An Analysis of the Development Needs of Educational Games to Improve the Understanding of Arabic Collocations among Students

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Abstract
This study aims to analyze the need for the development of educational games as an innovative approach for improving the understanding of Arabic collocations among learners. Understanding collocations, that is combinations of words used together in the same context, which an important aspect of Arabic language acquisition. However, learners often face difficulties in understanding and using collocations appropriately. This study also investigates the level of learners' understanding of Arabic collocations as well as identifies the elements needed in educational games to help teachers teach collocations more effectively. The use of technology in education, especially in the development of educational games, is considered capable of enhancing the effectiveness of Arabic language teaching and learning. In conclusion, this study provides valuable insights for the development of Arabic learning materials that are more relevant and suited to the needs of learners in the context of Arabic language learning in Malaysia.
Keywords: Development Needs, Educational Games, Improve the Understanding, Arabic Collocations

Introduction

In this digital age, the use of technology in education is increasingly important to improve the efficacy of teaching and learning. One area that has received attention is educational development, especially in the context of language learning. Arabic, with its rich vocabulary and unique language structure, is often a challenging subject for learners (Khairul & Masnih, 2023).

Understanding Arabic collocations, which is a combinations of words used together in the same context, is an important aspect of mastering this language (Rofian & Arisya, 2021).

However, learners often face difficulties in understanding and using collocations appropriately. This study aims to analyze the development needs of educational games as an innovative approach to improve the understanding of Arabic collocations among students.

Background of the Study

Advances in technology and science have exceeded the limits of ordinary human capabilities. Formal, non-formal, and informal education play an important role in creating and renewing human resources to face the challenges of the technological and information era (Eki, 2019). In the context of Arabic language learning, a lack of understanding of collocations can prevent students from mastering this language well. This study will examine students' level of understanding of Arabic collocations as well as identify their needs in the development of relevant and effective educational games.

In the context of learning Arabic in Malaysia, it is important to understand the role and importance of learning Arabic collocations in improving learners' language proficiency. Collocations refer to a combination of words that are often used together to convey a particular meaning (Rofian & Arisya, 2021). Collocation learning allows learners to understand how words are used semantically and syntactically in Arabic contexts. In Malaysia, students studying Arabic often face challenges in understanding and using locations correctly. Although learners may have a good command of vocabulary, deficiencies in collocation mastery can prevent them from conveying meaning appropriately in oral and written communication. In addition, most Arabic learning resources may not give sufficient emphasis to the learning of collocations, causing deficiencies in learners' understanding of this aspect (Uraidah 2014).

The previous studies have provided an initial insight into the importance of learning Arabic collocations among learners. However, there is still a need for further in-depth research in the Malaysian context. Therefore, this study aims to gain a deeper understanding of the problems that arise in the learning of Arabic collocations among students, identify students' needs for the development of educational games to improve the understanding of collocations, and evaluate the appropriate elements in educational games with the learning of language collocations Arabic in the context of teachers.

Vocabulary mastery is very important in learning a language. As stated in the previous study, vocabulary can be likened to the heart of the language which affects proficiency in writing, reading and understanding texts. Especially for Arabic learners in secondary schools, proficiency in vocabulary can improve their academic performance. Therefore, in Arabic language learning, it is important for learners to master sufficient vocabulary, understand the meaning of words, and use the vocabulary correctly (Nurain & Norhayuza 2020). Although reaching the level of vocabulary mastery is a challenge that requires continuous effort, various efforts have been taken to improve the quality of vocabulary teaching and learning. However, attention also needs to be paid to how vocabulary learning methods are implemented to achieve more effective results (Nurain & Norhayuza 2020). By understanding this background, it is hoped that this study will contribute to the development of Arabic education in Malaysia and provide useful guidance in improving students' language proficiency.

Problem Statement
Lack of Understanding and Correct Use of Collocations
Students who study Arabic languages in Malaysia often face difficulties in understanding and using collocations correctly (Rofian & Arisya, 2021). While they may have a good command of

vocabulary, they often fail to convey meaning appropriately in oral and written communication (Amani & Nurkhamimi 2018). This is due to the lack of emphasis on collocation learning in the curriculum and available learning resources. Learning resources tend to focus on vocabulary and grammar in general without paying special attention to the correct use of collocations, causing learners to be unable to use Arabic in meaningful and appropriate contexts (Harun 2014).

Less Interactive Conventional Teaching Methods
Existing teaching methods are often not interactive enough and do not interest learners. Teaching Arabic collocations using traditional approaches tends to be boring and does not actively engage learners (Abdul et al. 2021). This causes learners to be less focused and less motivated in learning, reducing the in-depth understanding and practical application of collocations in Arabic. Therefore, learners are not actively involved in the learning process,

which makes it difficult for them to master the use of collocations in daily communication (Ikmal 2011).

Lack of Collocation-Focused Learning Resources
Most Arabic learning resources do not give sufficient emphasis to learning collocations. Textbooks and other learning materials focus more on teaching vocabulary and grammar in general (Nurain & Norhayuza, 2020). This results in learners not getting sufficient practice in the use of collocations, causing a deficiency in their understanding of this important aspect. Without a good understanding of collocations, it is difficult for learners to reach the stage of language acquisition necessary to communicate effectively and appropriately in Arabic.

Conceptual Framework
This conceptual framework outlines the relationship between the understanding of Arabic collocations (DV) and the use of game methods (IV). First, the concept and appropriateness of games (IV1) refer to the selection of games that are appropriate to the context of Arabic language learning and ensuring their relevance to the learning objectives. The use of appropriate games can strengthen the understanding of Arabic collocations among learners.

Second, teaching methods using games (IV2) examines the strategies and approaches used by teachers to integrate games into the teaching process. The use of effective teaching methods can help improve the understanding of Arabic collocations among students. In addition, it can examine the types or methods of games that can be used in learning Arabic in the classroom.

Third, the teachers' knowledge stage (IV3) refers to the teachers' understanding and proficiency in selecting, designing, and implementing games in Arabic language teaching. Teachers who have a good knowledge of Arabic games and collocations can provide learners with a more meaningful learning experience. Overall, this conceptual framework asserts that the use of appropriate game methods and effective teaching methods, selected and implemented by competent teachers, can help improve the understanding of Arabic collocations among learners.
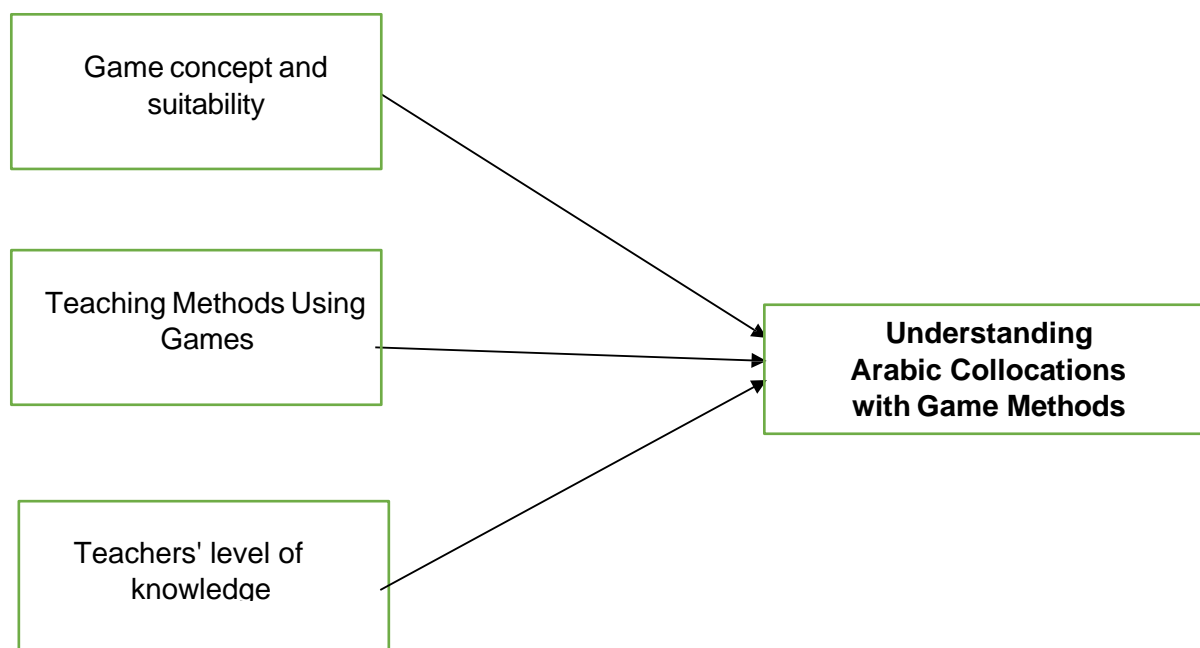
Figure 1: Conceptual Framework for Understanding Arabic Collocations with Game

Method
Objective of the Study
This study was conducted for the following purposes:
1. Identify problems in learning Arabic collocations among students.
2. Identify learners' needs for the development of educational games to improve understanding of Arabic collocations.
3. Exploring the necessary elements of educational games with Arabic collocation learning in the context of teachers.

Review Issues
1. What are the main problems faced by learners in learning Arabic collocations?
2. What are the learners' needs for the development of educational games to improve the understanding of Arabic collocations?
3. What are the necessary elements of educational games to help teachers teach Arabic collocations more effectively?

Concept
Requirements Analysis
A needs analysis is an important step in understanding what learners and teachers need in learning Arabic collocations. It involves an in-depth examination of the difficulties faced by learners and the shortcomings in existing teaching methods. Through this analysis, we can identify the gap between what exists and what is needed to improve collocation understanding.

Students who study Arabic language often show difficulty in understanding and using collocations correctly, even though they may master the basic vocabulary. This deficiency results in errors in language use, which prevents students from communicating appropriately and meaningfully (Khairul & Masnih 2023). In addition, most of the teaching methods used

are conventional and do not interest learners, causing them to lack focus and motivation in collocation learning (Nurain & Norhayuza 2020).

To address this issue, innovative approaches such as the use of educational games need to be considered. Educational games can provide a more interactive and engaging learning experience, potentially increasing learner motivation and engagement in collocational learning. Studies show that the use of games in education can help improve concept understanding and practical application in various learning areas (Wong & Kamisah 2018).

Through this needs analysis, the study will examine teachers' perceptions towards collocation learning, identify learners' needs, and examine the suitability of the concept of educational games in helping learners master Arabic collocations. This approach is expected to provide useful guidelines for developing more effective and relevant learning resources in the context of Arabic language learning in Malaysia.

Games in Teaching
Games in teaching is a pedagogical approach that uses game elements to increase learner engagement. This approach has proven effective in creating a more interactive and fun learning environment, where learners can learn through hands-on experience and understand immediate feedback. In the context of language learning, games can help learners develop their language skills in a more natural and meaningful way. Educational games incorporate elements of fun and challenge, which can increase learners' motivation and interest in the subject being studied (Wong & Kamisah 2018).

In teaching Arabic collocations, games can be used to provide learners with practical exercises in the use of collocations through relevant scenarios and contexts (Fauziddin 2020). For example, games such as word crosswords, interactive quizzes, or role-playing games can help learners master collocations more effectively. In addition, digital games designed specifically for Arabic language learning can offer a range of engaging and challenging activities, allowing learners to learn and practice collocations in a less formal and less stressful setting.

Studies show that the use of games in education can improve concept understanding and practical application in various fields of learning (Ahmad, Zuhair & Irwan 2024). In Arabic language learning, games can help reduce boredom and fatigue often associated with traditional teaching methods. By utilizing technology and digital gaming tools, teachers can create a more interactive and learner-centered learning experience, which in turn can improve learner language acquisition and mastery.

Overall, games in teaching can not only increase learners' interest and motivation, but also provide them with opportunities to apply the knowledge learned in a more meaningful and relevant context. This approach has the potential to change the way Arabic collocation learning is conducted, making it more dynamic and effective.

Arabic Collocations

Collocation refers to a combination of words that are usually used together semantically and syntactically to convey a specific meaning in a language. In the context of Arabic, collocations are combinations of words that have a close relationship in meaning and are often used together in daily conversation and writing. Understanding collocations is important because it helps learners to use the language more precisely and naturally, as well as improve their language fluency and authenticity.

Collocations in Arabic involve different types of words such as nouns with verbs (e.g., " الكتاب يقرأ "- reading book), adjectives with nouns (e.g., " رجل طويل " - tall man), and nouns with

prepositions (e.g., في البيت" – " at home). These collocations help to form meaningful and grammatically correct phrases, while enriching learners' vocabulary and improving their proficiency in communication (Luqman et al. 2015).

However, learning Arabic collocations is challenging for learners as it requires a deep understanding of the cultural and linguistic context of the language. Errors in the use of collocations can lead to confusion or wrong meaning in communication. Therefore, systematic and effective teaching of collocations is essential to help learners overcome these challenges and improve their language proficiency. By understanding and mastering collocations, learners can not only enrich their vocabulary, but can also use Arabic more precisely, naturally, and meaningfully in different situations. This will allow them to communicate more effectively and understand Arabic texts better, thereby improving their academic achievement and overall language proficiency (Uraidah 2014).

Theory
Learning Theory

Constructivist learning theory emphasizes that learning is an active process in which learners construct new knowledge based on experience and existing knowledge. In the context of learning Arabic collocations, educational games provide opportunities for learners to be actively involved in the construction of their knowledge. In contrast to the passive behavioristic approach, the constructivist approach allows learners to interact with learning materials in a fun and informal setting, helping them understand and remember collocations better (Mad Noor & Jamaluddin 2019).

The constructivist approach suggests that learners are actively involved in the process of thinking, conversing, correcting, and dialoguing. They do not just passively receive information, but take part in the construction of their own knowledge structure. This means that students play the role of builders of their own knowledge, where learning is an active and continuous process (Fatimah 2019).

In this study, elements of the constructivist approach are applied through educational games. The games were created with an emphasis on interaction and activities that allowed learners to dialogue, collaborate, and explore topics in greater depth. Learners are given opportunities to experiment with the use of collocations in different contexts, which helps them understand concepts better and remember them over a longer period of time.

The constructivist approach has a positive impact on the learning of Arabic collocations. It allows learners to be actively involved in the learning process, enhances their understanding of collocation concepts, and strengthens their memory through interaction and exploration. By using this approach, learning becomes more meaningful and effective, giving learners the opportunity to reach a higher level of fluency in Arabic (Ikhsan & Norila 2013).

Self-Determination Theory

Self-efficacy theory emphasizes that student motivation is closely related to three basic psychological needs: autonomy, competence, and social connection. In learning, students feel highly motivated when they feel free to make choices (autonomy), confident in their skills (competence), and involved in positive social relationships with peers (Frederic 2022). Educational games are seen as an effective tool in meeting these needs.

In the context of learning Arabic collocations, the use of educational games gives learners the opportunity to feel free in choosing learning activities that suit their interests and needs. They are also given challenges that are appropriate to their level of proficiency, which helps to increase confidence and proficiency in the use of collocations. In addition, educational games promote social interaction with peers, fostering positive relationships and supporting the learning process.

By meeting basic psychological needs such as autonomy, efficiency, and social relationships, the use of educational games can increase learner motivation and interest in learning Arabic. This in turn can contribute to increased learner achievement in the language, making learning more meaningful and memorable.

Literature Review
Problems in Learning Arabic Collocations

Studies on collocation learning in Arabic show that there are some significant problems faced by learners. Collocation, that is combination fixed two or more frequent words used together, is an important aspect in fluent and natural language acquisition. However, learners often face difficulties in recognizing and using collocations correctly. One of the main factors is the exposure to the use of collocations in appropriate contexts. Textbooks and teaching materials often do not provide sufficient examples of collocation usage, making it difficult for learners to understand and apply this concept in their writing and conversation (Rofian & Arisya 2021).

The second problem is closely related to cultural differences and the learners' native language. Learners who are not native Arabic speakers tend to transpose collocation structures from their native language into Arabic, which often results in awkward or incorrect expressions. This shows that there is a gap in the understanding of the differences in structure and meaning between collocations in Arabic and their native language (Uraidah 2014). Additionally, Arabic itself has a wide variety of dialects, and each dialect may have a different set of collocations (Nizar 2023). This adds another level of difficulty for learners to learn and master correct locations in formal and informal contexts.

In addition, there is a lack of specific exercises focusing on collocation mastery in the Arabic language learning curriculum. Learners are often taught about grammar and vocabulary separately, without emphasizing on how the words collocate with each other. This makes it difficult for learners to gather their knowledge of individual words into a fluent and natural sentence. Previous studies also show that learners only memorize grammar rules and word lists which tend to make collocation mistakes as they are not trained to recognize and use collocations intuitively (Amani & Khamimi 2018).

Finally, teaching factors and teachers' approaches also play an important role in collocation learning. Teachers who are insensitive to the importance of collocations may not give sufficient emphasis in their teaching. Traditional, teacher-centered teaching approaches may also not provide sufficient space for learners to practice and develop their collocation skills. Therefore, there is a need for more interactive and learner-centered teaching, where learners are given opportunities to practice using regions in a variety of different contexts and situations. By understanding and addressing these issues, learners can improve their proficiency in using Arabic collocations more effectively (Harun 2014).

The Concept of Educational Games with Arabic Collocations Learning in Teacher Context

In the context of Arabic language education, particularly for teaching collocations, the concept of educational games offers an innovative approach that can be integrated into teachers' teaching strategies. Educational games not only stimulate learner interest and motivation, but also provide a platform for more memorable learning through interaction and practical experience. In this concept, it is important to understand how educational games can be used effectively by teachers and how they can enrich the learning process of Arabic collocations (Nadiroh, 2020).

Educational games designed for Arabic collocation learning can take various forms, including board, card, and digital games. Each of these forms of games provides a different learning experience, but they all have the same goal: to help learners identify and correctly use collocations in appropriate contexts. In these games, learners may need to pair words with the correct collocations, solve puzzles involving collocations, or play roles in communication situations that require the correct use of collocations (Uraidah 2014).

Teachers play an important role in integrating these educational games into their daily teaching. They need to select or develop games that are suitable for the learners' language acquisition stage and the learning objectives to be achieved. In addition, teachers also need to provide guidance and support as learners play, ensuring that they understand the rules of the game and can utilize it to improve their collocation skills. In some cases, teachers may need to actively involve themselves in the game to model the correct use of locations and provide immediate feedback.

In the context of classroom learning, educational games can be integrated as part of reinforcement or enrichment activities. For example, after teaching theory on a particular collocation, teachers can use educational games to reinforce learners' understanding. This allows learners to practice what they have learned in a more relaxed and informal setting, which can reduce pressure and increase the fun of learning. Studies show that when learners

are actively involved in the learning process, they tend to more easily remember and understand the concepts learned (Uraidah 2014).

Apart from the learning benefits, educational games can also assist teachers in assessing the students' collocation mastery level. Through observing the way students play and solving challenges in the game, teachers can identify the weaknesses and strengths of each student. This feedback can be used to design the next teaching that is more focused and suitable for the needs of the learners. In this sense, educational games function not only as learning tools, but also as useful formative assessment tools (Dini 2019).

However, to ensure the effectiveness of educational games in teaching Arabic collocations, teachers need to face several challenges. These include the willingness to change from traditional teaching approaches to more interactive and technology-centric ones, as well as putting in the time and effort to properly design and implement the games. In addition, teachers also need to ensure that the games used are quality and relevant to the set curriculum.

All in all, the educational concept in Arabic collocation learning offers great potential for enhancing the efficacy of teaching and learning games. With careful design and wise implementation, teachers can utilize educational games to create a more dynamic, interactive, and fun learning experience for learners. This not only helps in improving learners' collocation proficiency but also fosters a positive attitude towards Arabic language learning as a whole.

Elements in the Game of Education and Learning Arabic Collocations Teacher Contexts
Learning Arabic collocations through educational games has shown significant efficacy in teaching contexts. Educational games designed specifically for the teaching of Arabic collocations can integrate several important elements that help improve learner understanding and proficiency. Among the main elements that teachers need to pay attention to are interactivity, fun, and learner empowerment.

Interactivity is a fundamental element in educational games that provides learners with opportunities to actively interact with learning materials. Through games that require learners to understand the corresponding words and phrases, learners can learn in a more practical and contextualized way. This helps them understand the use of collocations in real situations. Teachers can use games such as word crosswords, interactive quizzes, and combining word pairs to teach collocations. In this way, learners can see how words are used together naturally (Sharifah 2013).

Furthermore, fun is an important element in ensuring that students remain interested and engaged in the learning process. Fun educational games can reduce the stress and boredom often associated with traditional learning (Rohaila & Fariza 2017). Teachers can create a fun learning atmosphere by using elements such as engaging graphics, non-boring stories, and rewards that motivate students to keep playing and learning (Khalilullah, 2012). For example, the story-based game at where learners need to use correct collocations to help the main character achieve certain goals can make learning more interesting and meaningful.

In addition, learner empowerment is an element that gives learners control over their own learning. In the context of educational games, this can be achieved by providing learners with options and challenges that suit their skill level (Rohaila & Fariza 2017). Teachers can design games with varying levels of difficulty that allow learners to progress at their own rate. In addition, the immediate feedback provided in the game can help learners identify their mistakes and understand the use of collocations better. For example, games that provide immediate feedback on correct or incorrect answers help learners learn from their mistakes quickly.

Finally, continuous assessment is an important element in ensuring the effectiveness of educational games. Teachers need to constantly assess learner performance through games to understand their progress and identify areas that need improvement. By using games that have assessment elements such as increasing difficulty levels and performance scores, teachers can monitor learner progress continuously and adjust their teaching strategies according to learner needs (Kitikedizah & Maimun 2022).

In conclusion, the elements of interactivity, fun, learner empowerment, collaboration, and continuous assessment are important in educational games for Arabic collocation learning. Teachers need to take these elements into account in designing and implementing educational games to ensure a memorable and engaging learning process for learners.

Conclusion

Overall, this study shows that the use of educational games can be an effective innovative approach to improve the understanding of Arabic collocations among learners. Through analysis and research, it was found that learners often face difficulties in understanding and using locations appropriately. The educational game developed specifically for this purpose is able to provide a more interactive and engaging learning environment, which can help learners better master the concept of collocation.

The use of technology in education, especially through educational games, provides an opportunity to change the way Arabic is taught and learned. Games designed with appropriate educational elements can help teachers teach collocations more effectively. This study also emphasizes the importance of the role of competent teachers in selecting and implementing appropriate teaching methods. With the support of educational games, teachers can provide more dynamic and memorable learning experiences for learners.

In conclusion, the integration of educational games in the Arabic language learning curriculum is an important step to overcome the difficulties faced by learners in understanding and using collocations. With the application of this approach, it is expected that the learners' achievement in Arabic language acquisition will increase, once again strengthening Arabic language education in the country.

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