The Complexity of Arabic Scrabble : Problems and Analysis of Using Arabic Alphabet in Scrabble

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Abstract

Arabic scrabble can be a fun vocabulary mastery medium, but there is a fatal gap in the composition of the game due to the difference in Arabic and English components. English scrabble is a prestigious language board game in the world. In addition to being a medium of vocabulary mastery, English scrabble is also an international tournament. Ironically, this is not shared by Arabic scrabble even though it is one of the languages that most speakers and learners learn. The uniqueness of Arabic and the difference in structure with English are the main factors causing the stagnant Arabic scrabble game. Finding the complexity of problems in terms of language structure and Arabic scrabble components is the purpose of this study. By coming up with a theory that will make Arabic scrabble more adaptively accepted by even non-native speakers. Descriptive qualitative methods were used in this study with data sourced from observations, interviews, and literature studies. The subjects observed and interviewed were students of UHAMKA Arabic Language Education. Other sources refer to related books and journals. The data were analyzed using comparative and reduction techniques. Overall, the inequality of tile distribution of the Arabic alphabet and the English alphabet, then diacritical symbols (harakat) as Arabic vowels, and the need for editions that are friendly to foreign speakers are the three points of the final results of this study.

Keywords : Arabic Scrabble, Problems, Vocabulary

مستخلص البحث

يمكن أن تكون الخربشة العربية وسيلة ممتعة لإتقان المفردات ، ولكن هناك فجوة قاتلة في تكوين اللعبة بسبب الاختلاف في المكونات العربية والإنجليزية. سكرابل الإنجليزية هي لعبة لوحية لغوية مرموقة في العالم. بالإضافة إلى كونها وسيلة لإتقان المفردات ، فإن سكرابل الإنجليزية هي أيضا بطولة دولية. ومن المفارقات أن سكرابل العربية لا تشترك في هذا الأمر على الرغم من أنها واحدة من اللغات التي يتعلمها معظم المتحدثين والمتعلمين. تفرد اللغة العربية والاختلاف في البنية مع اللغة الإنجليزية هي العوامل الرئيسية التي تسبب سكرابل العربية الراكدة. إيجاد تعقيد المشكلات من حيث بنية سكرابل اللغوية والمكونات العربية هو الغرض من هذه الدراسة. من خلال الخروج بنظرية من شأنها أن تجعل سكرابل العربية أكثر قبولا للتكيف حتى من قبل غير الناطقين بها.تم استخدام الأساليب الوصفية النوعية في هذه الدراسة مع البيانات المستمدة من الملاحظات والمقابلات والدراسات الأدبية. الأشخاص الذين تمت ملاحظتهم ومقابلتهم كانوا من طلاب تعليم اللغة العربية في جامعة حمكة. تشير مصادر أخرى إلى الكتب والمجلات ذات الصلة. وبشكل عام، فإن عدم المساواة في توزيع الأبجدية العربية والأبجدية الإنجليزية، ثم رموز التشكيل كحروف العلة العربية، والحاجة إلى طبعات صديقة للناطقين بها هي النقاط الثلاث للنتائج النهائية لهذه الدراسة.

الكلمات المفتاحية : سكربل العربية، المشاكل، المفردات

Introduction

The structural differences between Arabic and English significantly influence the components of the scrabble game. Vocabulary is the basic cognitive aspect of language, and games are a fun medium for acquiring or practicing vocabulary when learning a language. Scrabble has become an international game where vocabulary becomes a competitive advantage. A game requires a systematic concept to create a balanced and fair game atmosphere, which is why we analyzed the problems in Arabic scrabble to find defects in the game. The problems found can be the principle and foundation for developing Arabic scrabble into a game with a perfect structure.

Scrabble became one of the legendary board games that has become an icon of intelligence and strategy, an authentic legacy that has been adopted into various languages around the world, and remains one of the most phenomenal board games to this day. Born into civilization in 1938 by Alfred Mosher Butts, an architect from the United States (Edley & Williams, 2009). Until now, scrabble has reached the age of 86. Over the years, scrabble has established authentic social interaction as a cultural heritage in the world of board games. Its ability to improve literacy and celebrate linguistic diversity can still be felt today (Geolas, 2023).

Board game scrabble is a vocabulary game medium with word-composing game activities played by two or more people to collect points based on word values formed from letter tiles on a checkered board game. A board game that has become famous worldwide with more than 30 versions adapted to world languages, various tournament platforms, competitions, and communities spread across various regions of the world. This shows the popularity and versatility of scrabble as a board game capable of crossing cultural and linguistic barriers (Maglio, Matlock, Raphaely, Chernicky, & Kirsh, 2020).

The word "scrabble" itself means a fast and careful movement or effort in finding or creating something. This choice of name specifically encapsulates the characteristics of the game that require players to quickly and carefully construct vocabulary with the aim of achieving the highest score on the game board. Thus, the choice of the name "Scrabble" not only reflects the essence of the game but also

describes the quick action and tactical effort required to achieve victory in the game (Sari, Sahardin, Yani, & Yusuf, 2022).

Andrew Wright, David Betteridge, and Michael Buckby (Dwivedi, 2015), in their book "Games for Language Learning," all three emphasize that language games such as scrabble can help speakers practice and strengthen vocabulary. They believe that these games not only improve vocabulary but also critical thinking skills and strategies in the use of letters. Through repeated interactions with letters and words in the game, players not only passively memorize vocabulary but also actively practice composing and recognizing complex patterns of letters and words. This activity involves deep cognitive processes, which can strengthen the long-term memory of the vocabulary learned (Fathanah & Maulani, 2023).

The leading figure, Noam Chomsky (Abraham, Chang, Chang, Kiers, & Meyer, 2024), although better known for his theory of generative grammar, affirmed the crucial value of vocabulary. He argued that the ability to understand and produce new words and phrases depended on mastering a broad vocabulary. With this, scrabble comes to have phenomenal power as a medium for vocabulary mastery.

Scrabble continues to be adapted into multiple languages to serve players around the world. The adaptation into Arabic is one of the important achievements in the story of the scrabble journey. At first, Scrabble was available in major languages such as English, French, and German (Maglio et al., 2020). Seeing its educational benefits, educators and game lovers in Arabic-speaking countries began to adopt and create editions with the Arabic alphabet. Thus, adapting the unique Arabic alphabet and structure into the established format of the game became a fundamental challenge at the time. The advent of Arabic scrabble has proven that this classic game has universal appeal to every language. The advent of Arabic scrabble has proven that this classic game has universal appeal in every language (Bukhori & Sulton, 2022).

Nevertheless, scrabble in English and Arabic still shows vital contradictory differences due to variations in the typographic systems and linguistic structures of the two languages. In English scrabble, it utilizes the letters of the Latin alphabet with 26 letter characters, while Arabic scrabble uses the letters of the Arabic alphabet

consisting of 32 letter characters. This is due to a change in the shape of the Arabic letter in its position in the word (beginning, middle, end, or standing alone). In addition, Arabic also contains elements that do not exist in the English Latin alphabet, such as diacritical symbols such as vowels for short vowels, which will add complexity to its adaptation to scrabble (Rifa'i, 2021).

English, with its roots in Germanic languages and strong Latin influence, has many short words and acronyms commonly used in scrabble. In contrast, Arabic tends to have longer and more complex words, with many endings, prefixes, and *tashrif* (*sharf*) affecting the basic form of words. These differences hint not only at gaps in game adaptation but also show how the unique characteristics of each language can affect the way games are played and enjoyed by players (Istiqomah, 2016).

Then comes the paradox in the approach to learning Arabic and evaluating foreign language proficiency. Although it is generally accepted that textbooks and standardized tests such as the TOAFL are adapted to the needs and learning context of non-Arabic students. But this phenomenon does not apply to language games such as scrabble that have been commercialized with various complexities. This raises questions about inclusivity in the development of learning and evaluation tools. This has led to the issue of Arabic scrabble as a device that is irrelevant to foreign speakers.

Until now, scrabble, which has undergone escalation and is predominantly popularized with English, finally has a tendency towards tile alphabet letters (Latin alphabet). This makes Arabic scrabble decline in popularity due to a lack of production, and it even has a dilemmatic dynamic due to the complexity faced when it comes to conforming to the standard scrabble of the Latin alphabet. The consonants and vowels in the Latin alphabet are different from Arabic, namely the *hijaiyyah* script and harakat as vowels (Rifa'i, 2021).

This is evidenced by the very limited Arabic scrabble board game circulating in the Indonesian market, even in some Arab and non-Arab countries. The availability of accessible Arabic scrabble is minimal, or even not available at all, in some places. The level of sales was very small, which resulted in Arabic scrabble

plummeting in popularity to the bottom. As quiet information on the internet, social media networks, and other platforms that explain Arabic scrabble.

This is certainly the fundamental reason, namely the lack of competitiveness of Arab scrabble over British scrabble (Wang, Pexman, Turner, Cortese, & Protzner, 2018). The scrabble competition is one of the most prestigious competitions in a language education institution. Unfortunately, what happens in Arabic language education institutions is that the scrabble competition is carried out using English and not Arabic, which is their domain. This lowering the branding and interest of its players as well as the relevance of this game. Given the many inequalities and gaps in the technicalities of the Arabic scrabble game itself.

The greater number of Arabic letters than the letters of the Latin alphabet makes wording more complicated, as the chances of forming new word arrangements on the game board are reduced (Daulay & Adelita, 2023). Each tile also has a specific vowel that should be considered when constructing a new word. This difficulty is exacerbated by the distribution of Arabic words dominated by non-vocal consonants and the rule that each player only gets 7 random tiles, so the chances of forming a new word are smaller. This condition will have a huge impact on non-Arab players (Hidayah, 2019).

So the hypothesis arises on the assumption that there is an indication that scrabble is not ideal if the Arabic alphabet is applied (*hijaiyyah*). Such as the emergence of problems in the series of games and the dilemmas felt by the players. All of them are causal and then impact each other. Making scrabble with the Arabic alphabet has complexity that needs to be revisited for the convenience of playing (Istiqomah, 2016).

There have been many researchers, experts, and practitioners who have conducted field tests of scrabble board games in the scope of English language learning. Among them, Diana Fauzia Sari, in 2022, recalled scrabble as SGT (scrabble game technique) in a quantitative study on testing problems in situations that lead to students' demotivation and inactivity in exploring words (Sari et al., 2022). Unlike before, Istiqomah in his research in 2016, clearly detailed the advantages and disadvantages of scrabble when applied in Arabic (Istiqomah, 2016). Then, Erma

Febriani in 2021 and Siti Linda Eka Sari in 2023 also studied scrabble as a medium for quantitative Arabic learning. Scrabble has exclusively shown stunning dominance, although some weaknesses remain undeniable. In addition, recommendations were also conveyed at the end for further research, so that a qualitative approach should be reviewed as a theoretical test of scrabble (Febriani, 2021; Linda Eka Sari, Haniah, & Hamka Ilyas, 2023). From here, researchers try to examine the problematic factors and dilemmas in the Arabic scrabble board game. Then test the complexity by reflecting on the scrabble of the Latin alphabet. Arabic scrabble is unpopular and rarely produced to be problematic, which may create a discrepancy between the general procedure of scrabble games and the standard Arabic language (Omolara Onasanya, Aladesusi, & Onasanya, 2021), so the scrabble that adopts Arabic has not found a point of balanced adaptation between these two aspects.

This is based on the fact that researchers view the scrabble board game as having great potential to be an alternative medium for mastering vocabulary, even with the Arabic alphabet (Pratama, 2020). This study aims to find and analyze the pretexts that cause problems in scrabble that apply the Arabic alphabet and the dilemmas in it when adopting the Arabic language.

Methods

This researcher used a descriptive-qualitative approach. Qualitative research methods focus more on an in-depth understanding of a problem than trying to generalize it (Fadli, 2021). The descriptive qualitative method examines an event, the phenomenon of the lives of individuals, and asks one or a group of individuals to tell their lives. This information is then rearranged by the researcher in the form of a descriptive chronology (Rusandi & Rusli, 2021).

Data collection was carried out through observation, literature study, and interviews conducted in the campus environment of the Faculty of Islamic Religion, University of Muhammadiyah, Prof. Dr. Hamka. The researcher conducted direct observation in the classroom during the Arabic scrabble playing activity. Then, after observing, the researcher interviewed PBA students and lecturers. Students were

interviewed about Arabic vocabulary skills and obstacles when playing Arabic scrabble, while PBA lecturers were questioned about vocabulary mastery and scrabble games, using data sourced from research journals and books obtained from the internet. Observation was carried out directly in the classroom to observe the Arabic scrabble playing activity. Then, after observing, the researcher interviewed PBA students and lecturers. Students were interviewed about Arabic vocabulary skills and obstacles when playing Arabic scrabble, while PBA lecturers were questioned about vocabulary mastery and scrabble games, using data sourced from research journals and books obtained from the internet.

The data obtained were analyzed using comparative techniques by comparing Arabic scrabble with English scrabble, and the results of the comparison were reduced using reduction techniques that involved summing up the data and then sorting out the data into certain units of concepts, certain categories, and certain themes. The final step is the presentation of data that has been reduced first and presented in the form of a narrative. Furthermore, the results are taken from drawing conclusions containing answers to the problem formulation that has been made before observation (Millah, Apriyani, Arobiah, Febriani, & Ramdhani, 2023; Qomari, 2009).

Result and Discussion

Overall, the observation process involves direct observation of students of the Faculty of Islamic Religion, University of Muhammadiyah, Prof. Dr. Hamka, who are labeled as non-Arabic speakers (non-Arabic) and have gone through screening so that they can know the mastery of basic vocabulary that they already have These observations focused on how participants encountered, managed, and used the Arabic alphabet in scrabble games, as well as the challenges they faced in constructing words. The observations were taken during the game session to capture the difficulties experienced by participants, such as the complexity of creating new lines of words and word formation based on the position of letters on the game board (Arif, 2020).

Literature studies are also conducted by examining relevant literature on Arabic language teaching, the use of educational games in language learning, as well as the unique characteristics of the Arabic alphabet. This literature study provides a strong theoretical foundation and helps identify effective strategies for dealing with scrabble with the Arabic alphabet.

Interviews were conducted with Arabic linguists, educators, and experienced Scrabble players. This interview aims to gain in-depth insight into practical experience and expert views regarding the challenges and benefits of using the Arabic alphabet in the game of Scrabble. Respondents provided valuable input on adapting the rules of the game to facilitate use and the potential of scrabble to improve Arabic vocabulary mastery.

Researchers are also provided with a comparative analysis of Arabic Scrabble and English Scrabble, which will involve systematic comparisons between these two versions of the game in several key aspects : The structure of the game, the complexity of the language, and its impact on the player's vocabulary mastery(Sakdiah & Sihombing, 2023). The research looked at differences in letter use and word patterns that appeared in each language, as well as how these affected game strategy and language learning. In addition, the analysis will include an evaluation of the effectiveness of each version in improving the player's linguistic skills, especially in terms of expanding vocabulary and grammatical comprehension.

The research process is enhanced by the analysis and synthesis of the data obtained. Data was analyzed to identify patterns of difficulty and success of participants in using the Arabic alphabet during the game. A theoretical review of the collected literature is combined with empirical findings from observations and interviews to produce practical and theoretical recommendations. The results show that despite significant challenges in the use of the Arabic alphabet in scrabble, the game still has great potential as a vocabulary learning medium if supported by the right teaching strategies and appropriate game adaptations.

After deciphering and managing the data that has been obtained, at least it can be concluded that scrabble with the Arabic alphabet has complications that are prone to disrupting the course of the game. This research reflects and is based on English scrabble as a benchmark parameter. These result points include:

1. Comparison and differences of Arabic-English scrabble.
2. Inequality of tile distribution of Arabic alphabet and English alphabet.
3. Diacritical symbols (harakat) in Arabic vowels.
4. Foreign-friendly edition.

Comparison and Differences Between Arabic and English Scrabble

The comparison between Arabic Scrabble and English Scrabble highlights some significant differences, especially in terms of language structure and game strategy. Scrabble Arabic uses the Arabic alphabet and words, which have different phonetic and morphological complexities compared to English (Rafsanjani, Zubaidillah, & Nuruddaroini, 2022). This difference affects the way players form words and maximize scores, given that word structure and formation rules in Arabic are more complex. In addition, variations in letter distribution and point values in both versions of the game reflect the relative frequency and difficulty of those letters in each language. As a result, Arabic Scrabble and English Scrabble offer different challenges in mastering vocabulary and game strategy, providing more complexity for players.

The Latin alphabet (English) and the Arabic alphabet have fundamental differences in various aspects, including letter form, writing direction, vowel system, and usage in a particular language. which will certainly have an impact on the game of scrabble. Here's the explanation :

1. The Latin alphabet consists of at least 26 letters in the standard alphabet (A-Z). Each letter has a large (capital) and lowercase (lowercase) form. These letters do not change shape based on their position in the word. The Arabic alphabet consists of at least 28 letters in *hijaiyyah* (ا-ي). Each letter can have up to four

different shapes depending on its position in the word (beginning, middle, end, or separate) (Hasyim, 2016). So that there are at least 32 types of letter shapes. The shape of the Arabic alphabet can change because of the way it is written, which flows and is continuous. Other than the Latin alphabet, which is written from left to right, the Arabic alphabet is written from right to left.

2. In the Latin alphabet, double consonants are usually written twice to indicate a stronger pronunciation or emphasis on the consonant. For example, in the word "bottle" or "kitten," the letter "t" appears twice in a row to indicate that the consonant should be pronounced more firmly. The writing of these double consonants is an important part of the phonology of many languages that use the Latin alphabet, such as English, Italian, and German. Double consonants in the Latin alphabet do not require special marks, but only by repetition of letters can the reader understand that they need to be pronounced more strongly or separated by syllables.

3. In contrast, in the Arabic alphabet, double consonants are indicated by diacritical marks called shadda (ّ). *Saddah* (tasydid) is placed over a consonant that must be pronounced double. For example, in the word "مُحَمَّد" (Muhammad), the letter "m" (م) is marked *saddah*, which indicates that this consonant is pronounced twice in succession. On the contrary, there is no repetition of letters in writing, and the diacritical marks used indicate that the consonants should be pronounced more firmly. The use of this *shaddah* is a substitute for writing hints at double consonants without prolonging the word with the repetition of letters in Arabic.

4. Diacritical marks in the Latin alphabet are used to change or clarify the pronunciation of certain letters. In some languages that use the Latin alphabet, such as French, Spanish, and German, diacritical marks play an important role. For example, in French, diacritical marks such as acute accent (é), grave accent (è), and circumflex accent (ê) can change the way a letter is pronounced. Another example is Spanish which uses the tilde sign (ñ) to indicate the sound

"ny" as in the word "*niño*" (boy). In German, umlaut (ä, ö, ü) changes vowel sounds into different forms, as in the word "*schön*" (beautiful) (Milton, 2022). These diacritical marks help in proper pronunciation and can also change the meaning of words, making them an important component in grammar and spelling. However, in the English scrabble context, diacritical marks are not included in the game element because, in their language, diacritical marks are used in French, Spanish, and German.

5. In contrast, in the Arabic alphabet, diacritical marks are known as *harakat* and are used primarily to mark short vowels that are not usually written in standard Arabic texts. *Harakat* includes *fatha* (◌َ), *kasra* (◌ِ), and *damma* (◌ُ), which denote the short vowel sounds a, i, and you, respectively. In addition, there is also *sukun* (◌ْ), which indicates that a consonant has no vowels, and *shadda* (◌ّ), which indicates the doubling of consonants. These diacritical marks are very important in the context of education, recitation of the Qur'an, and formal texts to ensure proper pronunciation and accurate comprehension. In everyday Arabic texts, especially in newspapers or books, diacritical marks are often omitted because fluent readers can understand the context without them. However, in educational or religious texts, the use of *harakat* is essential to avoid misunderstandings and ensure correct pronunciation.

Inequality of Tile Distribution of Arabic Alphabet and English Alphabet

The distribution of tiles in the game scrabble is greatly influenced by the number of typefaces in each alphabet. In the Arabic alphabet, there are 32 fonts, while the English alphabet has only 26 fonts. Although the total number of tiles in both versions of the game is equally 100, this difference in the number of typefaces creates some significant distribution inequality(Edley & Williams, 2009).

1. Tile Font Rasio

- Letter per Tile Ratio in Arabic Scrabble

  With 32 typefaces to be accommodated in 100 tiles, the average number of tiles per letter is 100 / 32 ≈ 3,125 tiles per letter. However, in practice, this distribution is uneven. Some letters that are used more often in Arabic will have more tiles, while letters that are used less often will have fewer tiles. Examples:

  a. Letters like أ or ل may appear more often and have more tiles, perhaps around 6–8 tiles each.

  b. Letters like ظ or ض that are rarely used may only have 1-2 tiles each.

- Letter per Tile Ratio in English Scrabble

  With 26 typefaces to be accommodated in 100 tiles, the average number of tiles per letter is 100 / 26 ≈ 3,846 tiles per letter. Just like in Arabic, the distribution of tiles is uneven and reflects the frequency of letters in English. Examples:

  a. Letters such as E, A, and I appear more often and have more tiles, usually around 12 tiles for E, 9 tiles for A, and 9 tiles for I.

  b. Letters such as Q, X, and Z that are rarely used usually only have one tile each.

This results in Arabic scrabble having a smaller chance of forming new words due to a fairly small ratio with a narrow ratio of 100/(32+1) (including empty tiles).

2. Frequency of Letters in the Language

  - The distribution of tiles in Scrabble usually reflects the frequency with which letters appear in the language. In Arabic, letters like أ, ل, and م may appear more often and therefore get more tiles. Conversely, letters like ظ or ض may be rarer and get fewer tiles.

- In English, letters like E, T, and A have high frequencies and therefore have more tiles, while letters like Q, Z, and X have low frequencies and fewer tiles.

3. Game Strategy
   - Inequality in tile distribution can affect game strategy. In Arabic scrabble, players may need to be more critical when using tiles with letters that appear less frequently due to their more dispersed distribution. This can increase the level of difficulty and complexity of the game(Jiang, Chen, Li, & Ma, 2023).
   - In English Scrabble, although there is also an imbalance in the distribution of tiles, players may be more familiar with the frequency of letters in their language, so the strategy of the game focuses more on utilizing common letters and looking for opportunities to use letters with high scores(Fahlevi et al., 2022).

4. Implications on Vocabulary Mastery
   - In the context of education and vocabulary acquisition, an unbalanced distribution of tiles can have different impacts on players. Arabic Scrabble will encourage players to learn and use more variations of each letter and word, enriching their vocabulary.
   - Conversely, in English Scrabble, players may focus more on mastering words with letters appearing more often, which is also important but may encourage less exploration of less common words(Maglio et al., 2020).

The imbalance in tile distribution between Arabic Scrabble and English Scrabble caused by differences in the number of typefaces creates unique challenges in both versions of the game. Although the total number of tiles is the same (100 pieces), the uneven distribution reflects the frequency with which letters appear in each language, which in turn affects game strategy and vocabulary mastery potential.

Diacritical Symbols (harakat) in Arabic Vowels

Diacritical symbols (harakat) in Arabic are marks added to letters to indicate vocalizations and aid in the pronunciation of words. Some of the main diacritical symbols include:

a. *Fathah* (◌َ)   : Indicates a short 'a' vowel.

b. *Dammah* (◌ُ)   : Indicates a short 'u' vowel.

c. *Kasrah* (◌ِ)   : denotes a short 'i' vowel.

d. *Saakinah* (◌ْ)   : Indicates that there is no vowel after the consonant.

e. *Shaddah/Tasydid* (◌ّ) : Indicates the doubling of consonants.

Diacritical symbols (*harakat*) in the Arabic alphabet are enough to have a significant influence on the player's cognitive ability to generate new vocabulary. Although Arabic scrabble does not use harakat elements in its games, harakat puts phonetic and typographic emphasis on players, especially on foreign speakers (non-Arabic)(Khaira, Ritonga, & Halim, 2021). The use of harakat adds a layer of complexity to the Arabic game of scrabble, as players must pay attention to proper vocalizations to form the correct word. In contrast, English scrabble has no diacritics, so each letter represents one specific vowel or consonant sound with no additional variations. This makes the game simpler in terms of pronunciation and word formation(Linda Eka Sari et al., 2023).

Harakat allows different variations of words from the same root, increasing the number of possible word combinations. For example, the word "كتب" can be pronounced as "*kataba*" (writing), "*kutiba*" (written), or "polar" (books), depending on the vowels embedded indirectly by the player composing the word. In English scrabble, the form of the word is more fixed and less varied compared to Arabic because there is no change caused by diacritics. This gives players room to focus more on mastering vocabulary and letter combinations(Yelland, 2023).

Diacritical symbols (*harakat*) in the Arabic alphabet have significant phonetic and typographic influences, especially for non-native speakers. This adds complexity to the game, in contrast to English scrabble, which is simpler because it does not involve diacritics and has a more static word form. This gives English scrabble players the opportunity to focus more on mastering vocabulary and letter combinations, while Arabic scrabble players are challenged to consider the right vocalizations to form the correct word (Pemberton, 2024).

Foreign-Friendly Edition

After studying scrabble enough as an Arabic learning medium, researchers found that Arabic scrabble has more complications when dealing with players from foreign languages. Even though the speaker has entered the category of proficient or has mastery of quite a lot of vocabulary, The problems faced are no different from the previous problems; this makes us more skeptical when making outcome decisions.

However, in our searches of some of the cases we found, special attention was paid to foreign speakers so that they could learn Arabic more effectively and gain a better understanding of the Arabic language and culture (Sakdiah & Sihombing, 2023). This shows that this educative need has always been an important consideration in every language learning, including in the context of learning Arabic for non-native speakers. Some of them are as follows:

- TOAFL (Test of Arabic Foreign Language) specifically for foreign speakers. This test is designed to assess Arabic language skills at various levels, ranging from basic to advanced. The test questions cover a variety of contexts and communicative situations that suit the needs of foreign speakers in everyday life, education, and careers. This has become important in supporting the growing interest in Arabic language learning. This test provides a clear standard for non-native speakers to measure their proficiency in Arabic. TOAFL plays an important role in

helping non-native speakers acquire sufficient communication skills in Arabic to interact effectively in a variety of life contexts.

- Arabic Textbooks for Foreign Speakers

  Arabic textbooks specifically for foreign speakers are often designed with an approach that takes into account the linguistic and cultural background of the speakers. They usually provide more detailed transliterations, translations, and explanations for easy understanding.

- Arabic Classes for Native Speakers

  Arabic classes aimed at non-native speakers are usually designed with a curriculum that takes into account the level of prior language comprehension and experience. They often offer additional support, such as experts who have mastered several languages at once, including the speaker's language.

So reconstructing or holding a special Arabic Scrabble for foreign speakers is a step that is not bad for supporting effective Arabic language learning. This need arises from an awareness of the challenges faced by non-native speakers in learning Arabic, including grammatical complexity, diverse vocabulary, and cultural differences (Rafsanjani et al., 2022). By holding a special Arabic Scrabble for non-native speakers, we can create a more inclusive learning environment, facilitating the development of their Arabic language skills in a more relevant and effective way. This will encourage more efficient learning and expand accessibility to Arabic learning resources for non-native speakers.

Conclusion

Arabic scrabble stands out as a learning tool that promotes effective vocabulary mastery compared to most other learning media. With an interactive learning atmosphere coupled with competitive elements, Arabic scrabble encourages players to hone their critical and strategic thinking skills when constructing words. However, the existence of Arabic scrabble is not as popular as in the realm of education at large.

As an adaptation of English scrabble, the game is often compared to the original version, resulting in differences in procedural and technical aspects, which do not always suit the needs of the Arabic language.

Complaints related to this problem often arise due to imbalances in the distribution of Arabic and English alphabet tiles, the presence of diacritical symbols (*harakat*) in Arabic vowels, and the lack of foreign-friendly editions. This problem often causes Arab scrabble players to experience dilemmas that lead to adverse gaps and reduce the interest and popularity of this game. The researchers hope that the research will encourage adaptive reconstruction or the development of Arabic scrabble editions that are more friendly to foreign speakers in the future.

Acknowledgement

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