

Implementation of Canva-Based Interactive Media to Improve Speaking Skills of Grade VIII.12 Students

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Abstract: This study aims to improve the Maharah Al-Kalam (speaking skills) of eighth-grade students in class VIII.12 at MTsN 2 Makassar through the implementation of Canva-based interactive media. The research is motivated by the students' low speaking proficiency, as observed in pronunciation, fluency, confidence, and their ability to express ideas in Arabic, particularly in the context of conventional teaching methods. The research employed Classroom Action Research (CAR) conducted over two cycles. The subjects were students of class VIII.12 at MTsN 2 Makassar. Data collection techniques included observation, tests, and documentation. The data were analyzed descriptively using both quantitative and qualitative approaches. The results indicate that the application of Canva-based interactive media effectively improved students' Maharah Al-Kalam. Teacher activity increased from 62.5% in Cycle I to 100% in Cycle II, while student activity also rose from 62.5% to 100%. The average Maharah Al-Kalam score increased from 56 in the pre-cycle stage to 72.8 in Cycle I and 82.8 in Cycle II, with the classical learning completeness percentage reaching 90.9% in Cycle II. Therefore, it can be concluded that Canva-based interactive media is effective in enhancing students' speaking skills and creating a more engaging and interactive Arabic learning environment.

Keywords: Implementation, Canva-Based Interactive Media, Maharah Al-Kalam, Arabic Language Learning.

How to Cite?

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1. Introduction

Language serves as a fundamental tool for self-expression, integration, and social control; in Islam, Arabic holds a special position because of its role in transmitting knowledge and religious values (Abdul Jabbar et al., 2022). Mastery of Arabic is very

essential for Muslims to deeply understand the Quran and Hadith, as linguistic limitations can hinder the appreciation of their meanings (Hahmoudi, 2025). This urgency is emphasized in the Qur'an, Surah Yusuf (12:2), which states: "Indeed, we have sent it down as an Arabic Qur'an that you might understand." Imam Jalaluddin As-Suyuthi explains that the Qur'an was revealed in Arabic to be easily understood by the people of Mecca, showing that its rich semantic value can be used as a main source for learning Arabic (as-Suyuti, in Mirza & Taufiq, 2025).

The digital era has changed the education paradigm through the integration of technology like smartphones and online apps, which opens up huge opportunities to improve learning quality through flexible access to resources (Bustam et al., 2024). As a result, conventional static methods are being replaced by modern digital innovations to prevent boredom and boost students' motivation to learn (Zainal et al., 2025). Among foreign language skills, Maharah Al-Kalam (speaking skills) is a fundamental competence aimed at enabling students to express their thoughts and communicate systematically and naturally in everyday conversations (Pat, 2021; Basith & Setiawan, 2022; Nurlaila, 2020; Hilmi, 2021).

Although oral communication can build fluency and confidence (Hilmi, 2021), the real situation in class VIII.12 MTsN 2 Makassar shows that the ability is still low. Preliminary observations and pre-cycle speaking tests showed that only 4 out of 33 students (12.1%) achieved mastery learning, while 29 students (87.9%) were below the standard. This low result is caused by psychological barriers like anxiety and lack of confidence, as well as limited use of interactive media in learning. As a solution, Canva for Education offers an interactive graphic design platform that provides creative and collaborative visual support to motivate students' speaking practice (Yuliana et al., 2023). Therefore, this study is important to conduct to test the effectiveness of Canva in improving Maharah Al-Kalam while also providing a guide for varied speaking activities in class VIII.12 MTsN 2 Makassar.

2. Method

This study employed Classroom Action Research (CAR), which aims to improve the quality of learning through systematic and reflective actions (Utomo et al., 2024). The study adopted the Kemmis and McTaggart model, consisting of four stages: planning, action, observation, and reflection (Ngatiyem, 2021). The research was conducted in two cycles at MTsN 2 Makassar. The participants were 33 students of class VIII.12.

Data were collected through observation, speaking tests, and documentation. Observation was conducted to assess teacher and student activities during the implementation of Canva-based interactive media. Speaking tests were administered to measure students' Maharah Al-Kalam achievement before and after the implementation of the learning media. Documentation was used to support the data collection process through photographs, learning records, and students' assessment results (Nurlan et al., 2022).

The collected data were analyzed using descriptive qualitative and quantitative techniques. Qualitative analysis was carried out through data reduction, data display, and conclusion drawing (Miles et al., 1996). Quantitative analysis was conducted by calculating the mean score and the percentage of classical learning completeness to determine the improvement of students' Maharah Al-Kalam.

3. Results and Discussion

3.1. Initial Classroom Conditions

Preliminary observations conducted in class VIII.12 of MTsN 2 Makassar revealed that students' Maharah Al-Kalam was still relatively low. Students experienced difficulties in pronunciation, speaking fluency, self-confidence, and expressing ideas orally in Arabic. In addition, the learning process was still dominated by conventional teaching methods, resulting in limited student participation during classroom activities.

The results of the pre-cycle test indicated that students' speaking achievement had not yet reached the expected level. The average score was 56, and only 12.1% of students achieved the minimum mastery criterion (KKM). These findings indicate the need for an innovative and interactive learning medium to improve students' speaking skills.

3.2. Improvement of Students' Maharah Al-Kalam Through Canva-Based Interactive Media

Table 1. Improvement of Students' Maharah Al-Kalam Achievement

Phase	Average Score	Completeness (%)
Pre-Cycle	56	12,1%
Cycle I	72,8	33,3%
Cycle II	82,8	90,9%

Source: Primary data, 2026

The implementation of Canva-based interactive media significantly improved students' Maharah Al-Kalam. As shown in Table 1, students' average score increased from 56 in the pre-cycle stage to 72.8 in Cycle I and further improved to 82.8 in Cycle II. Similarly, classical learning completeness increased substantially and reached 90.9% in Cycle II. The improvement occurred because Canva provided interactive visual content that facilitated students' understanding of dialogue materials and encouraged them to participate actively in speaking activities. Through repeated dialogue practice, pair-work activities, and independent access to learning materials, students became more confident and fluent in expressing ideas in Arabic.

3.3. Teacher and Student Activities During Learning Process

Table 2. Teacher and Student Activities

Activity	Cycle I	Cycle II
Teacher Activity	62,5%	100%
Student Activity	62,5%	100%

Source: Primary data, 2026

The observation results showed a substantial improvement in both teacher and student activities. Teacher activity increased from 62.5% in Cycle I to 100% in Cycle II. Likewise, student activity improved from 62.5% to 100%.

These findings indicate that Canva-based interactive media created a more engaging learning environment and encouraged active participation throughout the learning process. The visual and interactive features provided by Canva enabled students to become more involved in classroom activities and motivated them to practice speaking more confidently.

3.4. Discussion

The findings of this study demonstrate that Canva-based interactive media can effectively improve students' Maharah Al-Kalam. The increase in average scores and classical learning completeness indicates that students were able to develop better speaking performance after participating in learning activities supported by Canva.

These findings are consistent with previous studies which reported that Canva is an effective interactive learning medium for improving student engagement and learning outcomes (Wulandari & Mudinillah, 2022; Yuliana et al., 2023). The visual and interactive features provided by Canva help students understand learning materials more easily and encourage them to participate actively in speaking activities. In addition, the integration of technology in language learning can increase students' motivation and participation in the learning process (Bustam et al., 2024).

The improvement in students' speaking skills was also influenced by the attractive visual presentation provided by Canva. Through images, dialogue displays, and interactive learning materials, students became more interested in participating in learning activities. This condition helped reduce students' anxiety when speaking Arabic and encouraged them to communicate more actively during the learning process.

Furthermore, the use of dialogue practice and collaborative learning activities provided students with more opportunities to use Arabic in meaningful contexts. This contributed to improvements in pronunciation, fluency, and self-confidence, which are important aspects of Maharah Al-Kalam. Therefore, Canva-based interactive media can be considered an effective alternative for Arabic language learning, particularly in developing students' speaking skills.

4. Conclusion

The implementation of Canva-based interactive media was successfully carried out in Arabic language learning for students of class VIII.12 at MTsN 2 Makassar. The learning process became more interactive and encouraged students to participate actively in speaking activities through dialogue practice, visual learning materials, and collaborative learning tasks.

The findings revealed that Canva-based interactive media effectively improved students' Maharah Al-Kalam. This improvement was indicated by the increase in students' average scores from 56 in the pre-cycle stage to 72.8 in Cycle I and 82.8 in Cycle II. In

addition, classical learning completeness increased from 12.1% in the pre-cycle stage to 90.9% in Cycle II. Therefore, Canva-based interactive media can be considered an effective and innovative alternative for improving students' Arabic speaking skills.

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