MARI

TASDOKU-BA

Siti Nurmaisarah Fkhururazi[1]*, Farhah Nadhirah[2], Madiha Fatin Mohamad[3], Siti Nurmaimanah Fkhururazi[4], Alizah Ali[5], Nor Fazlin Uteh[6], Mahfuzah Mohammed Zabidi[7]

[1]Academy of Language Studies, Universiti Teknologi MARA Johor Branch Pasir Gudang Campus, 81700 Johor, MALAYSIA.

[2]Kolej Agama Sultan Abdul Halim, Lot 1306, Jalan Suka Menanti, Alor Setar, 05150 Kedah, MALAYSIA.

[3]Faculty of Geomatic And Built Environment, Universiti Teknologi Malaysia SPACE, Skudai, 81310 Johor, MALAYSIA.

[4]SK Gudon Menggatal, Jalan Sepanggar, 88450, Kota Kinabalu, Sabah, MALAYSIA.

[5]Faculty of Law, Universiti Teknologi MARA Johor Branch Segamat Campus, 85000 Johor, MALAYSIA

[6]Faculty of Business and Management, Universiti Teknologi MARA Johor Branch Pasir Gudang Campus, 81700 Johor, MALAYSIA.

[7]Akademy of Contemporary of Islamic Studies, Universiti Teknologi MARA Johor Branch Pasir Gudang Campus, 81700 Johor, MALAYSIA.

*Corresponding Author Designation

Abstract : Arabic is now gaining popularity in the Malaysian education arena. However, most students face problems while learning this language. In addition, there are some students who fail to remember the change of verbs (*tasrif fiil*) in Arabic which becomes the cause of difficulty for students to master learning and thus has negative implications for Arabic communication in verbal or writing. Thus, this innovation is intended as a teaching materials in remembering *tasrif fiil madhi*. TASDOKU-BA is a processed and inspired from the number-based sudoku game. The method used is also relaxed and attracts students' attention, which is in the form of a game with the goal to bring enjoyment to students learning Arabic as well as help the process of remembering *tasrif* well. TASDOKU-BA is innovated to 14 changes according to the change of Arabic verbs that have passed (*tasrif fiil madhi*). Each empty column of TASDOKU-BA must be filled with a different and non-repeating *tasrif fiil madhi*. Indirectly, the students repeated the *tasrif fiil madhi* as many as

twenty-eight times during the session to find the correct *tasrif fiil madhi*. Fifteen groups were formed which consist of current students taking on the subject of Arabic Language at Johor Branch Pasir Gudang Campus. A positive results when almost all groups are able to fill in the answers to all TASDOKU-BA blank columns within 35 minutes. Thus, this TASDUKO-BA game is very suitable for students at all level of learning, regardless of university, high school, and even students in primary school can also play this game to master themselves in the *tasrif fiil madhi* verbs. It is also beneficial to teachers and lecturers in finding interactive and effective learning methods more effectively.

Keywords: Arabic, *Tasrif fiil madhi*, Education game.

1. Introduction

Arabic is the language of worship used by Muslims in daily life. This noble language is a Muslim. In learning a language, there are four skills to be mastered [1]. These are speaking skills, listening skills, writing skills and reading skills. These four elements need to be gradually mastered in order for the language skills to be fully mastered.

The researcher believes that the use of good grammar during communication is evidence of mastery of the language used in addition to vocabulary enrichment factors. Grammar is a fundamental element of the law in the use of a language. Eventhough we can understand communication with the wrong grammar, the risk of misunderstandings in communication that might happen must be avoided. Discipline of grammar and its differences between Arabic and Malay become the disadvantages to the students in Malaysia [2].

All of these skills require constant training. Teachers also need to be creative to vary their methods of teaching and teaching materials so that the process of understanding and mastering students on learning topics can be done smoothly. The confidence and ability of the teacher is also able to be trained through mastery of teaching materials [3]. Therefore, the purpose of this TASDOKU-BA game is to identify whether it has succeeded as a teaching aid for students to remember the *tasrif fiil madhi*, where *tasrif* is one of the legal bases in Arabic learning using a qualitative method with observation and evaluation during the game period as well as the analysis of the answers in the TASDOKU-BA table after the end of the game.

1.1 *Tasrif Fiil Madhi*

Tasrif means a change or accretion of letters that occurs in the root verb. While, *Fiil Madhi*, refers to the verb that has happened. Normally, changes will occur because of the addition or reduction of the letters in the primary word. The main changes for *tasrif fiil madhi* is to receive one or more additional letter at the back of the root word.

While studying English grammar, the addition of 's' at the end of the verb occurs when the subject is only one or known as singular without any difference in the gender of the subject [4]. Meanwhile, the Arabic grammar is quite unique because each changes in the *fiil* will occurs with the three main factors: (1) the type of pronouns, (2) the gender of the subject, (3) the quantity of the subject. These three elements have their own coding by which we can identify the *tasrif* through certain additional letters that be included in the *fiil madhi*. There are fourteen changes in *tasrif fiil madhi* which shown in **Table 1**.

Table 1 : 14 Changes in *tasrif fiil madhi*

الفعل الماضي		الضمائر	
فعل + َ = فعل		هُوَ	3M
فعل + ا = فعلا		هُمَا	
فعل + وا = فعلوا		هُمْ	
فعل + تْ = فعلتْ		هِيَ	3F
فعل + تَا = فعلتَا		هُمَا	
فعل + نَ = فعلْنَ		هُنَّ	
فعل + تَ = فعلتَ		أنتَ	2M
فعل + تُمَا = فعلتُمَا		أنتُمَا	
فعل + تُمْ = فعلتُمْ		أنتُمْ	
فعل + تِ = فعلتِ		أنتِ	2F
فعل + تُمَا = فعلتُمَا		أنتُمَا	
فعل + تُنَّ = فعلتُنَّ		أنتُنَّ	
فعل + تُ = فعلتُ		أنَا	I
فعل + نَا = فعلنَا		نحنُ	

1) **Types of pronouns**: Codes 3, 2 and 1 describe the types of pronouns(subject). The 3 which means the meaning of the 3rd, 2 is pronouns as the 2nd and 1 is pronouns as the personal pronouns.
2) **Gender**: The use of codes M and F symbolizes gender. M stands for masculine and F means feminine.
3) **Subject quantity**: Each pronoun by gender will become three fractions except for the personal pronoun. All three fractions are arranged according to the position of the quantity. The first fraction shows one quantity, the 2nd fraction indicates the quantity of two subject while the 3rd fraction indicates 3 subject or more.

During the process of learning Arabic especially while learning tasrif fiil madhi, the codes are very difficult for students to remember which ultimately causes difficulties and thus cause the difficulty of communicating because of the fear of making a mistakes. The common mistakes made by students in writing Arabic is (1) spelling (2) the change of verb (3) masculine and feminine gender adjustment (4) the use of idhofah [1]. Then, if the author uses the incorrect verb it will cause an incorrect translation [2]. Misuse of grammar or morphology in Arabic is a factor that causes the students to have difficulty speaking a foreign language [5].

1.2 The Need of Enjoyment Elements in Teaching Aids

A student's masteries are something not seen in the wisdom of the teacher alone. Teacher competence is the greatest contribution to produce students who have a good subject base. The quality of students also requires competent teachers to support students in matters of learning, balance and skills [6]. In addition, the pedagogical skills of an educator are also important for producing a quality of teaching and learning process. Besides, teaching material also play an important component in teaching and learning.

Elements of humor and attitudes that tend to evoke happiness are necessary in the delivery of knowledge [7]. This is considered a valuable feature in the hybrid education technique introduced by the Ministry of Education in Malaysia in 2011. Elements of humor and fun also can be tamed through fun, cheerful and effective learning materials for students. Hence, teachers are not only bound by natural dispositions, but also assisted with interesting teaching materials.

A survey found that 39.5% of students prefer to study Science subjects in the form of games rather than experimenting, singing, storytelling, quizzes and more. As a result, all of the students interviewed showed a positive response to the Science game and began to focus on the subject with a happy and fun expression on display. In fact, there is an increase in student achievement in the Science learning process [8].

2. Materials and Methods

2.1 Materials

The game has been run online with the push of the hit despite the reduced risk. On top of that, the materials and equipment used during the study period are as follows:

- *Tasrif Fiil Madhi* (14) (**Table 2**)
- TASDOKU-BA box table answer (**Figure 1**)
- TASDOKU-BA box table (**Figure 2**)
- Online devices (internet, zoom and Microsoft edge) (**Figure 3**)

Table 2: *Tasrif Fiil Madhi*

Figure 1: TASDOKU-BA Scheme
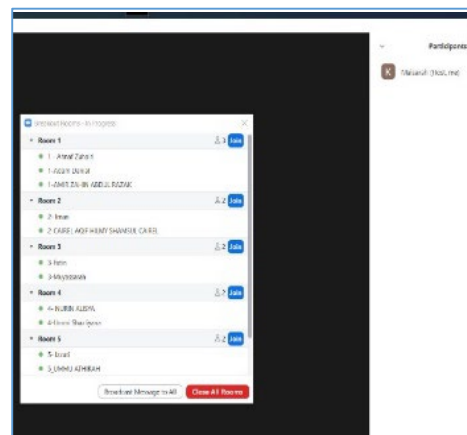

Figure 2: TASDOKU-BA Game   Figure 3: Breakout room

If the teaching happens through face-to-face learning, the *Tasrif Fiil Madhi* table and the TASDOKU-BA box table can still run through online methods to maximize the use of present technology. However, if the target is from primary school students, the approach to printing materials by bunting size is more effective.

2.2 Methods

There are seventeen groups of students from UiTM Johor Branch Pasir Gudang Campus who registered Arabic Communication 2 subject as the 3rd language in 2022 have been played this TASDOKU-BA game in a groups through breakout room application in zoom. All of them are from

Faculty of Management and Business. Basically, the game takes place through the following steps below:

Step 1: Students are divided into groups.

Step 2: Each student receives a briefing about the games procedure.

Step 3: Each group is given 15 minutes to memories the additional of 14 *tasrif fiil madhi*.

**Step 4:** Students enter the breakout room that has been opened and start play.

Meanwhile, the game's operation also incorporates the original concept of Sudoku game which is in each column and width must be filled with different numbers. In other words, repeating the same number on one wide row and column is incorrect and not allowed. Recently, Sudoku received a bit of improvement and innovation from the numbers of 1 to 9 changes in the *fiil madhi tasrif*. Indirectly, this TASDOKU-BA requires 14 boxes in column and width. Therefore, each empty box needs to be filled with the right and non-recurring fiil fit.

For this study, only one sample of the TASDUKO-BA table where the table consisted of 29 blank columns that each group needed to complete. The game runs for 35 minutes.

3.0 Results and Discussion

The researcher uses the concept of observation throughout the game and analyzes the answers provided in the TASDOKU-BA box. There are fifteen groups were formed for this game. They consist of current students who taking on the subject of Arabic Language at the UiTM Johor Branch Pasir Gudang Campus. A positive results when almost all groups are able to fill in the answers to all TASDOKU-BA blank boxes within 35 minutes given. Those of the 15 groups in total work together to remember the fourteen memorized changes. Students also agree that the games helps them to realise the additional letter differences in the fiil madhi tasrif and memorise them. Without realizing it, there was a repeat of the tasrif fiil madhi twenty-eight times during completing the game.

Figure 4 and **Figure 5** show the examples of two of the ten groups that successfully completed the TASDOKU-BA blank columns correctly and not repeated with a full mark 29/29.
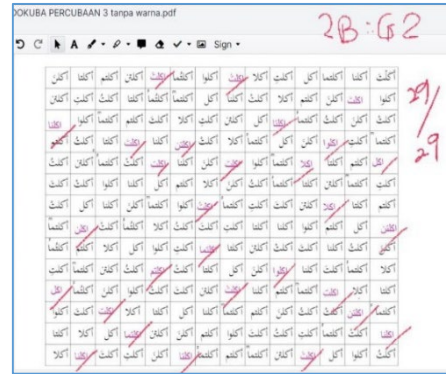
Figure 4: Example 1 of group that got mark 29/29   **Figure 5: Example 2 of group that got mark 29/29**

Figure 5 and **Figure 6** show the examples of two of the three groups that successfully completed the TASDOKU-BA blank box correctly and make a repeated tasrif which got marks 28/29. The repititive incorrect answer in **Figure 5** occurs in the first column from the right and the 5th row from the top (5,1) while in **Figure 6** in the columns and rows (7,11) as shown in **Table 2.**

Figure 6: Example 1 of group that got mark 28/29   **Figure 7: Example 2 of group that got mark 28/29**

Table 3 : Analysis of group that got mark 28/29

Figure	Column and Row Position & Error Repeating Words	Actual position of the word given	Correct answer
6	(1,5) أَكَلْتُ	(11,5) & (1,3) أَكَلْتُ	أَكَلَ
7	(7,11) أَكَلْتَ	(9,11) & (7,5) أَكَلْتَ	أَكَلْتُ

Figure 8 shows an example of a group that successfully completed the TASDOKU-BA blank box correctly with mark 25/29. Although each blank box is successfully filled but there is a repeat of the answer for the same definition word for a particular column and row. For example the answer given in column 10 from the right and row 10 from the top (10,10) shows the repetition of the same word tasirf fiil madhi (أَكَل). This answer is blamed because this word is in the same column as the 6th row (10,6) and in the same row but the 7th column (10,7).
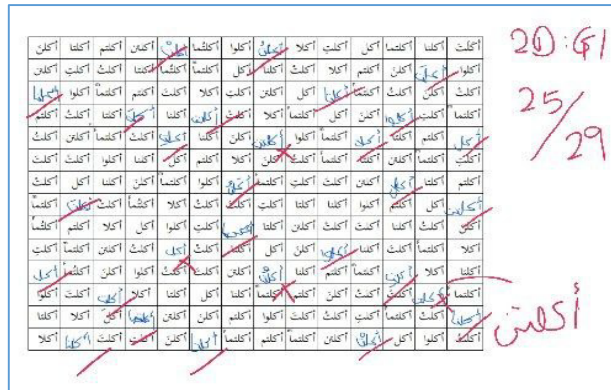

Figure 8: Example of group that got mark 25/29

Table 3 : Analysis of group that got mark 25/29

Figure	Column and Row Position & Error Repeating Words	Actual position of the word given	Correct answer
8	(2,12) أَكَلْنَ	(2,2) & (5,12) أَكَلْنَ	أَكَلَ
	(7,5) أَكَلْتُنَّ	(7,3) & (13,5) أَكَلْتُنَّ	أَكَلْتَ
	(7,11) أَكَلْنَ	(7,6) & (13,11) أَكَلْنَ	أَكَلْتُ
	(10,10) أَكَلَ	(10,6) & (7,10) أَكَلَ	أَكَلْتُم

Figures 9, **10** and **11** show the example of the failed group. Only three groups failed to complete the game. **Figure 9** shown only scored 3/29 points and the rest of the blank columns did not fill any

answer. While **Figures 10** and **11** shown the games were counted. This is because, as shown in **Figure 10**, students convert the answers to color and in **Figure 11** shown, students convert documents from pdf format to word format, thus, affected the existing position of *tasrif* in the table.
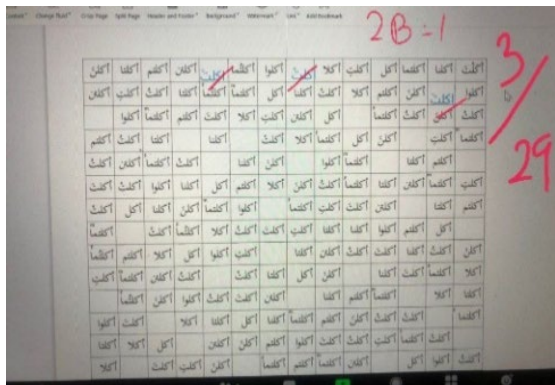

Figure 9: Example 1 of the failed group

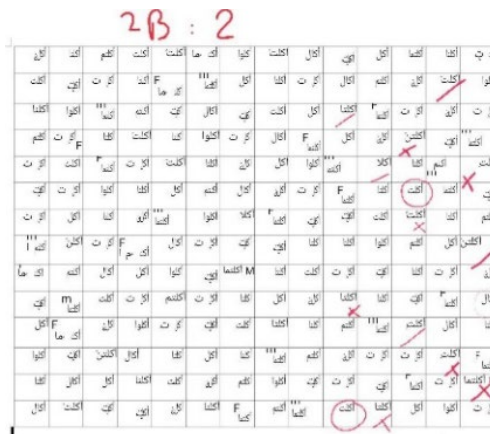Figure 10: Example 2 of the failed group

Figure 11: Example 3 of the failed group

Based on the findings of the study, students are more excited to remember the tasrif fiil madhi through this game. The majority of students work together to complete the assignment. The researcher can see the team spirit and student-centered learning in this game.

In addition to repeating each tasrif fiil madhi repeatedly, students are also able to correct their wrong teammate tasrif fiil madhi. For example, a friend successfully reprimanded the wrong tasrif fiil madhi that had been reprimanded by his group. In addition, awareness of the actual additional letters used behind the word when producing the tasrif fiil madhi. The facts is, while playing this game, students are able to distinguish four changes that use the addition of the letter (ت) at the end of the word. Wheres, each of these four changes can be distinguished by four different lines above the letter (تَّ، تَ، تِ، تُ) and finally, students are able to distinguish the coding by gender and actual pronouns(subject).

The results of the game show that the answers of the two groups was waiver because of the error. Furthermore, only one group could not complete the *tasrif fiil madhi* on the TASDOKU-BA blank table, while other twelve groups were able to finish the game without an blank column. Eight groups of all who successfully completed TASDOKU-BA earned a full mark of 29/29, the other three groups got 28/29 points and the other one group got 25/29 points. To avoid error while playing, students need to be informed that only words can be written on each TASDOKU-BA column without symbolizing the answer to any numbers or colours. Besides, if students play this TASDOKU-BA online, they do not

need to convert the TASDOKU-BA document format to a word or anything to avoid changes of the format and each word in the columns.

4.0   Conclusion

This innovation is a teaching and learning strategy that can be adopted by all ages level. It is also does not involve cost and helps to preserve the ecosystem and the environment by reducing paper use. The majority of the group students are able to complete the assignment within the given time. Students also show passion and competitiveness, and work together to find the answers. Students also can memorise indirectly for each additional letter used as a code to represent the three main elements that became a factor in the *tasrif fiil madhi*. Student-centered learning can also be revealed through games like these. Indirectly, it leads to solidarity in learning and enhances the quality of understanding. So, the use of teaching materials or teaching aids can explain teacher teaching and work to improve their teaching [9]. To avoid any errors while playing, each group should be reminded not to convert the *tasrif* to other method such as numbers, colour or anything similar it goes against the objective of the game. In contrast, this TASDOKU-BA game is seen as helping to strengthen the student learning process in mastering the *tasrif fiil madhi*.

Acknowledgement

References

[1]   Dr. Anuar B. Sopian, "Kemahiran Menulis Bahasa Arab: Analisa Kemahiran Pelajar UiTM Melaka), International Journal of Humanities, Philosopy, and Language, vol. 2, no. 7, pp. 58-65, 2019, doi: 10.3561/ijhpl.27005

[2]   Diyak Ulrahman bin Mat Saad, "Analisis Kesalahan Morfologi Penulisan Akademik Bahasa Arab Terhadap Pelajar Bukan Penutur Jati : Kajian Korpo", Persidangan Antarabangsa Sains Sosial dan Kemanusiaan ke-5 (PASAK5 2020)-Dalam Talian, 24 & 25 November 2020, e-ISBN: 9789672122906

[3]   Fariha Hussain, "Amalan Bahan Bantu Pengajaran Guru Dalam Pengajaran Nahu Kurikulum Bersepadu Dini Sekolah Agama", Jurnal 'Ulwan, Jilid 5(1) 2020 pp. 134-145

[4]   Fatin Zakaria, "Grammar Booster x 1000", Greatminds Resources, Cetakan kedua Januari pp. 24-25, 2020

[5]   Siti Nabila Misnan, "Analisis Kesalahan Tatabahasa Bahasa Arab Dalam Kalangan Pelajar Dalam Pembelajaran Asas Bahasa Arab di Kolej Profesional Baitulmal Kuala Lumpur (KPBKL)", e-Prosiding Persidangan Antarabangsa Sains Sosial dan Kemanusiaan 2019, 24-25 April 2019, eISBN: 978-967-2122-71-5

[6]   Muhammad Sabri Sahrir, "Bahasa Arab Tembusi Pengajian Formal di Sekolah dan Universiti," Berita Harian, Rabu, September 2015

[7]   Abdul Rasid Jamian, "Pelaksanaan Pembelajaran Menyeronokkan Dalam Pengajaran dan Pembelajaran Bahasa Melayu", Jurnal Pendidikan Bahasa Melayu- JPBM 2013, ISSN: 2180-4842, vol. 3, no. 2 pp. 49-63

[8]   Lau Ging Lim, "Kesan Penggunaan Kaedah Bermain Sambil Belajar Dalam Proses Pembelajaran Sains Tahun Empat," Koleksi Artikel Penyelidikan Tindakan PISMP SN amb. Januari 2009, Seminar Penyelidik Tindakan IPG KBL Tahun 2012, pp. 195-209

[9]   Abdul Razif bin Zaini, "Permasalahan Dalam Pengajaran Bahasa Arab Di Malaysia", https://www.researchgate.net/publication/322592702_PERMASALAHAN_DALAM_PENGAJARAN_BAHASA_ARAB_DI_MALAYSIA