USING THE LANGUAGE GAME *SHUNDŪQ AL-ASYYĀ* (ITEM BOX) TO IMPROVE STUDENTS' ARABIC SPEAKING SKILLS

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ABSTRACT

Learning Arabic speaking skills still leaves problems in its implementation; problems with learning methods, media used, and a lousy learning environment are the root of the problem in this case. The same is true in class VIII MTs Al-Raudhah. Because there is no specific and continuous learning about Arabic speaking skills because mastering the skill of speaking Arabic cannot be obtained only by giving theory, but it takes practice and practice continuously. This study aimed to determine the improvement of Arabic speaking skills by applying the *Shundūq Al-Asyyā* (item box) language game. The method used in this study is Classroom Action Research (PTK), carried out at MTs Al-Raudhah Cileunyi. The subject of this study was grade VIII MTs Al-Raudhah students for the 2022/2023 academic year. The number of students studied was 28 students, 18 female students and 10 men. Data collection techniques in this study are Observation, Questionnaire, Interview, Test, and Documentation. The results of the study stated that in the first cycle, before applying the *Shundūq Al-Asyyā* (item box) game media, more precisely on the pretest results, the average speaking skill score achieved by students reached 60.04. After the first cycle, students' average speaking skills score increased to 77.32, although not perfect. (2) In the second cycle, precisely on the pretest, the results showed that the average score of students' speaking skills decreased to 70.46. After implementing the action, the average score of students increased to 87.43, and the average completion reached 89%. Therefore, using *Shundūq Al-Asyyā* game media in class VIII MTs Ar-Raudhah Cileunyi can improve students' Arabic speaking skills. So, applying this media can be an alternative for teachers to improve students' Arabic speaking skills with fun. This research still has limitations and constraints, so it is expected that further researchers can develop and expand their research studies.

Keywords: Arabic Learning, Mahārah Kalām, Language Game, Shundūq Al-Asyyā.

ABSTRAK

Pembelajaran keterampilan berbicara bahasa Arab masih menyisakan problem dalam pelaksaannya, permasalahan metode pembelajaran, media yang digunakan serta lingkungan pembelajaran yang belum baik menjadi akar masalah. Begitu pula permaslahan pembelajaran bahasa Arab terjadi di kelas VIII Mts Al-Raudhah. Hal itu dikarenakan tidak adanya pembelajaran secara khusus dan kontinyu mengenai keterampilan berbicara bahasa Arab. Karena untuk menguasai keterampilan berbicara bahasa Arab tidak bisa diperoleh hanya dengan pemberian teori saja, akan tetapi dibutuhkan latihan dan praktik secara kontinyu. Tujuan penelitian ini adalah untuk mengetahui peningkatan keterampilan berbicara bahasa Arab dengan menerapkan permainan bahasa *Shundūq Al-Asyyā* (kotak barang). Metode yang digunakan dalam penelitian ini adalah Penelitian Tindakan Kelas (PTK) yang dilaksanakan di MTs Al-Raudhah Cileunyi, subjek penelitian ini peserta didik kelas VIII MTs Al-Raudhah tahun pelajaran 2022/2023. Jumlah peserta didik yang diteliti sebanyak 28 peserta didik, 18 peserta didik perempuan dan 10 laki-laki. Teknik pengumpulan data pada penelitian ini adalah: Observasi, Angket, Wawancara, Tes, Dokumentasi. Hasil penelitian menyebutkan pada siklus pertama, sebelum diterapkannya media permainan *Shundūq Al-Asyyā* (kotak barang) lebih tepatnya pada hasil pretest rata-rata nilai keterampilan berbicara yang dicapai siswa

mencapai 60,04. Setelah dilakukan tindakan pada siklus pertama, rata-rata nilai keterampilan berbicara siswa meningkat yaitu menjadi 77,32. walaupun memang belum sempurna. (2) Pada siklus kedua tepatnya pada pretest, hasil menunjukan bahwa rata-rata nilai keterampilan berbicara siswa mengalami penurunan menjadi 70,46. Setelah pelaksanaan tindakan, rata-rata nilai siswa meningkat menjadi 87,43 dan rata-rata kelulusannya mencapai 89%. Oleh karena itu penggunaan media permainan *Shunduq Al-Asyyā* pada kelas VIII MTs Ar-Raudhah Cileunyi dapat meningkatkan keterampilan berbicara bahasa Arab siswa. Maka penerapan media ini dapat menjadi alternatif guru sebagai upaya untuk meningkatkan keterampilan berbicara bahasa Arab siswa dengan menyenangkan. Penelitian ini masih memiliki keterbatasan dan kendala sehingga diharapkan untuk para peneliti selanjutnya dapat mengembangkan dan memperluas kajian penelitiannya.

Kata Kunci: Mahārah Kalām, Pembelajaran Bahasa Arab, Permainan Bahasa, Shundūq Al-Asyyā.

INTRODUCTION

Arabic language learning in schools aims to understand and master four language skills, among the four language skills namely, *mahārah al-istimā', mahārah al-kalām, mahārah al-qirā'ah,* and *mahārah al-kitābah* in balance (Siswanto, 2022) (Huda, 2020). In learning Arabic, educators certainly have a goal. In contrast, in learning a language, the goal is to use it properly and correctly, so four skills must be achieved because they are the primary basis before further deepening their learning (Ardiansyah dkk., 2022). The purpose of Arabic for learners is for students to be able to use the language actively and passively.

However, the fact is that in the field, acquiring the four skills of speaking the language is not easy. The same happened in class VIII MTs Al-Raudhah, especially on Arabic speaking skills. This is due to the absence of exceptional and continuous learning of Arabic speaking skills. Acquiring Arabic speaking skills cannot be obtained only by giving theory, but it takes practice and practice continuously.

One way to improve speaking Arabic is to practice speaking it (Khoirunnisa & Fauji, 2023). Good grammar will be meaningless if it is never practiced in conversation (Azizah, 2022). Since the purpose of language is to communicate, students must learn to communicate orally in Arabic (Ningsih, 2021). In addition, teachers must also prepare for fun learning so that students do not get bored with learning (Alfani & Huda, 2019). Researchers decided to use language games in Arabic language learning from this background. Language games can create a fun classroom atmosphere and motivate students to actively learn, making it easier to understand the material presented (Widyastuti & Wardhani, 2023). Then, the learning objectives will be achieved. Researchers chose the *Shundūq Al-Asyyā* (item box) language game to improve the Arabic speaking skills of grade VIII students MTs Al-Raudhah.

In order for the writing of this class action research to be maximum beneficial and avoid repeating research conducted by the same research in the discussion of the research, in this case, the author tries to provide several examples of research that have been carried out for consideration in this study, some of which are: [1] research conducted by Siti Nurhayattin, the results of this research to develop the *Shundūq Al-Asyyā* language game in Arabic language learning on writing skills. The results of the evaluation of material validity, 60%, are in the category of "decent enough," and the verification value of media validity of 6.75% is "feasible." So the total score of both investigations was 68% in the "eligible" category on the Arabic language teaching test (Siti, 2020); [2] research conducted by Zulfia Nailatul Izzah, the results of the study showed from the results of the analysis of all data, the language game media *Ṣundūq al-Asy yā'* (item box) is effective in learning the vocabulary of grade V students of SDIT Salsabila 3 Banguntapan TA. 2017/2018 (Izzah, 2018); [3] research by Mubarak Bamualim, Nurcholis Agus Santoso, Nufail Ibnu Muchtar, the results showed that there was a significant increase in the average score of pretest and posttest after being given action in the form of the use of Arabic learning media in improving Arabic

speaking skills (Bamualim dkk., 2022); [4] research conducted by Umi Khotijah, & Nisa Syuhda, showed that the activeness of learning Arabic increased after the implementation of KOKAMI media. Based on the independent sample t-test obtained post-experimental values of 0.017<0.05 and post-control values of 0.017<0.05, it can be concluded that there is a significant difference between the activeness of learning Arabic of experimental class students with the control class (Khotijah & Syuhda, 2020); [5] Research conducted by Pawestri Indah Pertiwi, Hisbiyatul Hasanah, and Indah Kharismawati, the results showed that by using this magic box media, teachers and students became helped in introducing letter reading (Pertiwi dkk., 2022).

Previous research that the author included had a relationship with the title that the author compiled; of course, it still has differences. From the previous research journal, it can be seen that language games in improving students' Arabic speaking skills have often been used, but specifically, research on using *Shundūq Al-Asyyā* language games in improving students' speaking skills has not been much. This treatment is done to develop Arabic speaking skills that require consistent habituation. Speaking skills are intended so students can communicate their thoughts, opinions, and understandings in Arabic. Students' speaking skills allow them to express themselves creatively and use language as a communication tool. Thus, the *Shundūq Al-Asyyā* language game helps improve speaking skills in class VIII MTs Al-Raudhah.

METHOD

The method used in research, namely the type of classroom action research, is a research process in learning activities in the form of action. The action is performed by the student and directed by an educator. The research was carried out at MTs Al-Raudhah Cileunyi; the placement of the study was based on the consideration of the researchers that the school had never conducted learning using language game media, namely Shundūq Al-Asyyā, and problems with learning also occurred in the school. The study was conducted for approximately one month, from the beginning to the end of August. The subject of this study is a grade VIII MTs Al-Raudhah student in the Cileunyi sub-district, Bandung Regency, for the 2022–2023 academic year. It is determined based on the initial observation of the research in the class that was the subject of the research. The number of students studied by researchers in class VIII MTs Al-Raudhah was 28; 18 were female, and 10 were men. Data collection techniques in this study are a) observation; observation is done by being directly involved in the Arabic learning process. The observation process is carried out by researchers participating in classes and teaching Arabic to improve students' speaking skills, especially in Arabic material, by applying *Shundūq Al-Asyyā* language games. b) Questionnaires: Questionnaires are distributed and filled out by students whose function is to determine students' responses to implementing Arabic learning by applying the *Shundūq Al-Asyyā* language game. c) Interview: The interview is conducted by asking the class VIII teacher about everything related to learning *mahārah al-kalām* in class VIII at MTs Al-Raudhah. d) Test: This test is intended for students of MTs Al-Raudhah grade VIII to determine students' Arabic learning comprehension before and after implementing the Shundūq Al-Asyyā game. e) Documentation: documentation obtained from the results of student quizzes, observation sheets, interview sheets, field notes, student group lists, and photographs taken during the learning process. f) Literature Study: The literature study is used to supplement primary data to obtain a treasure trove of the framework of thought from scholars by quoting or concluding from books related to discussing this PTK. The method of data analysis using data taken is quantitative data from test results, attendance, and assignment scores, as well as qualitative data that describe student activity, student enthusiasm, participation, cooperation in discussions, and students' ability or courage in reporting results (Musthafa & Hermawan, 2018).

RESULTS AND DISCUSSION

Language games are a new medium in Arabic learning programs (Simamora dkk., 2019). The application results positively impact the mastery of language skills because a pleasant situation is needed in learning a foreign language (Rusmana, 2023).

Shunduq language games linguistically according to Nasif Musthofa are (Novrilla dkk., 2022):

<div dir="rtl">تسمية الأشياء ووصفها والتعرف عليها</div>

"Naming something, describing and identifying it."

Furthermore, Nasif Musthofa explained that the naming uses several names (such as clock, comb, handkerchief), attributes (such as silver and gold), and pronouns belonging.

Shundūq Al-Asyyā is linguistically composed of two nouns: *Shundūq* and *Al-Asyyā* According to the *Shundūq* language, it means box, while *Al-Asyyā* is the plural form of *Shayun,* which means thing or goods (Rahmawati, 2018).

In terms of language games, *Shunduq al-Asy ya'* (Item Box) is a way of learning language through games that contain elements of pleasure by using the medium of concrete objects inserted in the box. It is intended to train memory and convey what has been seen and remembered orally (Sumiati & Komala, 2020).

In expressing the meaning of a message through language, selecting the correct vocabulary is essential (Yusuf dkk., 2022). Because proper vocabulary comprehension can be used to understand messages appropriately as well. When giving vocabulary meaning to students, an educator is advised to avoid translation in the student's mother tongue as much as possible because when the educator uses the student's mother tongue, direct communication in the language being studied will not occur (Hartanto, 2020). In addition, students will also quickly forget the meaning of the word they obtained because of their less meaningful delivery.

Shundūq Al-Asyyā (stuffed box) is a form of Arabic learning media that can be used as a form of verbal expression expressed in games (Izzah, 2018). This medium is used in Arabic vocabulary learning and can improve students' Arabic speaking skills (Pertiwi dkk., 2022). In this game, students are asked to choose words corresponding to the picture on the item box. *Shundūq Al-Asyyā* (stuffed box) language game media can be an effective alternative learning method for improving students' Arabic speaking skills (Siti, 2020).

In the early stages of the study, based on observations made by researchers in class VIII MTs Al-Raudhah, objective conditions in learning Arabic, especially in the material في الْمَدْرَسَةِ found several obstacles in learning Arabic in class VIII MTs Al-Raudhah. Some of the main problems students face include difficulty in speaking skills, limited use of vocabulary, simple sentence structure, and limited understanding of concepts in learning materials. It can be caused by several factors, such as lack of interaction in Arabic outside the classroom, less interactive learning methods, and anxiety or fear of speaking in the language being studied. Many students still have difficulty conveying the speech that will be presented. Most students conduct conversations by rote memorization, while memorizing Arabic vocabulary and sentences is still tricky.

The material في الْمَدْرَسَةِ (at School) is one of the essential topics in learning Arabic, especially for grade VIII students. This material includes vocabulary related to the school environment, daily activities, and simple sentences used in the school context. However, initially,

students may struggle to understand and use relevant vocabulary and string together correct sentences in this context.

Then, the researcher conducted a learning method with the game Shundūq Al-Asyyā to improve students' speaking ability toward Arabic language learning in class VIII Mts Al-Raudhah. Researchers also provide pretest and post-test questions to students. The media used in the pretest, posttest, and learning are whiteboards, markers, and sheet paper that already contains pictures. The pretest and posttest are carried out in 2 cycles, namely the first cycle and the second cycle, wherein in one cycle, there are four stages: planning, implementation or action (acting), observation or observation, and reflection. With these four stages, a research cycle is formed. Here are the stages in each cycle:

Stages of Cycle I Research

At this planning stage, researchers determine the steps to be taken in implementing actions and prepare attachments such as lesson plans, student questionnaire sheets, pictures of في الْمَدْرَسَةِ (School) material, pretest and posttest sheets, and observation sheets of student and teacher activities (Hs & Suriningsih, 2021).

At this stage of the action, the researcher applies the game *Shundūq Al-Asyyā* to في الْمَدْرَسَةِ (at School). The steps taken in this action are:

Introductory activity: The first step is for the teacher to greet and ask how the students use the Arabic introduction (Hastuti dkk., 2023). Furthermore, the teacher (researcher) conducts *a pretest* on each student to determine the ability of students' Arabic speaking skills by: Students read Surat al-Fatihah, ask five *mufradāt* related to the material في الْمَدْرَسَةِ (At School) students read 3 Arabic sentences.

Core Activities: In this activity, the Master carries out the following activity steps: 1) The teacher explains the *mufradāt* with the *sam'iyah syafawiyah* method with the theme في الْمَدْرَسَةِ (at School) carefully. Accompanied by giving a simple sentence related to the *mufradāt*; Next; 2) Students listen carefully to the *mufradāt* and meaning conveyed by the teacher regarding the theme في الْمَدْرَسَةِ (at School). As well as memorizing some sentences related to the *mufradāt*; 3) The teacher tests students' comprehension using *Shundūq Al-Asyyā* in which there are small objects in the school such as erasers, markers, books, bags, pencils, and others; 4) The teacher shows the objects in *Shundūq Al-Asyyā* to the students before they are put in the box; 5) The teacher gives keyword or characteristics of the object using Arabic then the student guesses it with Arabic vocabulary, the object is removed from the box again if the student can guess correctly, and so on until all the objects in the box are exhausted; 6) The teacher gives a song containing في الْمَدْرَسَةِ (At School) material to the students; 7) the song is sung by all students while passing markers to friends on edge, starting from the front row to the back; 8) When the singing stops, the marker relay stops. The student holding the last marker must come forward and select one item in *Shundūq Al-Asyyā* by closing his eyes; 9) The student describes the object he chose using Arabic in front of his friends.

In the closing stage, the teacher monitors the children who ask each other about the pictures they hold (Post-test). The teacher and students conclude the learning results contained in the theme فِي الْمَدْرَسَةِ (at School), and the teacher closes the learning with *hamdallah* and greetings.

Furthermore, observation stage 1 is carried out when learning is in progress. Several things are observed when carrying out the learning process in cycle one, including:

Based on the observations of teacher activities, it can be seen that the results of observation of the percentage of cycle 1 are 82%. This data shows that the teacher's ability to deliver material still lacking in explaining sub-concepts and assignments to students. Thus, to improve the learning process, it is necessary to carry out cycle II. In addition, based on the data from these observations, it can be seen that the average student activity is 76. In order to experience an increase in learning activities, it is necessary to carry out cycle II.

Table 1. Pretest Score Cycle One Student's Arabic Speaking Skills

NO	NAME	GENDER	SCORE	DETAIL
1	Abied	M	91	Pass
2	Adinda Shakira	P	33	Did Not Pass
3	Gilda Griselda	P	58	Did Not Pass
4	Kireina A	P	91	Pass
5	Sandi K	M	33	Did Not Pass
6	Alvan Ramadhan	M	91	Pass
7	Anisa Meydiyati	P	66	Did Not Pass
8	Aria A	M	75	Pass
9	Hanum Aisyika	P	33	Did Not Pass
10	Puspa Febbyanti	P	75	Pass
11	Revina Meitrie Ardita	P	83	Pass
12	Crescent Pelangiaurel	P	50	Did Not Pass
13	Radith Akbar	M	58	Did Not Pass
14	Beryl Fikri	M	33	Did Not Pass
15	Rezka Aditya	M	41	Did Not Pass
16	Zaskia Nur Hasna	P	91	Pass
17	Adinda Shakira	P	33	Did Not Pass
18	Syania Naura	P	91	Pass
19	Muhammad Faisal	M	41	Did Not Pass
20	Santika Karmila	P	66	Did Not Pass
21	Salsa	P	50	Did Not Pass
22	Ervan Muhammad Yusuf	M	58	Did Not Pass
23	Marwan Abdul Fathah	M	50	Did Not Pass
24	Rizki Mohammad	M	50	Did Not Pass
25	Salsabila	P	66	Did Not Pass
26	Sri Yuliani	P	66	Did Not Pass
27	Sukma Rizkiah	P	58	Did Not Pass
28	Syifa Nurul Rohma	P	50	Did Not Pass

SUM	1681
AVERAGE	60.04
TOP RATED	91
LOWEST SCORE	33
PASS	8
DID NOT PASS	20
PASS AVERAGE	29%
AVERAGE DOES NOT PASS	71%

Before the action, namely on the *pretest*, students' average speaking skills score reached 60.04. Assessment of students' Arabic speaking skills, assessed in terms of pronunciation, knowledge of *mufradāt* related to the theme of the material فِي الْمَدْرَسَةِ (at School) confidence in speaking, and students' ability to describe images using Arabic. The assessment can be seen in the following table:

Table 2. Pretest score cycle one student's Arabic speaking skills

CATEGORY	SCORE		
	1	2	3
Pronunciation	13	10	5
Knowledge *mufradāt*	18	5	5
Confidence	8	15	5
Proficiency in Speaking Arabic	15	8	5

Score 3 = Excellent
Score 2 = Good
Score 1= Less

Based on the table, students do not master the four categories above. Especially in terms of mastery of *mufradāt*, many students do not know the *mufradāt* regarding the material فِي الْمَدْرَسَةِ (at School). Even though the material has been taught before. The same is true of describing images because, in previous teachings, *mahārah al-kalām* was rarely applied in this school. As for the five people who can speak Arabic, they are MI graduates who have previously studied Arabic and have basic knowledge of speaking Arabic. Because their Arabic speaking skills are lacking, it also affects their confidence. Students are very hesitant to answer questions from the teacher; their voices are almost inaudible for fear of speaking Arabic incorrectly.

Table 3. Posttest Cycle 1

NO	NAME	GENDER	SCORE	DETAIL
1	Abied	M	91	Pass
2	Adinda Shakira	P	75	Pass
3	Gilda Griselda	P	83	Pass
4	Kireina A	P	91	Pass
5	Sandi K	M	66	Did Not Pass
6	Alvan Ramadhan	M	100	Pass
7	Anisa Meydiyati	P	75	Pass

No	Name		Score	Result
8	Aria A	M	83	Pass
9	Hanum Aisyika	P	66	Did Not Pass
10	Puspa Febbyanti	P	83	Pass
11	Revina Meitrie Ardita	P	91	Pass
12	Crescent Pelangiaurel	P	75	Pass
13	Radith Akbar	M	66	Did Not Pass
14	Beryl Fikri	M	66	Did Not Pass
15	Rezka Aditya	M	75	Pass
16	Zaskia Nur Hasna	P	91	Pass
17	Adinda Shakira	P	66	Did Not Pass
18	Syania Naura	P	100	Pass
19	Muhammad Faisal	M	66	Did Not Pass
20	Santika Karmila	P	75	Pass
21	Salsa	P	75	Pass
22	Ervan Muhammad Yusuf	M	75	Pass
23	Marwan Abdul Fathah	M	66	Did Not Pass
24	Rizki Mohammad	M	66	Did Not Pass
25	Salsabila	P	75	Pass
26	Sri Yuliani	P	83	Pass
27	Sukma Rizkiah	P	75	Pass
28	Syifa Nurul Rohma	P	66	Did Not Pass

SUM	**2165**
AVERAGE	**77.32**
TOP RATED	**100**
LOWEST SCORE	**66**
PASS	**19**
DID NOT PASS	**9**
PASS AVERAGE	**67%**
AVERAGE DOES NOT PASS	**33%**

After the action in the first cycle, the average score of students' speaking skills increased by 17.28 to 77.32. The materials delivered in the treatment are tested again by the teacher to students as a post-test. The learning process is carried out pleasantly; students are very active in learning by following the teacher's orders or asking questions. However, most male students are less active in learning. They pay less attention and joke a lot with their deskmates. This is one of the things that must be overcome for the next cycle. The assessment of students' Arabic speaking skills after being given treatment (post-test) in terms of pronunciation, *mufradāt* knowledge, confidence in speaking, and student's ability to describe images can be seen in the following table:

Table 4. The Assessment Of Students' Arabic Speaking Skills After Being Given Treatment (Post-Test)

CATEGORY	SCORE		
	1	2	3
Pronunciation	0	21	7

Knowledge *mufradāt*	0	20	8
Confidence	0	17	11
Proficiency in Speaking Arabic	0	15	13

Score 3 = Excellent

Score 2 = Good

Score 1= Less

Based on the table, students' average Arabic speaking ability improved in pronunciation, mufradāt knowledge, confidence, and ability to describe images.

At the Reflection stage, in the first cycle, *Shundūq Al-Asyyā* was used in class VIII Arabic speaking skills at MTs Al-Raudhah Cileunyi. Before the game was carried out in the learning process, the average student had not mastered *mahārah al-kalām* both in terms of pronunciation, knowledge of *mufradāt* related to the material فِي الْمَدْرَسَةِ (At School), confidence in speaking, as well as students' ability to describe images using Arabic. However, after using the *game Shundūq Al-Asyyā* in *mahārah al-kalām*, there was some increase in students' mastery of the material فِي الْمَدْرَسَةِ (at School) in terms of *its mahārah al-kalām*. However, of course, there are some shortcomings in the learning process, including a) The classroom atmosphere became less conducive: When students were told to map icon markers while singing together when the singing stopped, the person had to describe the picture using Arabic, the class became noisy, many students came out of the bench to avoid the marker from coming forward to describe the picture. This needs to be reconsidered for cycle II; b) Male students are less active in learning: The solution that will be done for the next cycle is to put men on the front bench and not place them next to each other, and c) Takes a long time because in this learning there is a game, it takes a long time in its implementation.

Stages of Cycle II Research

a. Planning

At this planning stage, researchers determine the steps to be taken in implementing actions and prepare attachments such as lesson plans, student questionnaire sheets, pictures of فِي الْمَدْرَسَةِ (at School) material, pretest and posttest sheets, and observation sheets of student and teacher activities.

b. Action

1) Introduction

a) The teacher greets and asks how the students use the Arabic introduction (Alkayisy dkk., 2022).

b) The teacher (researcher) conducts *a pretest* on each student to determine the ability of students' Arabic speaking skills (Faizin dkk., 2020):

(1) Students read the short surah *al-fīl*

(2) Ask five *mufradāt* related to the material فِي الْمَدْرَسَةِ (at School) and describe it in simple sentences using Arabic.

(3) Students read 3 Arabic sentences

2) Core Activities

   a) The teacher explains the mufradāt with the *method of sam'iyah syafawiyah* with the theme فِي الْمَدْرَسَةِ (at School) carefully, accompanied by giving simple sentences related to *the mufradāt*.

   b) Students listen carefully to the *mufradāt* and the meaning conveyed by the teacher regarding the theme فِي الْمَدْرَسَةِ (at School) carefully. As well as memorizing some sentences related to the *mufradāt*.

   c) The teacher tests students' comprehension using *Shundūq Al-Asyyā,* in which small objects are in the school, such as erasers, markers, books, bags, pencils, and others.

   d) The teacher shows the objects in *Shundūq Al-Asyyā* to the students before putting them into the box.

   e) The teacher gives klu or characteristics of the object using Arabic, and then the student guesses it with Arabic vocabulary; the object is removed from the box if the student can guess correctly, and so on, until all the objects in the box run out.

   f) The teacher gives songs containing فِي الْمَدْرَسَةِ (at School) material to the students.

   g) All the students sang the song while relaying markers to their friends on the sidelines, starting from the front row to the back.

   h) When the singing stopped, the marker relay also stopped. The student holding the last marker must come forward and select one item inside *Shundūq Al-Asyyā* by closing his eyes.

   i) The student described the object he chose using Arabic in front of his friends (Fauzia dkk., 2020).

3) Closing

   a) The teacher monitors the children who ask each other about the objects they are holding (Post-test).

   b) The teacher and students conclude the learning outcomes contained in the theme فِي الْمَدْرَسَةِ (at School).

   c) The teacher closes the study with *hamdallah* and greets them (Meilyana dkk., 2022).

b. Observation

   Observations made in cycle II are not much different from those made in cycle I. Based on the results of observations and observations in cycle II learning. Based on the data table of observations of teacher activities, it can be seen that the percentage of cycle one observations is 85%. This means that the teacher's ability to deliver the material has increased compared to cycle I; it is just that there is a lack of assignments for students. Based on the observational data, it can be seen that the average student activity increased to 80, meaning that there was an increase in cycle II in student learning activities.

c. Assess students' Arabic speaking skills.

Table 5. Pretest Cycle

NO	NAME	GENDER	SCORE	DETAIL
1	Abied	M	91	Pass
2	Adinda Shakira	P	66	Did Not Pass
3	Gilda Griselda	P	75	Pass
4	Kireina A	P	66	Did Not Pass
5	Sandi K	M	83	Pass
6	Alvan Ramadhan	M	91	Pass
7	Anisa Meydiyati	P	75	Pass
8	Aria A	M	66	Did Not Pass
9	Hanum Aisyika	P	50	Did Not Pass
10	Puspa Febbyanti	P	83	Pass
11	Revina Meitrie Ardita	P	66	Did Not Pass
12	Crescent Pelangiaurel	P	50	Did Not Pass
13	Radith Akbar	M	75	Pass
14	Beryl Fikri	M	66	Did Not Pass
15	Rezka Aditya	M	83	Pass
16	Zaskia Nur Hasna	P	83	Pass
17	Adinda Shakira	P	66	Did Not Pass
18	Syania Naura	P	100	Pass
19	Muhammad Faisal	M	50	Did Not Pass
20	Santika Karmila	P	75	Pass
21	Salsa	P	58	Did Not Pass
22	Ervan Muhammad Yusuf	M	66	Did Not Pass
23	Marwan Abdul Fathah	M	66	Did Not Pass
24	Rizki Mohammad	M	50	Did Not Pass
25	Salsabila	P	83	Pass
26	Sri Yuliani	P	66	Did Not Pass
27	Sukma Rizkiah	P	66	Did Not Pass
28	Syifa Nurul Rohma	P	58	Did Not Pass
SUM				1973
AVERAGE				70.46
TOP RATED				100
LOWEST SCORE				50
PASS				12
DID NOT PASS				16
PASS AVERAGE				43%
AVERAGE DOES NOT PASS				57%

Based on the table, after the action in the first cycle, the average score of students' speaking skills decreased to 70.46 in the second cycle pretest. This is because there is a long period between cycle I and cycle II, which allows students to forget the material that has been delivered. The assessment of students' Arabic speaking skills after being given treatment (post-test) in terms of pronunciation, *mufradāt* knowledge, confidence in speaking, and ability to describe pictures can be seen in the following table:

Table 6. Pretest Results in Cycle II

CATEGORY	SCORE		
	1	2	1
Pronunciation	0	4	24
Knowledge *mufradāt*	20	0	8
Confidence	6	14	8
Proficiency in Speaking Arabic	7	11	10

Score 3 = Excellent
Score 2 = Good
Score 1= Less

Based on the table, the average pretest results in cycle II regarding pronunciation, *mufradāt* knowledge, confidence, and student's ability to speak Arabic increased compared to cycle I.

Teble 7. Posttest Results Cycle II

NO	NAME	GENDER	SCORE	DETAIL
1	Abied	M	100	Pass
2	Adinda Shakira	P	91	Pass
3	Gilda Griselda	P	100	Pass
4	Kireina A	P	100	Pass
5	Sandi K	M	100	Pass
6	Alvan Ramadhan	M	100	Pass
7	Anisa Meydiyati	P	91	Pass
8	Aria A	M	91	Pass
9	Hanum Aisyika	P	83	Pass
10	Puspa Febbyanti	P	91	Pass
11	Revina Meitrie Ardita	P	91	Pass
12	Crescent Pelangiaurel	P	66	Did Not Pass
13	Radith Akbar	M	83	Pass
14	Beryl Fikri	M	83	Pass
15	Rezka Aditya	M	83	Pass
16	Zaskia Nur Hasna	P	91	Pass
17	Adinda Shakira	P	66	Did Not Pass
18	Syania Naura	P	100	Pass
19	Muhammad Faisal	M	66	Did Not Pass
20	Santika Karmila	P	91	Pass

21	Salsa	P	91		Pass
22	Ervan Muhammad Yusuf	M	83		Pass
23	Marwan Abdul Fathah	M	83		Pass
24	Rizki Mohammad	M	75		Pass
25	Salsabila	P	100		Pass
26	Sri Yuliani	P	91		Pass
27	Sukma Rizkiah	P	75		Pass
28	Syifa Nurul Rohma	P	83		Pass
SUM					2448
AVERAGE					87.43
TOP RATED					100
LOWEST SCORE					66
PASS					25
DID NOT PASS					3
PASS AVERAGE					89%
AVERAGE DOES NOT PASS					11%

Based on the table, it can be seen that in the results of students' speaking skills in the second cycle of 28 students, only three students have not reached graduation. Cycle II has the highest score of 100 and the lowest score of 66, with an average of 87.43, and the average to graduates reaches 89%. Thus, the second cycle post-test has a higher increase than before, meaning that grade VIII students have reached graduation in speaking skills. The assessment of students' Arabic speaking skills after being given treatment (*posttest*) in terms of pronunciation, *mufradāt* knowledge, confidence in speaking, and student's ability to describe pictures can be seen in the following table:

Table 8. Posttest Results In Cycle II Regarding Pronunciation

CATEGORY	SCORE		
	1	2	3
Pronunciation	0	4	24
Knowledge *mufradāt*	0	13	25
Confidence	0	8	20
Proficiency in Speaking Arabic	0	18	10

Based on the table, the average posttest results in cycle II regarding pronunciation, *mufradāt* knowledge, confidence, and students' Arabic speaking skills are excellent because they have experienced a significant improvement.

After cycle I and II have been implemented, researchers and observers reflect or process the results data in cycle II. Based on the data obtained from the pretest and post-test results, it can be seen that the pretest results of cycle I to cycle II decreased because the distance between cycle 1 to cycle II was quite far, which was about three weeks in the end, students forgot the materials that had been taught previously in cycle I. As for the results of the post-test cycle I to cycle II increases, students' Arabic speaking skills are relatively good in the material في المَدْرَسَةِ (At School). So, it can be concluded that learning Arabic speaking skills using the

Shundūq Al-Asyyā game can improve the speaking skills of grade VIII students at MTs Al-Raudhah in Arabic language learning.

CONCLUSION

Based on the results of the research that has been submitted, it can be concluded as follows: (1) In the first cycle, before the application of the *Shundūq Al-Asyyā* game media, more precisely in the pretest results, the average speaking skill score achieved by students reached 60.04. The assessment of students' Arabic speaking skills is still deficient in pronunciation, *mufradāt* knowledge, confidence, and ability to speak Arabic. It is indicated that the ability of students' Arabic speaking skills is still below the predetermined KKM of 73. After the action in the first cycle, the average score of students' speaking skills increased by 17.28 to 77.32. The assessment of speaking skills from the four aspects above also increased, even though it was not perfect. However, there are changes in Arabic speaking skills in students. (2) In the second cycle, precisely on the pretest, the results showed that the average score of students' speaking skills decreased to 70.46. It is because there is a long period between cycle I and cycle II, which allows students to forget the material that has been delivered. After implementing the action, the average score of students increased to 87.43, and the average completion reached 89%. It was characterized by assessing students' speaking skills from pronunciation, *mufradāt* knowledge, self-confidence, and ability to speak Arabic. Therefore, using *Shundūq Al-Asyyā* game media in class VIII MTs Ar-Raudhah Cileunyi can improve students' Arabic speaking skills. So, applying this media can be an alternative for teachers to improve students' Arabic speaking skills with fun. This research still has limitations and constraints, so it is expected that further researchers can develop and expand their research studies.

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AUTHOR CONTRIBUTIONS STATEMENT

The principal researcher (AAA) designed the research assisted by its members (TSK) to collect research data, (AAA) served as a research reviewer who provided many suggestions regarding the methodology and techniques of data collection and analysis, and (AAA) provided reinforcement regarding aspects of the Arabic language. (M) as a research assistant in the field of data collection and data documentation.

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