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Interactive *PowerPoint* Media in Arabic *Maharah Kalam* Learning for Eighth Grade Students

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ABSTRACT. This study aims to investigate the implementation of interactive *PowerPoint* (PPT) media in teaching *Maharah Kalam* to eighth-grade students at MTs Miftahul Huda Ngunut Tulungagung. The research employed a qualitative descriptive approach through classroom observation, interviews, and documentation. The findings revealed that the use of interactive PPT media significantly improved students' participation, speaking confidence, vocabulary mastery, pronunciation, and learning motivation during Arabic language instruction. The integration of images, animations, audio pronunciation, and conversation exercises created a more engaging and communicative learning environment. Students became more active in speaking activities, collaborative discussions, and dialogue practices because the media facilitated contextual and enjoyable learning experiences. In addition, teachers benefited from more systematic and interactive material delivery through multimedia presentations. Although several technical challenges related to classroom facilities were identified, the implementation of interactive PPT media remained effective in supporting Arabic speaking instruction. Therefore, interactive PPT media can be considered an innovative strategy for improving *Maharah Kalam* learning outcomes.

Keywords:*Interactive PowerPoint, Arabic Language Learning, Maharah Kalam, Learning Media, MTs Students.*

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INTRODUCTION

The development of educational technology in the digital era has significantly transformed the teaching and learning process, including in Arabic language education. Teachers are increasingly required to create innovative, interactive, and student-centered learning environments to improve students' language competencies. In Arabic language learning, one of the most important skills that students must master is *Maharah Kalam* (speaking skill), because speaking reflects students' ability to communicate ideas, opinions, and information orally using Arabic expressions correctly and fluently. However, many students at the junior secondary level still experience difficulties in developing Arabic speaking skills due to limited vocabulary mastery, lack of confidence, monotonous teaching methods, and minimal use of interactive learning media (Rahmawati et al., 2024).

The learning process of *Maharah Kalam* requires active interaction, repeated practice, and attractive instructional media that can stimulate students' motivation to speak Arabic. Conventional learning methods that rely heavily on lectures and textbooks often make students

passive and less enthusiastic during classroom activities. As a result, students' speaking abilities do not develop optimally. Therefore, teachers need to integrate digital learning media that are capable of creating a more engaging learning atmosphere and encouraging students to participate actively in speaking activities (Triastani, 2024). One of the learning media that can be utilized effectively in Arabic language instruction is interactive *PowerPoint* (PPT). Interactive PPT is not merely a presentation tool but also a multimedia-based learning medium that combines text, images, audio, animation, and video into an attractive learning experience. The use of interactive PPT enables teachers to present Arabic learning materials more visually and communicatively so that students can understand pronunciation, vocabulary, and sentence structures more easily. In addition, interactive PPT can increase students' attention and motivation because the learning process becomes more dynamic and enjoyable(Osman et al., 2022).

Previous studies have shown that multimedia-based learning media positively influence students' language skills. According to Amin et al(2025), interactive multimedia improves students' participation and speaking performance because students become more confident and interested in practicing oral communication. Likewise, research conducted by (Suaidi, 2020)revealed that *PowerPoint*-based learning media effectively enhance students' engagement and understanding in Arabic language classes. Interactive learning media also support the implementation of student-centered learning approaches in which students actively participate in discussions, dialogues, and oral practices during classroom instruction.

In the context of Islamic junior high schools (*Madrasah Tsanawiyah*), Arabic language learning plays an essential role because Arabic is not only a communication tool but also the language of Islamic sources such as the Qur'an and Hadith. Therefore, students are expected to develop communicative competence in Arabic from an early stage. However, many eighth-grade students still face challenges in expressing simple conversations in Arabic due to limited opportunities for speaking practice and insufficient instructional media. This condition indicates the necessity of implementing innovative media that can facilitate students in improving their *Maharah Kalam* skills effectively (Nuzula & Muflihah, 2024). At MTs Miftahul Huda Ngunut Tulungagung, the teaching of Arabic speaking skills still encounters several obstacles, particularly related to students' low confidence and limited classroom interaction. Based on preliminary observations, many students tend to be passive during speaking activities because the learning process is often dominated by teacher explanations. Consequently, students rarely practice speaking Arabic actively in class. To address this issue, the use of interactive PPT media is considered a suitable alternative to create more interactive and communicative learning activities.

Interactive PPT media provide visual and audio stimulation that can help students understand Arabic expressions more clearly. Through animations, conversation videos, vocabulary illustrations, and interactive exercises, students are expected to become more motivated and confident in practicing Arabic speaking skills. Furthermore, the implementation of interactive PPT media can create collaborative learning situations in which students are encouraged to engage in dialogues, role plays, and group discussions using Arabic expressions in meaningful contexts. Based on the explanation above, this study aims to investigate the implementation of interactive *PowerPoint* media in teaching *Maharah Kalam* to eighth-grade students at MTs Miftahul Huda Ngunut Tulungagung. This research is expected to contribute to the development of innovative Arabic language learning media and provide practical references for teachers in improving students' speaking abilities through technology-based instruction.

METHOD

This study employed a qualitative approach using a case study design to investigate the implementation of interactive *PowerPoint* media in Arabic *Maharah Kalam* learning for eighth-grade students at MTs Miftahul Huda Ngunut Tulungagung. A qualitative approach was selected because it enables researchers to explore educational phenomena comprehensively and to

understand participants' experiences, classroom interactions, learning processes, and instructional practices within their natural settings (J. W. & Poth, 2023). In addition, the case study design was considered appropriate because the research focused on a specific educational context in order to obtain detailed, contextual, and in-depth information regarding the application of interactive *PowerPoint* media in supporting Arabic speaking instruction (Yin, 2018). Through this design, the study aimed to examine how interactive media were implemented, how students responded to the learning activities, and how the media contributed to the improvement of students' *Maharah Kalam* skills.

The research was conducted at MTs Miftahul Huda Ngunut Tulungagung involving Arabic language teachers and eighth-grade students as research participants. The participants were selected purposively based on their direct involvement in the implementation of interactive *PowerPoint* media during Arabic language learning activities. This purposive sampling technique was applied to ensure that the selected participants possessed relevant experiences and information related to the focus of the study (Sugiyono, 2019).

Data were collected through classroom observations, semi-structured interviews, and documentation techniques. Classroom observations were conducted to examine the implementation of interactive *PowerPoint* media, students' participation, classroom interaction, and speaking activities during *Maharah Kalam* instruction. Semi-structured interviews were carried out with Arabic language teachers and several students to obtain deeper information regarding their perceptions, experiences, challenges, and responses toward the use of interactive *PowerPoint* media in Arabic speaking learning. Furthermore, documentation techniques were used to collect supporting data such as lesson plans, teaching materials, presentation slides, photographs, and other school documents related to the learning process. The use of multiple data collection techniques was intended to strengthen data validity through triangulation procedures (Miles et al., 2018).

The collected data were analyzed using interactive qualitative data analysis techniques consisting of data reduction, data display, and conclusion drawing or verification (Miles et al., 2018). Data reduction was conducted by selecting, categorizing, and simplifying relevant data obtained from observations, interviews, and documentation. Subsequently, the data were systematically displayed in descriptive forms to facilitate interpretation and thematic analysis. Finally, conclusions were drawn based on recurring patterns, relationships, and major themes identified throughout the research process. To ensure the trustworthiness of the findings, the researcher also applied source triangulation, technique triangulation, and member checking to validate the accuracy and consistency of the data

RESULT AND DISCUSSION

Result

The implementation of interactive *PowerPoint* (PPT) media in teaching *Maharah Kalam* at MTs Miftahul Huda Ngunut Tulungagung demonstrated significant improvements in students' participation during the learning process. Before the implementation of the media, many students tended to remain passive and were reluctant to speak Arabic in front of the class. Most students only responded briefly when the teacher asked questions, and classroom interaction was generally dominated by the teacher. After the introduction of interactive PPT media, students became more enthusiastic and actively involved in speaking activities. The visual appearance, animations, audio pronunciation, and conversation examples presented in the slides attracted students' attention and increased their motivation to participate. As a result, the classroom atmosphere became more communicative, interactive, and student-centered.



Figure 1. Collaborative Arabic Speaking Practice Through Interactive PPT-Based Learning Activities

The use of interactive PPT media also improved students' confidence in practicing Arabic speaking skills. Initially, several students felt anxious and afraid of making mistakes when speaking Arabic because they lacked vocabulary mastery and pronunciation accuracy. Through the interactive presentation, students were provided with vocabulary illustrations, pronunciation guides, and simple dialogue practices that made speaking activities easier to understand. The teacher also integrated pictures and animated scenarios into the slides to help students interpret the meaning of Arabic expressions contextually. This learning approach enabled students to practice conversations repeatedly with better understanding and confidence. Consequently, students gradually became more willing to speak Arabic during classroom discussions and oral exercises.

Another important finding of this study was the improvement in students' vocabulary mastery related to daily communication topics. Interactive PPT media provided visual representations and contextual examples that helped students memorize Arabic vocabulary more effectively. Students were introduced to common expressions related to greetings, self-introduction, classroom activities, and daily routines through attractive slide presentations. The combination of images, text, and audio pronunciation supported students in understanding the meaning and correct pronunciation of words simultaneously. In addition, students could easily associate vocabulary with real-life situations because the examples presented in the slides were closely related to their daily experiences. Therefore, students were able to use the newly learned vocabulary more appropriately during speaking practices.

The implementation of interactive PPT media further encouraged collaborative learning among students during *Maharah Kalam* activities. The teacher frequently organized pair work and group discussions based on conversation tasks displayed in the *PowerPoint* slides. Students practiced dialogues with their classmates by following conversation examples presented through animations and role-play scenarios. During these activities, students showed greater cooperation and interaction because the media created a more enjoyable and less intimidating learning environment. The interactive exercises also motivated students to help one another in correcting pronunciation and understanding sentence structures. As a result, classroom communication became more active, and students developed better speaking fluency through peer interaction.

In terms of pronunciation and speaking fluency, students showed gradual improvement after several learning sessions using interactive PPT media. At the beginning of the study, many students experienced difficulties in pronouncing Arabic letters accurately, especially sounds that do not exist in the Indonesian language. The inclusion of audio pronunciation features in the *PowerPoint* slides helped students imitate native-like pronunciation more effectively. Students repeatedly listened to and practiced Arabic words and sentences while observing the visual text displayed on the screen. This repetitive practice strengthened students' articulation and speaking

accuracy over time. Consequently, students demonstrated better fluency and pronunciation during oral presentations and classroom dialogues.

The findings also revealed that interactive PPT media positively influenced students' learning motivation in Arabic language classes. Many students expressed that Arabic learning became more interesting because the media contained colorful designs, animations, pictures, and interactive activities. Compared to conventional teaching methods that mainly relied on textbooks and verbal explanations, the use of multimedia presentations created a more engaging learning atmosphere. Students appeared more attentive during lessons and participated actively in question-and-answer sessions. The attractive visual elements reduced students' boredom and increased their curiosity toward Arabic speaking materials. Therefore, the implementation of interactive PPT media contributed not only to language skill improvement but also to students' positive attitudes toward learning Arabic.

Furthermore, the teacher experienced several instructional benefits from using interactive PPT media in the classroom. The media enabled the teacher to organize learning materials more systematically and present explanations more clearly to students. Through *PowerPoint* slides, the teacher could combine various learning resources such as images, videos, conversation texts, and audio recordings into a single instructional presentation. This integration simplified the delivery of Arabic speaking materials and reduced students' difficulties in understanding abstract concepts. The teacher also found it easier to manage classroom activities because students were more focused on the learning materials displayed on the screen. Consequently, the learning process became more effective and efficient during classroom instruction.

Despite the positive outcomes, several challenges were identified during the implementation of interactive PPT media in *Maharah Kalam* learning. One of the primary obstacles was the limited availability of technological facilities in the classroom, such as projectors and stable electricity supply. Occasionally,technical problems disrupted the learning process and reduced instructional efficiency. In addition, some students still required additional guidance in operating digital learning activities because they were not fully familiar with interactive media. The teacher also needed adequate preparation time to design attractive and educational *PowerPoint* presentations suitable for students' learning levels. Nevertheless, these challenges did not significantly hinder the effectiveness of the learning process because both teachers and students adapted gradually to the use of technology-based instruction.

Overall, the results of this study indicate that interactive *PowerPoint* media can effectively support the teaching of *Maharah Kalam* for eighth-grade students at MTs Miftahul Huda Ngunut Tulungagung. The media improved students' classroom participation, confidence, vocabulary mastery, pronunciation, and speaking fluency during Arabic learning activities. Interactive PPT also created a more engaging and communicative learning environment that encouraged active student participation. Students became more motivated to practice Arabic speaking skills because the learning process was supported by visual and audio elements that enhanced understanding. In addition, the teacher benefited from more organized and interactive instructional delivery through multimedia presentations. Therefore, interactive PPT media can be considered an effective instructional strategy for improving Arabic speaking skills in Islamic junior high school contexts.

Discussions

The findings of this study indicate that the implementation of interactive *PowerPoint* (PPT) media significantly contributed to improving students' *Maharah Kalam* abilities in Arabic language learning. The use of multimedia elements such as images, animations, videos, and audio pronunciation created a more communicative and engaging classroom atmosphere. Students became more active during speaking activities because the media stimulated their attention and curiosity toward Arabic learning materials. This finding supports the theory proposed by (Mayer,

2020), which explains that multimedia learning enhances students' understanding by combining visual and auditory information simultaneously. Interactive PPT media also encouraged students to process information more effectively because they were exposed to contextual and attractive learning materials. Therefore, technology-based learning media can play an important role in improving students' speaking competencies in Arabic language education.

The increased participation observed during classroom instruction demonstrates that interactive PPT media can reduce students' passiveness in language learning activities. Before the implementation of the media, students tended to rely heavily on teacher explanations and rarely participated in oral communication practices. After the use of interactive slides, students became more enthusiastic in answering questions, practicing dialogues, and participating in group discussions. This condition aligns with the findings of Ullah& Anwar(2020), who stated that interactive digital media support active learning and increase students' classroom engagement. The visual and audio features integrated into the *PowerPoint* presentation made students feel more comfortable and motivated during learning activities. Consequently, the classroom environment shifted from teacher-centered instruction toward more student-centered learning interactions.

Another significant result of this study was the improvement in students' confidence when speaking Arabic in front of the class. Many students initially experienced anxiety and fear of making pronunciation mistakes during oral activities. Interactive PPT media helped reduce this anxiety because students received visual guidance, pronunciation models, and contextual conversation examples that facilitated their understanding. According to Mahdi(2022), students' speaking confidence develops more effectively when teachers provide supportive and interactive learning environments. The use of animations and audiovisual conversation models enabled students to imitate Arabic pronunciation more accurately and naturally. As a result, students gradually became more willing to communicate orally using Arabic expressions during classroom practices.

The findings further revealed that interactive PPT media positively influenced students' vocabulary acquisition in *Maharah Kalam* learning. Vocabulary mastery is one of the essential components in developing speaking skills because students require sufficient lexical knowledge to express ideas and communicate effectively. Through interactive slides, students were introduced to Arabic vocabulary using contextual illustrations, pronunciation audio, and sentence examples related to daily activities. This finding is consistent with the study conducted by Teng(2023), which found that multimedia learning media facilitate vocabulary retention through visual and contextual learning approaches. Students could more easily memorize Arabic words because the images and animations strengthened their cognitive understanding of vocabulary meanings. Consequently, students demonstrated better performance in speaking practices and oral conversations.

The implementation of interactive PPT media also supported collaborative learning during Arabic speaking activities. The teacher frequently organized pair and group tasks in which students practiced dialogues and role-playing activities using materials displayed in the *PowerPoint* slides. Collaborative learning encouraged students to interact actively with their peers and practice speaking in a less stressful environment. According to Agustina(2022), collaborative learning improves communication skills because students learn through interaction, cooperation, and peer feedback. In this study, students helped each other correct pronunciation mistakes and improve sentence structures during speaking exercises. Therefore, collaborative activities supported by interactive PPT media contributed significantly to the development of students' communicative competence.

The improvement in students' pronunciation accuracy observed in this study demonstrates the effectiveness of audiovisual learning media in Arabic language instruction. Arabic pronunciation presents unique challenges for Indonesian students because several Arabic sounds

are not commonly found in the Indonesian phonological system. Through interactive PPT media, students repeatedly listened to pronunciation examples and practiced speaking while observing written texts and visual illustrations. This repetitive audiovisual exposure strengthened students' pronunciation skills and speaking fluency gradually over time. The findings support the research conducted by Caruana(2021), who argued that audiovisual media improve students' articulation and oral fluency in foreign language learning. As a result, students became more confident and accurate in producing Arabic sounds during oral communication activities.

Learning motivation also increased significantly after the implementation of interactive PPT media in Arabic classes. Students expressed greater interest in participating in *Maharah Kalam* lessons because the learning activities became more enjoyable and interactive. Attractive slide designs, colorful animations, and multimedia content reduced students' boredom and enhanced their concentration during classroom instruction. According to Ryan &Deci(2020) self-determination theory, learning motivation develops more effectively when students experience enjoyable and meaningful learning situations. Interactive PPT media provided such learning experiences by combining entertainment and educational content in the classroom. Consequently, students showed more positive attitudes toward Arabic language learning and demonstrated greater willingness to participate in speaking activities.

The findings of this study also indicate that interactive PPT media can facilitate teachers in managing Arabic language instruction more effectively. Teachers were able to present materials systematically and integrate multiple learning resources into a single presentation. Through *PowerPoint* slides, teachers could display conversation texts, vocabulary lists, pronunciation recordings, and instructional videos simultaneously during classroom instruction. This integration simplified the explanation process and enabled students to understand speaking materials more comprehensively. According to MirdaDelita et al.(2025), digital instructional media improve teaching effectiveness because they help teachers organize materials more clearly and attractively. Therefore, interactive PPT media not only benefited students but also supported teachers in conducting more efficient language instruction.

Despite the positive findings, several challenges emerged during the implementation of interactive PPT media in the classroom. One of the main obstacles involved limited technological facilities, particularly related to projector availability and technical equipment. Technical problems occasionally interrupted the learning process and reduced instructional efficiency during classroom activities. In addition, some students required additional guidance because they were not fully accustomed to technology-based learning methods. This finding corresponds with the research conducted by Nurhikmah (2024), which explained that the effectiveness of digital learning media is strongly influenced by technological readiness and infrastructure support. Nevertheless, the teacher managed these challenges effectively by adapting instructional strategies and providing direct assistance to students during learning activities.

Overall, this study confirms that interactive PPT media can serve as an effective instructional strategy for improving students' *Maharah Kalam* abilities at the junior secondary education level. The integration of multimedia elements enhanced students' speaking confidence, vocabulary mastery, pronunciation, classroom participation, and learning motivation simultaneously(Bui, 2022). These findings reinforce previous studies emphasizing the importance of technology integration in foreign language education, particularly in Arabic learning contexts. Interactive PPT media also promoted active learning, collaborative interaction, and communicative classroom practices that supported students' oral language development. Therefore, Arabic language teachers are encouraged to utilize interactive multimedia presentations as part of innovative teaching strategies in speaking instruction. Future research may further investigate the long-term effectiveness of interactive learning media in improving Arabic communication skills across different educational levels and learning environments.

CONCLUSION

The findings of this study indicate that the implementation of interactive *PowerPoint* (PPT) media significantly contributed to the improvement of students' *MahārahKalām* abilities among eighth-grade learners at MTs Miftahul Huda Ngunut Tulungagung. The use of interactive PPT not only enhanced students' speaking performance but also fostered a more engaging, communicative, and student-centered Arabic learning environment. Through the integration of visual illustrations, audio pronunciation models, animations, and interactive exercises, students demonstrated higher levels of classroom participation, greater confidence in expressing ideas orally, improved vocabulary acquisition, and more accurate Arabic pronunciation. These findings suggest that multimedia-based instruction can positively support both the cognitive and affective dimensions of Arabic language learning.

Furthermore, the implementation of interactive PPT media encouraged more active interaction between teachers and students as well as among students themselves during speaking activities. The media enabled teachers to present Arabic speaking materials in a more structured, contextual, and attractive manner, thereby facilitating students' comprehension and reducing their anxiety in practicing spoken Arabic. The interactive features also stimulated students' motivation and attention throughout the learning process, which ultimately contributed to a more effective classroom atmosphere. In this regard, interactive PPT functioned not merely as a supporting instructional tool but as a pedagogical medium capable of transforming conventional teacher-centered instruction into a more participatory learning experience.

Although several technical and practical challenges were identified during the implementation process, such as limitations in classroom facilities, time management, and varying levels of students' technological familiarity, these obstacles did not substantially hinder the effectiveness of the learning activities. Instead, both teachers and students were able to adapt to the instructional model and benefit from its application in Arabic speaking instruction. The positive outcomes observed throughout the study affirm that interactive PPT media possesses considerable potential for supporting the development of communicative competence in Arabic language education, particularly at the Islamic junior high school level.

In conclusion, this study confirms that interactive *PowerPoint* media can be regarded as an innovative, practical, and effective instructional strategy for enhancing students' *MahārahKalām*. The findings further imply that the integration of technology-based learning media in Arabic language instruction should be continuously developed and optimized to promote more meaningful, interactive, and learner-oriented educational practices in madrasah contexts.

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The researcher realizes that this study is still far from perfection; therefore, constructive criticism and suggestions are highly welcomed for the improvement of future research. It is hoped that this study will provide valuable contributions to the development of Arabic language education, particularly in the implementation of innovative and interactive learning media in *Maharah Kalam* instruction.

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