

Vocabulary acquisition is one of the most challenging tasks for students, and a majority of Malaysian students do not reach a satisfactory level of vocabulary acquisition in Arabic. Several studies like Saifuddin (2002), Zawawi and Rahim (2009) measured students' mastery of vocabulary and found that they have limited vocabulary. Moreover, students have low confidence to use Arabic in class and their everyday conversation (Nadwah and Nadhiah, 2014; Gan, 2012). This shows that students have limited vocabulary despite learning the Arabic language in primary and secondary school. Hence, the teaching of Arabic language subjects has yet to establish a satisfying result. Based on Nadwah and Nadhiah (2014), Gan (2012), Nyikos and Fan (2007), it could be argued that the lack of vocabulary has contributed to students' ability to achieve high Arabic language proficiency. This has also hindered students from becoming

INTRODUCTION

Education Entrepreneurship
Course Area(s)
Cluster 1, 2, 3A, 3C, 3D
Learning Outcome(s)



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DESIGN AND DEVELOPMENT OF eMURRADAT THROUGH ADDIE INSTRUCTIONAL DESIGN APPROACH: THE EDUCATIONAL DIGITAL GAME IN LEARNING ARABIC VOCABULARY

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