



## OUTBOUND AS THE ALTERNATIVE METHOD TO HAVE FUN ARABIC LEARNING

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### **Abstract**

*As muslims, we understand that Arabic language is very urgent for the development and improvement of our religious knowledge and practices. Many muslim students have willingness to master the language to be able to communicate and understand religious texts, which are mostly written in Arabic. Most of them, however, are not interested in Arabic language class, due to the difficulties in terms of pronunciation, reading, and writing. Understanding the expressions and grammatical features (al-Nahwu and Al-Sharf) are the other challenges that the students cannot handle in short time and the themes are boring. In brief, there is an assumption that studying Arabic is difficult. The questions, then, are how to change the assumption?, and what are the best method and strategy for students in studying the language in an enjoyable, fun, and supportive atmosphere? These questions show both reality and challenge, especially for the Arabic language teachers and lecturers, that there is a need to change the conventional teaching of Arabic language and at the same time, to find a new method and real actions to answer the above questions. This article offers a new method of teaching which focuses not only on teaching of Arabic language but also enjoyable, fun, and full of spirit atmosphere. The method is called by "outbound using fun games" or "outbound fun games"*

**Keywords :** *Learning Arabic, Outbound Fun Game, Fun, Maharah Lughawiyah.*

### **Abstrak**

Sebagai muslim, kita sadar tentang pentingnya Bahasa Arab dalam perkembangan dan peningkatan ilmu pengetahuan dan praktik agama. Banyak siswa muslim yang bersedia untuk mempelajari bahasa tersebut untuk berkomunikasi dan memahami teks keagamaan, yang kebanyakan masih ditulisi dalam Bahasa Arab. Mereka pada umumnya tidak tertarik untuk belajar Bahasa Arab karena mereka mengalami kesulitan dalam pengucapan, membaca, dan menulis. Selain itu, pemahaman terhadap ungkapan dan tata bahasa (al-Nahwu dan al-Sharaf) menjadi tantangan lain bagi para siswa karena mereka tidak mampu menguasai bahasa tersebut dalam waktu yang singkat dan mereka merasa bahwa tema yang dibahas sangat membosankan. Secara singkat, ada anggapan bahwa belajar Bahasa Arab merupakan proses yang sulit. Permasalahan yang diangkat dalam artikel ini adalah bagaimana merubah anggapan tersebut?, dan bagaimana metode dan strategi yang terbaik untuk menciptakan pembelajaran yang menyenangkan, menggembirakan, dan saling mendukung? Pertanyaan tersebut mengungkap tantangan dan fakta, khususnya bagi guru dan dosen Bahasa Arab, bahwa diperlukan sebuah perubahan untuk merubah pembelajaran Bahasa Arab konvensional menjadi metode

baru dan sebuah tindakan nyata untuk mampu menjawab pertanyaan tersebut. Artikel ini menawarkan sebuah metode baru yang tidak hanya fokus pada pembelajaran Bahasa Arab, tapi juga suasana yang menyenangkan, menggembirakan, dan penuh semangat. Metode itu disebut dengan “outbound dengan menggunakan *fun games*” atau “outbound *fun games*”.

**Kata Kunci:** *Pembelajaran Bahasa Arab, Outbound Fun Game, Menyenangkan, Maharah Lughawiyah.*

## Introduction

Arabic is not only a means of communication, but it also has significant role for muslims. This language still becomes the main tool in understanding Islam from the authentic source, Al-Qur'an dan Al-Hadits as well as the religious knowledge and the cultural heritage from hundreds or thousands years ago, because they are in the form of Arabic books<sup>1</sup>. Most of the book have not been translated into Indonesian. Some of the translated Arabic books have inadequate quality and quantity of translation, like silting some words' meaning. Some of them are also not translated in the whole meaning which make them unrepresentative. Basically, there are many Arabic words containing several meanings which are difficult to translate using their authentic meaning. It can be concluded that recently, Arabic mastery still has important role in learning religious knowledge authentically, besides its function to allow the Islamic culture stated in the big amounts of old books understandable. Moreover, most of muslim activities use Arabic in performing prayers, such as prayers five times a day, *zikr* and *du'a*. Muslims cannot perform the Islamic practices optimally if they do not have adequate knowledge of Arabic and Islamic teachings. By having the comprehensive Arabic mastery, the prayers will be more optimally practiced and lived to reach *khusyu'* level, and to be more meaningful and effective performance in creating good moral and behavior<sup>2</sup>.

## The Problems and the Alternative Solutions

Learning and understanding Islamic knowledge from the authentic source cannot be achieved without mastering Arabic<sup>3</sup>. Obviously, learning this language is a basic need for muslim. However, there must be some obstacles in learning this language that the learners are unable to

<sup>1</sup> Busyairi Majidi, *Metodologi Pengajaran Bahasa Arab* (Yogyakarta: Sumbangsih Offset, 1994), 1; Ahmad Ibn Muhammad al-Dibya, “Limaza Nadrusu al-Lugah al-‘Arabiyah?” in *Al-Muwajjih fi Ta’lim al-Lugah al-‘Arabiyah Li Gairi al-Naqiqina Bihā*, No. 1 (Jakarta: LIPIA, 1998), 77.

<sup>2</sup> Ahmad Ibn Muhammad al-Dibya, *Al-Muwajjih*, 77-78.

<sup>3</sup> *Ibid*, 77.

comprehend it perfectly. Besides the shallow understanding in *turats* books, many students from Islamic Universities and Islamic boarding schools have not been mastered Arabic in oral (speaking), reading and writing (*kitabah*) skills for many years learning. The problems come from the Arabic language itself (linguistic problems) as well as the teachers and students (non linguistic problems)<sup>4</sup>. Here are some non-linguistic problems faced in learning Arabic:

#### *The Wrong Paradigm in Understanding Arabic*

Arabic is difficult becomes the popular slogan in our society. When somebody thinks that Arabic is difficult, It will be difficult indeed. In a Hadith Qudsi Allah stated:

أنا عند ظن عبدي بي

*“I am the prejudice of my servant”*

Motivators and counselors like to use this hadith to motivate or encourage others. They say: “You are what you think”. Mental therapy can be conducted firstly by looking at ourselves. If someone tells that he will not get any success, then he will.

Ironically, when a student tells that Arabic is difficult or he cannot use Arabic, unconsciously the teacher agrees with the statement. This agreement automatically convince an assumption to the students that Arabic is difficult.

#### *Unsystematic Curriculum*

Curriculum is like a food composition which makes it tastes delicious or not. The cooking skill to combine and blend the spices in proper portion will make the food tastes distinctive, although the ingredient is actually similar with the other as usual.

It is similar with curriculum blending. It needs a skill to blend an appropriate curriculum to guide the students in mastering speaking, reading, listening, and writing skills (*maharah*) in Arabic.

#### *Inappropriate methodology which cannot accommodate learners*

Basic difficulty faced by the learners in learning Arabic is the choice of methodology in the learning process. The development of Arabic learning methodology is not as significant as the other subjects, such as mathematics, physics, etc.

Common method used in Arabic until now is teacher-centered, meaning that teacher dominates the learning process, whereas the recent educational development starts to focus on

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<sup>4</sup> Nandang Sarip Hidayat, “Problematika Pembelajaran Bahasa Arab”, *an Nida’ Jurnal Pemikiran Islam*, Vol. 37, No. 1 (2012): 87.

student-centered. Therefore, it is undeniable that the Arabic learners feel bored in learning Arabic because they feel its methodology is not as interesting as the other subjects.

Methodology is equal with technology. Technology helps people to be easier in doing anything, closer the distance, lighten the duties, etc. It is similar with methodology because it can ease someone to learn Arabic, provide fun learning, and allow the language to be learned in very short time. In fact, we realize that Arabic is the basic knowledge to learn other subjects.

Therefore, the methodology must be able to accommodate learning time and style, so it will be fun for the learners because it is very suitable with their style as well as short period to master the language.

In order to minimize the obstacle in learning process, the teachers and the stakeholders must create innovative methods to make the learning enjoyable and not boring. Enjoyable and fun learning appears when there is a good relationship between teachers and students during learning process. Teacher positioned himself as the students' learning partner, even sometimes learn something from his students<sup>5</sup>. This is very important factor for the teacher. What the teacher can do is understanding the essence of method in learning. Choice of method also takes important role in reaching successful learning. James L. Mursell also explained<sup>6</sup> :

“ Any kind of method can be practiced, but the most important thing is the teacher's way in organizing students' learning. However, there must be choice of method, because it provides efficiency in teaching, and organizing the students' learning provides affectivity, so the learning will be memorable for the students. Both of them complete each other.”

Method is the most significant part in learning. Choosing method which is not relevant with the material will give bad impact, so here teacher's competence is mostly needed. Appropriate choice of method must be related to the students' interest, motivation, and learning result. The students' interest and motivation is closely related to the learning process, because learning anything without interest will be boring. The high interest in learning will produce high score, and the low interest will produce low score. Generally, besides the points above, the problems of teaching Arabic in Indonesia can be divided into three main categories, namely linguistic, methodological, and sociological problems.

Related to methodological problem, Arabic teaching faces many problems because of the components in the learning process itself. Some of the problems are learning goal, material, time

<sup>5</sup> Rusman, *Model-Model Pembelajaran* (Jakarta: Rajawali Pers, 2011), 326.

<sup>6</sup> Abu Ahmad, *Pengantar Metodik Didaktik* (Bandung: C.V. Armico, 1998), 131.

allotment, teachers, students, learning methods and media<sup>7</sup>. The problems indicate that Arabic learning in Indonesia is still far from the perfect criteria. Discussing about method, there are many kinds of teacher training on teaching methods, both theoretically and technically. However, the chosen methods by Arabic teachers are remains monotonous as if there are no other methods that are suitable for the students. The teachers' tendency in maintaining the classic method is the basic factor in influencing students' interest and learning quality. Related to learning media, there are few schools which provide complete media to support efficient and effective Arabic learning. Whereas the use of recent media is one of the factors in achieving effective learning. The use of creative media attracts the students' attention during the learning process. Talking about the human resources, Arabic teachers should graduate from Arabic department as his main program. This qualification is sometimes ignored by educational institutions, that impacts the material and professionalism of the teachers during the learning process. In addition, it is a common issue that Indonesian teacher does not give much attention to her students. While she is teaching, she cares about only the material, not the quality of the teaching process, meaning that the influential factors, such as students' interest, comfort, and focus in learning process does not get enough attention.

Based on the fact, outbound learning method offers a solution to train the students outside room to improve results of some aspects in learning, such as interest, motivation, and achievement. Shortly, this method means teaching Arabic outside classroom. This method contains several games and it is fun. Students can practice the games directly, so their improvement in interest, motivation, and achievement appears during the practice of this method. Outbound and fun game method have significances which the students do not maintain when they are learning in a classroom. In Quantum Learning book by Bobbi Deporter and Mike Hernacki, it was stated that Super Camp (outbound) combines three elements, which are academic skill, physical achievement and life skill<sup>8</sup>.

### **Fun Game Outbound as An Alternative Solution**

Outbound stands for Out of Boundary which means "out of the limit, free or habit". Initially, it started in educational field from 1941 in England. The first outbound department found by a Germany educator, Kurt Hahn collaborated with British trader, Lawrence Holt<sup>9</sup>. Their

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<sup>7</sup> Syamsuddin Asyrofi, *Metodologi Pembelajaran Bahasa Arab* (Yogyakarta: Idea Press, 2010), 68.

<sup>8</sup> Bobbi Deporter dan Mike Hernacki. *Quantum Learning* (Bandung : Kaifa, 2000), 10.

<sup>9</sup> [https://www.outwardbound.org/about-outward-bound/outward-bound-today/history/onApril 15, 2018at10.15 pm.](https://www.outwardbound.org/about-outward-bound/outward-bound-today/history/onApril%2015%2C2018at10.15pm)

adventurous education was held on a small boat containing rescue team to teach the youth in war era, to enlighten them that their attitude bring the effect and grow their relationship as well as love each other<sup>10</sup>. Fun Game can be defined as its authentic meaning. The true meaning of Outbound is self-development using kinds of psychomotor, cognitive, affective activities in learning approach through experience<sup>11</sup>.

Learning outside using “experience based learning” method has been known for several years. Aristotle, A Greece philosophy, told about the significance of experience based learning. “What we should learn, we are learning by doing it”<sup>12</sup>. Outbound is one of the modern learning methods emphasizing the nature resources. The students who join with *outbound* not only face intelligent, but also physical and mental challenges. The challenges remain treated well to be their experience in facing the real and challenging challenge in social life. In addition, there are various interesting games supporting their creativity and cheering their feeling.

The purpose of outbound is building and creating supporting, encouraging, and motivating atmosphere in a team. Besides developing their creativity and appreciation toward the differences in the team, the activity also contributes leadership, independence, confidence, responsibility, and empathy as the human’s core values. Empathy is categorized as a emotional social skill. A research about this conducted by students of Early Childhood Education Teacher Training Department, Counseling Department of Education Faculty of Ganesha Education University, Singaraja in Group A of the second semester in PAUD ABC Singaraja academic year of 2014/2015<sup>13</sup>.

Moreover, Outbound can be an alternative solution for the teachers to be able to modify their teaching of any kind of subjects in more enjoyable way. It can be proved by the data of a research conducted in SMA 1 Nganjuk in a Physics class in last three years. The data showed that the students felt happy and enthusiastic in the learning process, as well as their improvement in learning result. Some students likely asked “When will we learn Physics through outbound again?” They wanted to have more time in learning Physics using Outbound<sup>14</sup>.

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<sup>10</sup> Luluk Iffatur Rocmah, “Model Pembelajaran Outbound Untuk Anak Usia Dini”, *Jurnal Pedagogia*, Vol. 1, No. 2 (2012): 181.

<sup>11</sup>Agustinus Susanta, *Outbond Profesional, Pengertian, Prinsip, Perancangan dan Panduan Pelaksanaan*, (Yogyakarta : Andi Offset, 2010), 19.

<sup>12</sup>*Ibid*, 4.

<sup>13</sup> Nur Shintya Isbayani, Ni Made Sulastri, Luh Ayu Tirtayani, “Penerapan Metode Outbound Untuk Meningkatkan Keterampilan Sosial Emosional Anak”, *Jurnal PG PAUD*, Vol. 3, No.1 (2015):10.

<sup>14</sup> Imam Abdul Syukur, Muhardjito, dan Markus Diantoro, “Pengaruh Model Pembelajaran Teams Games Tournament Termodifikasi Berbasis Outbound Terhadap Prestasi Belajar Fisika Ditinjau Dari Motivasi Belajar”, *Jurnal Pendidikan dan Kebudayaan*, Vol. 20, No. 3 (2014): 311.

It can be concluded that Outbound-experiential learning provides living experiences for the students by using kinds of game. They directly feel successful and fail during practicing the games<sup>15</sup>.

### **Outbound as an Alternative Method in Arabic Learning**

In stimulus-response-reinforcement concept in language learning, behaviorism theory stated that first language learning passes some phases, as the second or foreign language learning does. H.H. Stern explained some arguments to propose methods or procedures of foreign language learning related to the first language<sup>16</sup>:

1. In language learning, learner must practice and practice like a kid practicing his first language. He likes to repeat the language many times and practice it in the whole day. That is the proper way to learn second or foreign language.
2. The main part in language learning is imitating. Every learner must imitate the foreign language, like a child imitating any word.
3. In the beginning, the learner practices (says) single sounds, then he practices words, then sentences. This is a generic order in teaching skills in foreign language learning.
4. To improve children's language, they listen before start speaking. This is an appropriate way in teaching skills in foreign language because understanding comes before expressing.
5. A child always listens without any request from the elder to ask them read or write, because reading and writing are the next levels in the language learning. The basic order in learning the first and foreign language is listening, speaking, reading, and writing.
6. People do not translate their language when they are children, meaning that they can learning foreign language in the same way.

Related to mastering language, Jean Piaget explained that cognitive aspects precede language improvement and language does not force thinking activity. Even, language cannot be used perfectly before it blends with the thinking activity<sup>17</sup>. Based on the cognitive theory, mind is an agent of thinking in learning process. Consciously learning needs learner's participation as a part of them. Basically, learning process is controlled by the learners, not their environment. Learners' mind is an active part and an agent to guide them in finding and saving knowledge<sup>18</sup>.

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<sup>15</sup>Retrieved from:<https://sekolahalamjogja.wordpress.com/promo/onApril 28, 2018at8.14 pm>.

<sup>16</sup>Dudung Hamdun, *Handout Psikolinguistik* (Yogyakarta: UIN Sunan Kalijaga, tt), 54.

<sup>17</sup>Abdul Aziz bin Ibrahim el-Uşaili, *Psikolinguistik Pembelajaran Bahasa Arab* (Bandung: Humaniora, 2009), 64.

<sup>18</sup>Syamsuddin Asyrofi, *Metodologi*, 40.

Information from the environment is brought by human senses to the brain. The more senses used in the process, the easier step of processing the information by the brain. In order to save the information, it must pass short-term and long-term memory. Short-term memory is a guide to pass the long-term memory and it deletes up to 90% information received in last 24 hours or sends the information to the long-term memory. The teachers' duty is helping the memory to send the information from the short-term memory to long-term memory. This can be achieved if the brain understand what it is learning, meaning that it knows the usefulness of the information<sup>19</sup>.

Senior High School students cognitively are able to coordinate their abstract thought. Generally, Arabic learning consists of complicated and abstract concepts. These concepts will be easy to understand if the teacher provides real and fun atmosphere in the learning process.

Outbound is one of the methods which emphasizes real learning concept. According to the methodology development adopted from the western scholars, Arabic learning experiences significant development<sup>20</sup>. For example, the implementation of Outbound in some Indonesian education institutions and they believe that this method brings positive contribution for successful learning<sup>21</sup>. This method allows the students to have real experience and it is provided in fun and enjoyable games. The students know whether they are successful or failed directly after they performed the games. When they get success in the games, they will know what thing that support them to get the success, and when they are failed, they know what obstacles that make them failed. This is very different with the learning inside classroom monotonously which focuses on abstract concept and difficult to understand. Outbound method using fun game eases the students to understand the language concept because it correlates cognitive (mind), affective (emotion) and psychomotor aspects directly.

Skills of Arabic learning in Outbound using fun game are as follows:

#### *Listening Skill (Mahārah al-Istimā')*

Generally, the purpose of listening practice is being able to understand expressions in Arabic, both for daily and formal situations<sup>22</sup>. Teacher guides the students to listen Arabic expressions in the form of words, sentences and paragraphs.

Audio-lingual method, popular in the end of 1950 until in the middle of 20 century, stated that language is oral tendency which is not written. Therefore, there are two skills, listening and

<sup>19</sup>Shinta Nurdewi Sekarani, *Panduan Outbound IPA Terpadu untuk SMP kelas VII Semester I* (Yogyakarta: Tp, 2012), 2.

<sup>20</sup> Azkia Muharom Albantani, "Implementasi Kurikulum 2013 Pada Pembelajaran Bahasa Arab Di Madrasah Ibtidaiyah", *Jurnal Arabiyât*, Vol.2, No. 2 (2015): 179.

<sup>21</sup> Djamaludin Ancok, *Outbound Management Training* (Yogyakarta: UII Press, 2007), 2.

<sup>22</sup> Syamsuddin Asyrofi, *Metodologi*, 125.



speaking, which are emphasized before reading and writing skills. Those two skills protect the students from mispronouncing because of their tendency in written aspect<sup>23</sup>.

Therefore, the appropriate order in language learning is learning listening, speaking, reading and writing skills. Listening skill (*Mahārah al-istimā'*) used in this case is in the middle level. In this phase, students get some questions orally and written<sup>24</sup>.

One of the outbound games which has similar purpose with listening skill (*Mahārah al-istimā'*) is *Irfa' Asōbiak* (*Up Your Finger*) because both of them treat listening ability. The game can be explained as follows:

a. Name

*Irfa' Asōbiak* (*Up Your Finger*)

b. Material

*al-marāfiq al-āmmah fi almadrasah* (adjusted to the material)

c. Time allotment

45 minutes

d. Equipment

Small flag

e. Instructions:

1. All students stand and form a big circle, and teacher stands in the center of the circle.
2. Teacher greets students supportively using "*Semangat pagi*".
3. Students must answer "*Luar biasa!*" while clenching their right hand up.
4. Teacher starts the learning by saying *basmalah*.
5. Teacher uses the following apperception:

هل تعرف أنواعا من المرافق العامة في المدرسة؟ ما فائدة المرافق العامة في المدرسة للطلاب؟ هل المرافق العامة في المدرسة مهمة لنا؟

6. Teacher asks students to answer several questions about *al-marāfiq al-āmmah fi almadrasah*.
7. Teacher explains the purpose of learning and scope of the material that will be learned.
8. Every student has to raise hands up to their right and left side. His friends in his right and left side are his opposite. The right index finger points down above the left opposite's palm of hand, and the left hand open the palm under the right opposite's index finger.

<sup>23</sup> Abdul Aziz bin Ibrahim el-Ushaili, *Psikolinguistik*, 53.

<sup>24</sup> Acep Hermawan, *Metodologi Pembelajaran Bahasa Arab* (Bandung: PT Remaja Rosdakarya, 2011), 133.

9. Teacher explains that she will read a text containing some school's facilities. Students have to be ready to listen every word.
10. When the teacher mentions some school's facilities correctly, the students' left palm must catch the opposite's index finger and their right index finger must avoid to be caught.
11. Students are failed and must get punishment if:
  - a. His index finger is caught by the opposite
  - b. He is distracted by the teacher's word and move his right hand. The student who has been failed excluded from the circle.
12. Punishment is given to the failed students after the reading text finished, in the form of repeating the game. If there is still a failed student, the punishment will be singing and dancing. Those form of punishment are the examples which can be replaced by other forms of punishment.
13. The winners of this game are the students who can stand without any mistake until the end of the game and each of them will get a flag as the reward.
14. After the flag was given to the winners, the students discuss about *al-marāfiq al-āmmah fi almadrasah* which they have just learned.
15. Teacher gives opportunity for some courageous students to come forward (in the center of the circle) to conclude *al-marāfiq al-āmmah fi almadrasah*, and they will get flags.
16. Teacher reviews the conclusion.
17. Teacher gives a chance for the students to deliver questions about what they have not understood.
18. Teacher and students do reflection to the game. Students are guided to analyze some parts in the game, such as agility, thinking fast, responsibility, and consequence.
19. After the *Irfa' Asōbiak (Up Your Finger)* finished, the students are commanded to answer some questions related to the *al-marāfiq al-āmmah fi al-madrasah* to measure their understanding.
20. Teacher closes the meeting using supportive parting and *hamdalah*.

### *Speaking Skill (Mahārah al-Kalām)*

The purpose of speaking practice for the beginner and intermediate level students is reinforcing the students to be able to communicate Arabic in simple way. Speaking skill covers two directions of communication, which are reciprocal between speaker and listener<sup>25</sup>. It means that

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<sup>25</sup>*Ibid*, 128.

while the students speaking, they must have listening ability, clear pronunciation of words and sentences, and vocabulary mastery. Scarino, Vale, and Clark explained some general principles in language teaching. They argued that students will be optimally learn the target language if they have opportunity to actively use the language in any activities during the learning process<sup>26</sup>. This skill uses role play, where the teacher asks the students to perform certain roles<sup>27</sup>.

Communication is the important aspect in *Qul bi al-ṣarāḥah* (Speak Loudly) game, because this game demands the students to show their clear pronunciation and listening ability. This game can be elaborated as follows:

a. Name

*Qul bi al-ṣarāḥah* (Speak Loudly)

b. Material

*Fi mahattah al-qitārāt* (adjusted to the material)

c. Time Allotment

45 minutes

d. Equipment

Small flags, HVS papers, Pens

e. Instructions

1. Teacher divides the students into 5 groups.
2. All students stand in line in their groups, and the teacher stands in front of them.
3. Teacher greets students using “*Semangat pagi*”.
4. Students must answer the greeting by saying “*Luar biasa!*” while they clench their palm.
5. Teacher starts the game by saying *basmalah*.
6. Teacher uses apperception:

أين يقف القطار؟ كيف يسير القطار؟ هل تركب القطار عند تذهب إلى المكان البعيد؟

7. Students are guided to answer the oral questions about *fi mahattah al-qitārāt* that will be discussed.
8. Teacher explains the learning purpose and scope.
9. Teacher explains that he will read a sentence in Arabic to the one of the each group members. The student who gets the sentence must listen then whisper the sentence to the other student. Then the other student must listen and whisper the sentence to the other

<sup>26</sup> Syamsuddin Asyrofi, *Metodologi*, 48.

<sup>27</sup> Acep Hermawan, *Metodologi*, 141.

- student next to him. The last student of each group writes the sentence on the paper. This activity is limited in 7 minutes.
10. Students turn over their body, except the last student. All of them are not allowed to disturb other groups while playing this game.
  11. Teacher reads the sentence three times loudly and the last student listens to the pronunciation well.
  12. The student who has listened the sentence, whisper to the other student standing in the front row after he touched his friend's shoulder.
  13. Students will be failed and get punishment if:
    - a. He disturbs other group.
    - b. He listens to the other group's whisper. The failed students are excluded from the game.
  14. Punishment is given after the game finished. The failed group has to sing in a group. This form of punishment can be replaced by the other forms.
  15. The winner of this game is the group which can write the sentence correctly. If there is no correct group answer, the teacher can make order of the incorrect writings by regarding the similarity of the writings and the correct sentence. The winner gets a flag as the reward.
  16. After receiving the flag, students discuss the *fi mahattah al-qitārāt* and conclude the material.
  17. There will be a flag for the group who are courageous to tell the conclusion of *fi mahattah al-qitārāt* in front of the other groups.
  18. Teacher reviews the conclusion.
  19. Teacher gives a chance for the students to deliver questions about what they have not understood.
  20. Teacher and students do reflection to the game. Students are guided to analyze some parts in the game, such as teamwork, responsibility, and consequence.
  21. After the *Qul bi al-ṣarāḥah (Speak Loudly)* finished, the students are commanded to answer some questions related to the *fi mahattah al-qitārāt* to measure their understanding.
  22. Teacher closes the meeting using supportive parting and *hamdalah*.

*Reading Skill (Mahārah al-Qirā'ah)*

Reading skill covers two aspects. First, changing written form into oral form. Second, finding the meaning formed by the written and oral symbols. The main point of reading skill is the second aspect, which enables the students to read and comprehend Arabic texts<sup>28</sup>.

Ferdinand De Saussure, founder of structural theory of language, stated that language is a system, consisting of linguistic signs. The sign is phonetic transcription, called as *ad-daal* (the pointer) compiling with mind description called as *al-maudluul* (the pointed). There is a symbolic relationship between those two things. Saussure believed that the signs consist of distinctive parts, such as phonetic symbols, words, clauses, and sentences<sup>29</sup>. It means that in language learning, reading ability has important role to allow the students in comprehend the meaning of the written symbols. Reading aloud (*al-qirā'ah al-jahriyyah*) is one part of reading activity which requires the students to pronounce or read the written symbols in the form of words or sentences<sup>30</sup>.

*Ajib Tsumma Iqfaz* (Answer and Jump) game focuses on reading aloud, comprehending text and answering questions based on a certain text. This game can be explained as follows:

a. Name

*Ajib Tsumma Iqfaz* (Answer and Jump)

b. Material

*Al-marāfiq al-āmmah* (adjusted to the material)

c. Time Allotment

45 minutes

d. Equipment

Small flags, broom, and rope.

e. Instructions:

1. Teacher divides the students into 3 groups.
2. Students stand up in line based on their groups. Teacher stands in front of them.
3. Teacher greets students using “*Semangat pagi*”.
4. Students must answer the greeting by saying “*Luar biasa!*” while they clench their palm.
5. Teacher starts the game by saying *basmalah*
6. Teacher uses apperception:

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<sup>28</sup> *Ibid*, 130.

<sup>29</sup> Abdul Azizi bin Ibrahim el-Ushaili, *Psikolinguistik*, 21.

<sup>30</sup> Acep Hermawan, *Metodologi*, 144.

ماذا تقرأ في المكتبة؟ أين ندرّب أنواعاً من الرياضة البدنية؟ من يعمل في الشؤون الإدارية؟

7. Students answer some questions related to *al-marāfiq al-āmmah*.
8. Teacher explains the learning purpose and scope of the material.
9. Teacher asks the students to understand a text about *al-marāfiq al-āmmah* in their groups, then she will deliver some questions related to that text. Each group is divided into two small groups. The first small group has to answer questions, and the second group rides a broom from the start until the finish line. The second group stands in the different area with the first group and it is allowed to jump to the finish line if the first group can answer the question correctly. The first small group has to raise hand when they want to answer the question.
10. Students stand and get ready in their position.
11. Teacher gives a question loudly and one of the students in the groups raise his hand and answer it correctly. If he has wrong answer, the group remains in its position without jumping toward the finish line.
12. The winner is the first group arriving the finish line. The group will get a flag as the reward.
13. After receiving the flag, students discuss the *almarāfiq al-āmmah* and conclude the material.
14. There will be a flag for the group who is courageous to tell the conclusion of *almarāfiq al-āmmah* in front of the other groups.
15. Teacher reviews the conclusion.
16. Teacher gives a chance for the students to deliver questions about what they have not understood.
17. Teacher and students do reflection to the game. Students are guided to analyze some parts in the game, such as teamwork, responsibility, and consequence.
18. After the *Ajib Tsumma Iqfaz* (Answer and Jump) finished, the students are guided to answer some questions related to the *fi mahattah al-qitārāt* to measure their understanding.
19. Students submit their work to the teacher.
20. Teacher closes the meeting using supportive parting and *hamdalah*.

#### Writing Skill (*Mahārah al-Kitābah*)

Writing skill contains two different aspects, which are writing letter and mastering spelling, and expressing thought and feeling into Arabic writing<sup>31</sup>. Moreover, Scarino, Vale and

<sup>31</sup>Syamsuddin Asyrofi, *Metodologi*, 135.

Clark explained that Arabic learners will be able to learn the language optimally if they use it actively in their communication, both orally and written regarding their ability, need, and interest<sup>32</sup>. It means that they are not only demanded to be active in using Arabic, but also provided opportunity to use the language in writing activity.

Basically, Arabic writing skill is divided into three main categories, which are dictation (*al-implâ'*), calligraphy (*al-khath*) and making essay (*al-insyâ'*)<sup>33</sup>. The one that is appropriate with Arabic learning is dictation while copying (*al-implâ' al-manqûl*). In this case, copying means the students write a text by copying it from a certain media into their own book<sup>34</sup>.

One of the Outbound activities which includes writing activity is *Kassir wa rattib* (smash and arrange) game. This game can be explained as follows:

a. Name

*Kassir wa rattib* (smash and arrange)

b. Material

*Al-marâfiq al-âmmah fi al-madrasah* (adjusted to the material)

c. Time Allotment

45 minutes

d. Equipment

Balloon, HVS paper, double tape, scissors, rope, pencil, needle and cellophane tape.

e. Instructions:

1. Teacher divides the students into three groups.
2. Students stand up in line based on their groups. Teacher stands in front of them.
3. Teacher greets students using “*Semangat pagi*”.
4. Students must answer the greeting by saying “*Luar biasa!*” while they clench their palm.
5. Teacher starts the game by saying *basmalah*
6. Teacher uses apperception:

هل تحبون الكتابة؟ أيّ كلمة تحبّ كتابتها؟ بأيّ شيء تكتب الكلمة؟

7. Students answer some questions related to *al-marâfiq al-âmmah fi almadrasah*.
8. Teacher explains the learning purpose and scope of the material.

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<sup>32</sup>*Ibid*, 49.

<sup>33</sup>Acep Hermawan, *Metodologi*, 151.

<sup>34</sup>*Ibid*, 152.

9. Teacher explains that she has balloons containing jumbled words. She will give opportunity for the each group to break out a balloon. After it broken out, the students arrange the jumbled words into a correct and understandable sentence. To break out the balloon, she will ask one student of each group to do it. The other students have to guide the student to choose the balloon and break it out. They do this game in not more than 10 minutes.
10. The students who break the balloons stand in a circle and their hip tied by rope. The rope is tied to a pencil which has a needle in its end to pop the balloon.
11. Teacher starts the game and the students compete popping the balloon.
12. After it was popped, each group arrange the words into a correct sentence.
13. When the time is out, a student of each group comes forward to read the result (sentence).
14. After all groups presented the sentences, teacher checks them.
15. The winner is the group which is able to arrange the words into a correct sentence. The group will get a flag as the reward.
16. After receiving the flag, students discuss *almarāfiq al-āmmah fi al-madrasah* and conclude the material.
17. There will be a flag for the group who are courageous to tell the conclusion of *almarāfiq al-āmmah fi al-madrasah* in front of the other groups.
18. Teacher reviews the conclusion.
19. Teacher gives a chance for the students to deliver questions about what they have not understood.
20. Teacher and students do reflection to the game. Students are guided to analyze some parts in the game, such as teamwork, responsibility, and consequence.
21. After the *kassir wa rattib* (smash and arrange) finished, the students are guided to answer some questions related to the *al-marāfiq al-āmmah fi al-madrasah* to measure their understanding.
22. Students submit their work to the teacher.
23. Teacher closes the meeting using supportive parting and *hamdalah*.

Those are some examples of Outbound using Fun Game that can be implemented in Arabic learning, so that the students learn Arabic in enthusiastic, fun, and happy feeling like they back to their live.



## Conclusion

Method is a significant part in learning process. Choosing method which is irrelevant with the learning media provides bad effect, that students need competent teachers. The method choice influences the students' interest, motivation, and achievement. Students' interest and motivation closely related to the learning process, because learning without interest bears boredom. High interest in learning tends to produce high achievement, and low interest produces low achievement.

In fact, Arabic learning in Indonesia has not been categorized as a perfect process. Talking about method, there have been teacher trainings about kinds of teaching method, both theoretically and practically. However, Arabic learning tends to be monotonous because the teacher argues there are no other techniques that are appropriate in teaching Arabic based on students' condition. Teachers' tendency in defending their classic learning methods is one of the main factors in influencing students' interest. Relating to the learning media, there are only few schools providing Arabic learning with complete media to support the efficient and effective learning. Whereas teacher's attention to the use of media is one of the important aspects in realizing the effective learning. Interesting media for learning attracts students' interest during the learning process.

Regarding human resource aspect, it is important to choose Arabic teachers who graduated from Arabic department, and this is ignored by some schools. As the result, the ignorance gives bad impact to the material delivered and teachers' professionalism in Arabic learning. Besides, it is a common thing for Indonesian teachers that they do not have to pay much attention to the students in teaching process. They think that teaching means delivering material without looking at the teaching quality. It means that they do not care much about some significant aspects, such as students' interest, comfort, and focus during the learning process.

Based on the fact, Outbound learning method provides a solution by bringing about a nature-based learning concept to improve students' interest, motivation, and achievement in Arabic. In short, Arabic learning is conducted outside classroom. This method consists of some games which can be practiced directly by the students, so their interest, motivation, and achievement will be improved. Outbound using fun game learning offers benefits that cannot be achieved when students learn inside classroom, like positive attitude, motivation, gaining skills and confidence. Bobbi Deporter and Mike Hernacki in their book *Quantum Learning* mentioned that Super Camp (Outbound) combines three elements, which are academic skill, physically performance and life skill.

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