigation, (5) First correction, (6) Field experiment, (7) Final product review. The researcher uses these many steps in order for the

product to be a good product as teaching media. The researcher began by analyzing the needs of students and teachers of the Arabic language, and then the researcher designed the product in terms of producing it and the materials provided in programming. Then the experiment is designed in two types, the first is expert investigation and the second is field experiment.

In researcher followed Arikunto's (2002) data analysis technique as in the table 1 below:

Table 1: Data analysis technique by Arikunto (2002)

Percentage	Standarts	Statement
0-59%	Minus	In need of correction
60-74%	Acceptable	In need of correction
75-84%	Good	Right, in need of correction
85-100%	Very Good	Right and it can be used

Participant (Subject)

The researcher chose students in the third grade of the primary school Mambaul Ulum Pakis because there is a palace in that school due to the current state of this world, which is covid-19 pandemic. There are important tools in this development, which are: the interview guide, the observation guide, and the questionnaires. After the process of collecting information related to this research, the researcher began to analyze and collect those facts written in the previous tools. After the experts' investigation, it will be calculated according to the percentage to know the validity of the product, its shortcomings, and its advantages, as well as to correct the errors in the advanced materials and means.

RESULT AND DISCUSSION

Developmental research began with a needs analysis. Needs must be analyzed in order to find some problems in the teaching process, which are (1) there was no teaching method to push the effectiveness of the teaching process in relation to teaching Arabic, (2) the lack of teacher's ability to develop the teaching method because they are not graduates in the Arabic language department in all of them and (3) students need an attractive thing that makes them want to participate in teaching Arabic as it is the foreign language. With this product in the form of toys, students will want to participate in teaching and facilitate them in providing vocabulary and practicing them with a love for the Arabic language.

After the information gathering process was completed, the researcher undertook developmental planning that includes the material design and the result design. Then the researcher achieved that design by collecting the materials and coordinating them so that they would be an outstanding visual production of the design. The researcher extracted the vocabulary for the whole class and then designed the researcher to draw the crosswords using Microsoft word. After he finished this process, then I entered the vocabulary by drawing crosswords on the site <http://ttsbahasaarab-mkbaum.com>.



Figure 1: Main Page

After completing the development, the researcher should present the result of her development to the two qualified experts, they are the material expert and the media expert. The researcher chose Ali Ma'sum, S.Pd., M.A. to be an expert in the Arabic teaching materials, and Dr. Mohammad Ahsanuddin, M.Pd. to be an expert in the media of teaching Arabic. Both are teachers of Arabic language at the Department of Arabic Literature at Malang State University.

This product consist of a dictionary and crossword pages. The materials in this media are taken from the textbook for the first grades from elementary school to the third grades of senior high school, but the researcher focuses his research only for the first to third grades of the elementary school and the textbooks that the researcher uses are books based on the *Kurikulum 2013*.

The main content of this product is dictionary and crossword pages. The game pages correspond to the units in the book. The first and second grades has seven chapters, and for the third grades there are eight chapters. The presented questions are varied with a pictures so the students are not bored in ending and

filling in the spaces in the play pages. The play pages compiled with the sound and time. The illustration of the crossword play pages as bellow.

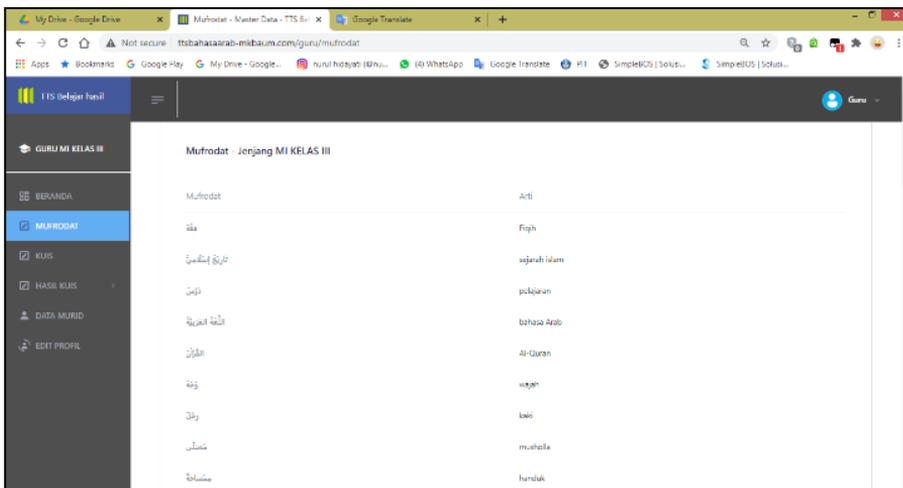


Figure 2: Illustration of dictionary in this product

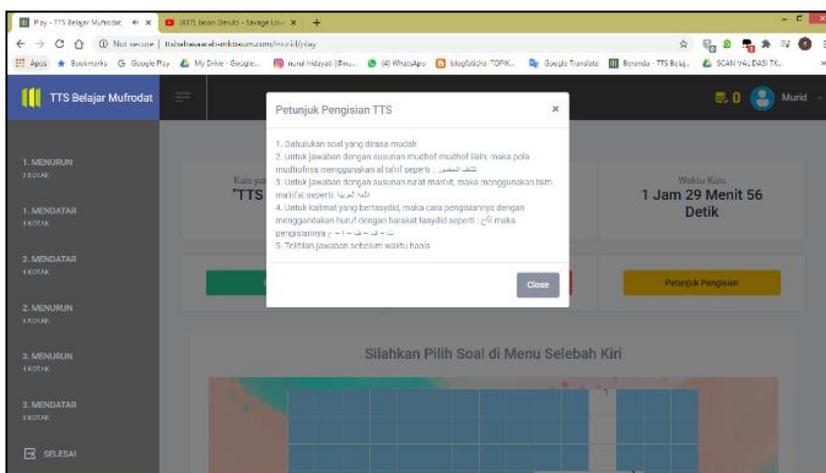


Figure 3: Playing Page

The researcher chooses the method of playing for the teaching process, especially for children, because they need attractive things in learning. They need something attractive and fun to be happy with the teaching process. The

reason for choosing crosswords to teach and evaluate the Arabic language is so that the students feel a pleasure in participating in the teaching process. In doing so, the students' motivations to participate increase, Haryono (in Rantika and Abdullah, 2015) has shown the purpose of using crossword puzzles in the teaching process is for students to practice thinking about teaching vocabulary on one topic. By using crossword puzzles, the students' motivations grow in the teaching process and give an easy and deep understanding. With this product, teacher can teach the students easily and he can also measure the ability of the students only at one time.

The validity degree of the product from the Arabic materials expert is 92%. The result from the method expert is 87.5%. Of that, the final result of the expert's investigation is 89.75%. From that results we can indicates that the product is very good it can be used. The details of the scores from two experts as in the table:

Table 2 result from Arabic materials expert

No	Assesment points	Score
1	Suitability of learning material	4
2	Presentation of the materials	4
3	Clarity of materials content	4
4	Attractiveness	3
5	Correctness of writing	3
6	Ease of use	4
Final Scores		24

And then the researcher converted the score to a percentage form to determine the level of validity.

$$P = \frac{22}{24} \times 100\% = 92\%$$

24

That score show that the product is **very good and can be use** in Arabic teaching and evaluating in elementary school. Second scores is from Arabic learning tool's expert, the details of the scores is

Table 3 result from Arabic learning tool's expert

No.	Assesement points	Score
1	Suitability of media with the childrens characteristics	3
2	Attractiveness	2
3	Correctness of layout and colours	2
4	Suitability of menu placement	2
5	Writing clarity	3
6	Ease to use	2
7	Smooth operation	3
8	Eeffectiveness for independent study	3
9	Ease to operate	3
10	Portable for use anywhere	3
Final Scores		35

$$P = \frac{35}{40} \times 100\% = 87,5\%$$

40

That score show that the product is **very good and can be use** in Arabic teaching and evaluating in elementary school but the researcher need many correcting to make this product better to use. After the expert test stage, the researcher observe the application of this product in MI Mambaul Ulum Pakis. The responses is students in third grades there. The researcher conducts a field experiment in which the result from the students's questionnaires is 96.6%, meaning that the product **is very good**.

CONCLUSION

Based on research results from first steps until field experiment, we can conclude that the product is very good and can be use in Arabic teaching and evaluating in elementary school. The researcher have done with the observation in improving this product in the classroom and know that the children very happy and enthusiastic in participating in Arabic language learning activities. So, this product can also increase children enthusiasm for learning especially in Arabic learning.

From this result the researcher need some reforms in advanced materials and methods. Correction of the product is based on the suggestions of the experts. There are recommendations for better output and some clerical on the crossword play page (1) the teacher or student's parents should be accompany them in using this media, (2) the others cannot use it without the permission of the advanced. This product have positive benefits for students and teachers (1) students can use this product anywhere and anytime but that there must be adults (2) this product is accompanied by sounds and colors so that the students are not tied into learning (3) this product is from an innovative and compatible with the progress of time, and it be a funny media and effective way for students and teachers.

REFERENCES

- 'Abdurrohmaan. 2015. Al-Al'aab Al-Lughawiyah fii Ta'liimi Al-Lughah Al-'Arabiyyah fii Al-Madaarisi Alibtidaiyyah fii Barnaamiji "Ji Qaf" fii Malaysia: Daar Tahliliyyah. Arabiyat: 2(2).
- Ad-Dailaamy, Thaaha 'Aly Husain, & Al-Waailiy, Su'aad 'Abd Kariim. 2009. *Ittijaahaat Hadiitsah fii Tadriisi Al-Lughah Al-Arabiyyah*. Jordan: عالم الكتب الحديث.
- Ainin. 2013. *Metodologi Penelitian Peningkatan Kualitas Pembelajaran Bahasa Arab (Teori dan Praktik)*. Malang: CV Bintang Sejahtera.

- Al-'Arabiyy, Shalah 'Abdulmajid. 1981. *Ta'allumu Al-Lughaat Al-Hayyah wa Ta'liimuhaa Bayna An-Nadzariyyat wa At-Tathbiiq*. Bairut. مكتبة لبنان ساحة رياض الصلح.
- Al-Hussaini, Manaa Samir Hasan. 2014. *Atsaru Mumaarasati Al-Al'aabi At-Tarbawiiyyati fii Tanmiyati Ba'dhi Mahaaraati At-Ta'allumi Ladaa Talaamidzi At-Ta'liimi Alibtidaaiy*. Bor Sa'id University: Faculty of Education. 15.
- Arikunto, Suharsimi. 2002. *Prosedur Penelitian: Suatu Pendekatan Praktek*. Jakarta: Reka Cipta.
- Gozcu, E. & Caganaga, C, K. 2016. *The Importance of Using Games in EFL Classroom*. *Cypriot Journal of Educational Science*. 11(3), 126-135.
- Hamizul, M, & Rahimi, Nik Mohd. 2015. *Design and Development of Arabic Online Games-a Copceptual Paper*. Malaysia: Procedia – Social and Behavioral Sciences. 174.
- Nisa', Izzatun, & Irawati, R P. 2015. *Peningkatan Kemampuan Berbicara Bahasa Arab Melalui Metode Eklektik Permainan "Tebak Tepat Pasanganmu" pada Peserta Didik Kelas XI IPA-2 MAN Kendal*. *Journal of Arabic Learning and Teaching*, 4(7), 2252-6994.
- Orawiwatnakul, Wiwat. 2013. *Crossword Puzzle as a Learning Tool for Vocabulary Development*. *Electronic Journal of Research in Educational Psychology*, 11(2) 413-428.
- Purwo. 1993. *Pembelajaran Bahasa*. IKIP Yogyakarta.
- Rakimahwati. 2014. *The Effectiveness of a Crossword Puzzle Game in Improving Numeracy Ability of Kindergarten Children*. *Canadian Center of Science and Education: Asian Social Science*. 10 (5).
- Rantika, & Abdullah, Faisal. 2015. *Penggunaan Media Teka-teki Silang dalam Meningkatkan Hasil Belajar Siswa Kelas II pada Pembelajaran Bahasa Arab di Madrasah Ibtidaiyah Nurul Iman Pengabuan Kabupaten Pali*. Vol 1.
- Sahrir, Muhammad Sabri. 2013. *EZ-Arabic for Children: A Virtual Learning Resource Tool for Malaysian Primary Schools*. Malaysia: Procedia – Social and Behavioral Sciences. 90.
- Uways, Razzan Samii. *Fa'iliyyatu Al-La'bi fii Iksaabi Athfaali Ar-Raudhah Majmuu'atin min Al-Mahaarat Ar-Riyadhiyyah*. Damascus University. 12(1).
- Zuhaira. 2010. *Tadriisu Mufradaat Al-Lughah Al-'Arabiyyah wa Iktibaaratuhaa li Al-Marhalah Al-Mutawassithah*. State University of Semarang. *Language Circle: Journal of Language and Literature* .IV/2.