

Scrabble Board Game as a Learning Tool for Improving Arabic Vocabulary Based on Experiential Learning

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Cite this article:

Yasin, Agus., Nabila, Khansa., & Setiyadi, Alif Cahya. (2026). Scrabble Board Game as a Learning Tool for Improving Arabic Vocabulary Based on Experiential Learning. *Arabiyatuna: Jurnal Bahasa Arab*, 10(1), 291-316. doi: 10.29240/jba.v10i1.16239

Received: 28-01-2026

Revised: 21-04-2026

Accepted: 11-05-2026

Abstract

This study aims to develop a Scrabble Board Game based on Experiential Learning principles to improve Arabic vocabulary mastery among beginner-level students. The research employed a quantitative Research and Development (R&D) approach using the ADDIE model, consisting of Analysis, Design, Development, Implementation, and Evaluation stages. Data were collected through expert validation questionnaires, vocabulary pre-test and post-test instruments, classroom observations, and interviews. Media validity was examined through content and construct validation by three experts: an Arabic language expert, a learning media expert, and a teaching practitioner using a Likert-scale assessment, while instrument reliability was ensured through expert judgment. The implementation involved 20 second-grade students at Madrasah Ibtidaiyyah over three learning sessions. Quantitative data were analyzed using descriptive statistics, N-Gain analysis, and a paired-sample t-test, supported by descriptive qualitative analysis. The results showed a significant improvement in students' Arabic vocabulary mastery, with the average score increasing from 54.3 to 82.1 and an N-Gain score of 0.61, indicating moderate to high effectiveness. At the same time, the paired-sample t-test confirmed statistical significance ($p < 0.001$). This study concludes that integrating a Scrabble Board Game with

Experiential Learning effectively enhances Arabic vocabulary acquisition and student engagement.

Keywords: Experiential Learning; Scrabble Board Game; Arabic Vocabulary; Game-Based Learning; Learning Media.

Introduction

The development of educational innovation has become an essential aspect of improving the quality of learning, particularly in language education. Various instructional approaches and learning media have been introduced to enhance student engagement, motivation, and learning outcomes. However, in many elementary-level Arabic language classrooms, learning activities remain dominated by teacher-centered methods and memorization-based practices.¹ These conventional approaches often limit students' opportunities to construct knowledge actively, resulting in low motivation and weak vocabulary retention.²

Within this context, vocabulary mastery plays a crucial role as a foundation for developing other language skills, including listening, speaking, reading, and writing.³ Beginner-level students frequently struggle to memorize and apply new Arabic vocabulary due to limited exposure, insufficient practice, and minimal interaction during learning activities.⁴ As a result, Arabic is often perceived as a difficult and less engaging subject, especially among young learners in *Madrasah Ibtidaiyyah*. This condition highlights the need for instructional strategies that promote active participation and meaningful learning experiences.⁵

One of the primary factors contributing to this problem is the limited use of interactive learning media that encourage students to learn through experience.

¹ Khansa Nabila, Agus Yasin, and Alif Cahya Setiyadi, "Development of a Scrabble Board Game Based on Experiential Learning for Enhancing Arabic Vocabulary Acquisition," *LISANIA: Journal of Arabic Education and Literature* 9, no. 2 (2025): 477–95, <https://doi.org/10.18326/lisania.v9i2.477-495>; Noza Aflisia and Hazuar Hazuar, "Pengembangan Bahan Ajar Bahasa Arab Berbasis Pendekatan Komunikatif," *Arabiyatuna : Jurnal Bahasa Arab* 4, no. 1 (May 8, 2020): 111, <https://doi.org/10.29240/jba.v4i1.1380>.

² Mohammad Zainal Hamdy Wiwik Prasetyo Ningsih, M. Abdul Hamid, Abdul Wahab Rosyidi, "The Designing of Teaching Materials by Using Mnemonic Music Techniques to Strengthen Vocabularies Memorizing," *Arabiyatuna : Jurnal Bahasa Arab* 8, no. 2 (2024): 757–78.

³ Noza Aflisia et al., "Pemanfaatan Aplikasi Kahoot Untuk Meningkatkan Penguasaan Unsur Bahasa Arab," in *Al-Mu'tamar Ats-Tsanawi Li Al-Lughah Al-'Arabiyah*, vol. 1 (Prodi Pendidikan Bahasa Arab IAIN Curup, 2020), 1–17, <http://prosiding.iaincurup.ac.id/index.php/musla/article/view/8>.

⁴ Rahmat Hidayat, Fera Favirotus Siyam, Muhammad Wahyudi, et al., "Effectiveness of the Station Rotation Blended Learning Model in Mastering Mufradat," *Arabiyatuna : Jurnal Bahasa Arab* 9, no. 1 (2025), <https://doi.org/10.29240/jba.v9i1.12431>.

⁵ Muhammad Abdul Hamid et al., "The Development of an Evaluation Instrument for the Implementation of the Arabic Language Curriculum in Islamic High School," *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab* 14, no. 1 (2022): 242–57, <https://doi.org/10.24042/albayan.v14i1.10303>.

Learning activities that rely solely on textbooks and repetition tend to reduce students' interest and inhibit long-term retention.⁶ To overcome this issue, teachers are required to adopt innovative learning models that involve students directly in the learning process.⁷ One promising approach is experiential learning, which emphasizes learning through concrete experiences, reflection, conceptual understanding, and active experimentation.⁸ This approach allows students to connect new vocabulary with real experiences, making learning more meaningful and memorable.

In practice, experiential learning can be effectively implemented through game-based learning, particularly educational board games.⁹ Games provide a relaxed and enjoyable learning environment, encourage collaboration, and stimulate cognitive as well as social interaction among students.¹⁰ Among various educational games, the Scrabble board game has strong potential for vocabulary development. Scrabble challenges learners to recognize letters, form words, and recall vocabulary strategically.¹¹ When adapted to Arabic language learning, Scrabble can support students in practicing spelling, word recognition, and vocabulary construction engagingly and interactively.¹²

However, it is important to consider the typological differences between English and Arabic when adapting the Scrabble game. English generally follows a more linear, analytic word-formation system, whereas Arabic is a morphologically rich, inflectional language characterized by a root-and-pattern (*sharf*) system. This structural difference poses challenges for applying Scrabble to Arabic vocabulary learning, as Arabic word formation involves derivational patterns rather than simple letter combinations.

⁶ Abdul Hafidz Bin Zaid et al., "Mimimo-Flashcard: Vocabulary Learning Media Based on the Mimicry Memorization Method," *LISANIA: Journal of Arabic Education and Literature* 6, no. 1 (2022): 1–13, <https://doi.org/10.18326/lisania.v6i1.1-13>.

⁷ Yue Li et al., "Development of an EFL Curriculum Components to Promote Intercultural Communicative Competence for Chinese College Students," *IJOLE: International Journal of Language and Education* 7, no. 4 (2023): 775–84.

⁸ Karunia Krisnawilujeng, Ahmad Fatoni, and Renat Sarimov, "The Relationship Between Mastery of Nahwu Sharf and The Ability to Translate Arabic Texts," *Arabi: Journal of Arabic Studies* 8, no. 2 (2023): 183–92.

⁹ Muhammad Gazali and Moh Ainin, "Integration of Mandar Local Cultural Values into The Content of Arabic Reading Skills Learning," *Ijaz Arabi: Journal of Arabic Learning* 8, no. 3 (2025): 1544–57.

¹⁰ Monther M. Elaish et al., "Development of a Mobile Game Application to Boost Students' Motivation in Learning English Vocabulary," *IEEE Access* 7 (2019): 13326–37, <https://doi.org/10.1109/ACCESS.2019.2891504>.

¹¹ Fitriya and Maskhurin Fajarina, "The Effectiveness of Using Scrabble Game in Mastering English Vocabulary," *Journal of Student Research (JSR)* 1, no. 1 (2023).

¹² Fathimah Muthmainnah, Mohammad Ahsanuddin, and Muhammad Alfian, "Development of the Arabic Scrabble Board Game Based on Experiential Learning as a Mufradât Learning Media Arabiyât," *Arabiyat: Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban* 11, no. 1 (2024): 100–115.

To address this limitation, the present study adapts the Scrabble mechanics by focusing on beginner-level vocabulary and restricting word construction to familiar lexical items rather than complex morphological derivations. This adjustment ensures that the game remains cognitively appropriate for elementary-level learners while still supporting vocabulary acquisition.

Several previous studies have reported that educational games contribute positively to language learning outcomes,¹³ especially in improving vocabulary mastery and student motivation.¹⁴ Game-based learning has been shown to enhance students' engagement, foster collaboration, and create a more interactive classroom atmosphere.¹⁵ Nevertheless, most existing studies focus on digital games or general game-based learning without explicitly integrating a structured learning model.¹⁶ Research that combines Scrabble board games with the experiential learning framework, particularly for Arabic vocabulary instruction at the elementary level, remains limited.¹⁷

From a theoretical perspective, this study is grounded in Kolb's Experiential Learning Theory, which emphasizes learning as a cyclical process involving four stages: concrete experience, reflective observation, abstract conceptualization, and active experimentation.¹⁸ In language learning, experiential learning enables students to acquire vocabulary through direct interaction, practice, and reflection rather than passive memorization.¹⁹ By engaging learners in meaningful activities, this approach supports deeper cognitive processing and

¹³ Stefan Sulzenbacher, Stephan Voss, and Michael Penkler, "Playing Science: Representing and Doing Research in Board Games," *Science as Culture*, February 18, 2026, 1–14, <https://doi.org/10.1080/09505431.2026.2630948>.

¹⁴ Ach. Fadoli and Mohammad Rifki, "Al-Al'Âb Al-Lughawiyah Fi Ta'Lîm Al-Mufradât 'Alâ Asâs Al-Madkhal Al-Insâniy Bi Al-Ma'Had as-Salafiy," *International Journal of Arabic Language Teaching* 5, no. 01 (2023): 68, <https://doi.org/10.32332/ijalt.v5i01.6903>.

¹⁵ Muhammad Fadhlân, Imam Asrori, and Alif Cahya Setiyadi, "The Improvement of Students' Arabic Speaking Skills: The Role of Interactive Strategies and the Establishment of a Language Environment," *Iqdirbar: Journal of Arabic Language Teaching, Linguistics, and Literature* 7, no. 2 (2024): 161–82.

¹⁶ Rula Ahmad Abu-elrob and Ahmad Issa Tawalbeh, "Jordanian Facebookers' Attitudes: A Speech Act Analysis," *IJAL: Indonesian Journal of Applied Language* 15, no. 1 (2025): 47–58.

¹⁷ Siti Sanah, Odang Odang, and Yuni Lutfiyani, "Model Pengembangan Keterampilan Berbahasa Arab Di Pesantren," *Ta'lim Al-'Arabiyah: Jurnal Pendidikan Bahasa Arab & Kebahasaaraban* 6, no. 2 (2022): 271–93, <https://doi.org/10.15575/jpba.v6i2.20164>.

¹⁸ Muhammad Syaifullah et al., "The Application of Experiential Learning Model Perspective A. Kolb to Improving Students Reading Skill," *Jurnal Al-Bayan: Jurnal Jurusan Pendidikan Bahasa Arab* 13, no. 2 (December 2021): 208–30.

¹⁹ Carlos Lenin Alvarez et al., "Factors Influencing The Development of Speaking Skills Among Ecuadorian EFL Learners: Teachers' Perspectives," *IJAL: Indonesian Journal of Applied Language* 14, no. 2 (2024): 319–31.

long-term retention of vocabulary.²⁰ Educational games align naturally with experiential learning principles, as they provide concrete experiences, encourage reflection through feedback, and allow students to apply newly acquired vocabulary in varied contexts.²¹

Although prior research has confirmed the benefits of game-based learning, particularly in enhancing vocabulary acquisition, student motivation, and classroom interaction, several limitations remain.²² Board games have been shown to increase engagement and reduce anxiety in language learning;²³ however, studies that adapt the Scrabble board game specifically for Arabic vocabulary learning at the elementary level and integrate it systematically within an experiential learning framework are still scarce.²⁴ This gap indicates the need for further research that bridges educational games and experiential learning in a structured and pedagogically grounded manner.²⁵

Although several studies have explored the use of Scrabble and game-based learning in language education, research specifically focusing on Arabic Scrabble remains limited. Existing studies primarily address English vocabulary learning or utilize digital game formats without integrating a structured pedagogical framework.

Therefore, the novelty of this study lies in: (1) adapting the Scrabble board game to the Arabic linguistic system, (2) integrating it systematically with Kolb's Experiential Learning model, and (3) implementing it at the elementary level (*Madrasah Ibtidaiyyah*), which has received limited attention in previous research.

Accordingly, this study seeks to address this research gap by developing a Scrabble board game based on experiential learning principles to improve Arabic vocabulary mastery among beginner-level students at *Madrasah Ibtidaiyyah*. Using

²⁰ Naima Al-husban, "EFL Teachers' Practices and Perspectives on Learner Autonomy in Virtual Language Learning Environments in Jordan," *IJOLE: International Journal of Language and Education* 7, no. 1 (2023): 1–12.

²¹ La Ode Nggawu, "The Impact of Communicative Language Teaching (CLT) Approach on Students' Speaking Ability in a Public Indonesian University: Comparison between Introverts and Extrovert Groups," *IJLE: International Journal of Language Education* 7, no. 3 (2023): 393–413.

²² Rohanda et al., "Developing the Traditional Game Engklek to Teach Arabic Grammar in Madrasah Tsanawiyah," *Arabiyatuna: Jurnal Bahasa Arab* 9, no. 2 (2025), <https://doi.org/10.29240/jba.v9i2.12692>.

²³ Agus Yasin et al., "Using Kahoot Application as Interactive Media in the Arabic Speaking Skills Development," *Arabiyat: Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban* 12, no. 1 (2025): 99–111.

²⁴ Siti Nikmatul Rochma, Umi Mahmudah, and Yuangga Kurnia Yahya, "Utilizing Technology in Arabic Teaching: Implementation of Media 'Learning Aljazeera.Net' on Listening Skill Teaching at University of Darussalam Gontor," *Arabiyatuna: Jurnal Bahasa Arab* 5, no. 2 (2021): 197, <https://doi.org/10.29240/jba.v5i2.2730>.

²⁵ Robert Nyenhuis and Joshua C Gellers, "Experiential Learning Exercises' Effects on Students' Attitudes Toward the Global Poor," *Journal of Political Science Education* 19, no. 1 (January 2, 2023): 119–33, <https://doi.org/10.1080/15512169.2022.2117625>.

a Research and Development (R&D) approach with the ADDIE model, this study aims to develop a valid and effective learning medium, examine its impact on students' vocabulary acquisition, and explore students' learning experiences during the implementation. The findings are expected to contribute to Arabic language learning innovation by providing practical insights into integrating educational games and experiential learning to create a more interactive and meaningful learning environment.

Findings and Discussion

The participants of this study were second-grade students (aged 7–8 years) at *Madrasah Ibtidaiyyah*. At this developmental stage, students are in the early concrete operational phase, making them well suit to game-based and experiential learning activities. The Scrabble game was simplified and guided to match their cognitive level, ensuring that students could actively participate in word formation activities.

Development of the Scrabble Board Game and Research Participants

The development of the Scrabble Board Game as a learning medium for Arabic vocabulary acquisition was based on the need to transform conventional, memorization-oriented instruction into a more interactive and meaningful learning experience.²⁶ Beginner-level students, particularly at the *Madrasah Ibtidaiyyah* level, often experience difficulties in retaining and applying Arabic vocabulary because learning activities tend to focus on repetition without sufficient contextual practice.²⁷ Therefore, this study sought to design a learning medium that not only supports vocabulary mastery but also actively involves students in the learning process through experience-based activities.

This development process followed the ADDIE model, which provides a systematic framework for producing effective instructional media. The initial analysis stage revealed that students showed low motivation and passive participation during Arabic vocabulary lessons.²⁸ Classroom observations and teacher interviews indicated that students struggled to recall vocabulary when

²⁶ Ahmad Muradi et al., "Evaluation of Arabic Learning Program at State Islamic Religious College During COVID-19," *Eurasian Journal of Educational Research* 99 (2022): 189–200, <https://doi.org/10.14689/ejer.2022.99.011>.

²⁷ Zakiyah Arifa and Umar Al Faruq, "Mapping the Research Theme and Method: A Corpus Based to Abstract of Arabic Education Undergraduate Program," *Arabiyatuna : Jurnal Bahasa Arab* 5, no. 1 (2021): 81, <https://doi.org/10.29240/jba.v5i1.2073>.

²⁸ Selamat Husni Hasibuan, "The Effect of Using Scrabble Media on Students' Achievement in Vocabulary," *ELS Journal on Interdisciplinary Studies in Humanities* 1, no. 3 (2018): 342–49, <https://doi.org/10.34050/els-jish.v1i3.4910>.

required to use it in communicative contexts.²⁹ These findings highlight the importance of developing learning media that allow students to interact directly with vocabulary items in an engaging and enjoyable environment.

Based on the analysis, the Scrabble Board Game was conceptualized as a learning tool that integrates vocabulary acquisition with experiential learning principles.³⁰ The game was designed to encourage students to actively construct Arabic words using letter tiles, allowing them to experience vocabulary learning through hands-on manipulation rather than passive memorization.³¹ This approach aligns with experiential learning theory, which emphasizes that knowledge is constructed through concrete experience followed by reflection and application.³²

In the design stage, the traditional Scrabble concept was adapted to suit Arabic language learning and the cognitive characteristics of elementary students.³³ The game board was structured similarly to conventional Scrabble but modified to accommodate Arabic script and right-to-left word formation.³⁴ Arabic letter tiles were designed with clear fonts and appropriate sizes to ensure readability for young learners.³⁵ Each tile represented a single Arabic letter, enabling students to practice spelling and word construction accurately.

²⁹ Dina Mustika Ishak and Imam Asrori, "Development Of E-Book For Learning Arabic Reading Skills Based On A Genre Based Approach For Senior High School Students," *Ijaz Arabi Journal of Arabic Learning* 8, no. 1 (2025).

³⁰ Neng Rosi et al., "Tasmimu Al-Wasail At-Ta'limiyah 'FM Smart Finger' Fi Dars ShrfLi-Sanah As-Saniyyah," *Lisanan Arabiya: Jurnal Pendidikan Bahasa Arab* 08, no. 02 (2024).

³¹ Abdul Aziz Fakhruddin, Mochammad Firdaus, and Lailatul Mauludiyah, "Wordwall Application as a Media to Improve Arabic Vocabulary Mastery of Junior High School Students," *Arabiyatuna: Jurnal Bahasa Arab* 5, no. 2 (October 25, 2021): 217, <https://doi.org/10.29240/jba.v5i2.2773>.

³² Khansa Nabila, Alif Cahya Setiyadi, and Alifka Humayra, "The Impact of Task-Based Learning on the Development of Arabic Verbal Communication," *Lisanan Arabiya* 09, no. 01 (2025), <https://doi.org/10.32699/liar.v9vi1.9157>.

³³ Ihwan Mahmudi, Syifa Firdausi Putri, and Diana Fitri Islami, "Arabic Vocabulary Test Standars for Beginners According to Common European Framework of Reference for Languages (CEFR)," *Arabiyat: Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban* 12, no. 2 (2025): 157–72.

³⁴ Nur'ain Novianty, Rochmat Rochmat Cecep, and Shodik Ja'far Adam, "The Effectiveness of Visual Media in Improving Students' Arabic Language Learning According to Edgar Dale's Cone of Experience Model," *Arabiyatuna Jurnal Bahasa Arab* 9, no. 2 (2025), <https://doi.org/10.29240/jba.v9i2.14895>.

³⁵ Ahmad Hasanul Ishraf Shuib et al., "An Arabic Teaching-Learning Tool for Non-Native Arabic Speakers," in *The 5th International Conference on Information and Communication Technology for The Muslim World (ICT4M)*, 2014, 1–4, <https://doi.org/10.1109/ICT4M.2014.7020585>.



Figure 1. Design of the Arabic Scrabble Board Game and Letter Tiles

As illustrated in Figure 1, the visual and tactile design of the board and tiles supports students' engagement and aligns with experiential learning principles by encouraging direct interaction with Arabic vocabulary.

The vocabulary content embedded in the game was selected based on the Arabic curriculum for *Madrasah Ibtidaiyyah*, focusing on beginner-level vocabulary themes such as classroom objects, daily activities, and simple nouns.³⁶ This ensured that the game content was relevant to students' learning objectives and aligned with instructional standards.³⁷ The use of familiar vocabulary themes also supported contextual learning, allowing students to connect new words with their daily experiences.

To strengthen the experiential learning dimension, the gameplay was structured to reflect Kolb's Experiential Learning cycle. During gameplay, students engaged in concrete experience by forming Arabic words using letter tiles on the board. This stage provided direct interaction with vocabulary items and encouraged students to recall previously learned words. The teacher then facilitated reflective observation by guiding students to discuss the meaning, pronunciation, and usage of the words they formed.³⁸

The next stage, abstract conceptualization, began as students began to recognize patterns in word formation, such as recurring letter combinations or similarities between words. Through guided discussion, students connected their gameplay experience with linguistic concepts, enabling them to internalize vocabulary more effectively.³⁹ Finally, active experimentation was realized when

³⁶ Muhammad Rizal, Mohamad Zaka Al Farisi, and Asep Sopian, "Peer Teaching Method Integrated with Card Media: Its Implementation in Arabic Syntax Learning," *Arabiyatuna: Jurnal Bahasa Arab* 7, no. 1 May (2023): 345, <https://doi.org/10.29240/jba.v7i1.5860>.

³⁷ Nur Kholis et al., "Development of Competency-Based Arabic Language Curriculum in Traditional Islamic Boarding Schools Cite This Article :," 8, no. 2 (2024): 827–48.

³⁸ David Allen Kolb, *Experiential Learning: Experience As the Source of Learning and Development*, 2015.

³⁹ Fadoli and Rifki, "Al-Al'Âb Al-Lughawiyah Fi Ta'Lîm Al-Mufradât 'Alâ Asâs Al-Madkhal Al-Insâniy Bi Al-Ma'Had as-Salafiy."

students applied newly learned vocabulary in subsequent game rounds, refining their strategies and improving accuracy based on feedback.

The collaborative nature of the Scrabble Board Game further enhanced the learning experience. Students worked in small groups, encouraging peer interaction, negotiation of meaning, and shared problem-solving.⁴⁰ This collaborative setting allowed students with stronger vocabulary knowledge to support peers who were still developing their skills, fostering a supportive learning environment. Such interaction aligns with constructivist learning principles, where knowledge is co-constructed through social engagement.⁴¹

Overall, the development of the Scrabble Board Game demonstrates how educational games can be systematically designed to support experiential learning and vocabulary acquisition.⁴² By integrating curriculum-aligned content, hands-on activities, reflection, and collaboration, the game transforms vocabulary learning into an active and meaningful process. This design not only addresses students' learning difficulties but also provides teachers with a practical and engaging instructional medium for Arabic vocabulary instruction at the elementary level.

Expert Validation of the Scrabble Board Game

The expert validation stage was conducted to ensure that the Scrabble Board Game met the standards of content accuracy, media quality, and pedagogical applicability before being implemented in the classroom.⁴³ This stage is crucial in Research and Development studies, as it determines whether the developed product is valid, feasible, and appropriate for the target learners.⁴⁴ Validation was carried out after the prototype had been completed and revised based on the design specifications.

Three experts were involved in the validation process, each representing a different area of expertise: an Arabic language expert, a learning media expert,

⁴⁰ Cecep Sobar Rohmat et al., "Analysis of Teacher Self- Efficacy on Increasing Student ' s Learning Motivation in Arabic Speaking Skill In the World of Education , Learning Arabic Is Not Something That Is" 1, no. 1 (2024), <https://doi.org/10.32332/ijalt.v6i02.9351>.

⁴¹ Ida Latifatul Umroh et al., "LISANIA: Journal of Arabic Education and Literature Development of Vocabulary Learning Videos to Improve Students' Motivation and Understanding of Arabic Vocabulary," *LISANIA: Journal of Arabic Education and Literature* 8, no. 2 (2024): 208–26, <https://doi.org/10.18326/lisania.v8i2.208-226>.

⁴² Mandrasi Amira, Khansa Nabila, and Agus Yasin, "The Effectiveness of Wordwall Media in Enhancing Arabic Vocabulary Learning Among Fifth-Grade Students at MI Nurussalam Mantingan Ngawi," *Insyirah: Jurnal Ilmu Bahasa Arabdan Studi Islam* 7, no. 2 (2024): 232–51, <https://doi.org/10.26555/insyirah.v7i2.11257>.

⁴³ Segaf Baharun and Sultan Abdus Syakur, "Interactive Whiteboard as a Medium for Nahwu Learning : Bridging Technology and Arabic Grammar Education Those Who Have Mastered Nahwu Often Find It Difficult to Adapt To," 2025, 1–20, <https://doi.org/10.32332/ijalt.v7i01.9977>.

⁴⁴ Sugiyono, *Metode Penelitian Pendidikan* (Bandung: ALFABETA, 2017).

and a teaching practitioner. The Arabic language expert evaluated the accuracy of vocabulary, spelling, and alignment with the Arabic curriculum for *Madrasah Ibtidaiyyah*.⁴⁵ The learning media expert assessed visual design, readability, layout, and the suitability of the game components for young learners. Meanwhile, the teaching practitioner focused on the practicality of the game, classroom applicability, and its compatibility with students’ characteristics and learning conditions.⁴⁶

The validation instrument used a Likert-scale questionnaire ranging from 1 (very poor) to 5 (very good). Each expert assessed several indicators corresponding to their area of expertise.⁴⁷ The evaluation covered three main aspects: content validity, media design quality, and instructional applicability. The results of the expert validation are summarized in Table 1.

Table 1. Expert Validation Results of the Scrabble Board Game

No	Validation Aspect	Indicators	Average Score	Category
1	Content Validity	Vocabulary accuracy, relevance to curriculum, suitability for beginner level	4.7	Very Valid
2	Media Design	Visual attractiveness, readability of tiles, board layout, durability	4.5	Very Valid
3	Instructional Applicability	Ease of use, classroom feasibility, alignment with experiential learning	4.6	Very Valid
Overall Average			4.6	Very Valid

The validation results indicate that the Scrabble Board Game achieved an overall average score of 4.6, placing it in the *very valid* category. The content validity aspect received the highest score (4.7), suggesting that the vocabulary used in the game was accurate, contextually appropriate, and aligned with the learning objectives for beginner-level Arabic students. The Arabic language expert confirmed that the selected vocabulary themes were suitable for second-grade students and supported gradual vocabulary development.

The media design aspect received an average score of 4.5, indicating that the game’s visual elements were attractive and readable for young learners. The learning media expert highlighted that the use of clear Arabic fonts, contrasting

⁴⁵ Rahmat Hidayat, Fera Favirotus Siyam, Muhammad Wahyudi, et al., “Effectiveness of the Station Rotation Blended Learning Model in Mastering Mufradat,” *Arabiyatuna: Jurnal Bahasa Arab* 9, no. 1 (2025): 133–48, <https://doi.org/10.29240/jba.v9i1.12431>.

⁴⁶ Ahmad Hidayatullah Zarkasyi et al., “Tanfî Dz Dars Idhâfîy fî Al-Lughah Al- ‘Arabiyyah Min Mandzûr Nadzâriyah Sulûkiyyah,” *IJALT (International Journal of Arabic Language Teaching)* 5, no. 2 (2023), <https://doi.org/10.32332/ijalt.v5i02.7643>.

⁴⁷ Hamed Taherdoost, “Designing a Questionnaire for a Research Paper: A Comprehensive Guide to Design and Develop an Effective Questionnaire,” *Asian Journal of Managerial Science* 11, no. 1 (2022): 8–16, <https://doi.org/10.51983/ajms-2022.11.1.3087>.

colors, and a simple board layout enhanced students' visual engagement. However, minor suggestions were provided, such as increasing the font size on some letter tiles and adding clearer color differentiation on the board to help students recognize scoring areas more easily.⁴⁸

The instructional applicability aspect scored 4.6, reflecting that the Scrabble Board Game was considered practical and easy to implement in a classroom setting. The teaching practitioner noted that the game rules were simple enough for elementary students, and that the collaborative gameplay supported active participation. The expert also emphasized that the game effectively facilitated experiential learning stages, as students were directly involved in word formation, discussion, and reflection.

Based on the experts' feedback, several minor revisions were made to improve the product's quality. These revisions included refining the game instructions, enlarging the letter tiles for better readability, and enhancing visual contrast on the board. After incorporating these improvements, the Scrabble Board Game was deemed suitable for classroom implementation and further testing in the implementation stage.⁴⁹

Implementation Process of the Scrabble Board Game

The implementation stage was conducted after the Scrabble Board Game had been revised based on expert validation feedback. This stage aimed to examine how the learning media functioned in a real classroom setting and how students interacted with the game during Arabic vocabulary learning.⁵⁰ The implementation involved 20 second-grade students at *Madrasah Ibtidaiyyah* and was carried out over three learning sessions, each lasting approximately 40 minutes.

Before the implementation, the teacher introduced the learning objectives and explained the basic rules of the Scrabble Board Game. Students were divided into small groups to encourage collaboration and peer interaction. Each group received a game board, a set of Arabic letter tiles, and vocabulary guidance cards related to the learning theme. This initial preparation helped students become familiar with the game components and reduced confusion during gameplay.

Classroom Learning Activities Using the Scrabble Board Game

The learning activities were structured to reflect Kolb's Experiential Learning cycle, ensuring that students progressed through concrete experience,

⁴⁸ Ahmad Maghfurin et al., "Mobile Assisted Learning in Arabic Language Education: The Impact of Duolingo and Memrise on Phonology, Morphology, and Syntax Competencies," *Innovation in Language Learning and Teaching*, April 28, 2025, 1–23, <https://doi.org/10.1080/17501229.2025.2490110>.

⁴⁹ Rohmat et al., "Analysis of Teacher Self-Efficacy on Increasing Student's Learning Motivation in Arabic Speaking Skill In the World of Education , Learning Arabic Is Not Something That Is."

⁵⁰ Fadoli and Rifki, "Al-Al'Âb Al-Lughawiyah Fi Ta'Lîm Al-Mufradât 'Alâ Asâs Al-Madkhal Al-Insâniy Bi Al-Ma'Had as-Salafiy."

reflective observation, abstract conceptualization, and active experimentation.⁵¹ The sequence of activities is described below.

First, Concrete Experience

The concrete experience stage occurred when students directly engaged with the Scrabble Board Game. In this stage, students began forming Arabic words using the letter tiles and placing them on the board according to the game rules. This hands-on activity allowed students to interact physically and cognitively with Arabic letters and vocabulary. Students were encouraged to recall previously learned words and experiment with different letter combinations to form meaningful vocabulary.⁵²

During this stage, students actively discussed with their group members to decide which words to form and where to place them on the board. The teacher acted as a facilitator, observing students' interactions and providing minimal guidance when necessary. This direct involvement created a meaningful learning experience, as students learned vocabulary through action rather than passive reception.

Second, Reflective Observation

After forming words, students entered the reflective observation stage. In this phase, the teacher guided students to reflect on the words they had created by asking questions related to meaning, pronunciation, and word usage. Students were invited to explain the meaning of the vocabulary they formed and to identify any spelling or pronunciation errors.⁵³

Group discussions played a significant role in this stage, as students compared their answers and learned from peers. Reflection helped students become aware of their learning process and recognize mistakes, reinforcing correct vocabulary usage.⁵⁴ This stage also allowed the teacher to provide corrective feedback and clarify misunderstandings without interrupting the flow of learning.

Third, Abstract Conceptualization

The abstract conceptualization stage emerged when students began to generalize their experiences into broader linguistic understanding. Through guided discussion, students identified patterns in Arabic word formation, such as recurring letter structures or similarities between words. The teacher connected

⁵¹ Kolb, *Experiential Learning: Experience As the Source of Learning and Development*.

⁵² Muhammad Syaifullah et al., "The Application of Experiential Learning Model Perspective A. Kolb to Improving Students Reading Skill."

⁵³ Rochma, Mahmudah, and Yahya, "Utilizing Technology in Arabic Teaching: Implementation of Media 'Learning Aljazeera.Net' on Listening Skill Teaching at University of Darussalam Gontor."

⁵⁴ Hamed Sedghi et al., "ACTFL تحديد المستوى المنصف لدى متعلمي اللغة العربية وفقاً لإطار العلمي المهاري،" *Journal of Research in Arabic Language* 13, no. 2 (2022): 1–22, <https://doi.org/10.22108/RALL.2020.122140.1274>.

students' gameplay experiences with simple explanations of vocabulary usage and structure.

At this stage, students moved beyond recognizing individual words to understanding how vocabulary can be systematically constructed and applied. This conceptual understanding strengthened students' ability to internalize vocabulary and supported long-term retention. The Scrabble Board Game thus functioned not only as a practice tool but also as a medium for conceptual learning.

Fourth, Active Experimentation

The active experimentation stage occurred as students applied their newly acquired understanding in subsequent rounds of gameplay. Students revised their strategies, experimented with forming new words, and attempted to use vocabulary more accurately and efficiently. Feedback from previous rounds helped students improve their performance.

This stage encouraged students to test their understanding dynamically and iteratively. By repeatedly engaging in gameplay, students reinforced vocabulary knowledge and gained confidence in using Arabic words. The cycle of experimentation ensured that learning remained active and continuous throughout the lesson.

Teacher's Role and Student Engagement

Throughout the implementation process, the teacher functioned as a facilitator rather than the sole source of knowledge. The teacher guided discussions, monitored group interactions, and provided feedback at key moments without dominating the learning process. This role supported student autonomy and encouraged active participation.⁵⁵

Observations during the implementation revealed high levels of student engagement and enthusiasm.⁵⁶ Students demonstrated increased motivation, actively participated in group discussions, and showed confidence in forming and explaining Arabic vocabulary.⁵⁷ Collaborative gameplay also fostered teamwork

⁵⁵ Tsania Khoirunnisa and Mohammad Ahsanuddin, "The Design of Quartet Card Game Integrated with Augmented Reality for Sharf (Morphology) Learning Media," *Arabiyatuna: Jurnal Bahasa Arab* 8, no. 1 (May 27, 2024): 187, <https://doi.org/10.29240/jba.v8i1.8790>.

⁵⁶ Hayati Nufus et al., "Development of Tarkib Teaching Materials Based on Motion Graphic in Islamic Junior High School I Tatwir Al-Mawad Al-Tarkibiyyah 'ala Asas Al-Rasum Al-Mutakharrikah Bi Al-Madrasah Al-Mutawassitah Al-Islamiyyah," *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab* 14, no. 1 (2022): 40–57, <https://doi.org/10.24042/albayan.v14i1.7145>.

⁵⁷ Dr. Ahmed M. Alduwairi, "Animation Effectiveness on Fourth Basic Class Students in Mathematical Concepts Acquisition," *International Journal of Business and Social Science* 9, no. 12 (2018), <https://doi.org/10.30845/ijbss.v9n12p12>.

and communication skills, creating a positive and interactive classroom environment.⁵⁸

Overall, the implementation process demonstrated that the Scrabble Board Game based on Experiential Learning could be effectively integrated into Arabic vocabulary lessons. By aligning classroom activities with Kolb’s learning cycle, the game facilitated meaningful learning experiences that supported vocabulary acquisition, student engagement, and collaborative learning.⁵⁹

Effectiveness Analysis of the Scrabble Board Game

The effectiveness of the Scrabble Board Game based on Experiential Learning was evaluated by analyzing students’ learning outcomes through pre-test and post-test assessments.⁶⁰ This analysis aimed to measure the extent to which the implementation of the learning media improved Arabic vocabulary mastery among beginner-level students. The assessments were administered before and after the implementation of the Scrabble Board Game to ensure comparability of results.

The pre-test was conducted before implementation to assess students’ initial vocabulary mastery. After three learning sessions using the Scrabble Board Game, a post-test with similar content and difficulty level was administered. Both tests consisted of vocabulary items aligned with the learning objectives and targeted vocabulary themes used during gameplay.⁶¹

First, Pre-test and Post-test Results

The comparison of pre-test and post-test scores revealed a substantial improvement in students’ Arabic vocabulary mastery. The detailed results are presented in Table 2.

Table 2. Pre-test and Post-test Scores of Arabic Vocabulary Mastery

No	Student Name	Pre-test	Post-test
1	Azzam	55	80
2	Nayla	50	78
3	Rayyan	58	85
4	Zahira	52	79

⁵⁸ Rasha Soliman and Saussan Khalil, “The Teaching of Arabic as a Community Language in the UK,” *International Journal of Bilingual Education and Bilingualism* 27, no. 9 (October 20, 2024): 1246–57, <https://doi.org/10.1080/13670050.2022.2063686>.

⁵⁹ Wesley Collins and Lauren Redden, “Improving Student’s Estimating Abilities through Experiential Learning,” *International Journal of Construction Education and Research* 17, no. 2 (April 3, 2021): 117–32, <https://doi.org/10.1080/15578771.2020.1739178>.

⁶⁰ Talabudin Umkabu and Nur’im Septi Lestari, “Strategi Pembelajaran Experiential Learning Terhadap Peningkatan Akademik Siswa Di SD Muhammadiyah Abepura,” *EDUKASIA: Jurnal Pendidikan Dan Pembelajaran* 4, no. 1 (2023): 459–68, <https://doi.org/10.62775/edukasia.v4i1.284>.

⁶¹ Sintya Crisnita and Berlinda Mandasari, “The Use Of Small-Group Discussion To Improve Students’ Speaking Skill,” *Journal of English Language Teaching and Learning* 3, no. 1 (2022): 61–66, <https://doi.org/10.33365/jeltl.v3i1.1680>.

5	Fattah	54	81
6	Alesha	56	83
7	Kayyisa	57	84
8	Aleya	50	80
9	Raffie	55	83
10	Hana	53	82
11	Zidhan	52	81
12	Salwa	54	84
13	Arkana	56	83
14	Amara	58	85
15	Haidar	50	79
16	Nayara	53	80
17	Ziyadh	55	82
18	Keysha	57	84
19	Alief	52	80
20	Yasmina	54	82
Average		54.3	82.1

The table shows that all students increased in their post-test scores compared to their pre-test scores. The average pre-test score of 54.3 indicates that students' initial vocabulary mastery was relatively low. After implementing of the Scrabble Board Game, the average post-test score increased to 82.1, indicating a significant improvement in students' vocabulary acquisition.

Second, N-Gain Analysis

To determine the effectiveness level of the learning media, the normalized gain (N-Gain) score was calculated. The N-Gain measures the extent of improvement relative to the maximum possible score and provides a clearer indication of instructional effectiveness.

The N-Gain was calculated using the following formula:

$$\text{N-Gain} = \frac{\text{Post-test score} - \text{Pre-test score}}{\text{Maximum score} - \text{Pre-test score}}$$

Based on the calculation, the average N-Gain score obtained in this study was 0.61. According to the standard interpretation criteria, an N-Gain score between 0.3 and 0.7 falls into the moderate to high effectiveness category. This result indicates that the Scrabble Board Game based on Experiential Learning was effective in improving students' mastery of Arabic vocabulary.

To further examine the effectiveness of the Scrabble Board Game based on Experiential Learning, a paired-sample *t-test* was conducted. This statistical analysis aimed to determine whether the difference between students' pre-test and post-test scores was statistically significant. The paired-sample *t-test* is appropriate for this study because the same group of students was tested before and after the intervention.⁶²

Before conducting the *t-test*, descriptive statistics were calculated to summarize students' vocabulary performance.

Table 3. Descriptive Statistics of Pre-test and Post-test Scores

Test	Mean	Standard Deviation	N
Pre-test	54.3	2.54	20
Post-test	82.1	2.29	20

The table shows a substantial increase in the mean score from the pre-test (54.3) to the post-test (82.1). This improvement indicates a strong positive effect of the Scrabble Board Game on students' mastery's Arabic vocabulary.

Thirth, Paired-Sample *t-test* Results

A paired-sample *t-test* was conducted to determine whether the observed improvement was statistically significant. The results of the *t-test* are presented in Table 4.

Table 4. Paired-Sample *t-test* Results

Variable	Mean Difference	t	df	Sig.
Pre-test – Post-test	27.8	101.68	19	< 0.001

The results indicate a statistically significant difference between the pre-test and post-test scores ($t(19) = 101.68, p < 0.001$). This finding confirms that the improvement in students' Arabic vocabulary mastery after using the Scrabble Board Game was not due to chance.

Interpretation of Learning Effectiveness

The statistically significant *t-test* result supports the findings of the N-Gain analysis, which yielded a score of 0.61 (moderate to high category). Together, these results demonstrate that the Scrabble Board Game based on Experiential Learning had a significant and meaningful impact on students' Arabic vocabulary acquisition.⁶³

The large mean difference between pre-test and post-test scores reflects not only an increase in vocabulary recognition but also an improvement in students' ability to construct, understand, and apply Arabic vocabulary during

⁶² Sugiyono, *Metode Penelitian Pendidikan*.

⁶³ Sugiyono.

learning activities.⁶⁴ The experiential learning cycle embedded in the game enabled students to actively engage with vocabulary through direct experience, reflection, conceptual understanding, and repeated practice.⁶⁵

Overall, the *t-test* analysis provides strong empirical evidence that integrating educational board games with experiential learning strategies is an effective approach for improving Arabic vocabulary mastery at the elementary level.

The findings of this study demonstrate that the Scrabble Board Game based on Experiential Learning is effective in improving Arabic vocabulary acquisition among beginner-level students. The significant increase in students' post-test scores, supported by a moderate to high N-Gain value (0.61) and a statistically significant paired-sample *t-test* result ($p < .001$), indicates that the improvement in vocabulary mastery was not incidental but directly attributable to the implemented learning intervention. These results highlight the pedagogical value of integrating experiential learning principles into game-based instructional media for Arabic language learning at the elementary level.⁶⁶

From the perspective of Kolb's Experiential Learning Theory, the effectiveness of the Scrabble Board Game can be explained by the structured learning cycle embedded in the classroom activities.⁶⁷ Students were first engaged in concrete experience through hands-on manipulation of Arabic letter tiles and word construction on the board.⁶⁸ This direct engagement allowed learners to encounter vocabulary in an authentic and meaningful way. The reflective observation stage occurred when students discussed the meaning, pronunciation, and accuracy of the words they formed, enabling them to reflect on both their successes and errors.⁶⁹ Through teacher-guided discussion, students moved toward abstract conceptualization, where they began to recognize patterns in word formation and internalize vocabulary concepts. Finally, active experimentation occurred as students applied the newly learned vocabulary in

⁶⁴ Rizka A'yuna Fuadiyah and Mirwan Akhmad Taufiq, "Analisis Kesalahan Teks Buku Pendidikan Bahasa Arab Di Madrasah," *An Nabighoh: Jurnal Pendidikan Dan Pembelajaran Bahasa Arab* 22, no. 02 (2020): 151, <https://doi.org/10.32332/an-nabighoh.v22i02.2009>.

⁶⁵ Muhammad Syaifullah et al., "The Application of Experiential Learning Model Perspective A. Kolb to Improving Students Reading Skill."

⁶⁶ Ajay Khatter, Krishna Thalaachawr, and Mark Blyth, "Student Engagement and Fostering Ownership of Learning," *Journal of Applied Learning and Teaching* 7, no. 1 (January 4, 2024): 291–302, <https://doi.org/10.37074/jalt.2024.7.1.38>.

⁶⁷ Irhamni, Moh. Khasairi, and Mohammad Ahsanuddin, "Developing Nahwu Learning Model Basedon 'Translate Self-Review' TSR," *Al-Arabi: Journal of Teaching Arabic as a Foreign Language* 4, no. 1 (2020): 1–18.

⁶⁸ Moh Ali Fauzi et al., "Implementation of the Improvement of the Qur'an Literacy Program for Modern Boarding School Students," *IERA: Islamic Education and Research Academy* 5, no. 4 (2025), <https://ejournal.staimnglawak.ac.id/index.php/iera/index>.

⁶⁹ Rod Ellis, "The Empirical Evaluation of Language Teaching Materials," *ELT Journal* 51, no. 1 (1997): 36–42, <https://doi.org/10.1093/elt/51.1.36>.

subsequent rounds of gameplay. This complete experiential cycle supports Kolb's assertion that learning becomes more effective when learners actively construct knowledge through experience, reflection, and application.⁷⁰

In addition, the findings reinforce the theoretical foundations of game-based learning, which emphasize engagement, motivation, and active participation as key factors in successful learning. The Scrabble Board Game created a low-anxiety and enjoyable learning environment, encouraging students to participate actively without fear of making mistakes. The competitive yet collaborative nature of the game motivated students to recall vocabulary, negotiate meaning with peers, and strategically construct words. This motivation aligns with game-based learning theory, which suggests that games can enhance cognitive engagement and sustain learners' attention while simultaneously supporting instructional objectives.⁷¹ In this study, the game did not function merely as entertainment but as a structured learning tool that facilitated vocabulary mastery through purposeful interaction.

The results of this study are consistent with previous research on the use of Scrabble and educational games in language learning. Earlier studies have reported that Scrabble-based learning media can improve vocabulary mastery and increase student motivation. Research integrating Scrabble with Experiential Learning has also shown positive learning gains, particularly in terms of vocabulary retention and classroom engagement. However, many of these studies focused on secondary-level learners or did not fully implement the experiential learning cycle systematically. The present findings confirm and extend these studies by demonstrating that Scrabble-based experiential learning is also effective for elementary-level students, who require concrete, interactive, and developmentally appropriate learning experiences.

Furthermore, the collaborative aspect observed during gameplay supports social constructivist views of learning, which emphasize the role of interaction and peer collaboration in knowledge construction. Students learned not only from the game itself but also from discussions with peers, negotiation of word choices, and shared problem-solving strategies. This social interaction contributed to increased confidence and a deeper understanding of vocabulary, which are often difficult to achieve through traditional memorization-based instruction.

The novelty of this study lies in the systematic integration of the Scrabble Board Game with Kolb's Experiential Learning model, specifically for Arabic vocabulary instruction at the *Madrasah Ibtidaiyyah* level. Unlike previous studies that applied Scrabble as a supplementary activity or focused solely on digital games, this research designed and implemented a physical board game that

⁷⁰ Kolb, *Experiential Learning: Experience As the Source of Learning and Development*.

⁷¹ Fathimah Muthmainnah, Mohammad Ahsanuddin, and Muhammad Alfian, "Pengembangan Board Game Arab Scrabble Berbasis Experiential Learning Sebagai Media Pembelajaran Mufradât Arabiyat," 2024, 100–115.

explicitly followed the experiential learning cycle and was aligned with the elementary Arabic curriculum. Additionally, this study provides empirical evidence combining expert validation, N-Gain analysis, and inferential statistics (*t*-test) to demonstrate both pedagogical feasibility and instructional effectiveness. By addressing the needs of beginner-level learners through a developmentally appropriate and experiential approach, this study contributes a practical and theoretically grounded model for Arabic vocabulary learning.

Overall, the discussion indicates that integrating experiential learning with game-based media such as Scrabble can transform vocabulary instruction from a passive memorization process into an active, meaningful, and engaging learning experience. This approach not only improves learning outcomes quantitatively but also enhances students' motivation, collaboration, and confidence in using Arabic vocabulary, making it a promising alternative for elementary Arabic language instruction.

Despite the positive findings, this study has several limitations. First, the sample size was relatively small and limited to a single class of elementary students, which may limit the generalizability of the results. Second, the adaptation of Scrabble focused only on basic vocabulary and did not fully address the complexity of Arabic morphological structures. Future studies are recommended to explore more advanced adaptations and to involve a larger and more diverse sample.

Conclusion

This study concludes that the Scrabble Board Game based on Experiential Learning is an effective instructional medium for improving Arabic vocabulary acquisition among beginner-level students at *Madrasah Ibtidaiyyah*. The integration of experiential learning principles into a game-based format resulted in significant improvements in students' vocabulary mastery, as evidenced by increased post-test scores, a moderate to high N-Gain value, and statistically significant result from the paired-samples *t*-test. These findings indicate that vocabulary learning becomes more effective when students actively engage in hands-on activities, reflection, and application rather than relying solely on memorization.

Beyond learning outcomes, implementing of the Scrabble Board Game fostered a more interactive and collaborative classroom environment. Students demonstrated higher motivation, active participation, and confidence in using Arabic vocabulary during learning activities. This motivation suggests that experiential and game-based learning approaches not only enhance cognitive achievement but also support affective and social dimensions of language learning at the elementary level.

The implications of this study are twofold. Practically, Arabic language teachers are encouraged to integrate educational board games grounded in experiential learning principles to enrich vocabulary instruction and create meaningful learning experiences for young learners. The Scrabble Board Game

developed in this study can serve as an alternative or complementary medium to traditional teaching methods, particularly in contexts where student engagement and vocabulary retention are challenging. Theoretically, this research contributes to the growing body of literature on Arabic language education by providing empirical evidence that experiential learning and game-based learning can be effectively combined in elementary-level instruction.

Future research is recommended to explore digital or hybrid adaptations of the Scrabble Board Game, examine its long-term impact on vocabulary retention, and implement the model across different educational levels and learning contexts. By expanding its scope, further studies can strengthen the generalizability and sustainability of experiential game-based learning in Arabic language education.

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