Language Game Design using vocabulary and dialogue in Baina Yadaik's book (Volume 1) To Understand New Vocabulary at Pondok Al-I'tikaf Al-Islamiyah Kubu Raya

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Article Info	Abstract
	The researcher wants to design some interesting and varied forms of language games to teach Arabic vocabulary and conversation using the Baina Yadaik book, the results of which will be used as media in teaching and learning Arabic because the methods used by the teacher are not diverse and are still monotonous, the author uses a qualitative approach in this study. The research methodology used by the researcher is descriptive-analytical research. The researcher designed several language games with the following steps: analyzing needs and problems, analyzing situations, planning general and specific objectives, designing language games, determining teaching methods, managing the contents of the designed games. These games consist of two types: the first is a game that uses vocabulary and the second uses conversation. The purpose of this study is to make it easier for students to understand the meaning of vocabulary and understand the conversation that will be delivered by the teacher concerned. In addition to these benefits, the use of this media is expected to make students feel interested and like the lesson and build curiosity. moreover, the lesson is very important and useful.

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1. INTRODUCTION

Language in any society is a container of culture, a tool of thinking, a means of expression, communication and understanding, passing on heritage from generation to generation, as well as understanding and controlling the environment through the exchange of knowledge, theory and experience. God Almighty has made Arabic the language of Islam, and its books are spread throughout the world. In fact, the relationship between Islam and the Arabic language is strong and stable.

During its long history, the Arabic language witnessed times of prosperity and spread beyond the boundaries of its Arabic position to vast horizons and territories in many countries beyond the scope of the Arabic language. Islam has the most prominent role in the spread of this language. It coexists with Islam, and flows with it wherever he is and wherever he travels. Arabic is used in carrying out worship and religious rituals for those who convert to Islam, and the desire of its adherents to learn it is increasing, given the desire. explore religion more deeply by returning to its basic sources through reading and studying. Works of fiqh, hadith, tafsir and other legal sciences. The close connection between converting to Islam and learning Arabic has made Arabic widespread in all areas where Islamic groups exist. The Arab migration to Indonesia carried out by some Yemeni ethnic groups had a big role and sincere efforts in spreading Islam and the Arabic language in this archipelago, through good behavior, good example, advocacy and sincere education, such as building mosques and opening schools in many places. islands in Indonesia, and they also intermarry with the population

of that country and integrate into it. The presence of Islam in Indonesia is almost automatically followed by the presence of the Arabic language. However, it needs to be emphasized that this presence does not mean that Arabic is spread on the tongue, understood and widely circulated in all places where Muslims gather in the country. The presence of Arabic is largely a religious and educational presence ranks second as the main language in private Islamic education, to a lesser extent as a subject like other subjects in government education (Budiansyah., 2018).

By the grace of God Almighty, Arabic has received an honorable position in Indonesia, both in learning and teaching, because the Indonesian people already know the position and importance of this language for their religion. And their world. (Huda et al., 2018). The entry of Islam into Indonesia began with the arrival of Muslim merchants, then preachers, ulama and legal experts joined them, thanks to learning and teaching to read the Koran since the 13th century AD. , especially the island of Java, which is the largest ethnic group in Indonesia, and the Language Development Center confirmed the betrayal of education and culture in 1986. We also see that on the island of Java there are many institutions where Arabic is increasing and Arabic is increasingly being used in the Arabian Peninsula and Islamic countries, until this language has become a requirement in all institutions and several universities and schools. However, among the things that occur in teaching Arabic are the difficulties faced by beginners when learning and teaching, and one of the biggest difficulties is the difference in linguistic characteristics that exist in both Arabic and mother tongue, because teaching Arabic to children. Non-native speakers are different in teaching it to their children, because the motivation of each person who learns Arabic varies from one person to another, therefore there must be consideration in developing an approach and choosing a method and style that is appropriate for each situation. . His education. (Ridha et al., 2018)

Gaining proficiency in teaching Arabic to non-native speakers is not easy. We see reports that came out from the Indonesian government before 1998 which stipulated that every level, from elementary school to university, was obliged to implement, teach and study Arabic, except for Arabic in the general public. The school is repaired in additional lessons in the language department. One of the basic and important goals of teaching Arabic in public schools is to acquire four skills: "speaking, reading, writing, and listening." The aim of teaching Arabic in Islamic schools and institutes is to acquire these four skills in addition to understanding the meaning of the Al-Qur'an and hadith as well as making it easier to memorize the verses of the Al-Qur'an. Every teacher has their own type of teaching method. Current education is different with different goals. Therefore, education requires efficiency in managing the system and requires diverse and complex skills in solving educational problems, especially teaching Arabic to non-native speakers. The main aim of teaching Arabic is to develop students' abilities in using spoken and written language. There are various educational facilities that teachers can use to teach and develop language elements, both audio means such as recording devices, language laboratories, or radio, as well as visual means such as: pictures, plays, flash cards, and audio visuals such as video films, and one of them is language games.

From the methods we mentioned, we can develop them into good educational methods to help students absorb vocabulary and information and understand lessons, because these methods are fun and interesting, eliminate boredom in lessons and renew activities, because of the soul, by habit and their nature tends towards fun and comfort, and on the one hand, language games are distinguished as easy to implement, because the teacher does not need a lot of time or difficult tools, and the teacher can use tools around the school environment, such as water, paper, and others.

From the results of observations and interviews with students, we found that Arabic language teaching methods were incomplete and not varied, so students' interest in learning was still low. Another reason was because their backgrounds were different, and we found that students felt that they had difficulty in learning. understand it. Therefore, teachers need to have good teaching competencies so that students have a great desire and interest in the lessons being studied.

Based on the above, the researcher wants to use the vocabulary in the book Baina Yadaik (Part One) in language games that teachers can use in teaching Arabic.

2. LIBRARY STUDY

A. Definition of the Al-I'tikaf Kuburaya institution

It is a school for memorizing the Koran, mastering the Arabic language, and skilled and bald printers of preachers of the book. This school, which is under the auspices of the Al - West Kalimantan Islamic Foundation, which is headquartered in Kuburaya, has been active in the world of education since 2019 and its pioneers and presenters are Mr. Hassan Kusnandarsyahbin Hamoud and his colleague Mr. Hassan Mubarak Abdul Rahim, and his brothers. Currently Pondok Al Itikaf Islamic Boarding School is managed by the Al Itikaf Islamic Foundation, West Kalimantan. YAA-KB Ustadz Halidi as director of the Islamic boarding school seeks to open and develop educational programs and curriculum in accordance with the vision and mission of the Al Itikaf Islamic Foundation, West Kalimantan.

-    Type of language program

Al-Itikaf Islamic Boarding School has implemented a number of language programs to improve the environment and create a passion and love for Arabic in them. There are two types of programs:

1. Daily program

The everyday linguistics program at this institution is the study of vocabulary using the literal method. In this program, students learn a number of new vocabulary words, then memorize them and apply them in dialogue.

2. Weekly program

Watching Arabic films is one of the weekly programs to improve students' speaking skills.

These programs have benefits

1. Speaking skills training
2. Instill self-confidence in students
3. Encourage to speak Arabic

B. Understanding language game design

a. Understanding Design

It is stated in the book Al-Raed that it is an action plan made by an administrative official, ruler, businessman, or person with knowledge, so that people who teach with him can follow his guidance. (Masud., 1992)

Language game concept

The term linguistic game consists of two basic words: game, which is the plural of games, and linguistic game, which comes from language, adding the related descriptive words yā' and tā' to match the adjective being described. (Rusydi., 1989) The importance of language games is as follows (Naasif., 1973):

1. This reduces the phenomenon of falsehood surrounding the educational process in the classroom.
2. It contains really social and communication aspects.
3. Increase student self-confidence.
4. Providing entertainment or entertainment for yourself and rejuvenating student activities.
5. This still has a strong influence in consolidating information
6. Developing students' mental abilities and talents.
7. Encourage students to compete and survive.
8. This contributes to the development of multiple intelligences among learners.
   Conditions for holding a language game:

The selected language game must meet three main criteria or conditions for game action (Naasif., 1973):
1. They add fun and quality to the learner.
2. This increases students' understanding.
3. They encourage students to use new languages

on language game design.

Designing language games is a process in which several language games are arranged in a certain way and form according to principles and foundations, with educational elements developed so that they become an effective and enjoyable educational method used to train language elements and skills over a certain time and a certain system that students carry out cooperatively or together under the supervision and guidance of the teacher. Or in other words, it is "a group of purposeful activities that take place in the classroom to help students obtain a good linguistic education, and to achieve certain oral goals such as developing creative oral expression skills among students in the seventh grade".

The pillars of the game can be identified: the player is represented by the student, the mediator is represented by the teacher, the game, its system and its specific time.

b. Vocabulary comprehension

Teaching essential vocabulary is a basic need in foreign language teaching. In first education students must be guided to acquire vocabulary well. Students are considered to have mastered vocabulary if they are able to use the vocabulary in correct and meaningful sentences Indicators of students' vocabulary understanding not only include the ability to memorize vocabulary, but also the ability to use vocabulary in correct sentences as a means of understanding text or as a means of expression.

1. Vocabulary concept

Vocabulary is a word or spoken word that consists of two or more letters and shows a meaning, whether in the form of a verb, noun or tool, and has the following meaning:
- Comprehensive language elements that include knowledge of meaning and use in language
- Words that the speaker and writer understand
- Organized word lists with punctuated statements like a dictionary

A person acquires vocabulary through everyday experiences that a person experiences. Each word has many meanings; therefore, the writer or speaker must choose words that have a clear meaning. The first task of the writer, poet, or orator is to select words that demonstrate complete knowledge of their meaning, and then select the meaning he or she desires.

– Vocabulary teaching objectives
1. Knowledge of new vocabulary for students, both through reading texts and understanding what they hear.
2. Train students to be able to pronounce vocabulary with correct pronunciation, because correct pronunciation is what makes and understands efficient and correct speech and reading.
3. Understand the meaning of vocabulary, both semantically and lexically, or when used in the context of one sentence.
4. Able to estimate and develop vocabulary in oral (speech) and written (constructive) expressions according to the correct context.
5. Indicators of vocabulary understanding.

c. Dialogue concept

Dialogue is language: Mentioned in the Al-Muhit dictionary: Dialogue or dialogue is reviewing pronunciation, and they dialogue and talk back among themselves, and in Al-Tabyan: he dialogues with him and greets him dialogue of men if each responds one each other, and dialogue: discourse

of two or more. As for Mukhtar Al-Sahih: his dialogue was answered, and his dialogue was responded to.

In terminology: it is a type of high literature and style, because it is a review of speech, including dialogue. This means that the dialogue is a study of speech, but in a polite way and with good words.

3. RESEARCH METHOD

The research methodology used by researchers is descriptive-analytical research. Researchers designed several language games with the following steps: analyzing needs and problems, analyzing situations, planning general and specific goals, designing language games, determining teaching methods, managing the content of the designed games.

Descriptive analysis is a research method by collecting data according to the truth, then the data is compiled, processed and analyzed to provide an overview of the existing problem. In descriptive analysis, data is usually displayed in the form of ordinary tables or frequency tables, graphs, bar charts, line charts, pie charts, measures of data concentration, measures of data distribution and so on (Sugiyono, 2010).

4. RESEARCH RESULTS AND DISCUSSION (12 Pt)

4.1.Research result

1. Vocabulary in Baina Yadaik's book (Part One)

The researcher took vocabulary from the book Baina Yadaik (Part One), and among these words are:

Meanings	words	Number
A plant standing on a solid stem	tree	1
The place where one bathes or washes	bathroom	2
room	room	3
Muslim house of worship	The mosque	4
Muslim house of worship	Chapel	5
A device for vision	glasses	6
A long piece of clothing worn by men (mostly)	coat	7
residence	house	8
Sakina unit is located within a multi-story residential complex	apartment	9
A place inhabited by people	alive	10
The place is designated for cooking	kitchen	11

What a house needs to become a suitable place to live	furniture	12
Pieces of cloth are draped over the windows and doors of houses to block or protect the sun	curtain	13

– Conversations in Baina Yadaik's book (volume 1)

The first dialogue: daily life
Adel: What time do you wake up on your day off?
Faisal: I wake up early. And when do you wake up?
Adel: I wake up late.
Faisal: What do you do in the morning?
Adel: I watch TV. And what do you do?
Faisal: Read a newspaper or a book.
Adel: Where do you pray Friday?
Faisal: I pray in the Grand Mosque. Where do you pray?
Adel: I pray in the Grand Mosque as well.
Second dialogue: Food and drink
Husband: Peace be upon you
Wife: Peace be upon you
Husband: I am very hungry
Wife: Lunch is on the table
Husband: What is this? Fish, meat, chicken, rice, salad and fruit! This is too much.
Wife: Don't eat, don't eat, sit down!
Husband: Why? I'm hungry
Wife: We have guests.
Husband: We have guests? from?
Wife: My father, my mother, and my brother.
Husband: Where are the guests?
Wife: In the living room.
Third dialogue: housing
Ahmed: Peace be upon you
Hassan: Peace be upon you
Ahmed: Where do you live?
Hassan: I live in the airport neighborhood, and where do you live?
Ahmed: I live in the university district
Hassan: Do you live in a house?
Ahmed: Yes, I live in a house. Do you live in a house?
Hassan: No, keep quiet in an apartment
Ahmed: What is your apartment number?
Hassan: 5, and what is your house number?
Ahmed: 9.

a. Planning a language game using the vocabulary found in the Baina Yadaik book (volume 1):

Topic 1) Guess the word

Objective:
– Students must mention the correct vocabulary when students explain it to others.

- So that students focus and remember the vocabulary that students learn.
- So that students understand the meaning of these words.
- So that students can use this vocabulary in everyday life.

Skills:

Listen, talk.

time:

3 minutes exactly

preparation:

- Blackboard
- the hour
- Tools that match the vocabulary he found.

Procedure:

- The teacher divides the students into two groups (A) and (B)
- Each group has two representatives to play this game
- The first player guesses the word
- The second representation represents words with certain movements or images. Example (eating or drinking). Students represent the movements of these verbs so that their friends can guess what the first student is doing.
- The teacher gives vocabulary to each group
- The first group starts playing at the appointed time
- This game continues until the second group
- The group that answers with the most answers is the winner

2) Topic: Treasure Chest

Objective:

- So that students can remember the vocabulary they have learned.
- Students understand the division of vocabulary according to their groups.
- Students must use the vocabulary they learn.

Skills:

Listen

time

10 minutes

Preparation

- Cards contain types of vocabulary
- Cardboard box
- O'clock
- Blackboard

Procedure:

Playing is for every individual or every student

The teacher arranges five squares for five students to play with initially

The teacher asks each student to stand in front of the box

The teacher puts the types of cards in a box

The teacher mentions certain groups, for example types of food

Find each student's vocabulary according to the group mentioned by the teacher as quickly as possible

Students stick the appropriate cards they find on the board

The winner of this game is the one who draws the most correct cards

3) Topic: snakes and ladders

Objective:

Students must state the correct answer to the question in each box
So that students understand the meaning of all vocabulary
Students must use this vocabulary in their daily lives
Skills:
Talking and reading
time:
Thirty minutes
preparation:
Paper
Currency
Procedure:
–   The teacher divides the students into two teams
–   Each group has a snakes and ladders sheet containing questions for each box
–   The teacher begins by throwing coins, drawing numbers for the first group and drawing an eagle
    for the second group
–   This game continues until the band reaches the top.
–   The winner of this game is whoever reaches the top of the box first
Example questions:
 Where do we shower?
 What types of drinking?
 What do we do if the muezzin gives the call to prayer?
 Which food do you prefer?
 What do you want for the kitchen?

4) Topic: Long jump
Objective:
–   This rejuvenates students' activities so they don't feel bored
–   Students must memorize the vocabulary they learn
–   Students must use vocabulary in their daily lives

Skills: Speaking and listening
time:
5 minutes
Preparation:
–   Blackboard
–   Chair
Procedure:
–   For every student who is preparing to play
–   The teacher gives questions that the students will answer
–   If the teacher corrects a student's answer, the student jumps ahead
–   The winner of this game is the student who grabs the seat in front of him
5) Topic
Nasyid and Answers
Objective:
–   Students must mention the vocabulary taught by the teacher
–   So that students understand the meaning of vocabulary
–   Students must use vocabulary in their daily lives
Skills:
Listen and talk

time:

30 minutes

preparation:

Telephone

She was

Procedure:

- All students sit in a circle
- Nasyid's song rang from the phone
- Students listen to songs and throw balls to other students in sequence
- If the song stops, the teacher can focus on where the student reaches the ball
- The last student to catch the ball must answer the teacher's question
- If he cannot answer the question, he must stand for one minute and say the word Istighfar
- This game has no winner but the game is intended to repeat vocabulary

Designing a language game using dialogue in the book Baina Yadaik (Volume 1)

1) Topic

Chain message

Objective:

- Students read the dialogue correctly
- So that students understand the dialogue they are studying
- Students can memorize the dialogue they learn
- Students focus on constructing correct sentences
- So that students can work together with each other
- Students can use the vocabulary in this dialogue in their daily lives

Skills:

Listening, speaking and writing

time:

Fifteen minutes

preparation:

- Blackboard
- The paper contains dialogue

Procedure:

Students are divided into two groups

Each student stands in one row according to their group

The first student reads the dialogue then tells one sentence to the second student who follows it, for example: (Where do you live?)

Then the second student tells the story to the third student, and so on until the news reaches the last student

The last student must write sentences according to what he heard until the dialogue ends

The winner of this game is the group that writes the correct dialogue as read by the first student

2) Topic:

Fill in the blanks

Objective:

- So that students understand the dialogue they are studying
- Students must memorize the dialogues they learn
- Students must focus on constructing correct sentences
- Students should use the vocabulary in this dialogue in their journals

Skills:

Reading

time:
Fifteen minutes
preparation:
- That box
- Large sheets
- cards with sentences written on them

Procedure:
Students are divided into 3 teams
Each group has a large sheet of paper on which the dialogue is written incomplete and needs to be filled in with appropriate sentences
Each group must fill in the blanks in the sentences in the box
Each student has a role to fill in the blanks
The winner of this game is the group that fills in the blanks with the appropriate sentences the fastest.

3) Topic
Delivering dialogue
Objective:
So that students understand the dialogue they are studying
Students memorize the dialogue they learn
Skills:
Speak
time
30 minutes
preparation:
Blackboard
Procedure:
- Students are divided into two teams
- Every student must memorize the dialogues they have studied well
- The teacher begins to present the dialogue topic
- The team leader raises his hand if he knows the dialogue the teacher is talking about
- If the first group knows the dialogue intended by the teacher, then this group begins to say the first sentence of the dialogue
- Then the second group answers and the dialogue continue until the dialogue ends
- The winner of this game is the group that pronounces the dialogue very well without mistakes

4.2. Discussion

In learning Arabic for beginners, new innovations are needed, this aims to make the learning carried out more effective by reviewing the objectives of the methods used. One of these methods is language games. Researchers found that at the junior high school level students' desire for new things is very high and they also easily get bored with methods that are not varied.

So, for this reason, several language game designs are discussed in this scientific work, which perhaps teachers can use in learning Arabic, especially at the wustho level or equivalent to junior high school level.

5. CONCLUSION

The majority of beginner Arabic language learners in Indonesia experience difficulties when teaching Arabic due to various reasons, such as the different backgrounds of each student and the different elements between their mother tongue and Arabic. But we can defend against these difficulties in several ways

Based on what has been conveyed and explained previously during this research, the researcher concluded several important things and results as follows:

1. The researcher obtained a lot of diverse vocabulary and dialogue in Baina Yadaik's book (Part One), but the researcher did not mention all the vocabulary and dialogue in the book.
2. Researchers chose 9 games to understand vocabulary using vocabulary and dialogue from books. The games are: Guess the Word, Treasure Chest, Snakes and Ladders, Long jump, Nasyid and answers, Chain messages, fill in the blanks, Deliver dialogue, Dragon snake.
3. Language games aim to understand vocabulary, and students memorize vocabulary and dialogues well and use them in everyday life.
   reviewer

6. ACKNOWLEDGEMENT

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