Enhancing Arabic Speaking Skills through Educational Ludo Games: A Quasi-Experimental Study in Junior High School

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Article Info	Abstrak
	Penelitian ini bertujuan untuk mengkaji efektivitas penggunaan permainan Ludo dalam meningkatkan keterampilan berbicara Bahasa Arab siswa kelas IX di SMP IT Cipansor, Tasikmalaya. Metode yang digunakan adalah quasi eksperimen dengan desain pre-test dan post-test pada dua kelompok: kelompok eksperimen yang menggunakan media permainan Ludo dan kelompok kontrol dengan metode pembelajaran konvensional. Instrumen penelitian meliputi tes keterampilan berbicara dan lembar observasi. Hasil menunjukkan bahwa kelompok eksperimen mengalami peningkatan signifikan dalam keterampilan berbicara dibandingkan kelompok kontrol. Temuan ini menunjukkan bahwa permainan Ludo mampu menciptakan suasana belajar yang interaktif dan menyenangkan, serta meningkatkan partisipasi dan kepercayaan diri siswa dalam berbicara Bahasa Arab. Implikasinya, integrasi permainan edukatif seperti Ludo dapat menjadi strategi inovatif dalam pembelajaran Bahasa Arab yang mendorong lingkungan belajar yang komunikatif dan kolaboratif.
	Abstract This study examines the effectiveness of using the Ludo game to improve Arabic speaking skills among 9th-grade students at SMP IT Cipansor, Tasikmalaya. A quasi-experimental method was employed using a pre-test and post-test design with two groups: an experimental group using the Ludo game and a control group receiving conventional instruction. Data were collected through Arabic-speaking tests and observation sheets. The results revealed a significant improvement in the speaking skills of the experimental group

compared to the control group. These findings suggest that the Ludo game fosters an interactive and enjoyable learning environment, encouraging student participation and boosting their confidence in speaking Arabic. The study implies that integrating educational games such as Ludo into Arabic language instruction can be an innovative strategy to promote a communicative and collaborative classroom atmosphere.

Introduction

Arabic language learning has a crucial role in the education curriculum in Indonesia, especially for students who study Arabic in their schools, especially in Islamic schools (Abdul Wahab, 2016). Arabic is not only a religious language but also a communication language that needs to be mastered by students to explore literature and communicate in the context of Arabic culture (Ardiansyah & Aziz, 2019). However, one of the biggest challenges in learning Arabic is improving students' speaking skills, which are often considered complex and tedious. Speaking skills are among the four essential language skills, in addition to listening, reading, and writing (Ahmed, 2018). This skill requires special and continuous practice and interactive and fun learning approaches. If students are given material using conventional methods, namely, the teacher delivers material using the lecture method (Al Farisi et al., 2024).

Arabic language learning in class IX SMP IT Cipansor faces various challenges, especially in improving students' speaking skills. The methods used are conventional methods that are often used tend to be less effective in creating an interactive and engaging learning atmosphere, so many students feel bored and less motivated to participate in learning actively. Speaking skills are often neglected due to less varied learning approaches. To overcome this problem, innovation is needed in learning methods to increase student participation and motivation. One potential solution is using educational games such as Ludo, which can provide a more enjoyable learning atmosphere and encourage students to be more active in speaking Arabic (Ardiansyah et al., 2023; Siregar et al., 2024). This study aims to explore the effectiveness of using Ludo games in Arabic Learning to improve students' speaking skills, hoping to offer an alternative method that is more effective and interesting (Rahma, 2018).

In improving Arabic speaking skills in class IX SMP IT Cipansor, one of the innovative solutions researchers offer is using Ludo games in Learning. This game was chosen because it can increase students' motivation and active participation in learning Arabic. Through Ludo, students can practice speaking Arabic in a more relaxed and fun context, unlike conventional methods, which are often monotonous and less interesting because the teacher conveys the material using the lecture method and provides a question-and-answer session with students with no more than three students asking questions. With the Ludo Game element, students are expected to be more encouraged to use Arabic actively and naturally during the learning process or in their daily lives (Singh et al., 2019). This study aims to evaluate Arabic language learning in the classroom by increasing the effectiveness of Arabic language learning using Ludo games in improving Arabic speaking skills to provide alternative learning methods and media that are more effective for students (Jauhari, 2017).

There have been many researchers who examine students' Arabic speaking skills by using games-based learning media. Some relevant previous studies include (1) research by Fitri and Syafei in 2017 on "The Use of Speaking Snakes and Ladders Game to Improve English Speaking Skills in Class XI IPA 1 Negeri 1 Solok Selatan". The results showed that the Speaking Snakes and Ladders game improved speaking skills in students, who became more active and participated more in English-speaking activities. (2) research by Suryani in 2018

on "The Effectiveness of Using ICT-Based Educational Games in Improving English Speaking Skills in Class VIII Students of SMP Negeri 1 Sleman" in the study of the use of game media showed a significant increase in fluency and confidence in speaking (3) research by Rahmawati and Mahardika in 2019 on "The Effect of Computer-Based Game Media on Improving English Speaking Skills of Class X Students of SMA Negeri 5 Malang" in the study students were more motivated to speak and more able to express themselves in English after using game media. (4) research by Wardhani in 2020 on "The Use of Word Chain Educational Games to Improve Indonesian Speaking Skills for Class VII Students of SMP Negeri 2 Purwokerto" in this study, students were more active and able to communicate better in Indonesian. (5) research by Nurhayati in 2021 on "The Application of Role Play Educational Games in Improving Arabic Speaking Skills in 8th Grade Students of MTs Negeri 1 Bantul" in the study stated that students were more confident and actively involved in Arabic speaking activities.

From some of the previous studies, there are some similarities and differences with the research conducted by researchers. The similarity lies in the media chosen; in earlier studies, some used computer technology as a learning medium, and some used role-play media as a learning medium, while the researcher decided to use media games that aim to improve speaking skills in students, namely Ludo Game media. While the difference lies in the type of game chosen and the object of the language research, previous studies focused on Indonesian and English. In contrast, researchers focused on examining students' Arabic speaking skills in this study.

To improve speaking skills, researchers also face several limitations that affect the results and process of research. One of the main limitations is the limited time available to carry out and observe the application of the Ludo Game in dense Learning and limited time allocation at school because researchers conducted observations for two meetings. In contrast, it would be better if the research was carried out for five meetings to produce effective results. Students can speak Arabic better, starting from speech intonation, facial expressions, and sentence structure, adding more vocabulary and Learning habits using fun learning media. In addition, limited technological facilities and learning media that support the implementation of the Ludo Game are also obstacles, especially in providing adequate devices for all students. Researchers also faced challenges regarding variations in Arabic language proficiency among students, which necessitated adjustments to teaching strategies to cover diverse learning needs. Furthermore, students' varied responses and participation and uneven support from the school and parents also affected the method's effectiveness. These limitations should be considered in analyzing the research results and addressed in a more comprehensive picture of the effectiveness of using the Ludo Game in Arabic language learning (Sutrisno, 2004).

METHOD

This study employed a quasi-experimental method using a pre-test and post-test control group design to assess the effectiveness of the Ludo game in enhancing Arabic speaking skills (Sugiyono, 2017). The experimental group received Arabic language instruction using the Ludo game, while the control group was taught using conventional teaching methods. The research involved 28 ninth-grade students from SMP IT Cipansor, Tasikmalaya, randomly assigned into two groups of 14 students each. The study was conducted over one month, from May 11 to June 5, 2024, and comprised two sessions of 60 minutes each. Despite the limited duration, the lessons were designed to maximize student engagement and oral participation. The research focused on improving students' speaking performance in four key areas: fluency, vocabulary accuracy,

pronunciation, and confidence.

Data were collected through two instruments: an Arabic speaking skills test (administered before and after the treatment) and an observation sheet used during classroom activities. The speaking test was constructed based on indicators adapted from Daniel (2004), and the observation focused on students' active use of Arabic and classroom interaction. To ensure measurement accuracy, content validity was assessed by two Arabic education experts, while construct validity was confirmed through exploratory factor analysis in a pilot test, with all items showing factor loadings above 0.50. The reliability of the speaking test was calculated using Cronbach's Alpha, resulting in a score of α = 0.82, indicating high internal consistency (Arikunto, 2019).

For data analysis, both descriptive and inferential statistical techniques were used. Descriptive statistics measured the mean and standard deviation of students' scores. Inferentially, a paired sample t-test was applied to examine the significance of differences between pre-test and post-test scores within each group, and an independent sample t-test was used to compare the post-test results between the experimental and control groups. All analyses were conducted using SPSS version 26, with a significance level of α = 0.05 (Santoso, 2017). Additionally, qualitative analysis of the classroom observations helped describe students' engagement and interaction during the lessons. Data triangulation between test results and observations ensured a comprehensive understanding of how the Ludo game influenced students' Arabic speaking abilities (Moleong, 2018).

RESULT AND DISCUSSION

Result

The objective condition of Arabic language learning at Cipansor IT Junior High School before the research shows that the teaching methods used by teachers are still conventional, namely using the lecture method and memorization as the primary technique. Teachers tend to dominate the class by explaining the material and asking students to memorize vocabulary and sentence structures without providing many opportunities for speaking practice. The learning media used still uses textbooks, blackboards, and minimal use of technology and visual aids (A, 2018).

The syllabus of Arabic language learning in schools includes basic materials such as daily vocabulary, simple sentences, and short dialogs. However, the primary focus is still on reading and writing, while speaking skills receive less attention. The teaching materials are also less varied, mainly in reading texts and writing exercises (Eka, 2018).

Figure 1. Ludo games

Overall, Arabic language learning at Cipansor IT Junior High School before the study still needs much improvement, especially regarding teaching methods and learning media that can encourage speaking skills.

Teachers have attempted to improve students' speaking skills with various methods, including dialog recitation and simple games. However, these methods have not effectively created an interactive environment that supports speaking practice. Limited time and resources also hinder teachers from developing more interactive learning materials (Setiawan, 2018).

After seeing the pre-research conditions at the school, researchers carried out four stages of treatment, namely the planning stage, the implementation stage, the observation stage, and reflection. As for the planning stage, it starts with developing a lesson plan that integrates Ludo games into the Arabic curriculum. This plan includes learning objectives, materials taught, and steps for implementing Ludo games in the context of Arabic language learning. Teachers prepare relevant teaching materials, including ludo cards containing Arabic-speaking questions and challenges. In addition, adjustments were also made to the syllabus and learning schedule to accommodate the use of the game (Arikunto & Suharsimi, 2020).

The second stage is implementation; the teacher implements the learning plan using the Ludo game as the main media. Each learning session begins with a brief introduction to Arabic language material; then, students are divided into small groups to play Ludo. In this game, each student must answer questions or complete speaking tasks on the Ludo card according to the plot they reach. The teacher is a facilitator who supervises and guides the students during the game. The learning session ends with a class discussion to summarize the material learned and provide feedback to the students (Lisna, 2016).

The third stage is observation, in which the researcher observes student activities during the Ludo game. The aspects observed include students' active participation, speaking fluency, accuracy of vocabulary use, and students' confidence in speaking Arabic. Observations were made using an observation sheet that had been prepared previously. In addition, data collection was also carried out through speaking skill tests before and after treatment to measure the improvement of students' abilities.

The last stage is reflection, which involves analyzing the data collected during the observation stage. The observation and speaking skill test results were analyzed to evaluate the effectiveness of using the Ludo game in Arabic language learning. The researcher then reflected on these results to identify the successes and obstacles encountered during the implementation. Based on this reflection, recommendations were made for improving future learning methods. The reflection results showed that using the Ludo game could increase students' motivation and speaking skills and create a more interactive learning atmosphere.

Cycle 1 Results

Cycle 1 is the initial stage of implementing Ludo games in Arabic language learning. The stages carried out by researchers are as follows:

1. Planning stage

    The teacher began to design a learning method that integrates the Ludo game as the primary medium to improve students' speaking skills. The selected materials include basic vocabulary, daily life, and daily expressions relevant to the context of grade IX students. The teacher also designed Ludo cards containing questions and tasks for the stages of Arabic speaking practice that students had to answer during the game. In addition, the teacher prepared an assessment rubric to evaluate the fluency in speaking, the accuracy of vocabulary use, and students' confidence level when talking.

2. Observation stage

    At this stage, observation of the implementation of the action is carried out; the aspects

observed are the activeness of students and teachers during the learning process using activity observation sheets and student and teacher responses. At the same time, the improvement in student learning outcomes is obtained from student learning outcomes tests. The following are the stages of observation:

a) The teacher opens the lesson with *basmalah* and prayer.

b) The teacher conveys the purpose of Learning and then provides teacher motivation so students can be enthusiastic about Learning.

c) The teacher explains the material to be learned using the lecture method first. Then, give some basic vocabulary as a form of student grip for the learning stage using Ludo Game media.

d) The teacher divides the students into two groups: the experimental group, which will do the Learning with Ludo Game media, and the control group, which will do the Learning with conventional methods.

e) The teacher guides the control group first, then guides the experimental group. The first stage carried out by the experimental group is to follow the teacher's directions in the continuity of the Ludo Game; here is how to play using the Ludo Game learning media:
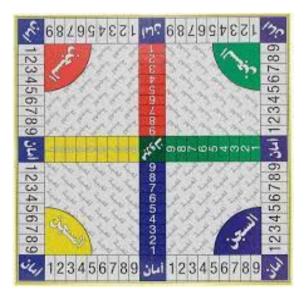

Figure 1. Ludo Games Display

Ludo game media is played by four students in turn. Determining the group in the direction will start by counting from number 1 to number 4, and then after the group is made, the teacher invites each student who has the same number to gather with their respective groups. After the playing order is in place, then the students roll the dice with the following conditions:

a) Suppose the dice come out: 1. students must answer a short question about the material.

b) If the dice come out number 2. Then, students must take the Ludo card that the teacher has prepared

c) If the dice come out number 3. Then, the student must describe briefly the friend who is next to him using the Arabic language

d) If the dice comes out number 4. Then, the student must explain the material that has been given

using Arabic again

e) Suppose the dice come out number 5. Then, the student must talk about the picture the teacher provided using Arabic.

f) Suppose the dice come out number 6. Then, the student must briefly describe his life.

g) If the student fails to answer the question, then the student must take 1 step back. And answer questions about the material being studied. Students who fail to win the game must discuss their ideals (Example) in at least five lines. Then, students who successfully win the game are allowed to ask one of their friends who lost to give impressions and messages during the learning process using the Ludo Game media in Arabic.

h) After the learning stages in the experimental and control groups were completed, the teacher gave a pre-test to measure the extent of students' ability to understand Arabic language material.

1. Observation Stage

In the third stage, the teacher must observe the participation of all students in learning Arabic, including the following:

a) Teachers observe students' activeness during the learning process.

b) Teachers observe students' skills in speaking Arabic.

2. Reflection Stage

At this stage, the evaluation of the learning process in cycle I is carried out and becomes a consideration for planning cycle II. At the observation stage, the teacher gives a pre-test to students, and then the teacher analyzes the data obtained from the pre-test results to get answers about whether there is an increase in students.

Cycle 2 Results

After analyzing and evaluating the results of cycle I, the second stage of implementing the Ludo game in Arabic language learning in class IX SMP IT Cipansor was carried out to improve students' speaking skills further; the following is an explanation of the stages carried out in cycle II.

1) Planning Stage

Based on the reflection of Cycle I, some adjustments were made in the planning stage of Cycle II. The teacher added a variety of more challenging materials, such as more complex expressions and more diverse communication situations (Fauzi, 2017). In addition, the Ludo cards were also updated with more speaking tasks that required students to think critically and creatively. The teacher also improved the assessment criteria in the rubric to include aspects such as intonation, facial expressions, and the use of idiomatic expressions in Arabic. The materials chosen for cycle II were also tailored to students' interests and needs, making them more relevant and interesting.

2) Observation Stage

At this stage, observation was again carried out to see the implementation of actions in cycle II. The observed aspects include student activeness, the interaction between students and teachers, and student responses to using Ludo games in learning (Bashri, 2015). In addition to using the observation sheet, the teacher also recorded several learning sessions for further analysis. The following are the stages of observation in cycle II, namely:

a. The teacher opens the lesson with *basmalah* and prayer.

b. The teacher conveys the learning objectives, provides motivation, and explains the importance of speaking skills in Arabic.

c. The teacher reviews the material learned in cycle I using the question-and-answer method to activate prior knowledge.

d. The teacher divided the students into two groups, similar to cycle I: experimental and control groups.

e. The teacher gave more precise and detailed instructions on playing Ludo Games and provided more practical examples.

f. During the game, the teacher actively facilitated and guided the experimental group while the control group continued to learn with the conventional method.

How to play using the Ludo Game in Cycle II:

a. If the dice comes out number 1, students must answer short questions about the material.

b. If the dice come out number 2, students must take the Ludo card prepared by the teacher and complete the tasks on the card.

c. If the dice come out number 3, students must briefly describe the friend next to them using Arabic.

d. Students must explain the material using Arabic if the dice comes out number 4. e. If the dice comes out number 5, students must tell about the pictures provided by the teacher using Arabic. If the dice comes out number 4, the student must explain the material using Arabic.

e. If the dice come out number 5, the student has to tell about the picture provided by the teacher using Arabic.

f. If the dice come out number 6, the student has to tell about the picture provided by the teacher using Arabic. If the dice rolls a 6, the student must tell briefly about his/her life.

g. If the student fails to answer the question, they must go back one step and answer the teacher's additional question. Students who do not win the game must tell about their dreams in at least five sentences.

3) Observation Stage

Observations made by researchers in cycle II showed a significant improvement in students' speaking skills. Students were more active and motivated in using Arabic. The teacher noted that students interacted more frequently in Arabic during the game and outside the classroom. Students' courage in speaking increased, and they became more confident in expressing their opinions and answering questions (Hakim, 2021).

Teachers also observed improvements in specific aspects such as speaking fluency, use of appropriate vocabulary, and grammatical accuracy. Students who were initially passive and lacked confidence began to show significant progress.

Observation Aspect	Cycle I	Cycle II
Student engagement	70%	85%
Speaking fluency	60%	80%

Vocabulary accuracy	65%	78%
Confidence	55%	75%
Student-teacher interaction	68%	82%
Grammar usage	63%	77%

Table 1. The results of observations

4) Reflection Stage

In the reflection stage, the teacher evaluates the whole learning process in cycle II. Based on the observation results and post-study test analysis, it can be seen that using the Ludo game as a learning media effectively improves students' speaking skills in Arabic; many students are interested in using the Ludo Game learning media in learning Arabic. The significant improvement from cycle I to cycle II shows that this learning media makes learning fun and improves students' overall learning outcomes (Mujib, 2018).

Teachers also get feedback from students about their experiences during the learning process using the Ludo Game. Most students stated that they felt more challenged and motivated to learn Arabic. They remembered the vocabulary and sentence structures they had learned more easily because the Learning was provided using interactive learning media. They stated that they prefer learning that uses interactive media like this compared to learning that only uses conventional methods.

The post-learning test results in cycle II also showed consistent improvement compared to the results in cycle I:

Group	Average Pre-test Score Cycle I	Average post-test score Cycle I	Average post-test score Cycle II
Experimental	65	75	85
Control	64	68	70

Table 2. Comparison pre and post test

From these results, it can be concluded that integrating Ludo games in Arabic language learning significantly improves the speaking skills of 9th-grade students of Cipansor IT Junior High School. Interactive and fun Learning can motivate students to be more active and confident in using Arabic.

The implementation of cycle II proves that innovative learning media such as Ludo Game is efficacious in improving learning outcomes and making the learning process more interesting and meaningful for students. This research recommends that similar media be applied in other language learning to achieve optimal results (Sudjana & Ibrahim, 2007).

Discussion

Arabic language learning at Cipansor IT Junior High School faces challenges in improving students' speaking skills. Conventional learning methods such as lectures and question and answer are not enough to attract students' interest, so active participation in the class is very low, and students tend to follow the

Learning according to the flow given by the teacher in the classroom. As a result, students' speaking ability in Arabic is less than optimal. Therefore, innovation is needed in learning methods that can increase students' interest and speaking skills. This research tries to integrate the Ludo game as a learning medium to achieve this goal (Damayanti et al., 2019).

This study used a classroom action research design consisting of two cycles. Each cycle includes planning, implementation, observation, and reflection stages. The research subjects were ninth-grade students of SMP IT Cipansor, totaling 28 people. Then, the teacher divided the students into two groups with the following provisions:

The teacher divides the students into two groups, each totaling 14 people.

a. Experimental group using Ludo Game media

b. The control group used conventional methods, with the teacher explaining the material with lecture and question and answer methods, and then the teacher allowed students to ask questions.

The data were collected through observation, interviews with 9th-grade students of SMP IT Cipansor and teachers involved in teaching Arabic, and learning outcome tests. The teacher divided the students into two groups, each totaling 14 people.

a. Experimental group using Ludo Game media

b. The control group uses conventional methods, with the teacher explaining the material with lecture and question and answer methods, and then the teacher gives opportunities to students to ask questions.

Data were collected through observations, interviews with 9th-grade students of SMP IT Cipansor and teachers involved in teaching Arabic, and learning outcome tests (Rahmawati & Haris, 2018).

In the planning stage, teachers design learning methods integrating the Ludo game as the main media. The selected materials include basic vocabulary, daily life, and expressions relevant to the context of grade IX students. The teacher makes Ludo cards containing questions and speaking tasks in Arabic that the students have to answer during the game. An assessment rubric was also prepared to evaluate students' speaking fluency, accuracy of vocabulary use, and confidence level (Lestari, 2020).

Cycle I: Implementation and Observation

In cycle I, the Ludo learning method was implemented. The following are the stages carried out:

1. Opening and motivation

    a. Learning begins with *basmalah* and prayer

    b. The teacher explains the learning objectives and motivates the students

    c. The teacher explains the learning material using conventional methods to the control group

    d. The teacher explains the material to the experimental group using Ludo media. The teacher explains the material to the experimental group using Ludo media

2. Material Delivery

    1. a. The teacher explains the material using the lecture method and provides some basic vocabulary.

    2. b. The remaining students are divided into two groups: the experimental and control groups.

3. Implementation Of Ludo Game

    a. The experimental group started the Ludo game with modified rules.

    b. Each student rolls the dice and follows instructions based on the numbers that come out. With the provisions that number 1 answers a short question, number 2 takes a Ludo card and

answers questions or performs tasks, number 3 describes the friend beside him, number 4 explains the material again, and number 5 tells the picture provided. Number 6 tells about his life (M, 2020).

3. Observations

a. The teacher observes students' activeness, speaking fluency, vocabulary usage, and confidence using the observation sheet.

b. After the lesson, the teacher gives a pre-test to measure students' understanding.

Observation Aspect	Initial value	Cycle II
Student engagement	50%	70%
Speaking fluency	45%	60%
Vocabulary accuracy	50%	65%
Confidence	40%	55%
Student-teacher interaction	55%	68%
Grammar usage	45%	63%

Table 3. First-cycle observation results

4. Cycle I Reflections

Reflection was carried out to evaluate the results achieved in cycle I. The observation results showed a significant improvement in various aspects of students' speaking skills. Students are more active and dare to speak in Arabic, starting from one sentence to one paragraph. They are starting to be able to tell basic things, such as about students' daily lives, using Arabic without being guided and given basic vocabulary. However, there are still some weaknesses that need to be improved, such as variations in speaking tasks and more intensive guidance in the use of Arabic vocabulary and grammar, because, in this study, researchers focused on students' courage to speak using Arabic (Syafi'i Mubarak, 2020).

Cycle II: Improvement and Enhancement

Based on the reflection results from cycle I, improvements were made in cycle II. The teacher added a variety of more challenging materials, including more complex expressions and more creative and challenging communication situations. The teacher also increased the assessment criteria in the rubric to include aspects of intonation, facial expression, and idiomatic usage.

Implementation of cycle II

In cycle II, the Ludo Game learning media was implemented again with improvements. The following are the stages carried out by researchers:

1. Opening and motivation :
   a. Learning begins with reading *basmalah* and prayer
   b. The teacher explains the learning objectives and motivates students
2. Material delivery

    a.   The teacher explains the material using the lecture method and provides some vocabulary

    b.   Students are divided into two groups

3.   Implementation of Ludo Game

    a.   The experimental group continues the Ludo game with modified rules

    b.   Students are more active in following instructions and participating in the game

4.   Observations

    a.   The teacher observes students' activeness, fluency, vocabulary use, and confidence using the observation sheet

    b.   After the lesson, the teacher gives a post-test to measure the improvement of students' understanding.

Observation Aspect	Cycle I	Cycle II
Student engagement	70%	85%
Speaking fluency	60%	80%
Vocabulary accuracy	65%	78%
Confidence	55%	75%
Student-teacher interaction	68%	82%
Grammar usage	63%	77%

Table 4. Cycle Observation Results II

Data Analysis and Test Results

    To measure the improvement of student learning outcomes, pre-test and post-test tests were conducted in both cycles. The following results compare the average pre-test and post-test scores in both cycles.

Group	Pre-test Average Cycle I	Post-test Average Cycle I	Post-test Average Cyclus II
Experimental	65	75	85
Control	64	68	70

Table. Results Tes Pre-Test and Post-Test

    From these results, it can be seen that the experimental group using the Ludo Game media showed a more significant improvement compared to the control group using conventional methods, namely by delivering material using the lecture method and only asking questions and answers, the number of students who asked questions was only 1 to 3 people in learning. The experimental group's average post-test score in cycle II reached 85, an increase of 20 points from the pre-test in cycle I. Meanwhile, the control group only experienced an increase of 6 points from the pre-test to the post-test in cycle II (Zainal, 2018).

    The results showed that the use of Ludo games in learning Arabic is more effective in improving students' speaking skills compared to conventional methods where teachers provide material using the

lecture method, which tends to bore students faster and then provide basic vocabulary to be memorized by students, and provide opportunities for students to ask questions. This method makes the learning process more interactive and fun, so students are more motivated to participate (Luthfi Amir Siregar, 2020) actively. Significant improvements in liveliness, speaking fluency, accuracy of vocabulary use, and self-confidence indicate that Ludo games can be an effective alternative learning method (R, 2016).

1. Student Engagement

In cycle I, student engagement increased from 50% to 70%. In cycle II, activeness increased again to 85%. This increase shows that students are more interested and actively involved in learning using the Ludo game.

2. Speaking fluency

Students' speaking fluency increased from 45% in the initial stage to 60% in cycle I and 80% in cycle II. Students became more fluent in Arabic due to frequent practice during the game.

3. Vocabulary accuracy

The accuracy of vocabulary use increased from 50% in the early stage to 65% in cycle I and 70% in cycle II. The Ludo game helped students enrich their vocabulary and use it more precisely.

4. Confidence

Students' confidence in speaking increased from 40% at the initial stage to 55% in cycle I and 75% in cycle II. Students became more courageous and confident in using Arabic.

The objective condition of Arabic language learning at SMP IT Cipansor prior to this study showed a strong reliance on conventional methods. Teachers primarily employed lecturing and memorization, focusing on reading and writing skills while neglecting speaking skills. Instructional materials remained limited to textbooks and whiteboards, with little incorporation of media or interactive learning tools (A, 2018; Eka, 2018). This situation led to a lack of student engagement, especially in developing oral proficiency.

The implementation of the Ludo Game as an instructional medium was carried out in two cycles. Each cycle involved planning, implementation, observation, and reflection. The Ludo Game was designed to include communicative tasks and vocabulary challenges that required students to use Arabic in spontaneous, game-based contexts. The intervention aimed to foster fluency, vocabulary accuracy, and speaking confidence in a structured yet engaging format.

Statistical analysis using paired sample t-tests and independent sample t-tests was conducted on students' pre-test and post-test speaking scores. In Cycle I, the average post-test score for the experimental group increased from 65 to 75, while the control group only rose slightly from 64 to 68. In Cycle II, the experimental group's average score rose further to 85, compared to the control group's 70. An independent sample t-test comparing the experimental and control group post-test scores in Cycle II yielded a p-value of 0.0004 ($p < 0.05$), indicating a statistically significant difference in speaking ability between the two groups. Additionally, a paired sample t-test on the experimental group showed a significant improvement ($p = 0.0002$) from pre-test to post-test scores.

Observational data also confirmed this improvement. As shown in Table 1, student engagement increased from 70% in Cycle I to 85% in Cycle II. Speaking fluency rose from 60% to 80%, vocabulary accuracy from 65% to 78%, and confidence from 55% to 75%. These results indicate not only a statistical but also a practical improvement in the experimental group's speaking performance.

From a theoretical perspective, this finding aligns with Vygotsky's Social Constructivism theory, which emphasizes the role of social interaction in language development. The Ludo Game facilitated meaningful communication and peer collaboration, helping learners to construct language competence within their Zone of Proximal Development (ZPD). Moreover, the game-based approach supports Krashen's Affective Filter Hypothesis, which suggests that learners acquire language more effectively in low-anxiety, enjoyable environments. The Ludo Game reduced the affective filter by creating a fun and non-threatening context for language use.

Comparing this study with previous research supports its findings. For example, Lisna (2016) found that interactive games significantly increased student participation in foreign language learning. Similarly, Fauzi (2017) reported that communicative tasks in game form improve students' speaking fluency and confidence. The present study adds to this body of research by demonstrating that a simple, culturally familiar board game like Ludo can be adapted for instructional purposes to support Arabic speaking skills. The results reinforce Setiawan's (2018) conclusion that game-based instruction is an effective pedagogical strategy, especially when conventional methods fall short in cultivating speaking ability.

In conclusion, the integration of the Ludo Game into Arabic language instruction has a significant and positive impact on students' speaking skills. The findings suggest that educational games are not merely tools for engagement but are effective in achieving substantial learning outcomes. These results provide a compelling argument for the broader implementation of educational games in language curricula, especially in contexts where traditional methods dominate and speaking practice is limited.

CONCLUSION

This study shows that using Ludo games in Arabic language learning significantly improves the speaking skills of 9th-grade students of SMP IT Cipansor. First, the Ludo game can create a more active, interactive, and fun learning atmosphere that encourages students' active participation in speaking activities. Second, this method also effectively improves students' fluency and confidence in using Arabic, as seen from the increase in ex-speaking scores and class observations. Thirdly, although there were some vocabulary and sentence structure mistakes, reflection and improvement in the next cycle showed that with proper guidance, the Ludo game can be an effective learning tool to strengthen students' Arabic speaking skills. The findings of this research offer practical implications for Arabic language teachers, particularly at the junior high school level. Teachers can integrate simple educational games like Ludo into their lesson plans to stimulate students' interest and reduce anxiety during speaking activities. Such games can also be formative assessment tools to evaluate students' oral language development in a more engaging and less intimidating context.

However, this study has several limitations. The intervention was conducted over a relatively short period and involved a limited number of students, which may affect the generalizability of the results. Additionally, using a physical board game may not fully capture the potential of game-based learning in digital or hybrid learning environments. Future research could explore using digital or online game-based platforms to teach Arabic speaking skills, which may provide broader access and increased interactivity. Longitudinal studies are also recommended to examine the long-term impact of game-based learning on students' oral proficiency, vocabulary acquisition, and grammatical accuracy in Arabic.

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