



Elevating Arabic Vocabulary Learning: Integrating Teams Games Tournament and Show & Tell Method

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Abstract

This research aims to measure the effectiveness of using TGT (Teams-Games-Tournaments) and S&T (Show and Tell) methods in improving students' mastery of Arabic vocabulary at Madrasah Tsanawiyah Negeri (MTsN) 1 in Kota Batu, Malang, East Java. This research utilizes a quantitative methodology employing a quasi-experimental pre-test and post-test control group design. The collected data undergo analysis through descriptive statistical tests, assessments for normality using the Kolmogorov-Smirnov test, and independent sample t-test. Compared to the control group, the results show a significant improvement in Arabic vocabulary mastery among students involved in the experimental group receiving TGT and S&T treatments. These findings highlight the potential of a collaborative approach between TGT and S&T methods in creating a dynamic and engaging learning environment, enhancing students' comprehension through group interaction and competitive activities. Additionally, literature supports the effectiveness of TGT and S&T methods in improving learning outcomes and student motivation. Thus, this research makes a significant contribution to enriching understanding of the use of innovative teaching approaches in language learning contexts, as well as providing a solid foundation for more effective pedagogical approaches in the future.

Keywords: *Teams Games Tournament, Show & Tell, Arabic Vocabulary Learning*

Introduction

Vocabulary learning in Arabic Language is central to building effective language skills and expanding students' communicative understanding (Nation, 2022). Vocabulary encapsulates a collection of words and phrases that form the foundation for language comprehension, thus making its acquisition essential in the Arabic language learning process (Zou, Huang, & Xie, 2021). A robust understanding of vocabulary plays a fundamental and essential role in Arabic language learning (Jundi, 2023b; Jundi & Nabila, 2023). With a broad understanding of vocabulary, students can speak, read, and write in Arabic more fluently, enriching their ability to convey and comprehend messages (Rabie-Ahmed & Mohamed, 2022). In the context of Arabic language

learning, where word meanings are often related to root words and sentence contexts, vocabulary understanding becomes key to mastering grammar aspects and understanding texts more profoundly (Sahl, 2014). Therefore, vocabulary learning is not merely a secondary aspect but an inseparable foundation of comprehensive language competence and plays a crucial role in helping students achieve higher Arabic language proficiency.

The Arabic language learning process at MTsN Kota Batu often encounters challenges, especially in teaching vocabulary to students. These difficulties stem from factors such as the complexity of language structures, lack of resources, and limited understanding of effective learning methods. Additionally, student engagement and motivation in learning also pose recurring issues. Lack of interest in this subject or lack of active student involvement can hinder the learning process, necessitating innovative strategies to enhance learning attractiveness and motivate students to master Arabic vocabulary better (Xuan, Ismail, & Zailani, 2020). Further analysis of learning problems like this can be conducted from the perspectives of both teachers and students (Jundi & Ali, 2023). By understanding the issues, appropriate management steps can be taken to improve program quality (Hasibuan & Jundi, 2023c; Jundi & Hasibuan, 2023).

Based on the review of existing issues, it is imperative to reassess the current teaching methodologies being employed. The evolution in student needs and characteristics necessitates adjustments to ensure that the learning process operates more effectively (Hasibuan & Fitriani, 2023). Therefore, there is a need for the development of more innovative and responsive learning strategies that integrate technology, interactive methods, engaging media, and personalized approaches (Amin, Hasibuan, & Jundi, 2023; Hasibuan, Haerullah, & Machmudah, 2023; Hasibuan & Jundi, 2023b; Siregar, Hasibuan, & Jundi, 2023). By aligning learning approaches with the diversity of student characteristics, the learning process is hoped to provide a more meaningful, useful experience and create a conducive learning environment for a profound understanding of Arabic language (Carter Jr, Rice, Yang, & Jackson, 2020).

Cooperative learning has become increasingly prevalent in Arabic language learning models (Jundi, Fitriani, & Aquil, 2023). Cooperative learning is a pedagogical approach that emphasizes student collaboration and active participation in the learning process (Slavin, 1980). This concept underscores the idea that learning is more effective when students collaborate, support one another, and complement each other in achieving learning objectives (Hasibuan & Fitriani, 2023; Sulistio & Haryanti, 2022). In this setting, each student is responsible for assisting their peers, making the learning process not merely an individual endeavor but a collaborative one (Qureshi, Khaskheli, Qureshi, Raza, & Yousufi, 2023). Through the social interactions inherent in cooperative learning, students acquire conceptual knowledge and develop interpersonal skills such as communication, teamwork, and collaborative problem-solving (Hasibuan & Jundi, 2023a). Thus, cooperative learning fosters an inclusive learning environment and prepares students to tackle real-life challenges requiring collaborative skills and collective problem-solving (Slavin & Karweit, 1979).

The TGT (Teams-Games-Tournaments) method is a cooperative learning method designed to stimulate active student participation and increase learning

motivation (Hasibuan, Hasanah, & Faisol, 2024). In this method, the classroom is organized into small, heterogeneous groups, with each group tasked with achieving a comprehensive understanding of the subject matter. Each member within the group assumes a crucial role in fostering collective comprehension. The educational process entails interactive activities among the groups, wherein individual success significantly contributes to the group's overall success (De Vries & Slavin, 1978). Subsequently, a tournament phase is implemented to assess students' comprehension levels and recognize the group that demonstrates the most exemplary performance (Gillies, 2020). By combining elements of healthy competition and cooperation, the TGT method cultivates an engaging learning environment and nurtures a sense of community within the classroom. This approach improves understanding of concepts and develops social and cooperative skills among students (Hsiung, 2012).

Show and Tell (S&T) method is a pedagogical approach that leverages visual and verbal interactions to enhance students' understanding (Kotzee, 2020). In this method, students are prompted to bring or show something related to the learning topic, such as physical objects, pictures, or visual presentations (Freedman, 1993). Subsequently, they are expected to verbally explain or "tell" information related to the object or concept they present (Peng & Qi, 2019). This approach facilitates visual information reception and develops students' speaking and communication skills (Sumers, Ho, & Griffiths, 2020). The S&T method creates an interactive and enjoyable learning environment, enabling students to actively engage in learning while reinforcing the connection between real experiences and theoretical concepts (Stein, Engle, Smith, & Hughes, 2008).

In an effort to enrich students' experiences in understanding Arabic vocabulary, it is important to consider the use of the S&T method as an innovative strategy (Simamora, 2021). This method can be implemented to enrich students' experiences in understanding Arabic vocabulary. By emphasizing visual, auditory, and kinesthetic aspects, this method teaches vocabulary conventionally and actively involves students through visual, auditory, and physical interaction experiences (Oktaviani et al., 2023). This approach is designed to enhance vocabulary understanding and retention by providing varied learning stimuli, allowing students to integrate and recall vocabulary more effectively in the Arabic language learning process.

Integrating TGT with S&T in Arabic vocabulary learning is expected to create a dynamic and effective learning environment. In this context, students can be divided into small teams according to the TGT method, where each team is responsible for learning and mastering specific vocabulary groups in Arabic (De Vries & Slavin, 1978). Furthermore, each team member is expected to bring or show objects, pictures, or visual presentations representing the vocabulary they have learned, and provide oral explanations to their peers. The collaboration between TGT and S&T facilitates positive competition among teams and strengthens vocabulary understanding through visual and verbal experiences. With this approach, Arabic language learning becomes interactive and enjoyable and promotes active student engagement in the vocabulary learning process.

Several previous studies have been conducted in this field. Research by Manda et al. evaluated the use of the S&T method among high school students and showed a significant improvement in students' English vocabulary mastery (Manda, Talib, & Aeni, 2022). Yasmiatun et al. also conducted a similar study among junior high school students, with results indicating a remarkable enhancement in English vocabulary mastery (Yasmiatun, Sumardiyani, & Lestari, 2022). Additionally, Bangun conducted a classroom action research exploring the use of the S&T method in English vocabulary learning among junior high school students, with findings also indicating meaningful improvement (Bangun, 2018). Fitriani investigated the influence of the S&T method on the speaking ability of high school students, finding that this method could enhance their speaking skills (Fitriani, 2020). On the other hand, Muhamad reported in his qualitative study on the use of the TGT method with Quizziz assistance in Arabic language learning for college students (Muhamad, Fitriani, & Aziz, 2023). In the college-level context, Hasibuan's research also showed positive results in the use of TGT in learning (Hasibuan, 2023). Furthermore, research by Usman et al. focused on testing the TGT method and its impact on German vocabulary mastery among high school students (Usman, Saud, & Achmad, 2018). Pratiwi et al. also demonstrated significant differences between English vocabulary learning using the TGT method and conventional methods at the elementary school level (Mukhlisin & Pratiwi, 2016).

As for this study, it explores the effectiveness of the TGT method combined with S&T in enhancing Arabic vocabulary mastery among Islamic junior high school students. This aligns with several previous studies that have considered the use of the TGT and S&T methods in language learning contexts, albeit with different focuses. The similarity lies in the emphasis on utilizing active student participation techniques in expressing ideas through S&T and in team cooperation in TGT. However, significant differences exist in the language studied, the methods used, and the research subject populations. This study places more emphasis on Arabic vocabulary learning for Islamic junior high school students, while previous studies focused on English, German, and Arabic languages, as well as different educational levels such as high school, junior high school, and elementary school. Thus, this research adds a new dimension to understanding the application of innovative teaching methods in the context of Arabic language learning at the secondary education level.

Method

This research employs a quantitative, quasi-experimental approach with a pre-test and post-test control group design (Sugiyono, 2021). Data collection techniques involve administering tests to both the control and experimental groups before implementing comic media in reading skill instruction (Révész, 2019). Subsequently, the researcher applies TGT and S&T method to the experimental group in teaching vocabulary. After the intervention, tests are re-administered to the control and experimental groups (Campbell & Stanley, 2015). Prior to administering the tests to students, the researcher conducts validity tests on the test items (Davis et al., 1978; Jundi, 2023c, 2023a). The data obtained will be analyzed using descriptive statistical tests such as independent sample t-tests (Maciejewski, 2020).

This research was conducted at Madrasah Tsanawiyah Negeri (MTsN) Kota Batu, with a population comprising all seventh-grade students in the school, totaling 59 students. The researcher employed purposive sampling technique to select two classes, namely Class 7C as the control group of 28 students and Class 7D as the experimental group of 31 students (Sugiyono, 2021). Classes 7C and 7D were selected considering a student placement method that utilizes sequencing with grouping based on students ability or named ability grouping (Risdiyanto, 2021; Wibowo, 2015). With a total of 9 classes in this school, ranging from classes A to I, the researcher opted for classes C and D as they represent a middle range of cognitive ability among students. Selecting classes C and D sequentially ensures that the cognitive ability levels between the two groups of students are not significantly discrepant. This was done to enhance the validity of the collected data.

The research instrument utilized in this study consists of a test divided into pre-test and post-test components. The pre-test comprises a student worksheet in the form of a crossword puzzle containing 15 questions. These questions primarily involve translation tasks, with 11 questions requiring translation from Indonesian to Arabic and the remainder from Arabic to Indonesian. Respondents are instructed to fill in the provided boxes with their answers, akin to completing a crossword puzzle. The content coverage of this test instrument spans material from the preceding three chapters, with 60% derived from the most recently studied chapter and the remaining portion from the two preceding chapters. The researcher selects vocabulary items of moderate length and seeks to prioritize familiarity. Meanwhile, the post-test instrument comprises vocabulary translation questions provided by the teacher. These questions, totaling 15 in number, are directly administered to and answered by students on paper. Of these questions, 7 involve translation from Arabic to Indonesian, while the remainder require translation from Indonesian to Arabic.

Result and Discussion

Implementing TGT and S&T on Arabic Vocabulary Learning

The instructional design in this study utilizes a cooperative learning model with the TGT type and integrates it with the S&T method. The TGT method is one of several types within the cooperative learning model commonly employed (Ali, 2021; Jundi et al., 2023; Kodir & Syafiq, 2022). The application of the TGT Method in teaching vocabulary involves five main elements inherent in TGT. These stages encompass class presentation, group learning, games, tournaments, and final rewards. These five key elements are strategically aligned within the central phase of the learning process. Furthermore, the S&T method is implemented during the game and tournament stages, adding an additional dimension to the learning process by combining presentation and demonstration aspects to reinforce students' understanding of vocabulary visually and practically. The S&T method is one of the vocabulary learning techniques used in second language learning (Fitriani, 2020). The collaborative approach of TGT and S&T in this study aims to create a dynamic and engaging learning experience that enhances students' understanding of Arabic vocabulary through group interaction and competitive activities.

Before implementing both methods, namely TGT and S&T, in learning, students are first provided with explanations regarding the learning objectives, apreception, and details related to the new methods that will be applied in learning Arabic vocabulary. Apreception is crucial to be conducted before the learning begins as a 'warm-up' for students to direct their focus towards the new subject and ensure that students are fully prepared to participate in the lesson. Apreception is carried out in the opening part of the lesson, which is one of the basic teaching skills that teachers must master (Bastian, 2019; Jundi & Yasin, 2020). Students are also motivated to enhance their enthusiasm for understanding Arabic vocabulary. This explanation aims to provide a clear understanding of the learning objectives, prepare students' minds for the material to be learned, and provide motivational encouragement for them to be more enthusiastic in mastering Arabic vocabulary, particularly *mufradât*.

After explaining the new method to be implemented, the teacher will group the students. The number of students in the experimental group is 31, divided into six groups. Each group consists of four members, except for one group which comprises five members. The group division is carried out by placing one high-ability student in each group, while the other students possess varying levels of medium to low ability. Group membership comprises students of diverse (heterogeneous) backgrounds in terms of academic ability, gender, ethnicity, social, and economic backgrounds. Regarding academic ability, Cooperative Learning groups typically consist of one high-ability individual, two with moderate abilities, and one from the lower academic ability group (Ali, 2021). Thus, each group encompasses students with diverse ability levels, creating heterogeneity in learning.

The learning process begins with classroom presentation by the teacher, wherein the teacher explains the vocabulary found in the al-'unwan material. Each group is expected to actively listen to the teacher's explanation. Subsequently, the teacher allocates 20 minutes for learning within each group, where each member assists their peers in understanding and mastering the vocabulary being studied. Collaboration among group members is key, with mutual assistance provided to ensure each member comprehends and masters the vocabulary.

Further, learning progresses to the stage of games and tournaments utilizing the S&T method. The S&T method is a simple method used in language learning, where students explain or mention vocabulary or sentences corresponding to objects or pictures of objects (Manda et al., 2022). Through this method, students have the opportunity to demonstrate their understanding of vocabulary in creative ways, whether through presentation, demonstration, or the use of other visual elements. This approach is expected to reinforce students' understanding of vocabulary and enhance their presentation and communication skills overall. Following the implementation of the game and tournament stages, the next step is the group appreciation stage. The group that achieves the highest score will receive a prize to be distributed to each individual member within the group. Thus, this reward serves as an appreciation for the hard work and achievement of the group, demonstrating outstanding performance in vocabulary learning.

Calculating Impact of TGT and S&T Utilization on Arabic Vocabulary Learning

After the implementation of the TGT and S&T methods in vocabulary instruction, the impact of these approaches was assessed through a series of statistical analyses. Independent sample t-tests were employed to compare the mean vocabulary mastery scores of students in the TGT and S&T groups, with calculations conducted using SPSS software (Anggraini, Aprianti, Setyawati, & Hartanto, 2022; Maciejewski, 2020). The findings from each test which are connected to determine the effect of using the TGT and S&T on Students' vocabulary mastery are described below.

Before the method was applied, the researcher gave a pre-test to both control and experimental groups to determine the students' initial abilities regarding learning *balâghah* science (elocquence) related to the *tasybîh* theme. The results of the pre-test regarding learning bayan science related to the *tasybîh* theme by students are presented in the following table.

Table 1. Pre-test Descriptive Statistics

	N	Min	Max	Modus	Mean	Std. Deviation
Pretest Eksperimen	31	40	78	50	56,2	11,4
Pretest Kontrol	28	45	80	60	58,9	9,8

The table above provides a descriptive statistical overview of the pre-test scores of two groups: the experimental and control groups. In the experimental group, the mean pre-test score is 56.2 with a standard deviation of 11.4. The range of scores (Minimum to Maximum) spans from 40 to 78, with a mode of 50. This indicates a considerable variation in students' initial understanding before the implementation of the instructional method. Although the mode is 50, the higher mean suggests the presence of some students with above-average comprehension. Meanwhile, the control group's pre-test score is 58.9, with a standard deviation of 9.8. Their score range falls between 45 and 80, with a mode of 60. Compared to the experimental group, the control group exhibits higher mean and mode scores, indicating that students in the control group tend to have slightly higher initial understanding before the instructional intervention. The conclusion drawn from this table is that the comparison of pre-test scores between the two groups demonstrates an initial disparity in students' comprehension before the implementation of the instructional method.

After presenting the pre-test results, the post-test results of both groups are provided.

Table 2. Posttest Descriptive Statistics

	N	Min	Max	Modus	Mean	Std. Deviation
Post-test Experiment	31	65	100	80	81,9	11,4
Post-test control	28	55	90	70	75,8	9,8

The table above presents descriptive statistics of the post-test scores for two groups: the experimental group, which implemented the TGT and S&T methods in vocabulary instruction, and the control group without these interventions. In the

experimental group, the mean posttest score is 81.9 with a standard deviation of 11.4. The range of scores (Minimum to Maximum) spans from 65 to 100, with a mode of 80. These results indicate a variation in students' comprehension levels following the instructional interventions, with the majority of students demonstrating understanding around the mode value. Conversely, the control group, which did not receive specific treatment, exhibits a mean posttest score of 75.8, with a standard deviation of 9.8. Their score range extends from 55 to 90, with a mode of 70. Compared to the experimental group, the control group shows slightly lower mean and mode values, suggesting that students in the control group tend to have lower comprehension levels after the instructional interventions. This statistical analysis provides preliminary indications of differences in comprehension levels between the two groups following the implementation of instructional methods, which can serve as a basis for further evaluation of the effectiveness of these methods.

The next step taken by researchers is a normality test, which aims to check whether the data follows a normal distribution or not. In this study, researchers chose the Kolmogorov-Smirnov approach to evaluate data normality using SPSS statistical software. Various methods exist for assessing the normality of data, and in this study, the Kolmogorov-Smirnov test formula was employed, taking into consideration that the dataset comprised no more than one hundred observations (Jundi, 2023c; Mishra et al., 2019). The normal distribution is assessed based on the significance value (sig) resulting from the normality test results. This analysis is important in ensuring that the statistical requirements needed to carry out the independent sample t-test or mean difference test can be fulfilled properly. Evaluation is conducted by considering the significance value (sig), where if the sig value is greater than 0,05, the data is deemed to follow a normal distribution. The results of the normality test for the experimental and control groups are presented in the following table, which will serve as a vital basis for the subsequent data interpretation and statistical analysis process.

Table 3. Normality Test Results

Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk			
	Statisti c	df	Sig.	Statisti c	df	Sig.	
Student learning outcomes	Pre-test Experiment	,129	31	,200*	,934	31	,158
	Post-test Experiment	,127	31	,200*	,969	31	,498
	Pre-test control	,159	28	,167	,934	28	,278
	Post-test control	,109	28	,200*	,959	28	,325

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the results of the Kolmogorov-Smirnov test on all experimental group and control group data, both pre-test and post-test data, a significance value (sig) of

0,200 was obtained; $0,200 < 0,167$; $0,200 \geq 0,05$. This indicates that the data distribution can be considered normally distributed. Therefore, it can be concluded that the research data has a normal distribution. Assuming that the research data is normally distributed, research can be continued using parametric statistical methods. Parametric statistical methods are more appropriate for use on data with a normal distribution because they can provide more accurate and reliable results when analyzing differences or relationships between variables.

The next stage is hypothesis testing, because the prerequisite tests have been met. The hypothesis of this research is as follows: H_0 = The application of TGT and S&T is not effective in improving students' mastery of Arabic vocabulary. H_a = The application of TGT and S&T is effective in improving students' mastery of Arabic vocabulary. Then, the Independent Sample T-test was carried out with the aim of evaluating whether there was a significant difference between the post-test results of students in the experimental group and the control group. In the context of this research, it is important to find out that the intervention or treatment given to the experimental group had a different effect in terms of improving post-test results compared to the control group, which did not receive similar treatment. The results of the hypothesis test calculations carried out are in the following table:

Table 4. Independent Sample T-Test Result

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
learning outcomes	Equal variances assumed	1,584	,213	2,417	57	,019	6,146	2,543	1,054	11,239
	Equal variances not assumed			2,445	56,154	,018	6,146	2,514	1,111	11,182

Table 4 presents the independent samples t-test results conducted to compare students' learning outcomes between the experimental and control groups. Firstly, the Levene's test for equality of variances yielded an F value of 1.584 with a significance value (Sig.) of 0.213. These results indicate no significant difference in variances between the two groups, meeting the variance homogeneity assumption. Subsequently, in the t-test assuming equal variances, the t value was 2.417 with 57 degrees of freedom (df) and a significance value of 0.019 ($p < 0.05$). This indicates a significant difference in students' learning outcomes between the experimental and control groups. Moreover, under the assumption of unequal variances, the t-test yielded a t value of 2.445 with df 56.154 and a significance value of 0.018, also indicating a significant difference between

the two groups. Additionally, the table provides information on the mean difference, standard error difference, and confidence interval (CI) of the mean difference between the two groups. The mean difference of 6.146 suggests that the average learning outcomes of students in the experimental group were higher than those in the control group. The 95% confidence interval for the difference in means between the two groups is 1.054 to 11.239, indicating the range within which the difference mostly lies. This indicates that the experimental posttest group had significantly higher average learning outcomes compared to the control posttest group.

The decisions based on the findings of the independent sample t-test in this study adhere to predefined criteria: if the statistical significance (2-tailed) value exceeds 0.05, the null hypothesis (H_0) is accepted, and the alternative hypothesis (H_a) is rejected; conversely, if the statistical significance (2-tailed) value is less than 0.05, H_a is accepted, and H_0 is rejected. The unpaired average difference test results, reflected in significance values of 0.019 and 0.018, demonstrate a statistically significant disparity between the two groups, compellingly refuting H_0 in favor of H_a . Hence, it can be confidently asserted that the TGT integrated with S&Tell exerts a discernible influence on bolstering students' proficiency in Arabic vocabulary. These outcomes affirm the efficacy of the instructional approach and underscore the pragmatic significance of employing this pedagogical methodology to augment language acquisition outcomes.

Building upon the empirical evidence from this study, the literature corroborates the potential of the TGT method in enhancing language learning outcomes and motivation. Ghani et al. (2022) and Juwita et al. (2017) delved into the impact of TGT on learning Arabic language and learning motivation and achievement, respectively. These studies provide valuable insights into the potential of TGT in enhancing language learning and motivation. Similarly, Rihanah & Sudiyono (2020) focused on improving vocabulary through TGT techniques, which directly relates to the research interest in enhancing Arabic vocabulary learning. Furthermore, the study by Moudden (2021) emphasized the role of games, fostering cooperation and team learning, which aligns with the cooperative nature of TGT. These studies collectively support the notion that using the TGT method can substantially impact enhancing students' proficiency in various subjects, including Arabic vocabulary learning. The findings from these studies provide a robust foundation for understanding the potential of TGT in improving student learning outcomes and motivation across different disciplines.

Moreover, extending the discourse on innovative pedagogical approaches, research conducted by Nurvitasari (2017) investigated the effectiveness of the S&T method in enhancing vocabulary acquisition among second-year junior high school students. The findings of the study revealed a significant improvement in the students' vocabulary mastery, indicating the potential of the S&T method as an innovative pedagogical approach for vocabulary instruction (Manda et al., 2022). This aligns with the findings of (Webb, Yanagisawa, & Uchihara, 2020), who emphasized the effectiveness of meaning-focused approaches, such as reading, in incidental vocabulary learning. Furthermore, the study by Dinh & Hoang (2022) highlighted the proposal of various vocabulary teaching and learning tools to enhance language learning quality and teaching effectiveness. These studies collectively support the notion that innovative

pedagogical approaches, such as the S&T method, can significantly contribute to enhancing vocabulary acquisition among students, providing valuable insights for educators and researchers in the field of language instruction.

Conclusion

Based on the result and discussion above, it can be concluded that this research found a significant increase in students' mastery of Arabic vocabulary. The results of statistical analysis showed that the experimental group that received TGT and S&T treatment had a higher average score in the post-test than the control group. These findings indicate that the collaborative approach of TGT and the S&T method can create a dynamic and engaging learning experience, increasing students' understanding of Arabic vocabulary through group interactions and competitive activities. In addition, the literature also supports the potential of TGT in improving language learning outcomes and student motivation. Likewise, the S&T method has been proven to be effective in increasing vocabulary mastery. Thus, this research makes a significant contribution regarding the use of innovative learning approaches in improving language learning outcomes and providing a strong foundation for more effective pedagogical approaches in the future.

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