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The Study of Arabic Conversation Skills Was Carried Out At Elementary School

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Article Information:	ABSTRACT
	This study aims to train students' Arabic conversation skills at the elementary school level. The conversation skills of students at the elementary school level are very low, so students at the elementary level are awkward to communicate using Arabic. With Arabic-based conversational learning aimed at encouraging, guiding, developing and fostering abilities and cultivating a positive attitude towards Arabic conversation skills, both receptively and productively, students at the elementary school level can learn Arabic conversation skills. So that these students can communicate using Arabic conversation through the study. The method used by the researcher in conducting this research was a survey method and in-depth interviews, in which at this stage the researcher conducted interviews with elementary level students by asking questions to these students, so that with these answers the researcher could collect data from students at the elementary level. the basis. The researcher hopes that with this research on Arabic conversation skills study, students can add knowledge and insight about the Arabic conversation skills. Therefore, in order to increase the insight and knowledge of elementary level students about the study of conversational Arabic skills, researchers can conduct research related to the study of conversational skills of Arabic students at the elementary school level. **Keywords**: *Arabic Conversation Skills, Dialogue Strategies, Madrasah Ibtidaiyah*

INTRODUCTION

Education for the history of civilization (Wansink et al., 2018) human child is one of the most urgent components of life. This activity has been running since the first humans in the world and will continue since the first humans existed in the world until now and the end of life on this earth. Even if we take it back even further, we find that education has been in process since God created the first human, Adam who was in heaven, where he taught names that the angels themselves didn't even know. (Suharno et al., 2020). For the Islamic community, studying and developing education to give birth to superior successors by adhering to the Qur'an and Sunnah as well as reason as well as revelation is a form of absoluteness, both in the realm of normative theory and normative applicability. (Chan et al., 2019) . This means that the Qur'an and Sunnah are normative values that must be used as a framework that leads to views on life, attitudes to life and goals in life, all of which must breathe Islam and be preceded by teachings originating from the Qur'an and Sunnah. Education plays an important role in preparing and developing human resources (HR), where every human being has the right to receive education. The progress or not of a country is also determined by how reliable its Human Resources are in competing in a healthy manner. Once the importance of education in efforts to educate the nation's life, improve people's welfare, and build national dignity, so that the government is trying to pay serious attention to addressing problems in the field of education starting from elementary, middle to high levels. (Güntner, 2019). It can be said that everyone needs education, be it among children, teenagers, adults and even parents (Fakhruroji, 2019). The components in carrying out the educational process include teachers, students, media and containers that can facilitate this education.

A teacher is a person who has authority and responsibility in guiding and educating students, individually or in groups, at school or outside of school. Teacher cannot be done by everyone (Sinigaglia & Butterfill, 2020). The teacher also provides convenience in learning through the reinforcements given by the teacher to students. In the form of positive reinforcement for positive behavior by students, as well as in response to negative behavior by students (Rodriguez & Lehman, 2017). The teacher applies the basic skills of teaching small groups to facilitate the type of learning of students. The components of guiding skills and facilitating learning are applied by the teacher as seen from the reinforcements given by the teacher to students, both in the form of positive reinforcement for students' positive actions, as well as in responding to students' negative actions. The teacher's ability to manage the class has indirectly demonstrated the teacher's ability to guide and facilitate student learning (Camacho et al., 2018). The teacher's attitude of responsibility towards students and groups during teaching and learning activities takes place, and the teacher's efforts to focus students' attention during teaching and learning activities are evidence of the teacher's effort in guiding and facilitating student learning (Farashahi & Tajeddin, 2018), especially in learning foreign languages, one of which is learning Arabic.

Arabic is a subject that is directed to encourage, guide, develop, and build abilities as well as foster a positive attitude towards the Arabic language, both receptive and productive. (Bristol et al., 2019). Receptive ability is the ability to understand speech

using language as a means of communication both orally and in writing (Hashem et al., 2021). Arabic language skills and a positive attitude towards Arabic are very important in helping students understand the sources of Islamic teachings, the Qur'an and hadith, as well as Arabic books related to Islam. (Gray, 2018). Learning Arabic at Madrasah Ibtidaiyah also aims to develop the ability to communicate in Arabic both orally and in writing which includes four language skills namely listening (istima'), speaking (kalam), reading (al qira'ah) and writing (al kitabah), cultivating awareness of the importance of Arabic as a foreign language to become the main tool of learning, in particular (Heyns et al., 2019) Learning Arabic at Elementary School also aims to develop the ability to communicate in Arabic both orally and in writing which includes four language skills namely listening (istima'), speaking (kalam), reading (al qira'ah) and writing (al kitabah), cultivating awareness of the importance of Arabic as a foreign language to become the main tool of learning, in particular (García-Holgado & García-Peñalvo, 2019) .

Learning Arabic is not considered foreign. Many educational institutions in Indonesia use Arabic as one of their teaching materials, both in schools and colleges, so that Arabic is also called an international language. (Waschneck et al., 2018). This Arabic language also proves that our society is increasingly aware of the importance of learning Arabic. Learning Arabic, especially for Muslims, is very important for learning Islamic teachings which were revealed in Arabic, Arabic as well as the language of the Koran which Allah SWT sent down for Muslims as Islamic teachings. (Rees et al., 2018). Arabic is also a world language that has experienced the social development of society and science. While the Arabic language in the study or learning of history is included in the group of Semitic languages, which is a group of languages used by nations living in the Middle East (Kiroğlu et al., 2021). From the above understanding it can be concluded that learning Arabic is a teaching activity carried out by the teacher to teach Arabic to students to achieve learning goals (Setitra et al., 2020) which is based on the understanding of al mufradat, namely the ability to take meaning or meaning from Arabic words in order to defend, differentiate, conjecture, explain, expand, conclude, generalize, give examples, rewrite, and estimate. Which media is used as a tool in the teaching process that is used by an educator in the teaching process (Setitra et al., 2020).

Media is an inherent or inseparable part of the learning process to achieve learning objectives (Popovic et al., 2019). The media functions and plays a role in regulating the effective relationship between educators and students in the learning process. Learning media includes tools that are physically used to convey the content of learning material (Kolokoltsov & Malafeyev, 2018). Comic media is a medium that can display image elements when communicating messages or information. Dialogue media can reveal objects and events as they really are. The ability of this media is considered better and more interesting (Elbana, Said, Andrews., Rhys William & Raili, 2016). Therefore educators do not only use verbal and pseudo-pictures in visualizing understanding to students. Therefore, the dialogue strategy in increasing students' understanding is one of them using a dialogue strategy on Hajj material (Mahjoub et al., 2018). This is due to the potential, student achievement can be further improved if assisted by a number of media

and infrastructure that support the interaction process that is being carried out. Media is a very strategic instrument in determining the success of the teaching and learning process. The truth is, the use of learning media in schools is still not optimal, teachers still use makeshift learning media (Efstathiades et al., 2002). Teachers also still use a lot of dialogue strategies in learning, the varied media needed by teachers are not widely available in schools. Especially nowadays, students use a lot of media in carrying out the learning process.

In this millennial era, an educator must think of many new innovations as teaching materials to be used as media or teaching materials for students, one of which is learning Arabic. (Daxhammer et al., 2019). As an educator who will advance the thinking and understanding of the next generation, he must have skills or media that attract the attention of students, as well as learning Arabic must be carried out with several changes so that students are motivated to be more active in learning and developing language learning innovations. this arabic (Sriboonlue, 2019). At this time the author focuses on discussing Arabic conversation skills, in learning Arabic an educator must have Arabic conversation skills that can attract the attention of students, because when the times have developed students will certainly be bored if the teaching methods or methods taught by educators that's it (Grover et al., 2018). According to the author, one of the new innovations that can be taught or carried out by educators to students is by using various games and using the dialogue or muhawaroh method. (McIver et al., 2018). By using various games and dialogue methods, hopefully it can make students who have good Arabic conversation skills and hopefully students will be more enthusiastic and motivated to learn Arabic (Abdu et al., 2021). The applications that can be used in learning Arabic conversation include games, so that with these games students can enjoy learning (Goulart, 2021).

Games are a very important part of human life. Likewise, it cannot be separated from increasing conversation in learning Arabic. In everyday life it appears that everyone, men and women, students or lecturers, all like games, therefore with things like this the author uses this game to be used in conversations in learning Arabic. As for one of the ways to condition a relaxed and informal Arabic language class is with the media of language games. In this regard, a book is needed that emphasizes giving concrete examples of game models. Thus the book can be used as a medium for learning Arabic with reference to the principles of learning while playing and playing while learning. In order to use games in learning Arabic, there are at least two main questions. First, when is the game used? Second, how are games used? Regarding the first question, the game should not be used at the beginning of the lesson or when students are still fresh. Because the game will be better done at the time of the end of the lesson, namely when the student's enthusiasm begins to decline (Sunzuphy, n.d.). Then related to the second question, regarding procedural techniques, the signs for using the game are as follows: Any game that is carried out must be a method or approach to achieving learning objectives, each game must be given clear and firm rules to be obeyed by all parties, in team games , efforts must be made to divide the groups in a balanced manner, the game should involve as many students as possible, the game must be adapted to the level of student ability, the

teacher acts as game manager as much as possible which can foster motivation to play for students, the game should be stopped when students are still immersed in preoccupation.

The strategy used by the teacher in carrying out the learning process is by using the muhawaroh strategy. Which muhawaroh strategy is an activity carried out to practice speaking Arabic by using the provisions and rules of Arabic that are good and correct. This muhawaroh strategy is the main means for fostering skills in Arabic conversation to develop and mutual understanding between fellow students in learning Arabic conversation, reciprocal communication using Arabic as the medium. Arabic speaking activities that will be used inside and outside the classroom will have a two-way communication aspect, namely between the speaker and his hearing reciprocally. This intensive method always succeeds in developing an understanding of Arabic, the dialogue strategy (muhawaroh) begins to attract attention and is practiced in class, when it is practiced in class, students must take the learning process seriously, then after that a test will be held in pairs to practice. about what they have learned, thus an educator should do his best to produce students who have skills that can be brought along when they have finished studying later. Because by being taught this strategy students are more enthusiastic about practicing and developing skills in speaking ability.

Speaking ability is part of the skills learned by learners, so speaking skills are considered a very basic part of learning foreign languages including Arabic. Which is the ability to speak is also one of the skills that exist in Arabic, which is often referred to as Maharah Kalam. Maharah al kalam is the ability to express articulation sounds or words to express thoughts in the form of ideas, opinions, desires, or feelings to the other person because speaking is a system of signs that can be heard and seen which utilizes a number of muscles and muscle tissue of the human body to convey mind to meet their needs. Learning Arabic at Madrasah Ibtidaiyah Canduang has not been able to speak Arabic well, because students also rarely practice directly speaking in Arabic, students also never speak with friends inside or outside school, resulting in students not being able to dialogue using Arabic (Luguetti et al., 2019). Through learning Arabic which is carried out at Elementary School, it is still not optimal, especially students who do not take part in the learning. (Bodendorf et al., 2022). The difficulties that students have in practicing speaking Arabic certainly have many reasons, but the reasons that are often found are because they do not have enough vocabulary to speak and the lessons are boring because the class atmosphere is not conducive and students are not active enough to practice speaking using Arabic is done continuously so that they do not follow the lesson properly, which can cause problems for students.

This problem is a big challenge for educators so that educators can find a solution that can solve these problems, with the aim of giving birth to students' abilities and increasing vocabulary as capital for practicing speaking and creating a conducive atmosphere with fun learning methods, so that learning can take place comfortably and learning objectives can be achieved very well (Xiao & Henderson, 2021). Therefore the teacher tries to use a dialogue strategy (muhawaroh) to develop or improve their ability to speak Arabic, after using this method the students can see their speaking skills have

increased and their desire to learn Arabic has increased too, they are happy to speak Arabic with This strategy and the learning process can be seen by using dialogue strategies in learning Arabic speaking skills at Madrasah Ibtidaiyah Canduang (Wijngaards-de Meij & Merx, 2018). Based on the background above, the researcher will focus more on his research on the discussion of: 1) How is the dialogue strategy used in Arabic speaking skills in Canduang Islamic Elementary School? and 2) What are the strengths and weaknesses of the dialogue strategy in the ability to speak Arabic in Canduang Islamic Elementary School?

RESEARCH METHODOLOGY

The methods used by researchers in conducting this research are survey methods and in-depth interviews. Which method is carried out by conducting interviews with the intended research object. Before the researcher goes directly into the field, the researcher first prepares a file containing questions that will be asked to the intended research object. After that the students at Canduang Ibtidaiyah Madrasah gave their perceptions or views of the questions posed by researchers, through the views or perceptions given by the students the researcher could find out how their perceptions of Arabic conversation skills were at Canduang Ibtidaiyah Madrasah. The technique used by the researcher in collecting student data is by recording the answers given by the researcher to the object of research, through these answers the researcher can also find out the difficulties experienced by students in Arabic conversation skills at the Elementary School. The object of study by the researchers in this study was the Canduang Islamic Elementary School in grade 4. This research was conducted on April 8 2022 at the Canduang Islamic Elementary School, involving 4th grade students in it.

RESULT AND DISCUSSION

The use of dialogue strategies (muhawaroh) in Arabic speaking skills at Elementary School. The learning process of students at Elementary School, the learning process there is going well but there are still a number of problems where many of the students are still not paying attention and are not active during the learning process. In fact, if we look at it from their school background, all students should be able to master this Arabic language skill easily, because at Elementary School, the lessons are complete in terms of general and religious aspects, there is general and book learning applied, the book here is the book yellow or commonly called bald Arabic, so with things like this it should be easy for students to better understand Arabic, but with several factors one of which is the negligence of the students themselves when the learning process students do not follow the learning process properly, and need It is known that when we study religion there are more and more distractions, one of which is sleepiness during the learning process, and the factor of the educators themselves is the teacher's lack of attention to students, lack here when learning takes place some of these educators do not see or pay attention to the conditions of the classes they teach, so so students seem to be indifferent in carrying out the learning process, and other factors, namely the superiority of the Islamic Elementary

School itself, namely in terms of qawaid not in terms of speaking Arabic (Visser et al., 2021).

Educators or teachers of Arabic subjects have been trying to improve their mastery of dialogue or muhawaroh strategies in Arabic, to improve speaking skills using Arabic in the learning process, the teacher always repeats what is taught from the material and the strategy used by the teacher is to have dialogue with students in the hiwar material, so that mastery of the Arabic dialogue expected in this learning process as a whole can be achieved so that students can be proficient in speaking. The dialogue or muhawaroh strategy is an exercise in imitating and memorizing dialogues regarding various situations and agreements, through this exercise students are expected to achieve good proficiency in conversations that are carried out naturally and not artificially which have the readiness and communication habits of the Arabs The dialogue is adjusted to the level of proficiency of students. In using the dialogue method so far the Arabic language teacher improves speaking skills by repeating, when learning takes place just keep on repeating it and that is also one of the strategies, then in the next meeting also before continuing new material also repeating the previous one (Pandya, 2022).

The teacher conveys to students about the indicators and material to be studied and motivates students to be active in the learning process. Before starting the learning process, the teacher first asks questions to students regarding the material being studied. The teacher first asks questions like that so that students can focus more attention on the material to be studied, namely kalam. The question and answer process here lasts about 10 minutes. After the debriefing is over, the teacher begins to explain the material being asked to the students. The researcher also argues that the steps taken by the Arabic teacher in learning speaking skills using the dialogue method are as follows: a) Tamhid, carried out before starting the lesson, for example the teacher conveys greetings, or asks several questions, b) The teacher reads the material subject, students listen, and closed books, c) Students listen to the teacher's reading, and closed books and pictures contained in the book, d) The teacher reads back with good reading, while students listen while looking at the book, e) Students listen to the teacher's reading , then imitate and repeat, as a group, while involving the book, f) Students listen to the teacher's reading, then imitate and repeat it, together, while looking at the book, g) The teacher asks one or two students to listen, then imitate and repeat what is said teacher, do look at the book, h) Demonstrate hiwar. The teacher instructs several students to take turns to demonstrate hiwar in front of the class, given their respective roles (Pellini et al., 2018).

The teacher also provides convenience in learning through the reinforcements given by the teacher to students. In the form of positive reinforcement for positive behavior by students, as well as in response to negative behavior by students. The teacher applies the basic skills of teaching small groups to facilitate the type of learning of students. The components of guiding skills and facilitating learning are applied by the teacher as seen from the reinforcements given by the teacher to students, both in the form of positive reinforcement for students' positive actions, as well as in responding to students' negative actions. The teacher's ability to manage the class has indirectly demonstrated the teacher's

ability to guide and facilitate student learning. The teacher's attitude of responsibility towards students and groups during teaching and learning activities takes place, and the teacher's efforts to focus students' attention during teaching and learning activities are evidence of the teacher's effort in guiding and facilitating student learning (Karim, 2021)

The strengths and weaknesses of the dialogue strategy (muhawaroh) in Arabic speaking skills at Madrasah Ibtidaiyah Canduang. The advantages of using the dialogue method in learning speaking skills are in accordance with the results of interview observations and documentation, namely the teacher speaks Arabic related to conversation then the teacher reads one by one so that it is easier for students to speak, there is practice of speaking Arabic, when the learning process takes place the researcher can observed that students were very enthusiastic in using the dialogue method, students felt happy, excited and active in participating in the Arabic language learning process and had a great interest in learning at school by always having dialogue in Arabic so that it was easier to practice Arabic conversation, the advantages of the strategy muhawaroh dialogue that develops students' courage and skills in answering and expressing opinions so that they can find out to what extent the subject matter has been mastered and understood by students. The advantage of using the dialogue method is that the teacher can maximize the time in learning Arabic related to conversation then it is easy for the teacher to invite students to talk, the practice of speaking with continuous dialogue with this method provides learning opportunities for students by involving them effectively and actively in the language learning process Arab. After using this strategy, students can practice the conversation in the future and students will no longer feel nervous or embarrassed when asked by the teacher to speak. So that the learning process takes place the researcher observes students enthusiastically in using dialogue strategies, students feel happy, excited and have an interest in learning (Morita-mullaney et al., 2022).

The weakness of the dialog or muhawaroh strategy is that the teacher still finds it difficult to control the students, the teacher's voice is less firm and firm, and also the students are still mischievous and cannot listen to the teacher's explanation clearly. So that students lack motivation to learn and their Arabic speaking skills are still low in the process of learning and teaching Arabic, showing that the students' activities in the learning process are still passive with this strategy, that is, they tend to only be receivers, students seem unmotivated, moving around. Then the next weakness is that when students do kalam learning or Arabic conversation shows that the student's activity in the learning process is still passive in other words only as a recipient, the students seem unmotivated, many are shy so the students are nervous to speak, and the students seem less interested in learning Arabic material with a dialogue strategy or muhawaroh is the reason they are afraid of making a mistake in speaking Arabic, Lack of will and enthusiasm in learning due to the influence of the dialogue method which is the reason they are afraid of making a mistake in speaking Arabic, because of the fear of making a mistake they feel reluctant in trying to practice speaking Arabic, this has become a habit for students, so the educator is impressed a little hindered in applying this dialogue strategy or muhawaroh (Zheng & Yu, 2018).

The weakness of the dialogue or muhawaroh strategy is that the teacher still has difficulty controlling students, the teacher's voice is not loud and firm, and also students are still naughty and cannot listen to the teacher's explanation clearly. So that students lack learning motivation and Arabic speaking skills are still low in the Arabic teaching and learning process indicating that student activities in the learning process are still passive with this strategy, namely they tend to only be recipients, students don't look enthusiastic, move places. Then the next weakness is that when students do kalam learning or Arabic conversation it shows that student activity in the learning process is still passive in other words it tends to only be recipients, students don't look enthusiastic, many are embarrassed so students are nervous to speak, and students look less interested in speaking. learn Arabic language material with dialogue or muhawaroh strategies because they are afraid of being wrong in speaking Arabic, Lack of will and enthusiasm in active learning due to the influence of existing dialogue methods because they are afraid of being wrong in speaking Arabic, because of fear of being wrong that they feel reluctant in trying to practice Arabic conversation, this has become a habit for students, so educators seem a little constrained in implementing this dialogue or deliberation strategy (Huang & Renandya, 2020).

The result of the research obtained is that learning with a dialogue strategy or muhawaroh becomes more effective. Because students are seen to be more active and interactive and enthusiastic in learning what is being presented, so teachers of Arabic subjects have been trying to improve the mastery of dialogue in Arabic in the learning process, teachers always repeat which is taught from the material as well as the strategy used by the teacher is to dialogue with his students on the material so that the mastery of the Arabic language dialogue that is expected in the learning process as a whole can be achieved so that students can be proficient in speaking Arabic. Tasks, tasks and activity activities in the strategy function to encourage and shape student responses. So, the class is not passive but active. The use of various games in Arabic speaking skills at Elementary School , Living in a world that is playing games must be passed. In this case the important thing is to play games with an orientation to the hereafter. If Allah has stated that the life of this world is basically play, then in all activities of life in this world the element of play cannot be separated. Likewise with learning and learning activities, including Arabic learning and learning activities. Based on the cues in the verses of the Qur'an above, playing activities are not just playing carelessly, but playing which allows the learning process to occur in students of Elementary School. Games are a very important part of human life. In everyday life it seems that everyone, men and women, children and adults, rich and poor, all enjoy games. Babies are happy with sounds and colors, children are happy to play shooting or war games and adults also have various types of games, both local, national and universal. Basically every human being is happy in the game (Harju-luukkainen, 2018).

Speaking skills or Kalam aim to train students' ability to pronounce Arabic utterances so that in the end students can express themselves in conveying ideas or thoughts to others. Games that can be used in practicing speaking skills are consecutive

words. How to play it, the teacher points to one student and gives one word, then the student says the word that is composed of the last letter of the word given by the guide. And so on until all students get a share. Or you can also use a vocabulary guessing game, the method is as follows: 1) The teacher divides students into several groups, 2) each group is given 5 minutes in one play, 3) the words used can be varied by the teacher, for example, you can use the word work, names of animals and others, 3) one group is lined up lengthwise and one of them faces the group, 4) the teacher shows a word to the student at the very front, 5) then he demonstrates to the friend in front of him, if he can't answer directly replaced by a friend behind him, 6) When a friend can guess it correctly then it is his turn to demonstrate it, and so on, 7) the group that manages to collect the most answers within five minutes is the winner (Aizawa & Rose, 2017).

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Based on the results of the research and discussion on the learning process using dialogue or muhawaroh strategies in Arabic language education subjects, it is concluded that learning with dialogue or muhawaroh strategies becomes more effective because students look more active and interactive and enthusiastic in learning that is conveyed so that eye teachers Arabic lessons so far have tried to improve dialogue mastery in Arabic in the learning process, the teacher always repeats what is taught from the material and the strategy used by the teacher is to dialogue with students on hiwar material so that mastery of Arabic dialogue is expected in this learning process automatically. overall can be achieved so that students can proficient in speaking Arabic. Then the students' strengths in speaking skills during the learning process took place the researcher observed students and girls enthusiastically in using dialogue strategies, students felt excited and had a great interest in learning at school by practicing speaking in class, after that the teacher encouraged and stimulated students to think and provide opportunities for students to ask questions and problems that are not yet understood, because they can find out to what extent the subject matter has been mastered and understood by students, so that students do not feel embarrassed when told to speak in class. After using this strategy students can practice the conversation in the future and students don't feel nervous

anymore and are not embarrassed when asked by the teacher to speak and then students feel happy, excited and have an interest in learning (Bergmark et al., 2018). In general, the use of various games in Arabic speaking skills at Elementary School discusses five important things, namely: First, about several principles in learning Arabic, namely aspects of priority, gradation, deepening, motivation, and stabilization. These principles form the basis for presenting teaching materials that are adapted to the development of students both physically and psychologically (Blau et al., 2020).

CONCLUSION

As for the shortcomings of students in doing kalam learning in Arabic teaching and learning activities, students feel afraid, especially if the teacher is unable to encourage students to be brave, by creating an atmosphere that is not tense, but is familiar. Shows that student activity in the learning process is still passive, that is, it tends to be just recipients, students don't look enthusiastic, many are embarrassed so students are nervous to speak, students move from place to place, pay less attention to the material delivered by the teacher. In the implementation of learning Arabic, the deficiencies faced by the teacher are still difficult to control students, the teacher's voice is not loud and firm, so students are still naughty, they cannot listen to the teacher's explanation clearly and the teacher is unable to manage time properly, resulting in a lack of motivation to learn to speak Arabic, students seem less interested in learning Arabic material with the muhawaroh dialogue method because they are afraid of being wrong in speaking Arabic.

Thus, the use of various games in Arabic speaking skills at Madrasah Ibtidaiyah Canduang in this study that the use of various games in Arabic speaking skills at Madrasah Ibtidaiyah Canduang varied in the process of teaching and learning Arabic is very dependent on the principles and concepts of games understood by students. teacher of language. In addition, the use of various games in Arabic speaking skills at Elementary School is also very closely related to other aspects of learning, both traditional and modern (innovative) games. The more creative and innovative a teacher is in using various Arabic learning games, the easier it is for students to accept Arabic lessons. This is the main factor for the success of learning.

The teaching and learning process at the Elementary School needs to be adapted to the needs of students by using qualitative methods and the media used in learning Arabic conversation, namely dialogue media and various games that are easy to apply. In addition, educators who are always looking for ways to solve all their students' problems ensure that the learning process carried out achieves the desired results. If it can be applied continuously, the world of education can develop rapidly. But now, as we have summarized in this study, learning is still described as being in a minimal position. Minimal interest and minimal maintenance. This can be addressed in all sectors, including the actor sector, the movement sector, and the education system provider sector. Whatever the government decides to do, it must be ready. It needs to be friendly and ensure that the educational community in this place does not decline in terms of the interest and abilities of educators and students. Let's come up with the right solution for today's dynamic world.

Research papers produced by the authors still have many errors, omissions, or deficiencies. So, a system that makes constructive criticism, opinions, suggestions, helps writers to be better in the future, and makes follow-up articles that are thorough, creative, innovative, and comply with the rules of writing that should be.

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