

Classroom-Based Gamification to Improve Students' Arabic Speaking Skills: A Classroom Action Research at Smp Al-Faruqi

توظيف التلعيب الصفّي لتحسين مهارة الكلام باللغة العربية لدى الطلاب:

بحث إجرائي صفّي في مدرسة الفاروق المتوسطة

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Abstract

This classroom action research was conducted to address the low Arabic speaking performance of class VIII.3 students at SMP Al-Faruqi. Preliminary observation showed that students had limited vocabulary mastery, low confidence in speaking Arabic, and limited participation in oral classroom activities. Although gamification has been widely discussed in language learning, its classroom-based implementation for improving mahārah al-kalām at the junior high school level remains underexplored. Therefore, this study aimed to describe the implementation of a classroom-based gamification strategy and to examine its contribution to improving students' Arabic speaking skills. The study involved 24 students and was conducted in two cycles, each consisting of planning, action, observation, and reflection. Data were collected through classroom observation, speaking tests, and documentation. The gamification strategy was implemented through four games: matching card, sentence completion, flip bottle, and guess the card. The data were analyzed descriptively by calculating the mean score and the percentage of classical mastery. The findings showed that students' speaking achievement improved from Cycle I to Cycle II. In Cycle I, the mean score was 65.33, with 9 of 24 students achieving mastery and classical mastery reaching 37.5%. After improving the game instructions, task sequence, feedback, and reward system in Cycle II, the mean score increased to 81.33, with 20 of 24 students achieving mastery and classical mastery reaching 83.33%. The study contributes to Arabic learning by showing that simple, low-cost classroom games can provide structured oral practice and create a more active speaking environment.

Keywords: Arabic Speaking Skills; Classroom Action Research; Classroom Gamification; Junior High School, Mahārah al-Kalām;



ملخص البحث

أُجري هذا البحث الإجرائي الصفّي لمعالجة انخفاض أداء طالبات الصف الثامن/3 بمدرسة الفاروق المتوسطة في مهارة الكلام باللغة العربية. وقد أظهرت الملاحظة الأولية أن الطالبات يعانين من محدودية إتقان المفردات، وانخفاض الثقة بالنفس عند التحدث باللغة العربية، وقلة المشاركة في الأنشطة الشفهية داخل الصف. وعلى الرغم من أن التلعيب قد نوقش على نطاق واسع في مجال تعليم اللغات، فإن تطبيقه الصفّي لتحسين مهارة الكلام في المرحلة المتوسطة لا يزال بحاجة إلى مزيد من الدراسة. لذلك، هدف هذا البحث إلى وصف تطبيق استراتيجية التلعيب الصفّي، وبيان إسهامها في تحسين مهارة الكلام باللغة العربية لدى الطالبات. شاركت في هذا البحث 24 طالبة، ونُفذ البحث في دورتين، اشتملت كل دورة على مراحل التخطيط، والتنفيذ، والملاحظة، والتأمل. وجمعت البيانات من خلال الملاحظة الصفية، واختبارات الكلام، والتوثيق. وطُبقت استراتيجية التلعيب من خلال أربع ألعاب، وهي: مطابقة البطاقات، وإكمال الجمل، وقلب الزجاجات، وتخمين البطاقة. وحُللت البيانات تحليلًا وصفيًا من خلال حساب متوسط الدرجات ونسبة الإتقان الجماعي. أظهرت نتائج البحث تحسن أداء الطالبات في مهارة الكلام من الدورة الأولى إلى الدورة الثانية. ففي الدورة الأولى بلغ متوسط الدرجات 65.33، وحققت 9 طالبات من أصل 24 طالبة معيار الإتقان، وبلغت نسبة الإتقان الجماعي 37.5%. وبعد تحسين تعليمات الألعاب، وترتيب المهام، والتغذية الراجعة، ونظام المكافآت في الدورة الثانية، ارتفع متوسط الدرجات إلى 81.33، وحققت 20 طالبة من أصل 24 طالبة معيار الإتقان، وبلغت نسبة الإتقان الجماعي 83.33%. ويسهم هذا البحث في تعليم اللغة العربية من خلال إظهار أن الألعاب الصفية البسيطة وقليلة التكلفة يمكن أن توفر تدريبًا شفهيًا منظمًا، وتساعد في إيجاد بيئة تعليمية أكثر نشاطًا لممارسة الكلام باللغة العربية الكلمات المفتاحية: البحث الإجرائي الصفّي؛ التلعيب الصفّي؛ المرحلة المتوسطة، مهارات التحدث باللغة العربية؛ مهارة الكلام.

A. INTRODUCTION

In Arabic language learning, speaking skill (*mahārah al-kalām*) is one of the essential language skills because it enables students to express ideas, thoughts, and feelings orally in Arabic. Along with listening (*istimā'*), reading (*qirā'ah*), and writing (*kitābah*), speaking plays an important role in determining students' communicative competence in Arabic learning. Therefore, *mahārah al-kalām* should be developed through learning activities that provide students with opportunities to practice oral communication actively and continuously.¹

As a productive skill, *mahārah al-kalām* requires not only mastery of linguistic elements, such as vocabulary and sentence structure, but also fluency, accurate pronunciation, confidence, and the ability to interact communicatively. Therefore, the teaching of speaking skills should be designed through activities that provide students with ample opportunities for active and continuous practice. In Arabic language learning, speaking ability is an important indicator of learning success because it reflects students' capacity to use the language as a means of communication, rather than merely understanding its rules theoretically.²

However, *mahārah al-kalām* is often the most difficult skill for students to master. These difficulties are generally caused by low self-confidence, fear of making mistakes, limited vocabulary, and the lack of varied instructional strategies. Such conditions result in students' low speaking ability and hinder the optimal achievement of Arabic learning objectives. In fact, one of the main goals of Arabic language learning is to enable students to use Arabic in daily communication. Therefore, Arabic instruction needs to be designed in a way that provides students with greater opportunities to practice speaking actively from the very beginning of the learning process.³

Studies on foreign language learners also show that communication barriers, language anxiety, and limited opportunities for interaction are factors contributing to students' low speaking ability.⁴ In the context of Arabic, these challenges become more complex due to the phenomenon of diglossia and the phonological differences between Modern Standard Arabic

¹ Nurazizah Amir and Nurjannah Nurjannah, 'Pelatihan Dan Pendampingan *Mahārah al-Kalām* Santri Dalam Pembelajaran Bahasa Arab Di TKA/TPA', *Jumat Pendidikan: Jurnal Pengabdian Masyarakat*, 3.2 (2022), pp. 59–63, doi:10.32764/abdimaspen.v3i2.2540; Sri Wahyuningsih and Alfisatul Musfirah, 'Penerapan Metode Total Physical Response Terhadap Peningkatan *Mahārah al-Kalām* Pada Siswa Kelas X Ipa 3 Man 1 Kota Bima', *AL-AF'IDAH: Jurnal Pendidikan Bahasa Arab Dan Pengajarannya*, 4.2 (2020), pp. 66–80, doi:10.52266/al-afidah.v4i2.1016.

² Faidatul Hasanah, 'Penerapan Metode Debat Bahasa Arab Dalam Meningkatkan Keterampilan Berbicara Siswi Kelas Bahasa Di Madrasah I'dadiyah Pondok Pesantren Salafiyah Syafi'iyah', *Jurnal Harmoni Pendidikan*, 1.2 (2025), doi:10.64845/jhp.v1i2.55; Maskuri Maskuri and others, 'Analisis Kesalahan Dalam Menggunakan Lahjah Arabiyah Pada *Mahārah al-Kalām*', *Lahjah Arabiyah: Jurnal Bahasa Arab Dan Pendidikan Bahasa Arab*, 4.2 (2023), pp. 159–70, doi:10.35316/lahjah.v4i2.159-170.

³ Wahyuningsih and Musfirah, 'Penerapan Metode Total Physical Response Terhadap Peningkatan *Mahārah al-Kalām* Pada Siswa Kelas X Ipa 3 Man 1 Kota Bima'.

⁴ Wadinalada Thuratham, 'Challenges in English Communication Skills of University-Level EFL Learners', *FWU Journal of Social Sciences*, published online 15 September 2025, doi:10.51709/19951272/Fall2025/3.



and regional varieties, both of which pose particular difficulties in mastering speaking skills.⁵ This complexity affects the development of students' phonological and semantic representations, which play an important role in effective verbal communication.⁶ In addition, variations in sentence structure and the articulatory complexity of certain Arabic sounds further increase students' cognitive load when speaking.⁷

Based on preliminary observation in class VIII.3 of SMP Al-Faruqi, the students' Arabic speaking skills were still not optimal. Several students were hesitant to speak Arabic in front of their classmates, had difficulty constructing simple Arabic sentences, and tended to be passive during oral learning activities. The learning process also showed that students needed more opportunities to practice vocabulary, pronunciation, and simple sentence production in a supportive classroom atmosphere. These classroom problems became the main basis for conducting this classroom action research.

The problem of low *mahārah al-kalām* requires an instructional strategy that provides repeated oral practice, reduces students' fear of making mistakes, and encourages active classroom participation. In this context, gamification was selected because it allows speaking practice to be organized through game elements such as challenges, rules, points, feedback, and rewards. These elements are relevant to the students' needs because they can make oral practice less intimidating, more structured, and more engaging. Gamification refers to the integration of game elements into non-game learning activities to create a more interactive and meaningful learning process.⁸ It is also considered relevant for language learning because it can increase students' motivation, participation, and learning engagement through meaningful and enjoyable activities.⁹ In addition, the use of rules, challenges, and rewards in gamification can help students become more involved in the learning process and encourage them to complete learning tasks more actively.¹⁰ Therefore, gamification is not used merely as entertainment, but as a structured strategy to encourage students to use Arabic actively in classroom communication.

⁵ Ola Ghawi-Dakwar and Elinor Saiegh-Haddad, 'Word Learning in Arabic Diglossia in Children With Typical Language Development and Developmental Language Disorder', *Journal of Speech, Language, and Hearing Research*, 68.3S (2025), pp. 1533–51, doi:10.1044/2024_JSLHR-23-00618.

⁶ Aladdin Al Zahran, Rafik Jamoussi, and Eassa Ali, 'Arabic Sentence Patterns in Interpreted, Translated, and Original Speeches: A Corpus-Based Approach', *Cadernos de Tradução*, 45 (2025), pp. 1–27, doi:10.5007/2175-7968.2025.e104911.

⁷ Anwar Alkhudidi and others, 'The Acquisition of Plain–Emphatic Consonant Contrasts by Arabic-Speaking Children: An Acoustic Study', *Journal of Child Language*, 1 September 2025, pp. 1–29, doi:10.1017/S0305000925100214.

⁸ Rani Angraeni and Nurhidayah Nurhidayah, 'Penerapan Strategi Gamifikasi Dalam Mengoptimalkan Hasil Belajar Siswa Kelas XI MIPA 6 SMAN 4 Maros Pada Materi Sistem Ekskresi', *Jurnal Binomial*, 7.2 (2024), pp. 42–51, doi:10.46918/bn.v7i2.2414.

⁹ Fahad H. Abdeen and Waheeb Albiladi, 'Gamification and Technology-Based Learning: Uncovering the Potential of Using Games in Language Teaching and Learning', *Journal of Studies in Education*, 11.2 (2021), p. 62, doi:10.5296/jse.v11i2.18339.

¹⁰ A'imatul Kutbaniyah, Ririn Muktamiroh, and Abdul Bashith, 'Gamifikasi Sebagai Strategi Efektif Dalam Meningkatkan Pemahaman Siswa Dalam Pendidikan Agama Islam', *MA'ALIM: Jurnal Pendidikan Islam*, 6.1 (2025), pp. 119–33, doi:10.21154/maalim.v6i1.10948.

The selection of gamification in this study is also supported by previous studies. Safitri and Tari explain that gamification can make learning more interactive, increase students' enthusiasm, and encourage active participation in language learning.¹¹ Tekman and Yeniasır found that play-based learning can support the development of reading, writing, listening, and speaking skills while reducing students' learning anxiety.¹² In Arabic language learning, Jaafar and Yusoff reported that a gamification module was effective in improving elementary students' Arabic learning outcomes.¹³ Mutholib, Munjiah, and Anggara also showed that gamification could be applied in Arabic writing instruction at the junior high school level and could make learning activities more aligned with students' interests.¹⁴ In relation to speaking instruction, Mustari and colleagues found that gamified activities could enhance students' engagement in speaking classrooms.¹⁵

In line with the development of educational technology and creative learning, several recent studies have also shown that interactive and technology-supported approaches can strengthen language learning. Al-Obaydi, Pikhart, and Hossain reported that ChatGPT could support the development of core language skills through an interactive and adaptive learning environment.¹⁶ Khaled and Anderson showed that creative activities, such as transforming Arabic texts into visual forms, could strengthen students' engagement and learning identity.¹⁷ Wang also emphasized that appropriate technology integration can encourage students to become more active and creative learners.¹⁸ However, Rodrigues and colleagues noted that the effectiveness of personalized gamification may vary depending on learners' characteristics.¹⁹ These studies indicate that gamification needs to be designed according to classroom needs, students' characteristics, and the learning objectives being targeted.

¹¹ Ni Putu Dianita Safitri and Nirmala Tari, 'Persepsi Dan Pengalaman Mahasiswa Menggunakan Gamifikasi Untuk Meningkatkan Motivasi Dan Keterampilan Bahasa Inggris Di Era Digital', *Jurnal Simki Pedagogia*, 7.2 (2024), pp. 501–14, doi:10.29407/jsp.v7i2.690.

¹² Tülay Kaya Tekman and Mustafa Yeniasır, 'The Impact of Play-Based Learning Settings on Reading, Writing, Listening, and Speaking Skills', *Sustainability*, 15.12 (2023), p. 9419, doi:10.3390/su15129419.

¹³ Mohd Nazmi Bin Jaafar and Nik Mohd Rahimi Nik Yusoff, 'Experimental Study of The Effectiveness of Gamification Module for Arabic Language in Primary School', *International Journal of Academic Research in Business and Social Sciences*, 12.6 (2022), p. Pages 2102-2117, doi:10.6007/IJARBS/v12-i6/14220.

¹⁴ Abdul Mutholib, Ma'rifatul Munjiah, and Syamfa Agny Anggara, 'The Use of Gamification in Teaching Writing Skills to Junior High Students | Istikhdām Al Tal'īb Fī Ta'lim Mahārah Al Kitābah Lada Thullāb Al Madāris Al Muthawassithah', *Ta'lim al-'Arabiyyah: Jurnal Pendidikan Bahasa Arab & Kebahasaaraban*, 7.1 (2023), pp. 72–87, doi:10.15575/jpba.v7i1.23894.

¹⁵ Sri Hariati Mustari and others, *Let's Play and Learn: Utilizing Gamified Activities in Enhancing Speaking Classroom at MAN Pangkajene Kepulauan*, 2025.

¹⁶ Liqaa Habeb Al-Obaydi, Marcel Pikhart, and Md Kamal Hossain, 'ChatGPT and the Development of Core Language Skills: An Exploratory Study of EFL College Students', *Contemporary Educational Technology*, 17.4 (2025), p. ep591, doi:10.30935/cedtech/17242.

¹⁷ Fatima Khaled and Jim Anderson, 'Textart, Identity and the Creative Process: A Case Study with Arabic Heritage Language Learners', *International Journal of Bilingual Education and Bilingualism*, 27.1 (2024), pp. 113–30, doi:10.1080/13670050.2022.2158721.

¹⁸ Lixun Wang, 'Adoption of the PICRAT Model to Guide the Integration of Innovative Technologies in the Teaching of a Linguistics Course', *Sustainability*, 15.5 (2023), p. 3886, doi:10.3390/su15053886.

¹⁹ Luiz Rodrigues and others, 'How Personalization Affects Motivation in Gamified Review Assessments', *International Journal of Artificial Intelligence in Education*, 34.2 (2024), pp. 147–84, doi:10.1007/s40593-022-00326-x.



Although previous studies have shown the benefits of gamification and interactive learning in language education, studies that specifically examine the use of simple classroom-based games to improve *mahārah al-kalām* through classroom action research at the junior high school level remain limited. This study fills this gap by implementing four accessible games—matching card, sentence completion, flip bottle, and guess the card—as a gamification strategy for Arabic speaking practice. The novelty of this study lies in the use of low-cost, non-digital, classroom-based games that are systematically integrated into Arabic speaking instruction through the stages of classroom action research.

Therefore, this study aims to answer the following research questions: (1) How is the gamification strategy implemented in Arabic speaking instruction in class VIII.3 of SMP Al-Faruqi? (2) To what extent does the implementation of gamification improve students' *mahārah al-kalām* learning outcomes?

B. RESEARCH METHODS

This study employed the Classroom Action Research (CAR) method. This method was chosen because it is in line with the purpose of the study, namely to improve the learning process directly in the classroom and to enhance students' *mahārah al-kalām* learning outcomes through actions designed in a gradual and reflective manner. The research participants were 24 female students of class VIII.3 at SMP Al-Faruqi.

The study was conducted in two cycles. Each cycle consisted of four stages, namely planning, action implementation, observation, and reflection. At the planning stage, the researcher prepared the instructional materials, designed gamification-based activities, and developed the research instruments. During the action stage, the teacher implemented Arabic language instruction by incorporating gamification elements. In the observation stage, the researcher observed the activities of both the teacher and the students throughout the learning process. In the reflection stage, the researcher evaluated the weaknesses and shortcomings of the implemented actions as the basis for improvement in the subsequent cycle.²⁰

In Cycle I, the teacher introduced the rules and procedures of the games and guided students to practice Arabic vocabulary and simple expressions. The reflection of Cycle I showed that several students were still unfamiliar with the game procedures and needed clearer examples before performing the speaking tasks. Therefore, in Cycle II, the teacher improved the implementation by giving clearer instructions, arranging the speaking tasks from simple to more complex activities, providing more immediate feedback, and applying the point and reward system more consistently.

The data collection techniques used in this study included observation, tests, and documentation. Observation was employed to obtain data on students' activeness, participation, cooperation, and confidence in speaking Arabic during the learning process. Tests were used to determine the improvement of students' *mahārah al-kalām* learning outcomes at the end of each cycle. Documentation was used to complement the research data, including attendance lists, observation sheets, test results, and records of learning activities.

The speaking test was designed to measure students' ability to use Arabic orally through vocabulary pronunciation, sentence completion, and short oral responses based on the learning

²⁰ Norlaila and Dina Hermina, 'PENELITIAN TINDAKAN KELAS', *Jurnal Riset Multidisiplin Edukasi*, 2.6 (2025), pp. 727–43, doi:10.71282/jurmie.v2i6.539.

material. The observation focused on students' participation, willingness to speak, cooperation in group activities, and ability to follow the game-based speaking tasks. Documentation was used to support the observation and test data by collecting students' score records, classroom activity notes, and learning media used during the implementation of gamification.

The data were analyzed using descriptive quantitative analysis. The analysis was carried out by calculating the mean learning score and the percentage of classical mastery. A student was considered individually successful if they achieved a score above the minimum mastery criterion (MMC) of 75. The learning process was considered classically successful if at least 80% of the students achieved mastery. The formula used to calculate students' classical mastery was as follows:

$$KK = \frac{F}{N} \times 100\%$$

Notes:

KK :Classical Mastery

F :Number of students who obtained a score ≥ 75

N :Total number of students

C. FINDING AND DISCUSSION

1. Implementation of Gamification Strategy

The implementation of the gamification strategy in this study was carried out by integrating several game-based activities into Arabic speaking instruction. The games used in the learning process were matching card, sentence completion, flip bottle, and guess the card. These games were designed to encourage students to practice Arabic orally through enjoyable, competitive, and interactive activities. Therefore, gamification in this study was not merely used as entertainment, but functioned as a structured instructional strategy to improve students' *mahārah al-kalām*.

The first game was matching card. In this activity, students were asked to match Arabic vocabulary cards with their meanings, pictures, or suitable expressions. After matching the cards, students had to pronounce the vocabulary aloud and use it in simple Arabic sentences. This activity helped students strengthen their vocabulary mastery before using the words in speaking practice.

The second game was sentence completion. In this activity, the teacher provided incomplete Arabic sentences, and students were asked to complete them orally using appropriate vocabulary or sentence patterns. This game trained students to construct simple Arabic utterances and encouraged them to speak more confidently. Students who were able to complete the sentences correctly received points for their group.

The third game was flip bottle. In this activity, students took turns flipping a bottle. When the bottle successfully landed upright, the student had to answer a question, mention a vocabulary item, or produce a simple sentence in Arabic based on the topic being studied. This activity created excitement in the classroom and encouraged students to participate because the speaking task was combined with a fun physical challenge.



The fourth game was guess the card. In this activity, students selected or guessed a hidden card containing vocabulary, pictures, or simple prompts. After guessing the card, they had to pronounce the word, explain it briefly, or make a short sentence in Arabic. This activity encouraged spontaneous speaking practice and helped students become more active in using Arabic orally.

In implementing these games, the teacher used several gamification elements, including rules, challenges, points, group competition, immediate feedback, and rewards. Students were divided into groups, and each group collected points based on their participation, pronunciation accuracy, sentence correctness, and cooperation. The points were written on the board as a simple leaderboard, and the group with the highest score received appreciation or simple rewards. Through this system, students were encouraged to participate actively and practice speaking Arabic in a more relaxed learning atmosphere.

In Cycle I, the implementation of gamification was still introductory. The teacher introduced the rules of each game and guided students in using Arabic vocabulary and simple expressions. However, some students were still hesitant to speak, not fully familiar with the game procedures, and still dependent on teacher guidance. Based on the reflection of Cycle I, several improvements were made in Cycle II, such as explaining the rules more clearly, giving examples before the games started, arranging the speaking tasks from easier to more difficult levels, and providing more opportunities for students to practice speaking.

In Cycle II, the implementation of gamification became more effective. Students were more familiar with the games, participated more actively in group activities, and showed greater confidence in speaking Arabic. The use of matching card, sentence completion, flip bottle, and guess the card helped students practice vocabulary, sentence construction, pronunciation, and oral responses in a more enjoyable way. Thus, the gamification strategy functioned as an instructional strategy that supported active participation, reduced students' fear of speaking, and improved their *mahārah al-kalām* learning outcomes.

Based on the reflection, improvements were made in Cycle II. The teacher explained the rules more clearly, provided examples of simple Arabic expressions before the game began, arranged the speaking challenges from easier to more difficult levels, and gave more direct feedback during the activity. The use of points, leaderboard, and rewards was also made more systematic so that students could see their progress and become more motivated to participate.

Before presenting the students' speaking test results, classroom observation showed that the implementation of gamification influenced students' learning behavior during the Arabic speaking activities. In Cycle I, several students were still passive and hesitant to speak because they were not familiar with the game rules and had limited vocabulary mastery. However, after the improvement of the gamification procedures in Cycle II, students became more willing to participate in speaking tasks, respond to questions, and cooperate with their group members. This behavioral change was supported by the increase in students' speaking test scores from Cycle I to Cycle II, as presented in the following tables.

Table 1. Summary of Classroom Observation in Cycle I and Cycle II

Observation Aspect	Cycle I	Cycle II
Students' participation	Several students were still passive and waited for teacher guidance.	More students participated in group speaking tasks and game activities.
Confidence in speaking	Some students were hesitant to speak Arabic in front of classmates.	Students became more willing to pronounce words, complete sentences, and answer oral prompts.
Vocabulary use	Students still had difficulty recalling and using vocabulary orally.	Students were helped by matching cards and guessing cards to recall and use vocabulary.
Sentence construction	Many students needed assistance in producing simple Arabic sentences.	Students showed improvement in completing and producing simple sentences.
Group cooperation	Group interaction was not yet optimal because students were still adapting to the games.	Group cooperation improved because students understood the rules and point system better.

Source: Research Data, 2025

The observation results show that the improvement was not only reflected in students' test scores but also in their classroom learning behavior. In Cycle I, students were still adapting to the gamification procedures and several of them were reluctant to speak. In Cycle II, clearer instructions, gradual speaking tasks, and consistent feedback helped students participate more actively. This qualitative evidence supports the quantitative improvement shown in the speaking test results.

2. Learning Outcomes in Cycle I

Table 2. Students' Learning Outcomes Data in Cycle I

No.	Student Names	Minimum Mastery Criterion	Final Score	Category
1.	Arini	75	80	Passed
2.	Aqila k	75	40	Not Passed
3.	Athirah	75	76	Passed
4.	Azka	75	52	Not Passed
5.	Azkiya	75	44	Not Passed
6.	Cheryl	75	88	Passed
7.	Fazika	75	68	Not Passed
8.	Filza	75	56	Not Passed
9.	Joy	75	56	Not Passed
10.	Meysha	75	48	Not Passed
11.	Nabila	75	88	Passed
12.	Nafla	75	80	Passed
13.	Naila	75	80	Passed
14.	Natasha	75	48	Not Passed
15.	Naura	75	84	Passed



16.	Nazifa	75	80	Passed
17.	Raisa	75	52	Not Passed
18.	Sayla	75	44	Not Passed
19.	Shakila	75	64	Not Passed
20.	Shireen c	75	80	Passed
21.	Shireen z	75	68	Not Passed
22.	Syafika	75	68	Not Passed
23.	Tazkiya	75	52	Not Passed
24.	Zahira	75	64	Not Passed
Mean Score			65.33	
Category			Low	

Source: Research Data, 2025

The learning outcomes presented in Table 1 indicate that the achievement of learning objectives was not yet optimal. The mean score of the students in Cycle I was 65.33. Of the 24 female students, only 9 achieved mastery, while 15 did not. The percentage of classical mastery at this stage reached 37.5%. These results indicate that the students' speaking ability was still in the low category.

The low achievement in Cycle I was caused by several factors. Some students were still hesitant to speak in front of their classmates, were not yet familiar with game-based activities, and still required guidance in constructing simple utterances in Arabic. On the other hand, the teacher was also still adjusting the form of gamification activities to the classroom conditions. Therefore, improvements needed to be made in the subsequent cycle.

3. Learning Outcomes in Cycle II

After the implementation of Arabic language instruction in Cycle II using a gamification-based approach, an improvement in students' learning outcomes was observed. The following are the students' learning outcomes in Cycle II.

Table 3. Students' Learning Outcomes Data in Cycle II

No.	Student Names	Minimum Mastery Criterion	Final Score	Category
1.	Arini	75	96	Passed
2.	Aqila k	75	56	Not Passed
3.	Athirah	75	80	Passed
4.	Azka	75	76	Passed
5.	Azkiya	75	76	Passed
6.	Cheryl	75	92	Passed
7.	Fazika	75	84	Passed
8.	Filza	75	88	Passed
9.	Joy	75	76	Passed
10.	Meysha	75	64	Not Passed
11.	Nabila	75	96	Passed
12.	Nafla	75	88	Passed
13.	Naila	75	88	Passed

14.	Natasha	75	64	Not Passed
15.	Naura	75	88	Passed
16.	Nazifa	75	88	Passed
17.	Raisa	75	76	Passed
18.	Sayla	75	80	Passed
19.	Shakila	75	76	Passed
20.	Shireen c	75	88	Passed
21.	Shireen z	75	92	Passed
22.	Syafika	75	80	Passed
23.	Tazkiya	75	68	Not Passed
24.	Zahira	75	92	Passed
Mean Score			81.33	
Category			High	

Source: Research Data, 2025

Based on the female students' learning outcomes in Cycle II presented in Table 2, the findings show a significant improvement in learning achievement. The students' mean score increased to 81.33. Out of 24 female students, 20 achieved mastery, while only 4 did not. The percentage of classical mastery reached 83.33%. These results indicate that the research success indicators were achieved.

This improvement suggests that the gamification strategy was able to help students become more active and confident in *mahārah al-kalām* learning. The structured game-based activities provided students with opportunities to practice speaking without feeling pressured. In addition, the enjoyable learning atmosphere made students more motivated to engage in Arabic language learning.

Table 4. Summary of Learning Outcomes in Cycle I and Cycle II

Cycle	Mean Score	Students Completed	Classical Mastery	Category
Cycle I	65.33	9 of 24	37.5%	Low
Cycle II	81.33	20 of 24	83.33%	High

Source: Research Data, 2025

Based on Table 3 above, the mean score increased by 16.00 points from Cycle I to Cycle II. The percentage of classical mastery also increased by 45.83 percentage points. These data indicate that the gamification strategy was effective in improving *mahārah al-kalām* learning outcomes.

4. Discussion

The findings of this study indicate that classroom-based gamification contributed to the improvement of students' *mahārah al-kalām* learning outcomes. The improvement was shown by the increase in the mean score from 65.33 in Cycle I to 81.33 in Cycle II. The number of students who achieved mastery also increased from 9 students in Cycle I to 20 students in Cycle



II, while classical mastery increased from 37.5% to 83.33%. These results show that the success criterion of the classroom action research was achieved in Cycle II.

The improvement occurred because gamification provided students with repeated opportunities to practice speaking Arabic in a more structured and enjoyable way. The four games used in this study had different instructional functions. Matching card supported vocabulary recognition and pronunciation. Sentence completion trained students to construct simple Arabic sentences. Flip bottle encouraged students to respond orally through a fun physical challenge. Guess the card stimulated spontaneous speaking practice through visual or vocabulary prompts. These activities helped students move from passive vocabulary recognition to active oral production. This finding is in line with Abdeen and Albiladi, who emphasize that game-based learning can increase students' engagement in language learning,²¹ and it also supports the findings of Jaafar and Yusoff, who reported the effectiveness of gamification in Arabic language learning.²²

From a theoretical perspective, the effectiveness of gamification can be understood through the integration of game elements into non-game learning activities. Elements such as challenges, rules, points, rewards, and feedback make the learning process more interactive, engaging, and meaningful.²³ In this study, these elements were not used merely to create entertainment, but to organize students' speaking practice in a more systematic way. Students were encouraged to participate, compete healthily, cooperate with group members, and receive immediate feedback from the teacher. This supports the view of Safitri and Tari, who state that gamification can increase enthusiasm, motivation, and active participation in language learning.²⁴

The classroom observation also showed that students' participation improved from Cycle I to Cycle II. In Cycle I, several students were still hesitant to speak because they were not familiar with the rules of the games and still had limited vocabulary mastery. In Cycle II, clearer instructions, examples before the activities, gradual task sequencing, and immediate feedback helped students become more confident in participating in oral activities. This finding indicates that gamification needs to be carefully designed; the success of gamification does not depend only on the games themselves, but also on how the teacher organizes the rules, tasks, feedback, and classroom interaction.

From the perspective of Arabic speaking instruction, the findings are relevant because *mahārah al-kalām* requires continuous practice, vocabulary mastery, pronunciation accuracy, and the courage to use Arabic orally. Students cannot improve speaking skills only through explanation or memorization. They need learning activities that allow them to try, make mistakes, receive feedback, and repeat oral production. This is consistent with Munthe,

²¹ Abdeen and Albiladi, 'Gamification and Technology-Based Learning'.

²² Jaafar and Yusoff, 'Experimental Study of The Effectiveness of Gamification Module for Arabic Language in Primary School'.

²³ Leonard Jiro Al Farid, Erike Anggraeni, and Weny Rosilawati, 'Pengaruh Antropomorfisme Merek Dan Strategi Gamifikasi Terhadap Retensi Pengguna Pada Aplikasi Duolingo Dalam Bisnis Islam', *Paradoks : Jurnal Ilmu Ekonomi*, 8.1 (2025), pp. 358–69, doi:10.57178/paradoks.v8i1.1098.

²⁴ Safitri and Tari, 'Persepsi Dan Pengalaman Mahasiswa Menggunakan Gamifikasi Untuk Meningkatkan Motivasi Dan Keterampilan Bahasa Inggris Di Era Digital'.

Bambang, and Hanafi, who explain that vocabulary mastery plays an important role in improving *mahārah al-kalām*,²⁵ and with Marlius, Bambang, and Wirman, who emphasize the importance of a supportive language environment for developing Arabic speaking skills.²⁶

In this study, gamification helped create a simple classroom language environment in which students were encouraged to speak Arabic repeatedly through structured games. The use of matching card and guess the card supported vocabulary recall, while sentence completion trained students to produce simple utterances. Flip bottle helped reduce the tension of speaking practice by combining oral tasks with enjoyable physical activity. Therefore, the gamification strategy functioned as a bridge between vocabulary knowledge and oral communication practice. This finding is also in line with Wahyuningsih and Musfirah, as well as Hasanah, who emphasize that improving *mahārah al-kalām* requires active and communicative instructional strategies that provide students with opportunities to practice speaking.²⁷

In addition, the success of gamification in this study can be explained through its core principles, such as the opportunity to try, immediate feedback, gradual progress, challenge, and reward. These principles made students feel more secure and motivated to participate in speaking activities. In *mahārah al-kalām* learning, this condition is important because fear of making mistakes often prevents students from speaking. The finding is supported by Aini and Husna, who state that gamification elements can increase students' motivation and involvement in the learning process.²⁸

The findings also strengthen previous studies which state that gamification can increase student engagement and make language learning more interactive. However, the contribution of this study lies in its use of simple, non-digital games in a classroom action research context. Unlike gamification studies that rely on digital platforms, this study shows that low-cost classroom games can also be used effectively to support Arabic speaking practice. Therefore, this study offers a practical contribution for Arabic teachers, especially in schools with limited technological facilities.

Nevertheless, the improvement in this study should be understood in relation to the classroom context. The strategy was implemented in one class with 24 students and focused on specific speaking materials. Therefore, the results cannot be generalized to all Arabic learning contexts without further studies. Future research may compare different types of gamification strategies, involve more classes, or use more detailed speaking assessment rubrics to measure pronunciation, fluency, vocabulary, and grammatical accuracy separately.

²⁵ Suandi Munthe, Bambang Bambang, and Abdul Halim Hanafi, 'Pembelajaran Mufradat Dalam Meningkatkan Mahārah al-Kalām Santri Di Pondok Pesantren', *Jurnal Naskhi: Jurnal Kajian Pendidikan Dan Bahasa Arab*, 4.2 (2022), pp. 22–31, doi:10.47435/naskhi.v4i2.1194.

²⁶ Yoni Marlius, Bambang Bambang, and Metsra Wirman, 'The Efforts to Improve Students' Arabic Speaking Skills Through Language Environment Activation: A Study of Phenomenology', *Al-Ta'rib : Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab IAIN Palangka Raya*, 9.1 (2021), pp. 35–48, doi:10.23971/altarib.v9i1.2585.

²⁷ Wahyuningsih and Musfirah, 'Penerapan Metode Total Physical Response Terhadap Peningkatan Mahārah al-Kalām Pada Siswa Kelas X Ipa 3 Man 1 Kota Bima'; Faidatul Hasanah, 'Penerapan Metode Debat Bahasa Arab Dalam Meningkatkan Keterampilan Berbicara Siswi Kelas Bahasa Di Madrasah I'dadiyah Pondok Pesantren Salafiyah Syafi'iyah'.

²⁸ Fadhilah Aini and Nurul Husna, *Penggunaan Elemen Gamifikasi Dalam Meningkatkan Motivasi Dan Keterlibatan Siswa Dalam Pembelajaran*, 05.01 (2025).



D. CONCLUSIONS

Based on the findings, it can be concluded that the implementation of classroom-based gamification improved the *mahārah al-kalām* learning outcomes of class VIII.3 students at SMP Al-Faruqi. The strategy was implemented through four games: matching card, sentence completion, flip bottle, and guess the card. These games were supported by rules, challenges, points, group competition, immediate feedback, and simple rewards.

The improvement was shown by the increase in students' mean score from 65.33 in Cycle I to 81.33 in Cycle II. The number of students who achieved mastery increased from 9 of 24 students to 20 of 24 students, and classical mastery increased from 37.5% to 83.33%. These results indicate that the research success criterion was achieved in Cycle II.

This study contributes to Arabic language teaching by showing that simple classroom-based gamification can support speaking practice, increase oral participation, and create a more engaging learning environment. For Arabic teachers, the findings imply that speaking instruction should provide students with repeated opportunities to pronounce vocabulary, complete sentences, respond to prompts, and communicate orally through structured activities.

This study has several limitations. It was conducted in one class with a limited number of participants, and the improvement was measured mainly through classroom observation and speaking test scores. Therefore, future studies are recommended to involve broader participants, use more detailed speaking assessment indicators, and compare classroom-based gamification with other speaking instruction strategies.

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Declarations

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All authors contributed to the formulation of the research concept, data collection, data analysis, manuscript drafting, revision of the article content, and final approval of the manuscript.

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The data used in this study are available from the corresponding author and may be requested for reasonable academic purposes.

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The authors declare that they have no conflicts of interest, whether financial or non-financial, related to this research and the publication of this article.



AI Use Statement

During the preparation of this manuscript, the authors used ChatGPT (GPT-5.4 Thinking) to support language editing and manuscript structuring. All AI-assisted outputs were critically reviewed, revised, and verified by the authors, who take full responsibility for the final content of the manuscript.

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