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DEVELOPMENT OF *KALAMPOLY* MEDIA BASED ON COMMUNICATIVE LANGUAGE TEACHING TO IMPROVE *MAHARAH KALAM*

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ABSTRACT

This study was motivated by the limited availability of learning media supporting *maharah kalam* (speaking skills) instruction at MTs Al-Mustaqim Lawang. It aims to: (1) describe the development process and feasibility of "KALAMPOLY" a communicative approach-based board game media, and (2) evaluate its effectiveness in improving the *maharah kalam* of seventh-grade students. Applying a Research and Development (R&D) design based on the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation), the study was conducted from September to November 2025 with 24 seventh-grade students at MTs Al-Mustaqim Lawang. Data were gathered through interviews, observations, questionnaires, tests, and documentation. Media feasibility was evaluated by experts, while media effectiveness was measured using a paired-sample t-test ($t = \bar{d}/(S_d/\sqrt{n})$) with a significance threshold of α = .05. The development process yielded the KALAMPOLY learning package, comprising a game board, question cards, challenge cards, star cards, dice, pawns, and an instruction guidebook. Expert validations confirmed that the media is highly feasible, achieving scores of 98.5% from the material expert and 90.0% from the media expert. Furthermore, student speaking performance improved significantly, with the mean score increasing from 12.83 on the pretest to 17.00 on the posttest. The paired-sample t-test demonstrated that this improvement was statistically significant ($p < .001$). Overall, the findings indicate that KALAMPOLY media is highly feasible and effective in enhancing students' *maharah kalam*.

Keywords: Learning Media; Communicative Language Teaching; maharah kalam; Madrasah Tsanawiyah

ABSTRAK

Penelitian ini dilatarbelakangi oleh terbatasnya ketersediaan media pembelajaran yang mendukung pengajaran maharah kalam (kemampuan berbicara) di MTs Al-Mustaqim Lawang. Penelitian ini bertujuan untuk: (1) mendeskripsikan proses pengembangan dan kelayakan "KALAMPOLY", sebuah media permainan papan berbasis pendekatan komunikatif, dan (2) mengevaluasi keefektifannya dalam meningkatkan maharah kalam siswa kelas VII. Dengan menerapkan desain Penelitian dan Pengembangan (R&D) berdasarkan model ADDIE (Analisis, Desain, Pengembangan, Implementasi, dan Evaluasi), penelitian ini dilaksanakan dari bulan September hingga November 2025 dengan melibatkan 24 siswa kelas VII di MTs Al-Mustaqim Lawang. Data dikumpulkan melalui wawancara, observasi, kuesioner, tes, dan dokumentasi. Kelayakan media dievaluasi oleh para ahli, sedangkan efektivitas media diukur menggunakan uji-t sampel berpasangan ($t=\bar{d}/(S_d/\sqrt{n})$) dengan ambang signifikansi α = 0,05. Proses pengembangan menghasilkan paket pembelajaran KALAMPOLY, yang terdiri dari papan permainan, kartu pertanyaan, kartu tantangan, kartu bintang, dadu, bidak, dan buku panduan instruksi. Validasi oleh para ahli menegaskan bahwa media ini sangat layak, dengan skor 98.5% dari ahli materi dan 90.0% dari ahli media. Selain itu, kinerja berbicara siswa meningkat secara signifikan, dengan skor rata-rata naik dari 12,83 pada prauji menjadi 17,00 pada pascauji. Uji-t sampel berpasangan menunjukkan bahwa peningkatan ini secara statistik signifikan ($p < 0.001$). Secara keseluruhan, temuan ini menunjukkan bahwa media KALAMPOLY sangat layak dan efektif dalam meningkatkan maharah kalam siswa.

Kata Kunci: Media Pembelajaran; Pendekatan Komunikatif; *maharah kalam*; Madrasah Tsanawiyah

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INTRODUCTION

Language competence comprises four primary skills: listening (*istima'*), speaking (*kalam*), reading (*qira'ah*), and writing (*kitabah*). These skills are grouped into comprehension and language use, with each aspects incorporating receptive and productive dimensions. Comprehension encompasses reading and listening skills, while usage encompasses speaking and writing skills (Mufida et al., 2017).

Maharah kalam involves the ability to express thoughts and feelings quickly and accurately, as well as the ability to choose appropriate words and sentences verbally (Arifin, 2017). The 2022 Decree by the Director General of Islamic Education states that students are expected to develop the ability to access information and establish meaningful interactions. Students are expected to be able to convey feelings or thoughts and understand the speech of their interlocutors (Magfirah & Zainal, 2026). Reality shows that students' *maharah kalam* skills at the *Ibtidaiyah*, *Tsanawiyah*, and even *Aliyah* levels are still relatively low. One reason is a learning approach that focuses too much on memorizing grammar and vocabulary without sufficient opportunities for speaking practice (Jannatul Jannah & Kasyulita, 2023). Students also struggle to speak Arabic due to a fear of making mistakes when speaking (Muna, 2019). Another factor is the lack of innovation in learning methods and media use by teachers (Kaltsum et al., 2025).

Arabic, a foreign language in Indonesia, requires the use of media to enable students to learn in an engaging and easy-to-understand manner (Rahmawati et al., 2022; Wulandari et al., 2023). Students are enthusiastic about multimodal learning, which involves collaborative pairs or groups activities allows them to more freely respond to questions in *hiwar* (recitations) that have been recited together using previously learned vocabulary. This requires learning media for *maharah kalam* that encourages student enthusiasm, collaboration, and relevance to the material being studied.

Preliminary research found that Arabic language instruction at MTs Al-Mustaqim uses textbooks and is not supported by other media that facilitate *maharah kalam* learning. Students are able to memorize vocabulary in Arabic material, but they struggle to apply it to conversations or simple utterances. Although they understand the context of questions, they often only answer using a single relevant vocabulary word or nonverbal cues. This learning does not encourage active student involvement, resulting in limited classroom interaction and less meaningful understanding (Susanti et al., 2024).

Maharah kalam (speaking skill) is a skill that requires students to have the ability to express ideas orally through meaningful communication interactions. In learning a foreign language, speaking skills depend not only on knowledge of vocabulary and syntax but also on sufficient communication opportunities during the learning process (Saepudin, 2012). Therefore, an approach that emphasizes communication activities is relevant in learning *maharah kalam*. One language learning approach relevant to Arabic learning is Communicative Language Teaching (CLT), which prioritizes communication as the primary goal in language learning. This approach emphasizes the use of language in real situations through various interactive activities such as dialogue, discussion, and conversation simulations (Richards, 2006).

In addition to a communicative approach, active student engagement is also a crucial factor in language learning. The concept of active learning emphasizes that learning activities that encourage students to think, discuss, and practice skills will result in a more meaningful learning process. One strategy that can support active learning is the use of game-based learning, which includes rules, challenges, and rewards to provide a fun and meaningful learning experience. Learning that involves game components has been shown to foster learning motivation, student engagement, and social interactions that occur during the learning process (Plass et al., 2015).

Maharah kalam learning through educational games also allows students to apply vocabulary in real-life conversational situations more spontaneously.

Building on this, several related studies highlight the effectiveness of game-based media in enhancing *maharah kalam*. For example, Mandaka (2025) developed the *maharah kalam* monopoly media for MTsN 6 Sleman students using a communicative approach and found it improved learning outcomes. Similarly, Rohmawati and Anwar (2025) modified Arabic monopoly with an edutainment basis, which effectively improved *maharah kalam* for students at MA Islamiyah Tanggulangin Sidoarjo. Andari (2020) developed Arabic Ludo, which received positive responses from both students and teachers at MI Nahdlatul Ulama' Bululawang. Additionally, Bulan's (2019) larpoli *maharah kalam* media improved *maharah kalam* among students at Islamic boarding schools. Rohmawati (2019) also produced a modified monopoly medium that can be applied to learning *maharah kalam*. Finally, Muna (2019) demonstrated the effectiveness of interactive monopoly media for learning *maharah kalam* at MTsN 2 Kediri. Collectively, these studies show that monopoly-based games serve as an effective learning medium for *maharah kalam*.

Although several previous studies have developed monopoly media for learning *maharah kalam*, they were implemented at other levels or in other settings, such as Islamic elementary schools (*madrasah ibtidaiyah*), Islamic senior high schools (*madrasah aliyah*), and Islamic boarding schools (*pesantren*). Their materials still need to be developed more systematically, their designs are less attractive and innovative, and there has been no study of the development of monopoly game media for the odd-semester material of grade VII MTs.

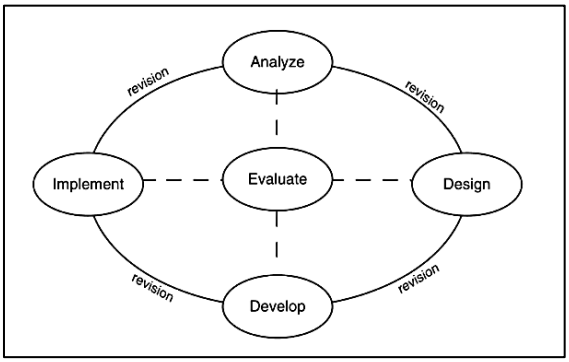
Although monopoly-based media have been widely adapted in educational settings, most existing monopoly learning games primarily focus on vocabulary memorization, passive grammar identification, or written tasks. The novelty of KALAMPOLY lies in bridging this gap by integrating a monopoly-style format with an explicitly communicative approach designed for active *maharah kalam* (speaking skills) instruction. Unlike conventional monopoly-based media, KALAMPOLY requires students to perform real-time, functional oral interactions in Arabic asking, answering, and responding through tailored question and challenge cards while leveraging group competition, challenges, and rewards to sustain engagement. Furthermore, its content is specifically aligned with KMA 183 and the seventh-grade Arabic curriculum (covering *ta'aruf*, *al-marafiq al-madrasiyyah*, and *al-adawaat al-madrasiyyah*), with its structural quality comprehensively verified through the ADDIE development model, expert validations, and an accompanying usage guidebook.

By combining game-based learning with a communicative framework, KALAMPOLY addresses the critical need for interactive media that foster 21st-century collaborative skills while actively stimulating oral language production. Consequently, the explicit objectives of this study are to: (1) describe the development process and evaluate the feasibility of KALAMPOLY media based on the communicative approach for seventh-grade students, and (2) determine the effectiveness of the media in improving the *maharah kalam* of seventh-grade students at MTs Al-Mustaqim Lawang.

METHOD

This study used research and development methods (Sugiyono, 2013) to develop *KALAMPOLY*, an acronym for "kalam" and "monopoly," a media for *maharah kalam* learning. The ADDIE model developed by Branch (2009) was employed as the framework for the development process (Zamsiswaya & Syahrizul, 2023), encompassing five stages: analysis, design, development, implementation, and evaluation.

Figure 1. ADDIE Model Research Process Stages



The research procedure was carried out in stages: (1) analyze, conducted to determine learning needs by analyzing the curriculum, media, and learning strategies; (2) design, conducted by creating a draft material grid and media design to align with learning needs and objectives; (3) develop, conducted by realizing the design into a finished product which subsequently underwent expert validation; (4) implement, conducted by testing the product on seventh-grade students of MTs Al-Mustaqim Lawang as research subjects; (5) evaluate, conducted to refine the product and measure its effectiveness on the ability of *maharah kalam*.

This study involved material experts and media experts to assess the feasibility of the media. The subjects consisted of 24 seventh-grade students of MTs Al-Mustaqim Lawang. Conducted from September to November 2025 in the odd semester of the 2025/2026 academic year, this study collected data through interviews, observations, questionnaires, tests, and documentation. The instruments consisted of a product validation questionnaire with a Likert scale (1-5), accompanied by open criticism and suggestions, and a *maharah kalam* test. The percentage of feasibility scores in the expert validation questionnaire is processed using the formula:

$$P = \frac{f}{N} \times 100\%$$

Description:

P = percentage

f = total score obtained

N = maximum total score

100% = constant percentage

Table 1. Expert Rating Scale
(Source: Arikunto, 2011)

Percentage Score Range	Category
76 – 100%	Valid
56 – 75%	Fairly Valid
40 – 55%	Less Valid
0 – 39%	Invalid

Effectiveness analysis was conducted by processing pretest and posttest scores to measure media effectiveness with a paired sample t-test formula :

(1) Normality test: Shapiro-Wilk, criterion p>0.05

(2) Effectiveness test: *paired sample t-test*:

$$t = \frac{d}{sd/\sqrt{n}}$$

Description:

d = mean of the differences

sd = standard deviation of the difference

n = number of pairs

The media is considered effective if (Sig. 2-tailed) is less than 0.05. The results of media effectiveness become evaluation outputs in the media development process.

RESULTS AND DISCUSSION

Development of *KALAMPOLY* Media to Improve *Maharah Kalam*

Analyze

The initial stage was an analysis to gather information about learning conditions and explore learning issues, student needs, and characteristics. The curriculum, materials, and competency analysis were obtained through literature review, while the analysis of Arabic language learning in the classroom and student characteristics was obtained through field observations.

The curriculum analysis was conducted by reviewing the KMA 183 Curriculum guidelines (Kementerian Agama Republik Indonesia, 2019) for Arabic language lessons at the seventh-grade Islamic Junior High School (MTs) level. This curriculum outlines the competencies students must achieve in learning Arabic. This analysis was followed by a material analysis after researching the textbooks used at the research school, which used books published by the Madrasah KSKK Directorate (Baharudin, 2020) for seventh-grade Islamic Junior High Schools (MTs), which served as the primary source for Arabic language learning.

Based on observations, learning at MTs Al-Mustaqim was implemented using a conventional learning model dominated by textbooks and vocabulary memorization techniques. Students engaged in dialogue with their peers struggled to string together vocabulary words into short sentences and had limited understanding of the meaning of the questions posed or their own answers.

In terms of the characteristics of the seventh-grade students at the research school, the majority of students come from public schools that previously did not have Arabic lessons, so some of these students are in the early phase of their Arabic language learning. However, this school is also under the auspices of a foundation with Islamic boarding schools and various levels of school from elementary to high school, so there are some students who come from *madrasah ibtidaiyah* backgrounds, and some are also students at Islamic boarding schools.

Design

The follow-up to the learning needs analysis results was media design. In the design stage, the learning media focused on training students' *maharah kalam* skills. During the design stage, researchers developed the KALAMPOLY media design as a conceptual outline of the product to be developed, visualizing the basic idea of the game media, including gameplay and components. The game system was based on the principles of game-based learning, through a series of competitive elements, challenges, and rewards to increase student participation and motivation.

In the design stage, the product design process was divided into two stages: a) material design. At this stage, the content of the game media was structured according to the learning objectives based on the KMA 183 syllabus and the seventh-grade Arabic language textbook, and b) media design. The output of this research product was KALAMPOLY media as a *maharah kalam* learning medium for seventh-grade students of Islamic Junior High Schools (MTs).

In the design stage, the design focused on adapting the media structure to the objectives of *maharah kalam* learning and implementing a communicative approach in learning activities. The application of the communicative approach is carried out through the preparation of materials that become media content in the form of question cards, challenge cards, and a media usage system that requires students to use Arabic to ask, answer, and provide oral responses in conversations between students.

Tabel 2. Material Design

Material	Core Competencies	Indicators
At-Ta'aruf	3.1 Understand the social function, text structure, and linguistic elements of a simple text on the theme of التعارف. 4.1 Demonstrate introductory speech acts orally and in writing.	1. Students are able to introduce themselves in simple sentences. 2. Students can introduce others using هو / هي. 3. Students can ask and answer questions about their hometown using أين من. 4. Students are able to ask and state professions.
Al-Marafiq Al-Madrasiyah	3.3 Understand the social function, text structure, and the linguistic components presented in a simple text based on the theme of المدرسية المرافق. 4.3 Demonstrate orally, pointing to school facilities.	1. Students are able to name school facilities using appropriate demonstrative words. 2. Students are able to explain the function of school facilities. 3. Students are able to name the location of school facilities using adverbs of place. 4. Students are able to describe school facilities using adjectives.
Al-Adawaat Al-Madrasiyah	3.5 Understand the social function, text structure, and linguistic elements of simple narrative texts on the theme المدرسية الأدوات. 4.5 Demonstrate speech acts to point to school equipment.	1. Students are able to name and color school equipment. 2. Students are able to use possessive pronouns. 3. Students are able to answer and use interrogative sentences لِمَن 4. Students are able to connect the names and colors of school equipment with ownership.

The media design is determined by the shape of a square board measuring 37 cm x 37 cm, which refers to the gaming industry standard, taking into account player visibility to the game board. The media color scheme is based on Frank and Gilovich's (1988) color psychology in Mulyati (2022), which states that color influences human psychological conditions. Blue was chosen because it gives the impression of calm and order, yellow is used to arouse enthusiasm, while orange was chosen because it gives the impression of warmth and energy.

Figure 2. Media Color Scheme



The next step was determining the typography or font used in KALAMPOLY. The typography used took into consideration readability, visual appeal, and appropriateness to the media theme. The Mirza font was chosen because its characters feature decorative Arabic-Islamic nuances, while the Poppins font, a modern sans-serif typeface, is suitable for writing main content and media content because it is easy to read at small sizes.

The pawn designs were designed as male and female characters, appropriate for MT's students. The pawn characters are designed to wear neat and covered clothing because the target school is a madrasah that implements Muslim uniforms for students. The use of diverse colors is also based on the age characteristics of students who are in the transition from childhood to early adolescence, requiring attractive and non-monotonous visuals.

Develop

The development phase then proceeded to implement the previously designed media. The media, covering three topics for the odd semester, was printed in a 37x37 cm size and contained 20 squares with different colors and illustrations. These consisted of 30 question cards and 30 challenge cards, as well as acrylic pawns, dice, star cards, and a game guide. During the development phase, the media was subjected to a phased feasibility test; following the development process, validation was conducted by material experts and media experts. The material validation obtained a score of 98.5%, indicating a very high level of feasibility. Input from the material expert validator included grammatical adjustments to several sentences.

The printed product was submitted to the media expert for assessment on visual appearance, clarity of writing, and the quality of the materials used. After validation, the media showed a high level of feasibility with a value of 90.0% (very feasible). The input from the media expert included: 1) changing the hamzah washal to hamzah qath'i in two text words on the game board, and 2) increasing the size of the cards and improving the quality of the material so that they are durable and not easily damaged when handled frequently by students.

Figure 3. Hamzah Qath'i Writing Design Improvement

Before	After
	

The expert validation indicated that the media was feasible for use, provided that the recommended revisions were made. After revision, the media proceeded to the implementation stage in the *maharah kalam* learning process.

Figure 4. KALAMPOLY Media



Implement

The implementation of the KALAMPOLY learning media was conducted through testing in a seventh-grade class of MTs Al-Mustaqim Lawang, with 24 students. At this stage, the researcher conducted a pretest before using the media to determine the students' *maharah kalam* ability. Pretest and posttest data were analyzed to determine the effectiveness of the developed media in supporting the learning of *maharah kalam*.

Following the pretest, three meetings were held to facilitate the introduction (*ta'aruf*), school facilities (*al-marafiq al-madrasiyyah*), and school equipment (*al-adawaat al-madrasiyyah*). Learning activities were conducted in groups, with each group consisting of four students, forming six groups of 24 students total.

During media usage, students demonstrated high enthusiasm, as evidenced by their active responses when raising their hands to answer questions. Given this situation, the researcher observed that using the media in a classroom divided into several groups should ideally involve an assistant teacher to help manage the game, in addition to the main teacher, to ensure discipline and smooth gameplay.

Figure 5. Implementation of Learning with KALAMPOLY Media



Upon completing the learning activities, a posttest was administrated to the students to determine the improvement in their *maharah kalam* abilities after utilizing the media. During the posttest process, most students were able to understand the questions asked and although some still experienced difficulty constructing complete responses, so some students answered using hand signals or using vocabulary relevant to the answers.

Evaluate

In implementing the development stages of the ADDIE model, formative evaluation is carried out during the development process to determine quality and provide reflection on the use of KALAMPOLY media. This is followed by a summative evaluation carried out during the implementation process to ensure that the developed media can achieve learning objectives and accommodate learning needs. Formative evaluation was conducted through the expert validation process, whereas the pretest and posttest results were utilized as the basis for summative evaluation to assess the effectiveness of KALAMPOLY media in supporting *maharah kalam* learning.

The Effectiveness of *KALAMPOLY* Media to Improve *maharah kalam*

The pretest and posttest scores for *maharah kalam* comprehension were analyzed using a paired-sample t-test to measure the effectiveness of the media for learning *maharah kalam* among seventh-grade students at MTs Al-Mustaqim Lawang. After processing the data, an average score of 12.83 was obtained for the pretest and 17.00 for the posttest. This difference indicates an increase in *maharah kalam* comprehension after using the media.

The Shapiro-Wilk normality test showed significance values of .455 for the pretest and .326 for the posttest. Since both values exceeded .05 ($p > .05$), the pretest and posttest data were considered normally distributed, fulfilling the assumption for conducting a paired-sample t-test.

A paired-sample t-test was conducted to determine whether students' *maharah kalam* significantly improved before and after using the media.

Table 3. Paired-Sample t-Test Results

Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pretest - Posttest	-4.167	2.259	.461	-5.120	-3.213	-9.037	23	.000

The findings indicated a significance value of (Sig.) of 0.000, which was lower than the predetermined significance threshold of 0.05 ($p < 0.05$), so it is known that there is a significant difference in *maharah kalam* comprehension before and after using the media. Based on the results of the effectiveness test above, the media is effective in increasing *maharah kalam* of class VII students of MTs Al-Mustaqim Lawang.

Discussion

Development of *KALAMPOLY* Media to Improve *Maharah Kalam*

The development of the media materials was guided by the provisions of KMA 183 for the Arabic language at grade VII of Islamic Junior High School (MTs), which contains core competencies and basic competencies for students. The material covers introductory topics, school facilities, and school equipment, in accordance with the material being studied. This allows students to apply the vocabulary they have learned in real, contextual conversations, rather than memorizing historical texts. This finding is supported by the results of the implementation,

showing that throughout the learning process, students demonstrated high enthusiasm when using the media, as evidenced by their participation in answering and completing game challenges. This is supported by the theory that game-based learning is effective as a learning strategy because it contains elements of goals, rules, and challenges that foster competition, thus encouraging student motivation to participate (Hermawan, 2024).

Media design, such as determining size, color selection, visual elements, and typography, is based on media design theory, which states that learning media design elements must consider the integration of visual elements, shapes, and colors that suit student characteristics to facilitate learning comprehension (Nasa'i & Sari, 2023). In addition, the selection of bright and contrasting colors in the media is adjusted to the characteristics of early adolescent students (13–15 years old) who tend to prefer attractive and dynamic visual displays (Hamalik in Sapriyah, 2019). The visual design of the media has been proven to make a significant impact in the *maharah kalam* learning process because, as stated by Wahidin (2025), visual design attracts attention and increases students' learning motivation.

This media development received a 98.5% approval rating from material experts and a 90.0% approval rating from media experts, indicating that the media is highly suitable as a *maharah kalam* learning media. Therefore, the media meets the requirements for content, language, visuals, material quality, and suitability for learning objectives. This concept is in accordance with the principles of educational product development, with an emphasis on validation as a form of quality assurance before the product is used in learning (Mustakim et al., 2025).

The results of the media application in this study, using a group game system that provides students with opportunities to collaborate through question-and-answer sessions and oral challenges, have been shown to increase student engagement. This supports Solichah et al.'s (2025) research, which found that collaboration fosters social interaction that supports the learning process. In addition to encouraging interactions that support *maharah kalam*, this strategy aligns with Jean Piaget's constructivist view that students must actively construct their knowledge through learning experiences (Azzahra et al., 2025). Similarly, the concept of active learning emphasizes that learning is more meaningful when students actively participate, requiring interaction during discussions and direct skill practice (Lidawati & Gayo, 2025).

The Effectiveness of *KALAMPOLY* Media to Improve *Maharah Kalam*

KALAMPOLY media had a positive impact on the *maharah kalam* of seventh-grade students at MTs Al-Mustaqim Lawang. The mean score rose from 12.83 on the pretest to 17.00 on the posttest, a gain of 4.17 points (about 32.5% above the pretest mean), and the paired-sample t-test showed that this difference was statistically significant ($p < .001$). The improvement is also visible in classroom behavior: whereas students in the preliminary study mostly answered with a single vocabulary word or nonverbal cues, most students in the posttest understood the questions and responded orally, although some still relied on gestures or single words.

The above study findings demonstrate an increase in *maharah kalam*, indicating effective learning. As Bistari (2017) stated, learning effectiveness can be determined by differences in behavior or improved learning outcomes after the learning process. These findings indicate that the developed media is effective in supporting the improvement of *maharah kalam*.

In practical terms, the gain suggests that the game activities gave students repeated, low-pressure opportunities to use vocabulary they had already memorized in actual speech, which was the main problem identified in the preliminary study. This result should nevertheless be interpreted with caution. The study involved a single class of 24 students, three learning meetings, and no control group, so the improvement cannot be attributed to the media alone. Because

vocabulary and *qawaid* tended to remain unchanged, the media appears to have strengthened students' oral performance (fluency, speech characteristics, and comprehension) rather than their knowledge of language forms. Future research with a control group, a larger sample, and a longer treatment period is needed to confirm these findings.

Based on the assessment data for the *maharah kalam* aspect, the most consistent improvement occurred in fluency, speech characteristics, and comprehension, while vocabulary and *qawaid* tended to remain unchanged. These findings indicate that media not only enhances learning outcomes quantitatively but also strengthens students' communicative competence through repeated oral practice. The results of this improvement are also in line with the principles of the communicative approach which emphasizes the aspects of fluency and meaning before the accuracy of the structure; in addition, from the perspective of foreign language acquisition, initial abilities and acceleration of language learning influence the achievement of language skills (Mazidah et al., 2025), and Al-Qahtani (2018) further emphasizes that interaction forms the foundation of *maharah kalam* ability.

The effectiveness of media in improving *maharah kalam* is in accordance with the concept of a communicative approach, which emphasizes that the main objective of language learning is not to memorize vocabulary or grammatical rules, but rather to grasp the meaning of the language being studied (Fadhilah & Jauhari, 2025). This finding supports Mandaka's (2025) research, which developed a monopoly media for teaching *maharah kalam* based on a communicative approach that significantly improved *maharah kalam*.

The findings of the present study are consistent with previous research showing that monopoly-based games are effective and feasible for *maharah kalam* learning. Mandaka (2025), who also used a communicative approach to develop *maharah kalam* monopoly media for MTsN 6 Sleman students, and Muna (2019), who tested interactive monopoly media at MTsN 2 Kediri, reported improvements at the same educational level as the present study. Rohmawati and Anwar (2025) at MA Islamiyah Tanggulangin Sidoarjo and Rohmawati (2019) likewise found that modified monopoly games can improve *maharah kalam*, while Andari (2020) using Arabic Ludo and Bulan (2019) using LARPOLI also reported positive responses. Taken together, these studies suggest that the game-based format works across different institutions and levels, which strengthens the credibility of the improvement found here. The present study extends this body of work by focusing on the grade VII odd-semester material based on KMA 183 and by testing communicative question and challenge cards in group play through both expert validation and a pretest–posttest. The alignment of these results shows that the designed media is valid with the support of communicative approach theory, game-based learning concepts, and empirical findings in similar research, so that the media can effectively support the achievement of learning objectives.

The effectiveness of the media in this study was inseparable from supporting factors. First, repeated interactions during the game fostered courage and fluency in speaking. Students were encouraged to understand the meaning of conversations and use Arabic in a two-way conversation to ask and answer questions. These findings align with the communicative approach to language learning, which prioritizes communication. As Saepudin (2012) argues in his book "Learning Arabic Language Skills," activities such as group discussions, answering questions, and completing oral challenges provide students with opportunities to practice *maharah kalam* in a non-pressurizing atmosphere. Furthermore, student interaction during learning through question-and-answer activities and group collaboration demonstrates that learning is not solely focused on test scores but also on learning quality (Hardar et al., 2025). This aligns with the active

learning principle proposed by Silberman in Humisar (2021), which states that learning is effective when students are actively engaged in the learning process by constructing their own understanding through interaction and experiential learning.

In addition to student interaction, media effectiveness is also influenced by the learning design, which is based on game-based learning principles that incorporate a series of rules, challenges, rewards, and punishments. According to Rambe et al. (2024), game systems involving rules and challenges maintain learning motivation and reduce boredom. Group-based games also encourage collaboration among students to help each other understand questions or instructions and then solve the answers together. This collaborative aspect aligns with the characteristics of language learning, which emphasizes social interaction as a means of developing language skills (Mazura et al., 2026). The findings of this study are consistent with previous research showing that the use of monopoly learning media can increase student *maharah kalam* and participation.

CONCLUSION

This research following the ADDIE model through five stages: analysis, design, development, implementation, and evaluation, resulted in the *KALAMPOLY* learning media, which is considered effective and highly feasible in improving students' *maharah kalam* in grade VII of Islamic Junior High School (MTs). The developed media consists of a game board, question cards, challenge cards, star cards, dice, pawns, and a user guidebook. The media's feasibility is demonstrated based on the validation results from material experts (98.5) and media experts (90). The media effective in enhanching students' *maharah kalam* skills by the results of a paired sample t-test with a Sig. 2 value of 0.000 (<0.05), in student's *maharah kalam* abilities before and after using the media.

AUTHOR CONTRIBUTIONS STATEMENT

[JZA] contributed to the conceptualization and design of the study, conducted data collection and analysis, developed the learning media and drafted the manuscript. [MWD], as the primary supervisor, supervised the study, provided academic guidance, and critically evaluated the manuscript. [AS], as the co-supervisor, contributed to the research methodology, theoretical framework, and manuscript refinement. All authors have reviewed and approved the final version of the manuscript.

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