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ALTERNATIVE GAME-BASED ARABIC LEARNING USING *LINGOHUT*

A. Syahid Robbani*¹

Universitas Ahmad Dahlan Yogyakarta, Indonesia

Email: *syahid.robhani@bsa.uad.ac.id¹

Abstract

The pattern of learning in the 21st century is marked by the usage of various information and communication technology as the learning media and boundaries of space and time are increasingly fading. Therefore, teachers are demanded to constantly create and innovate to present exciting and fun learning, including Arabic language learning. One of the latest media teachers can use as Arabic language media that has not been widely studied is LingoHut. By applying library research, the researcher thoroughly examines Arabic language learning using LingoHut. The primary data in this research was gathered directly from the website and LingoHut application. At the same time, the other various library sources became secondary data sources. The research result indicates that LingoHut provides five kinds of game-based learning, e.g., flashcards, matching games, tic-tac-toe, concentration game, and listening game. The innovation of game-based Arabic language learning in LingoHut can indeed make students active in teaching-learning. Nevertheless, most learning types only focus on students' ability to remember and memorize. Additionally, the teachers also need to be attentive, noting weaknesses in LingoHut to prepare better and more interesting learning from the App. Ultimately, this research contributes to offering digital Arabic learning media options for teachers in the classroom as well as becoming an independent Arabic learning platform with a wide choice of learning topics.

Keywords: Arabic learning, Game-based learning, LingoHut.

مستخلص البحث

تتميز أنماط التعلم في القرن الحادي والعشرين حاليًا باستخدام تقنيات المعلومات والاتصالات المختلفة كوسيلة للتعلم وتلاشي القيود المكانية والزمانية. ولذلك، يتعين على المعلمين الاستمرار في الإبداع والابتكار في تقديم تعليم مثير للاهتمام وممتع، بما في ذلك تعلم اللغة العربية. أحد الوسيلة الحديثة التي يمكن للمعلمين استخدامها كوسيلة تعليم اللغة العربية والتي لم تتم دراستها على نطاق واسع هي LingoHut. باستخدام البحث المكتبي، قام الباحث بدراسة متعمقة فيما يتعلق بتعلم اللغة العربية باستخدام LingoHut. تم جمع البيانات الأولية في هذا البحث مباشرة من موقع وتطبيق LingoHut، في حين أصبحت مصادر الأخرى المختلفة مصادر بيانات ثانوية. تظهر نتائج البحث أن يوفر LingoHut خمسة أنواع من التعلم القائم على الألعاب، وهي بطاقات الفلاش، وألعاب المطابقة، وتيك تاك تو، وألعاب التركيز، وألعاب الاستماع. من المؤكد أن وجود تعلم اللغة العربية القائم على الألعاب في LingoHut يمكن أن ينشط الطلاب في المشاركة في أنشطة التدريس والتعلم. ومع ذلك، فإن معظم أنواع التعلم هذه موجهة جدًا نحو قدرة الطلاب على التذكر والحفظ. ويحتاج المعلمون أيضًا الانتباه إلى العديد من نقاط الضعف في LingoHut لإعداد دروس أفضل وأكثر إثارة للاهتمام باستخدامها. أخيرًا، يساهم هذا البحث في تقديم خيارات الوسائط الرقمية لتعلم اللغة العربية للمعلمين في الفصل الدراسي، فضلًا عن أن يصبح منصة مستقلة لتعلم اللغة العربية مع مجموعة واسعة من موضوعات التعلم.

الكلمات الرئيسية: تعليم اللغة العربية، التعلم القائم على الألعاب.

Abstrak

Pola pembelajaran pada abad 21 saat ini ditandai dengan penggunaan berbagai teknologi informasi dan komunikasi sebagai media pembelajaran serta semakin pudarnya pembatasan ruang dan waktu. Oleh sebab itu, guru dituntut untuk terus

berkreasi dan berinovasi dalam menghadirkan pembelajaran yang menarik dan menyenangkan, tak terkecuali dalam pembelajaran bahasa Arab. Salah satu media terkini yang dapat dimanfaatkan oleh guru sebagai media pembelajaran bahasa Arab dan belum banyak dikaji adalah LingoHut. Dengan penelitian kepustakaan, peneliti mengkaji secara mendalam terkait dengan pembelajaran bahasa Arab dengan LingoHut. Data primer dalam penelitian ini dikumpulkan langsung dari website dan aplikasi LingoHut, sedangkan berbagai sumber kepustakaan lain menjadi sumber data sekunder. Hasil penelitian menunjukkan bahwasanya LingoHut menyediakan lima jenis pembelajaran berbasis game yaitu flash cards, matching game, tic-tac-toe, concentration game, dan listening game. Kehadiran pembelajaran bahasa Arab berbasis game di LingoHut ini tentunya dapat mengaktifkan siswa dalam mengikuti kegiatan belajar mengajar. Hanya saja, sebagian besar jenis pembelajaran tersebut sangat berorientasi pada kemampuan siswa dalam mengingat dan menghafal. Di samping itu, guru juga perlu memperhatikan beberapa kelemahan dari LingoHut untuk mempersiapkan pembelajaran yang lebih baik dan menarik dengannya. Pada akhirnya, penelitian ini berkontribusi dalam menawarkan opsi media pembelajaran bahasa Arab digital bagi guru di dalam kelas maupun menjadi platform pembelajaran bahasa Arab mandiri dengan berbagai pilihan topik pembelajaran.

Kata Kunci: *Pembelajaran bahasa Arab, Pembelajaran berbasis game, LingoHut.*

INTRODUCTION

The current technological development is increasingly rapid in many aspects of life, including education.¹ Varied learning media is increasingly flourishing and eases the ongoing learning-teaching process. Hence, eventually, the usage of information and communication technology-based learning media becomes one of the requirements that should be complied with in education.

In its development, the revolution of learning media started when parents entrusted their children with studying to the people deemed to have intelligence in a discipline of knowledge. To this day, learning is still conducted verbally until humans start to know about writing. The transformation from verbal learning into writing occurred in the second revolution, marked by various written media such as woods, rocks, bones, and leaves. Afterward, the paper was found in the third revolution and soon became a widely used media. At the end of the 20th century, the fourth revolution of learning media or the electronic revolution, learning or education started to switch using audio-visual

¹ Taufik Taufik et al., 'Pengembangan Media Pembelajaran Mahārah Qir'ah dengan Menggunakan Book Creator', *Al Mi'yar: Jurnal Ilmiah Pembelajaran Bahasa Arab Dan Kebahasaaraban* 6, no. 2 (6 October 2023): 569, <https://doi.org/10.35931/am.v6i2.2522>.

technologies such as motion pictures, computers, and the internet ². Moreover, in this 21st century, the learning pattern is marked by the absence of space and time boundaries, the liberation of learning material, inclusive, and learning that requires physical activity is reduced ³. These learning patterns are then accompanied by the demand for internet connection, which is getting higher for both teachers and students. This demand is observed from the education implementation during the pandemic some time ago and will likely continue.

One of the learning media that present to ease language learners today is LingoHut. As mentioned by Ferlazzo & Sypnieski (2018), Lingohut is an engaging online site and free for all students to strengthen their language skills through various vocabularies and examples of expressions, as well as a learning game that provides audio support for text. It is recorded that more than 45 languages with each of 125 accessible and study able lesson subject material by everyone, everywhere, and every time. The innovation of LingoHut is undoubtedly a fresh impetus for many people in today's era, which requires everyone in various fields to master foreign languages, including Arabic.

Several previous kinds of research relevant to this study had been discussed on various online sites and applications, such as Duolingo ⁴, Kahoot!⁵,

² Umi Hanifah, *Media Pembelajaran Bahasa Arab* (Surabaya: Putra Media Nusantara, 2011).

³ Yuniastuti, Miftakhuddin, and Muhammad Khoiron, *Media Pembelajaran Untuk Generasi Milenial: Tinjauan Teoretis Dan Pedoman Praktis* (Surabaya: Scopindo Media Pustaka, 2021).

⁴ Xiangying Jiang et al., 'Evaluating the Reading and Listening Outcomes of Beginning-level Duolingo Courses', *Foreign Language Annals* 54, no. 4 (December 2021): 974–1002, <https://doi.org/10.1111/flan.12600>; Mahyudin Ritonga et al., 'Duolingo: An Arabic Speaking Skills' Learning Platform for Andragogy Education', ed. Ehsan Namaziandost, *Education Research International* 2022 (25 February 2022): 1–9, <https://doi.org/10.1155/2022/7090752>.

⁵ Alim Al Ayub Ahmed et al., 'An Empirical Study on the Effects of Using Kahoot as a Game-Based Learning Tool on EFL Learners' Vocabulary Recall and Retention', ed. Ehsan Namaziandost, *Education Research International* 2022 (27 February 2022): 1–10, <https://doi.org/10.1155/2022/9739147>; Yi-Mei Chen, 'Understanding Foreign Language Learners' Perceptions of Teachers' Practice with Educational Technology with Specific Reference to Kahoot! And Padlet: A Case from China', *Education and Information Technologies* 27, no. 2 (March 2022): 1439–65, <https://doi.org/10.1007/s10639-021-10649-2>; Jon-Chao Hong et al., 'Comparing the Taiwanese Learning Effects of Shaking-On and Kahoot!', *Journal of Computer Assisted Learning* 38, no. 3 (June 2022): 892–905, <https://doi.org/10.1111/jcal.12655>.

Padlet ⁶, Quizizz ⁷, Busuu ⁸, and social media ⁹ for learning various languages. Those online sites or applications are similar to LingoHut, which is widely used by language learners worldwide. Nonetheless, regarding the researcher's search, several articles contained the word LingoHut inside of it. However, the researcher cannot ensure whether the articles discuss LingoHut thoroughly or mention it in their discussions because the articles are written in an unknown language for the researcher. Therefore, the researcher feels it necessary to study profoundly about LingoHut as Arabic language learning media. This research is expected can provide contributions and become a suggestion for the teachers to teach the Arabic language in their classes so that learning becomes more lively and fun. Additionally, this research is also expected that this study can be a practical guide for Arabic language learners who wants to learn independently using LingoHut.

⁶ Caolain J. Cleary, 'A Case Study Investigation of Year 8 Students' Experiences with Online Learning Through the Padlet App in a State-Maintained Girls' Grammar School', *Journal of Classics Teaching*, 6 April 2022, 1–11, <https://doi.org/10.1017/S2058631022000150>; M Kharis et al., 'Microblogging with Padlet: Students' New Writing Experience on A2–B1 Common European Framework of Reference for Languages (CEFR)', *International Journal of Emerging Technologies in Learning (ijET)* 15, no. 01 (15 January 2020): 176–87, <https://doi.org/10.3991/ijet.v15i01.11804>; Eleni Meletiadou, 'Using Padlets as E-Portfolios to Enhance Undergraduate Students' Writing Skills and Motivation', *IAFOR Journal of Education* 9, no. 5 (22 October 2021): 67–83, <https://doi.org/10.22492/ije.9.5.04>.

⁷ Karlucy Farias de Sousa and Nukácia Meyre Silva Araújo, 'Quizizz in English as Second Language Classes: A Brief Analysis | [Quizizz Nas Aulas de Inglês Como L2: Uma Breve Análise]', *Ilha Do Desterro A Journal of English Language, Literatures in English and Cultural Studies* 74, no. 3 (8 September 2021), <https://doi.org/10.5007/2175-8026.2021.e80734>; Thulasirani A/P Munuyandi et al., 'Effectiveness Of Quizizz in Interactive Teaching and Learning Malay Grammar', *Asian Journal of University Education* 17, no. 3 (1 August 2021): 109, <https://doi.org/10.24191/ajue.v17i3.14516>.

⁸ Miguel Saona-Vallejos and Michael Thomas, 'An Investigation of Social Networking Sites for Language Learning and the User Experience: The Case of Busuu and Spanish as a Foreign Language', in *Advances in Educational Technologies and Instructional Design*, ed. Bin Zou and Michael Thomas (IGI Global, 2019), 72–98, <https://doi.org/10.4018/978-1-7998-1282-1.ch004>; Michael D. Winans, 'Busuu: A Social Network Application to Learn Languages', *CALICO Journal* 37, no. 1 (10 November 2019): 117–26, <https://doi.org/10.1558/cj.37781>; Taufik Taufik et al., 'Media Pembelajaran Busuu dalam Pembelajaran Bahasa Arab untuk Pemula', *Al Mi'yar: Jurnal Ilmiah Pembelajaran Bahasa Arab Dan Kebahasaaraban* 6, no. 2 (5 November 2023): 749, <https://doi.org/10.35931/am.v6i2.2321>. No Reference

⁹ Jonathon Reinhardt, 'Social Media in Second and Foreign Language Teaching and Learning: Blogs, Wikis, and Social Networking', *Language Teaching* 52, no. 1 (January 2019): 1–39, <https://doi.org/10.1017/S0261444818000356>.

METHOD

This qualitative research used the LingoHut website (www.lingohut.com/id) and the Apps downloaded on smartphones as the primary data source. Meanwhile, the secondary data sources in this research are articles, books, and other library sources relating to Arabic language learning using LingoHut and its weaknesses and strengths as the Arabic language learning media. The researcher proposed the steps in implementing LingoHut in Arabic language learning and described the types of learning offered. The researcher also analysed the advantages and weaknesses of LingoHut in Arabic language learning.

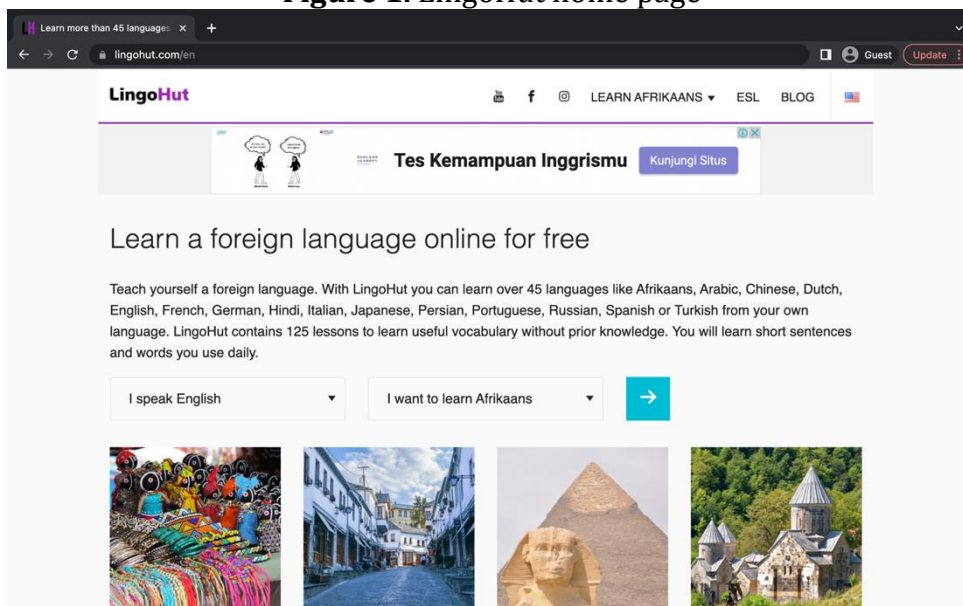
RESULT AND DISCUSSION

Arabic Language Learning Using LingoHut

LingoHut, as one of many platforms available for learning the Arabic language, is easy to access both through its website and by downloading its apps to a Smartphone. Moreover, for accessing the lesson material in Arabic on the site, the user does not need to register or log in. The following are the steps of Arabic language learning using LingoHut:

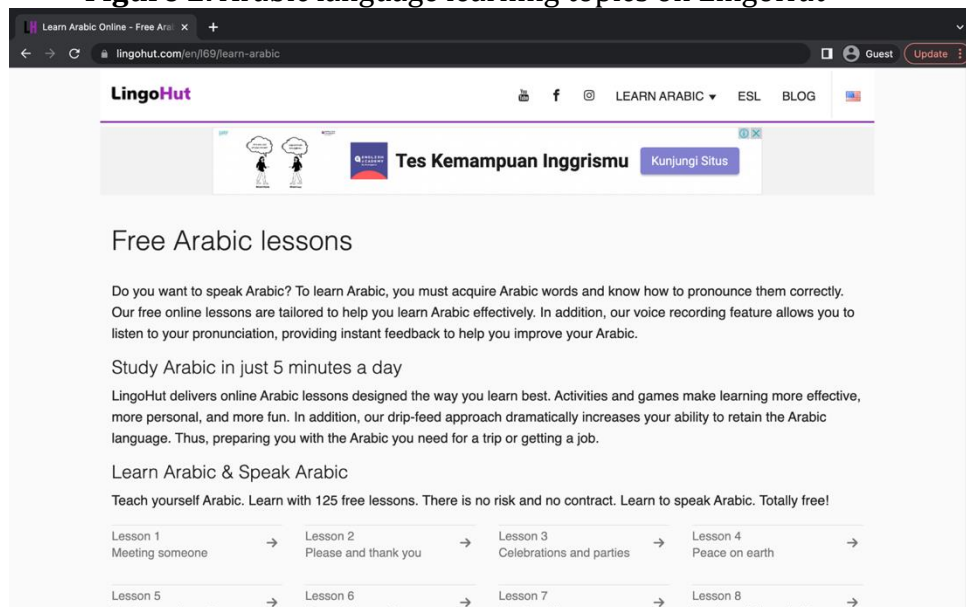
1. First, a teacher needs to prepare an LCD projector so that all students in the room can see LingoHut. In addition, the teacher also needs to introduce LingoHut to the students, tell them how to use the sites, and explain the purpose of the learning they want to achieve.
2. The teacher accesses LingoHut in the domain www.lingohut.com. The other alternative that the teacher can select besides accessing the LingoHut website is to instruct the students to download the LingoHut App to their smartphones individually or in groups.
3. On the home page of LingoHut, the user will be asked to select the language they want to use on the site and the language they want to study. When choosing the language on the site, the language on the website display will automatically use the selected language.

Figure 1. LingoHut home page



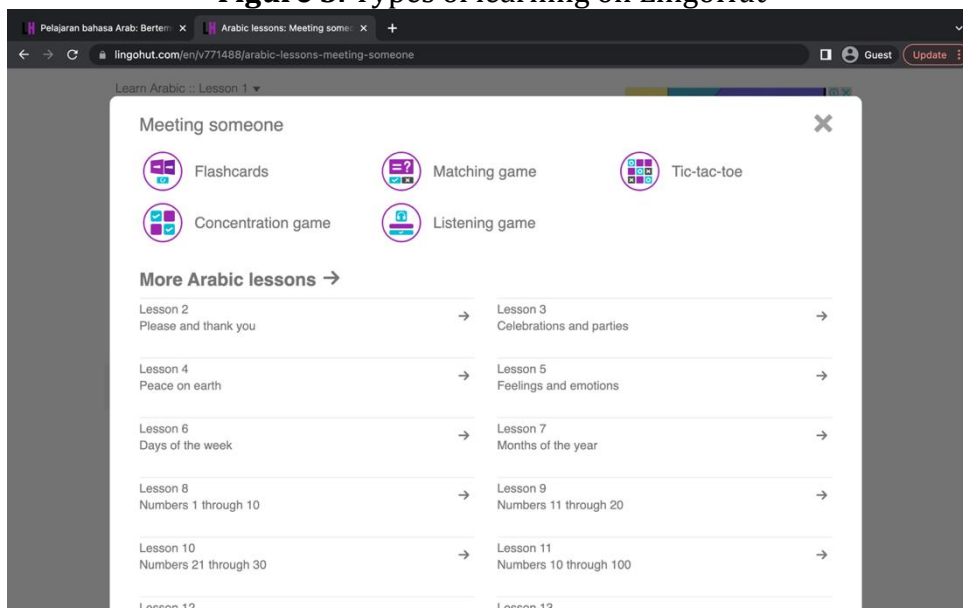
4. After selecting the language to be studied, users will be presented with 125 choices of learning materials on various topics. In this step, the teacher can determine the topic they want to learn in every meeting. Among the available topics in Arabic language learning are *Ta'aruf*, expressions in various circumstances and places, names of days, months, numbers, multiple tools in many places, and topics related to geography and astronomy.

Figure 2. Arabic language learning topics on LingoHut



5. After selecting the desired topic, LingoHut will display a vocabulary lesson and several examples of expression corresponding to the learning topic, in which every topic has its voice feature. This step addresses vocabulary lessons and several examples of phrases, and a teacher can also select other games available on the site. Overall, every topic consists of six types of learning, i.e., vocabulary lesson, flashcards, matching game, tic-tac-toe, concentration game, and listening game.

Figure 3. Types of learning on LingoHut



6. The teacher then can select those types of learning corresponding to their need. It could be that the teacher uses vocabulary learning at the beginning of learning, then other types of learning are used in core activities and evaluations.

Essentially, the teacher can create and combine learning with various topics and types of learning that LingoHut has provided. It is just that teachers cannot change the learning materials as they desire on the site.

Types of Arabic Learning in LingoHut

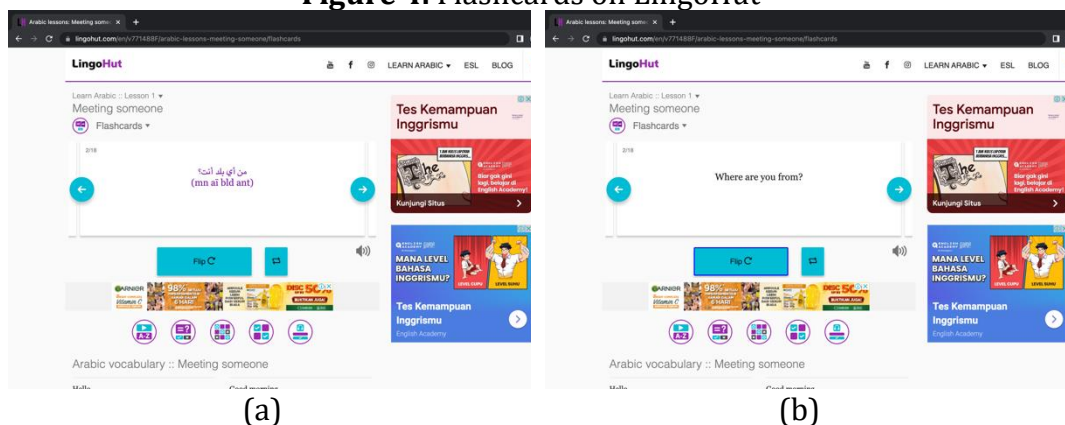
One of the advantages possessed by LingoHut as Arabic language learning is the availability of various types of learning, most of which are game-based learning. Game-based learning is one of the latest current learning. Eltahir et al. (2021) state that by implementing game-based learning, students can boost and increase their motivation and knowledge. Game-based learning also increases learning interactivity.¹⁰ The following list is several types of learning available in LingoHut:

¹⁰ Ulfa Mawaddah Ahmad Opier, 'Pelaksanaan Game Scattergories Dalam Pembelajaran Kosakata Bahasa Arab', *Al Mi'yar: Jurnal Ilmiah Pembelajaran Bahasa Arab Dan Kebahasaaraban* 6, no. 1 (2 April 2023): 95, <https://doi.org/10.35931/am.v6i1.1564>.

1. Flashcards

Flashcards are one of the strategies that help students memorize the vocabulary of a foreign language ¹¹. In LingoHut, learning through LingoHut is presented with a card, in which the front side is the example of an expression in the Arabic language, and the other side contains the meaning of the expressions. According to Cohen, Gairns & Redman (1990) in Komachali & Khodareza (2012), one of the advantages of learning using flash cards is that they can be arranged to make a logical group of words in the target language. However, in LingoHut, the teacher is not free to set or alter every content of available flashcards. Moreover, according to Oxford & Crookall (1990), other flashcards' shortcomings for vocabulary learning is the weakness related to linguistic context. This lackness is apparent in LingoHut, which only focuses on vocabulary and expressions.

Figure 4. Flashcards on LingoHut



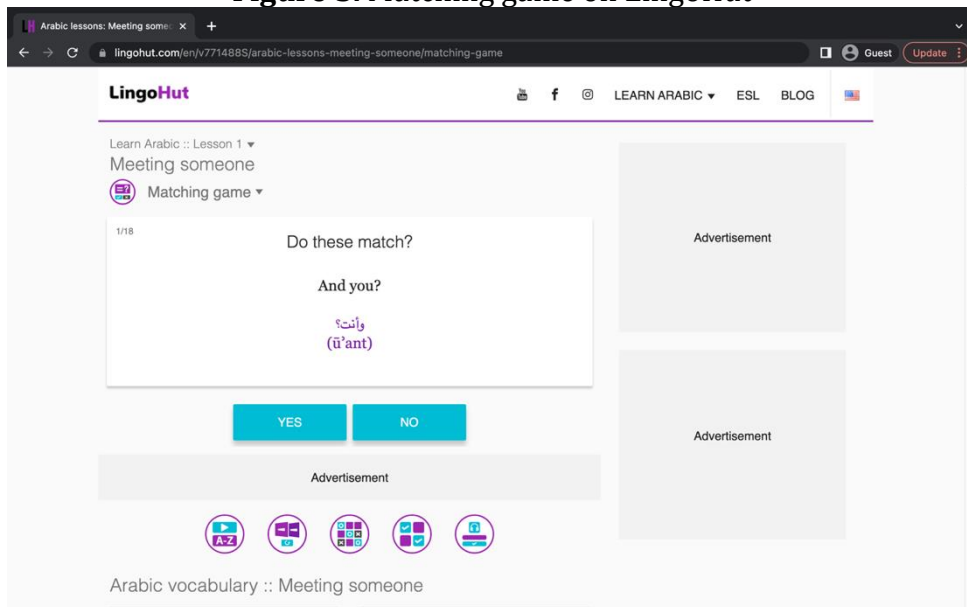
2. Matching Game

Arabic language learning through a matching game in LingoHut is presented with a card containing a vocabulary or expression and its meaning. The user is then asked to guess whether the vocabulary or the expression is right or not corresponding to the meaning presented. For selecting yes or not, the user can choose by clicking on the choices available in the card game. The right answer is marked with a green check mark, while the wrong answer is marked with a red cross mark, and each has a different sound effect. According to Wang & Chen (2010), one benefit of learning using a matching game like this is to maintain students' motivation with playing, help students' knowledge

¹¹ Chien-Hung Lai et al., 'Integrating Flash Cards with Narratives for Mobile Learning of English Vocabulary', *International Journal of Interactive Mobile Technologies (ijIM)* 14, no. 04 (12 March 2020): 4, <https://doi.org/10.3991/ijim.v14i04.11723>.

construction through trial and error, and strengthen students' knowledge through progressive challenges.

Figure 5. Matching game on LingoHut



3. Tic-Tac-Toe

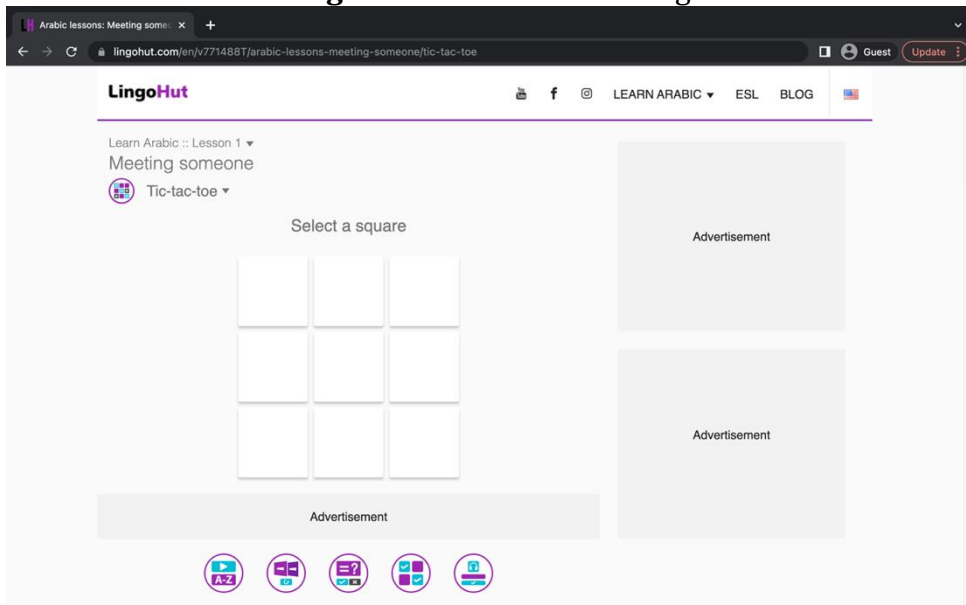
Tic-tac-toe is a simple game in which two players take turns drawing tokens (X or O) in a box 3x3. The winner in this game is the player who can put three tokens in one line, column, or diagonal ¹². This game looks simple; however, using tic-tac-toe for this kind of game-based learning can bring active learning to the class ¹³. Honarmand et al. (2015) mention that learning using Tic-tac-toe brings more positive influence than traditional learning. In Indonesia, the tic-tac-toe game is known as the java chess game. It is a simple game, yet it counts on quick thinking to find tactical steps without being cut off

¹² Kevin Crowley and Robert S. Siegler, 'Flexible Strategy Use in Young Children's Tic-Tac-Toe', *Cognitive Science* 17, no. 4 (October 1993): 531–61, https://doi.org/10.1207/s15516709cog1704_3; Dwi H. Widyantoro and Yus G. Vembrina, 'Learning to Play Tic-Tac-Toe', in *2009 International Conference on Electrical Engineering and Informatics* (2009 International Conference on Electrical Engineering and Informatics (ICEEI), Bangi, Malaysia: IEEE, 2009), 276–80, <https://doi.org/10.1109/ICEEI.2009.5254776>.

¹³ Shu Yun Tsng, Masitah Shahrill, and Siti Norhedayah Abdul Latif, 'Exploring the Effects and Students' Views on the Use of a Tic-Tac-Toe Game to Teach Mathematics in Brunei Darussalam', *The International Journal of Science, Mathematics and Technology Learning* 29, no. 1 (2021): 49–65, <https://doi.org/10.18848/2327-7971/CGP/v29i01/49-65>.

by the opponent's phase ¹⁴. In LingoHut, the tic-tac-toe game is carried out with 3x3 boxes in which for each of the boxes, a player must answer correctly with the right answer to fill those boxes. The slight difference between the tic-tac-toe game in LingoHut is that one player only plays it. So that the competitive atmosphere in the game is less perceived, the player is demanded to concentrate soundly to answer the question correctly in the box they selected so that they can put the right answer in the line, column, or diagonal.

Figure 6. Tic-tac-toe on LingoHut



4. Concentration Game

The concentration game is a memory game or remembering which requires its player to preserve numerous visuospatial information ¹⁵. In this concentration game, the player must find the right piece to obtain additional credit points ¹⁶. In LingoHut, the learning through concentration game is carried out using 12 boxes containing vocabulary or examples of expressions and the

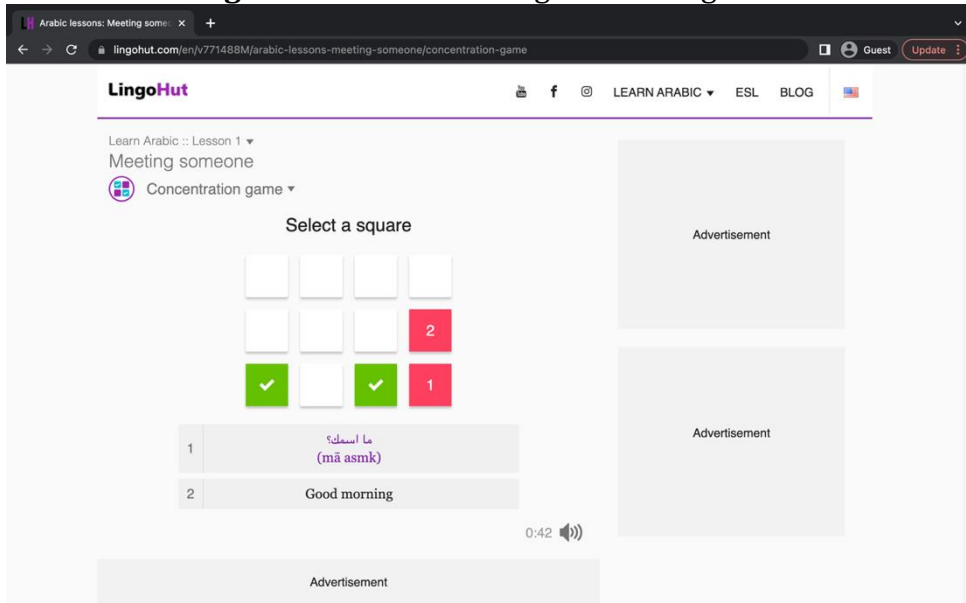
¹⁴ Nico Saputro and Erdo Dirgagautama, 'Penerapan Algoritma Genetik Pada Permainan Catur Jawa', *Integral* 9, no. 1 (2004): 17–26.

¹⁵ Ruth Schumann-Hengsteler, 'Children's and Adults' Visuospatial Memory: The Game Concentration', *The Journal of Genetic Psychology* 157, no. 1 (March 1996): 77–92, <https://doi.org/10.1080/00221325.1996.9914847>.

¹⁶ Danica A. Nowosielski, 'Use of a Concentration Game for Environmental Chemistry Class Review', *Journal of Chemical Education* 84, no. 2 (February 2007): 239, <https://doi.org/10.1021/ed084p239>.

meaning of the vocabulary or example of expressions. The player is then asked to match the vocabulary or example of expressions with the right meanings in the first and the second clicks.

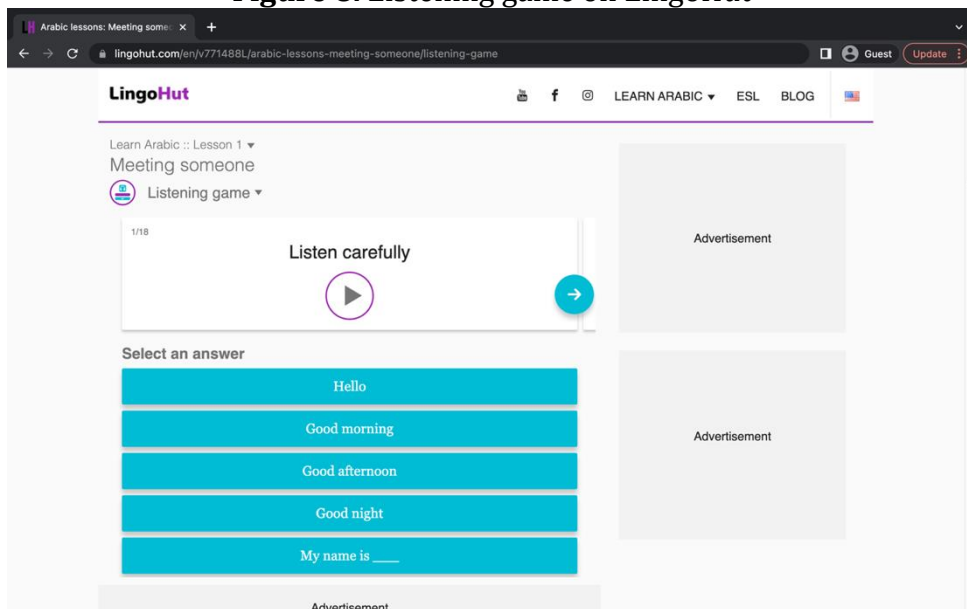
Figure 7. Concentration game on LingoHut



5. Listening Game

Next is the listening game. The students carry out this quiz or game of listening in LingoHut by listening to the sounding of vocabulary or the example of expressions. Afterward, the player guesses the right meaning by selecting one of the five available answers.

Figure 8. Listening game on LingoHut



The Advantages and Weaknesses of Arabic Language Learning Using LingoHut

Based on the observation and analysis conducted by the researcher, the study found several advantages or benefits of LingoHut as the Arabic language learning media, such as:

1. It is free and easy to use
2. It can be used for learning two languages simultaneously, for instance, English as the instruction language on the website and Arabic as the studied language.
3. Varied topics selection or learning materials are available
4. The site has a sounding feature that helps students learn the right Arabic pronunciation. This sound feature can also be used to train students' listening skills.

Aside from its varied advantages, LingoHut as the Arabic language learning media also has some weaknesses, such as:

1. Some advertisements appear on the website or the apps disturb the users' focus and attention.
2. Some expressions in Arabic are not accurate, for instance, اسمي هو (my name is _).

3. It only contains vocabulary and expression learning, the researcher did not find learning materials related to studying written skills and Arabic language grammar such as *Nahwu* and *Sharaf*.
4. Both vocabulary and the example of expressions are written without *Harakat* or *Syaki*. For beginner learners, it would be a constraint. However, the sounding feature cannot much help to understand every vocabulary and the example of expressions.
5. The teacher does not have much flexibility to prepare the materials they want to teach because the learning materials are already available in LingoHut. Teachers can only direct the students and utilize the learning materials as much as possible.

The Arabic language learning in LingoHut focuses more on mastering vocabularies and expressions. Moreover, the available learning types lead to memorizing learning more than other types. In this case, vocabulary and expressions which students manage to memorize are most likely to be forgotten if they do not practice constantly. It would be different if the students learned the vocabularies and expressions by comprehension method, it would be better for their understanding.

CONCLUSION

LingoHut is one of the online sites established for studying many interesting languages in present times, in which everyone is demanded to learn and master foreign language conforming with the time, including the Arabic language. With a varied selection of available topics and types of learning, LingoHut can be one of the options in Arabic language learning for the teachers in the class. Nevertheless, the teachers need to consider and pay attention to several weaknesses of LingoHut to prepare the better and more engaging learning with the site.

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