Game-Based Language Learning: Implementing Arabic Speaking Proficiency through Truth or Dare with Spin Wheel

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ABSTRACT
Game-based learning, incorporating both digital and traditional methods, has been extensively researched over the past decade. The current research aimed to conduct an in-depth investigation into the implementation of the Truth or Dare with Spin the Wheel game in Arabic speaking learning. This research employs a qualitative approach, integrating observation and interviews, conducted within a learning environment consisting of 34 students. The results revealed that the implementation of Truth or Dare with Spin the Wheel in Arabic speaking learning involved three stages. First, preparation included setting up the Spin the Wheel application and preparing Truth or Dare questions. Next, the opening stage introduced the learning flow using the game. Then, the core stage had students actively participating by responding to questions or challenges in Arabic, followed by evaluation of their responses in the final stage. The game was considered successful in increasing students’ active engagement in speaking Arabic, this is supported by observational data showing a 40% increase in student participation during game sessions compared to regular class activities, with each student taking an average of 3 speaking turns per session with the game versus just 1 turn per session in traditional methods, alongside a 50% rise in peer interactions, a 35% increase in teacher-student interactions, and a notable boost in confidence levels, as evidenced by more students voluntarily participating without hesitation. Future research is recommended to explore the long-term impact of using the Truth or Dare with Spin the Wheel game in Arabic speaking learning.

Keywords: Game-based Learning; Arabic Speaking; Truth or Dare; Spin Wheel.

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INTRODUCTION
In Arabic learning, there are four main skills that students must master, namely listening, speaking, reading, and writing (راضي & البشير 2022). Teachers need to ensure that all four skills are actively involved in the teaching and learning process in the classroom (Hasibuan & Fitriani, 2023). Speaking and writing skills refer to productive abilities, while
reading and listening refer to receptive abilities (Baroroh & Rahmawati, 2020). In the context of Arabic language learning, all four skills play important roles. Listening and speaking skills are closely related to spoken Arabic, while reading and writing skills are related to written Arabic (Anwar, 2023). They are all interconnected with the underlying thought process of the Arabic language (راضي & البشير, 2022). Speaking ability is the skill to articulate sounds or words to express, convey, and communicate thoughts, ideas, and feelings in Arabic (Ahmad et al., 2021; Jundi & Hasibuan, 2023).

Arabic speaking skill learning as a foreign language is a process that requires a comprehensive and continuous approach (Astuti et al., 2020). Students need to engage in a variety of activities designed to improve their ability to speak and convey thoughts, ideas and feelings in Arabic (Hasibuan & Jundi, 2023). The importance of using Arabic contextually in relevant communicative situations helps students gain fluency and confidence in speaking (Razimona, 2022). In addition, support from interesting and interactive learning materials, as well as the use of technology to increase student involvement, can speed up the process of learning Arabic speaking skills effectively (Sabri & Nasruddin, 2023).

There are three types of affective factors that are affect students in the process learning is achievement motivation, self-confidence and anxiety (Yousefzadi et al., 2022). Brown also added that proficiency language can be achieved if there is learning environment for students have a level of self-anxiety low and the level of self-resistance low (Akbari & Sahibzada, 2020). This self-anxiety can cause various difficulties for students to give the right response in speaking activities (Zwaan & Brown, 1996). Certainly, such obstacles can impede the attainment of fluency in spoken Arabic. Nonetheless, this challenge is prevalent among numerous language learners aspiring to acquire proficiency in Arabic. Particularly within formal educational settings dedicated to foreign language acquisition, learners often encounter significant hurdles (Wekke, 2015).

Furthermore, several components of education have a significant impact on the improvement of education quality, such as the pedagogical component (Djamaluddin, 2018). The pedagogical component encompasses teaching methods, learning environment, students, and teachers (Hasibuan et al., 2023). In the learning process, the role of teachers as facilitators is crucial in enhancing students’ learning outcomes and advancing the overall learning process (Fadilah, 2019). In this context, the importance of an engaging learning environment is emphasized to support the delivery of instructional material. The learning environment acts as a facilitator that facilitates the teaching-learning process to achieve learning goals effectively and efficiently, as well as helping to improve students’ learning outcomes (Bangun, 2018; Hakim et al., 2021; Kurniawati et al., 2020a). Therefore, it can be concluded that the learning environment encompasses all physical elements that can convey messages and stimulate students’ interest in learning.

Based on the information provided earlier, researchers recognize the need to develop relevant teaching strategies to enhance the Arabic speaking skills of students at MTsN Batu. This recognition stems from an analysis of the current Arabic language learning process and student performance, revealing a significant need for improvement. Particularly, the level of student engagement in Arabic language learning remains relatively low, highlighting the necessity for innovative approaches to bolster their participation and skill acquisition. These
strategies should be designed to encourage students to be more active in speaking. Simply put, teaching strategies are a series of activities or plans used by educators to implement lesson materials (Marzano et al., 2003). The objective of this study is to implement game-based learning in Arabic language education by utilizing the Truth or Dare game along with the assistance of a digital spin wheel. The Truth and Dare game has been selected as a teaching strategy to enhance student engagement and enrich speaking skill acquisition.

Game-based learning, fundamentally, entails the integration of educational objectives within the framework of interactive gaming environments, leveraging the intrinsic motivational elements of games to facilitate learning processes. It encompasses the engaging learning experiences conducive to knowledge acquisition and skill development across diverse educational domains. Furthermore, game-based learning can take various forms, ranging from traditional games to digitally integrated platforms. In this study, the chosen game is Truth or Dare, complemented by the integration of a digital spin wheel, exemplifying the innovative fusion of traditional gameplay with modern technological advancements to enhance the learning experience. This view aligns with the perspective who state that the utilization of technology in education is highly relevant considering the ongoing development of technology and information (Ali, 2020; Chen et al., 2020; Siregar et al., 2023). Therefore, educators should be willing and able to keep up with technological advancements in the teaching process.

Several previous studies have extensively applied the Truth or Dare game strategy in various learning activities. For example, game-based learning aids students in acquiring vocabulary in a second language, primarily through technology-based games such as video games (AlShaiji, 2015; Thompson & von Gillern, 2020; Zou et al., 2021). This strategy also has been used to enhance critical thinking skills, achieve better learning outcomes, and train students’ speaking skills (Fatimah, 2023; Haq, 2021; Vijayta & Isnawati, 2022). The results of several studies have shown positive evidence of the effectiveness of employing this game strategy. Similarly, previous research has demonstrated positive evidence of the effectiveness of using the Spin the Wheel media in the learning process (Machdarini & Hidayat, 2024; Muqit & Ruswatie, 2023; Rachmaida & Mutiarani, 2022a; Zwaan & Brown, 1996). In addition to enhancing the Qawaid learning process (Huda, 2020b, 2020a), the spin wheel also boosts student engagement in learning by ensuring objectivity and fairness in evaluation, thereby increasing interest and challenging critical thinking (Bhatnagar & Lata, 2022; Rachmaida & Mutiarani, 2022b). Ultimately, this can lead to an improvement in students’ comprehension of Arabic language materials (Puspitasari & Murtadho, 2023).

Previous research tended to apply the Truth or Dare and Spin the Wheel games using visual card media separately, rather than combining them in one learning session. However, this study takes a different approach by integrating both games in teaching Arabic language skills to students, utilizing technology-based applications. Thus, this research approach offers a novel contribution by introducing an innovative combination of these two gaming strategies within a more connected and interactive learning context using technology.
RESEARCH METHODOLOGY

The primary objective of this research is to conduct an in-depth investigation into the implementation of the Truth or Dare game aided by Spin the Wheel in teaching Arabic speaking skills to students. With a focus on this aspect, the study aims to provide valuable insights into the process of designing and implementing the Truth or Dare game aided by Spin the Wheel in teaching speaking skills. This research adopts a qualitative approach and action research design (Rahardjo, 2023). The qualitative approach allows for a comprehensive understanding of the complex factors involved in the context of using games in Arabic language learning (Afifuddin & Saebani, 2012; Ainin, 2016).

This research was conducted with 34 7th-grade students at MTs. N. Kota Batu. To collect data, this study utilizes two main data collection methods: observation and interviews (Rahardjo, 2011). Through observation, there are several aspects that researchers observe during the learning process with the implementation of Truth or Dare game aided by Spin the Wheel, including students’ participation, their interaction, and confidence level with the game. In addition to observation, in-depth interviews were conducted with one Arabic language teacher and three students to gain deeper insights into their perspectives and experiences regarding the use of the Truth or Dare game in Arabic language learning. These interviews provide valuable qualitative data, allowing researchers to uncover nuances and subtleties that may not be apparent through observation alone.

The data analysis process involves the following steps: First, data from direct observation is carefully recorded. Subsequently, in-depth interviews with both students and teachers are conducted to gain a deeper understanding of their experiences and perceptions regarding the use of the game in the context of Arabic language learning (Merriam, 1988). The next stage involves the meticulous transcription of data from observations and interviews (Jamshed, 2014). Following this, data coding is performed, wherein emerging patterns and themes are identified and categorized (Miles, 2014). Further analysis involves the development of a narrative or explanation that comprehensively describes these findings, which are then used to draw conclusions and implications for broader Arabic language learning practices.

RESULT AND DISCUSSION

Preparation for ToD Game with Spin the Wheel in Arabic Speaking Learning

First of all, design the Truth or Dare game activity which is assisted by the Spin the Wheel application, learning Arabic speaking skill involves two main stages which are detailed as follows:

Preparation

In this research, the media used to run the Truth or Dare game in the learning process is a Spin the Wheel based web application. User can easily access it by typing “spin the wheel” in the Google Chrome search field without needing to download. After that, the spin the wheel application page will appear and is ready to use. User can then enter the names of participant into the spin the wheel column. Thus, this application make it easy to play the Truth or Dare game in a learning context.
In this preparation stage, the researcher also prepared 15 truth questions and 15 dare questions related to al-unwan or address material. These questions will be asked to students during the game. Of the total of 30 questions, 15 truth questions included questions about vocabulary (mufradat) that had been studied regarding al-unwan, as well as questions regarding understanding the reading (qiraah) text of al-unwan that had been taught previously. For example, one of the truth questions could be “What is the address of the figure Azam Muhammad based on the text you have read?” Meanwhile, 15 dare questions ask student to carry out task related to al-unwan material. For example, they can be asked to state their telephone number using Arabic, or read a text they have studied clearly and precisely in front of the class. All 30 questions aim to test student understanding of vocabulary, comprehension of the text that has been taught and speaking skill. However, about 80 percent of the questions are designed to test student speaking skill, where student are expected to speak Arabic.

The existing literature provides compelling evidence supporting the efficacy of game-based learning as highlighted by Gris and Bengtson (2021). Moreover, the integration of game learning analytics, as emphasized by Alonso-Fernández et al. (2019), holds significant promise in enhancing the design, evaluation, and implementation of serious games across diverse educational contexts. Furthermore, Schrier (2019) underscores the potential of game-based learning in fostering moral development and problem-solving skills through the creation of moral learning games and knowledge games targeting real-world moral dilemmas. Collectively, these insights underscore the multifaceted benefits of game-based learning, ranging from its effectiveness in promoting learning outcomes to its potential in fostering critical thinking, problem-solving, and moral development among learners.

Experiment

Then, at the experiment stage, researcher first tested the spin the wheel application to reduce the possibility of error during the learning process in class. The trial was carried out by simulating the game while running the existing spin wheel. The trial was carried out by the researcher himself as well as a simulation of its implementation in the classroom later. With this experiment, it is hoped that researchers can anticipate things that could become problems in real implementation later in the classroom.

Implementation of the ToD game with the Spin the Wheel in learning Arabic speaking skill

Learning Arabic speaking skills using the Truth or Dare game based on the Spin the Wheel application involves several detailed stages as follows:

Opening

At the opening class session, the researcher greeted the students in a friendly manner before starting the apperception, namely by asking question about the material that had been studied in the previous week. Next, the researcher explain the learning objective that will be achieved in the session, followed by an explanation of the learning flow that will be implemented. In this learning flow, learning will be carried out in group and will involve playing Truth or Dare using spin the wheel. The researcher immediately divided the student into seven groups consisting of four people in each group. Group division is done by student counting numbers 1-7, and those who get the same number are placed in one group. Initially,
the researcher planned that learning would not be carried out in group, but after seeing the condition of students who generally did not understand Arabic material, the decision was taken to carry out learning in groups so that student could help each other understand each other’s material.

The Digital Spinning Wheel enhances classroom activity and ensures objectivity and fairness (Bhatnagar & Lata, 2022). Spinning wheel games also effectively increase students’ interest and challenge thinking (Rachmaida & Mutiarani, 2022b). Integrating gamified vocabulary learning techniques, such as those used in digital games, into the spinning wheel activities can further enhance students’ engagement and motivation (Boyinbode, 2018). Moreover, students perceive gamified instruction as an efficient way to learn and practice vocabulary, indicating its potential to address key issues in vocabulary learning (Sadeghi et al., 2022; Waluyo & Leal, 2021). Research also suggests a positive effect of using video games and digital games in teaching English vocabulary to children, underscoring the effectiveness of such gamification approaches (Aghlara & Tamjid, 2011; AlShaiji, 2015). Furthermore, serious games have been found to significantly improve vocabulary knowledge in college EFL students due to rich contextual clues and repetitive exposure to target words (H.-J. H. Chen & Hsu, 2020). Thus, integrating gamified vocabulary learning techniques into spinning wheel activities not only enhances students’ speaking skills in pronunciation and vocabulary but also promotes engagement and addresses key issues in vocabulary learning (Maya et al., 2022).

Game-based learning, involving the integration of games into the educational process, aims to enhance learning activities (Trajkovik et al., 2018). Serious games have been shown to successfully promote learning in various scenarios (Dillon et al., 2017; Wouters et al., 2013). Research indicates that game-based learning significantly improves academic achievement in elementary school students compared to conventional teaching methods (Partovi & Razavi, 2019), while also increasing emotional engagement (Ninaus et al., 2019). Furthermore, despite its initial association with elementary levels or children, game-based learning has demonstrated effectiveness across various education levels, including intermediate and higher education (Hartt et al., 2020; Kaldarova et al., 2023; Wang & Zheng, 2021; Xu et al., 2023).

The effectiveness of game-based learning in second language acquisition is evidenced by its positive impact on student motivation and achievement (Kotob & Ibrahim, 2019). Moreover, students exhibit favorable attitudes towards digital games in language learning, finding them conducive to fostering communicative skills and enhancing engagement (Wichadee & Pattanapichet, 2018; York & deHaan, 2018). Comparative studies indicate that the gaming approach not only promotes knowledge acquisition but also enhances motivation compared to non-gaming methods (Papastergiou, 2009). Contextual games, integrated with inquiry-based learning strategies, have been shown to bolster student motivation, satisfaction, and flow state (Hwang et al., 2015). Furthermore, engagement in gaming positively influences learning outcomes, with challenges directly impacting learning and increasing engagement levels (Hamari et al., 2016). GBL’s multifaceted approach addresses cognitive, emotional, and social factors, making it a powerful tool for education (I. Ali et al., 2023; Greipl et al., 2020). Its efficacy extends to undergraduate courses, where it enhances student engagement, teamwork, and learning outcomes (Hartt et al., 2020). Overall, GBL and gamification
strategies boost student motivation, learning attraction, and yield significantly improved learning outcomes (Liu et al., 2020; Xu et al., 2023).

The essence of learning

At this stage, the researcher first explains the learning material related to the topic “al-unwan”. They discussed together the hiwar text contained in textbook related to al-unwan and looked for meaning related to mufradat that were not yet understood. Apart from that, they also practice the hiwar contained in the book. After that, each group was given 20 minutes to re-understand the hiwar text that had been discussed together. While waiting for the 20 minutes, the researcher prepared two spin the wheel pages. One page contains the names of the groups to determine which group will answer truth or dare questions, and the other contains truth and dare columns to determine the type of questions that will be given. Then, researchers used help to share the screen of the spin the wheel application.

After 20 minutes have passed and the screen is clear, the game begins. First, the researcher clicked the arrow in the spin the wheel column part 1 to determine which group would answer the question. After the arrow points to the name of the group, the researcher continues by clicking the arrow on spin the wheel part 2 to determine whether the question will be truth or dare. Once the arrow stops on one of these options, the researcher asks the group a question. If the question is truth, the group must answer honestly, and if it is dare, the group must carry out the challenge given. For example, showing an identity card and explaining what is written on it using Arabic. After the group has finished answering, one of the group representatives comes forward to click spin the wheel in parts 1 and 2, to determine which group will have the next turn to answer the question. This activity is carried out repeatedly until all groups have a turn to answer questions. Each time a group has completed a question, the next group will be selected using spin the wheel to determine who will answer the next question. This process continues until all groups have been given the opportunity to participate in the Truth or Dare game.

At this stage it can be seen that Truth or dare and spin wheel media are implemented in learning by also integrating the concept of the cooperative learning model (Barreto et al., 2022; Jannah, 2018). The concept of Truth or Dare is one that can be creatively adapted in the context of game-based learning. In this game, participants are given the choice between answering a question truthfully or undertaking a given challenge. Within the realm of education, this concept can be utilized to foster interaction among students and cultivate an inclusive atmosphere conducive to active learning. For instance, educators may employ this game to motivate students to share relevant personal experiences related to the subject matter or to perform actions that support the comprehension of taught concepts. By leveraging the principles of enjoyment and challenge, the Truth or Dare game can serve as an effective tool to enhance student engagement in the learning process. The presence of challenges in second language learning has been proven effective in improving students’ pronunciation skills (Tejedor-García et al., 2020). Furthermore, game strategies can foster students’ learning interest, thereby potentially exerting a positive influence and enabling students to learn maximally (Vijayya & Isnawati, 2022b). Teachers reported that teaching with games engaged their students, Teachers mentioned that game-based teaching motivated students to learn, Teachers reported that teaching with games influenced learning outcomes of students, A
minority of the teachers integrated game use into their daily teaching practice (Huizenga et al., 2017).

Then, cooperative learning is a learning model that encourages collaboration between students (Fitriani et al., 2023; Hasibuan et al., 2024). The team games tournament learning model with spinning wheel media-based local wisdom significantly improves elementary school students’ learning outcomes in science subjects (Kurniawati et al., 2020b). Integration of the a collaborative and competitive game-based learning environment in the collaborative and competitive game-based learning environment leads students to a better interaction between different levels of students (Hung et al., 2015). A collaborative game-based learning approach improved the students’ learning achievement, self-efficacy and learning attitude (Sung & Hwang, 2013). Spinning wheel media effectively improves the learning process for qawaid nahwu in seventh grade Arabic education at Darul Qur’an Wal Islamic Boarding School (Huda, 2020b). Spinning wheel media effectively improves the qawaid nahwu learning process for seventh grade students at the Darul Qur’an Wal Islamic Boarding School (Huda, 2020a). Spinning Wheel media can improve students’ understanding of Arabic language material and increase their interest in learning, but requires careful planning and implementation (Puspitasari & Murtadho, 2023).

Digital game-based learning has emerged as a highly effective educational approach, yielding significant impacts across various learning domains. Studies have consistently shown that it positively influences both short-term and long-term vocabulary acquisition, comprehension, motivation, engagement, anxiety reduction, and learner interactions (Sodik et al., 2023; Zou et al., 2021). Moreover, in elementary science education, digital game-based learning exhibits promising potential, particularly in enhancing content understanding (Hussein et al., 2019). Educational computer games, including serious games and digital mini-games, offer a unique platform for training cognitive skills and have demonstrated superiority over conventional media in teaching subjects like science, mathematics, and second-language learning (Mayer, 2019). Additionally, it significantly enhances primary school students’ logical-mathematical, naturalistic, and linguistic abilities, indicating its versatility and effectiveness across diverse skill sets (Pérez et al., 2018). Furthermore, video-game based learning has shown remarkable outcomes in improving English vocabulary acquisition among language learners, leading to substantial learning gains (Thompson & von Gillern, 2020). Indeed, the teaching of vocabulary warrants attention as vocabulary constitutes a crucial element in second language acquisition (Hasibuan, Jundi, et al., 2023; Jundi, 2023b; Kadir et al., 2023; Nabila & Jundi, 2023). Overall, these findings underscore the multifaceted impact of digital game-based learning on educational outcomes, highlighting its potential to revolutionize contemporary teaching and learning practices.

The research literature presents compelling evidence supporting the efficacy of game-based learning (GBL) across diverse disciplines and learning environments. Competition within digital game-based learning (DGBL) has shown notable improvements in learning outcomes for math, science, and language subjects, albeit with varying effects observed in social science and other disciplines (Chen et al., 2020). The effectiveness of GBL strategies transcends disciplinary boundaries, engaging learners deeply and fostering enhanced learning experiences across multiple domains (Hafeez, 2021). Moreover, GBL has demonstrated its
utility in aiding primary school students in recalling computer science terminologies, with high satisfaction rates reported regarding its ease of use and functional benefits (Kaldarova et al., 2023). Middle school students also benefit from GBL, particularly in science learning, where digital games have shown to enhance both learning performance and self-efficacy compared to non-digital counterparts (Wang & Zheng, 2021). Additionally, meta-analytic findings by Clark et al. corroborate the superior efficacy of digital games in educational settings, surpassing non-game treatments and highlighting the robust effectiveness of GBL across various educational contexts (Clark et al., 2016)

**Closing**

In this activity, researcher provide feedback to students by asking about their responses to implementing the Truth or Dare game. Researchers collected and analyzed feedback from students, the results showed that students were happy with the learning methods that had been implemented. Apart from that, researchers also repeat the material that has been studied in the hope that students will not just play, but can also understand the learning material better. After that, the researcher closed the learning for the session.

Based on the researcher’s analysis regarding the implementation of the Truth or Dare game with Spin the Wheel in learning Arabic speaking skills, it was found that there was greater active involvement of students in being brave enough to speak Arabic. This was observed through:

1. Frequency of Participation: Students took more turns to speak during the game sessions compared to traditional methods. For instance, on average, each student participated in 3 speaking turns per session with the game, compared to 1 turn per session in conventional speaking activities. Observational data showed that student participation increased by 40% during the game sessions compared to regular class activities. This was quantified by the number of speaking turns and active involvement per session.

2. Interaction: The degree of student-to-student and student-to-teacher interactions was monitored. This included both verbal interactions during the game and non-verbal cues indicating attentiveness and involvement. The complexity and length of students’ spoken responses improved. Students provided more detailed and extended answers during “Truth” prompts and performed more confidently in “Dare” tasks. Interaction levels were quantified, showing a 50% increase in peer interactions and a 35% increase in teacher-student interactions during the game sessions.

3. Confidence Levels: There was a noticeable boost in the confidence levels of students when speaking Arabic. This was evident as more students volunteered to participate without hesitation. Students’ motivation to participate was assessed through their enthusiasm and willingness to take part in both the “Truth” and “Dare” components of the game. The motivation levels were high, with 85% of students expressing enjoyment and a desire to continue using the game for learning.

Beside that, this happens because students, whether they want to or not, have to respond to questions in the form of truth or dare in the learning process. This game provides a strong encouragement for students to actively participate in Arabic conversations, thereby
increasing their courage to speak the language. In the interview, one of the students expressed:

“With the implemented games, we feel more engaged and enthusiastic in class. The active atmosphere prevents us from feeling sleepy. We believe that these games can help improve our speaking skills in Arabic. We feel more confident to speak because the challenges presented by the teacher in the games force us to use Arabic.”

Game-based learning has been proven to significantly increase student motivation and enjoyment (Lopez-Fernandez et al., 2021). Apart from that, with the help of the technology-based Spin the Wheel web application, students feel happy because they can directly use the application without difficulty in accessing it, thus making learning more interesting and interactive for them.

The application of Spin the Wheel technology also provides a pleasant atmosphere in learning, because students can feel the sensation of playing which makes learning more enjoyable. Spinning Wheel media can improve students’ understanding of Arabic language material and increase their interest in learning, but requires careful planning and implementation (Puspitasari & Murtadho, 2023). In this way, it not only increases student involvement in learning, but also strengthens their motivation to actively participate in every learning activity. Thus, the Truth or Dare game with the help of Spin the Wheel not only provides an opportunity for students to practice Arabic speaking skills, but also increases the learning atmosphere to be more fun and interactive for students.

The literature underscores the necessity of meticulous instructional design in gamification implementation, as without effective design, gamified elements may fail to address shortcomings or achieve desired objectives (Özkan & Samur, 2017). Teachers play a crucial role in orchestrating various instructional activities across pre-game, game, and post-game stages, encompassing lectures, gameplay training, content scaffolding, classroom management, technical assistance, and debriefing sessions, all aimed at translating gameplay into meaningful learning outcomes (Bado, 2022). Recognizing the multifaceted nature of game-based learning (GBL), a comprehensive approach integrating cognitive, motivational, affective, and sociocultural perspectives is imperative for both game design and research to fully harness the potential of games for learning (Plass et al., 2015). Moreover, embracing six guiding principles in teacher education for GBL underscores the active role of teachers, the curricular nature of games, the facilitative aspect of GBL, and the contextual and pedagogical implications of games, emphasizing the evolving nature of teachers’ knowledge and the impact of their professional identities on GBL practice (Foster & Shah, 2020). Despite recognizing the potential impact of key game features on cognitive and emotional levels, it is imperative to acknowledge the necessity of optimizing various factors to support the effectiveness of GBL, including game design elements, external influences, and instructional strategies, thereby cautioning against a simplistic view of GBL’s ability to enhance student learning performance (Abdul Jabbar & Felicia, 2015).

On the other hand, the analysis of various studies highlights the nuanced nature of gamification in educational settings, revealing that the perceived enjoyment of the game may not necessarily correlate with improved learning outcomes, as indicated by regression modeling (Calvo-Ferrer, 2017). Moreover, while gamification holds potential benefits, its
application solely for assessment purposes may yield unexpected outcomes, suggesting limitations in its effectiveness (Kwon & Özpolat, 2021). Meanwhile, assessment should be conducted meticulously employing instruments that are both valid and preferably have undergone item analysis (Jundi, 2023a, 2023c, 2023d; Jundi & Ali, 2023). Despite its widespread use, the implementation of gamification does not guarantee improved student performance or learning outcomes automatically, emphasizing the need for cautious consideration of its efficacy (Jagušt et al., 2018). Fundamentally, gamification is recognized as a practice utilized by marketers and consultants to leverage gaming for business opportunities, underscoring potential commercial motives behind its adoption (Walz & Deterding, 2015). Empirical research in the field of psychology education further elucidates the mixed impact of gamification, demonstrating increased motivation, better exam scores, and stronger autonomy among students, yet failing to significantly differentiate final course grades compared to traditionally designed courses (O'Connor & Cardona, 2019). Additionally, the findings suggest that while gamification may offer short-term benefits and novelty effects, its sustained efficacy and suitability for targeting low-achieving students remain questionable, necessitating careful evaluation of its contextual appropriateness (Sanchez et al., 2020). These collective insights underscore the multifaceted considerations and potential limitations associated with the integration of gamification strategies in educational contexts, emphasizing the importance of critical assessment and informed decision-making in its implementation.

CONCLUSION

Based on the results and discussion, it was concluded that the application of the Truth or Dare game with Spin the Wheel in learning students' Arabic speaking skills was carried out in four activity stages. The first stage is preparation, where the Spin the Wheel application is prepared along with Truth or Dare questions. Next, the opening stage involves explaining the learning flow by implementing the Truth or Dare game using Spin the Wheel. Then, the core stage is the implementation of games, where students are actively involved in responding to questions or challenges in Arabic. The final stage is the closing, where students' responses to the learning carried out are evaluated. This game is considered successful in increasing students' active involvement in speaking Arabic, this is supported by observational data indicated that student participation increased by 40% during game sessions compared to regular class activities, with each student taking an average of 3 speaking turns per session with the game, compared to only 1 turn per session in traditional methods. Additionally, there was a 50% increase in peer interactions and a 35% increase in teacher-student interactions, accompanied by a noticeable boost in confidence levels, as evidenced by more students volunteering to participate without hesitation.

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