

The Effect of Genially-Based Learning Media on The Arabic Speaking Skills of Fifth-Grade Students at The Tanjungpinang State Elementary Madrasah

Lia Juniati¹, *Fajar Tresna Utama², Ruddat Ilaina Farkhatun³, Dharin Aisyah Syahidah⁴, M. Fadhlurrahman⁵, Kurnia⁶, Taskia Rumaisha⁷, Nurhasanah⁸
Sekolah Tinggi Agama Islam Negeri Sultan Abdurrahman Kepulauan Riau, Bintan, Indonesia¹²³⁴⁵⁶⁷⁸

***Correspondence Address :** fajartresnautama@gmail.com

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Abstract

Arabic plays a significant role in developing students' communicative competence in Islamic elementary education. However, traditional instruction has inadvertently transformed speaking skills into the most anxiety-inducing aspect, silencing students' oral production through teacher-centered pedagogy. To address this critical gap, this study aims to examine the effect of Genially-based learning media on the Arabic speaking skills of fifth-grade students at the Tanjungpinang State Elementary Madrasah. This study employs a quantitative, quasi-experimental design with a nonequivalent control group. The study sample consists of two classes: Class 5C (experimental group) and Class 5B (control group), each comprising 33 students. Data collection was conducted through observation, interviews, documentation, and Arabic-speaking skills tests. The data were analyzed using the Shapiro-Wilk normality test, Levene's homogeneity test, and the independent samples t-test for hypothesis testing. The study found that the experimental class's average score increased from 49.94 on the pretest to 74.58 on the posttest, while the control class's average score increased from 45.34 to 57.88. In percentage terms, the increase in the experimental class reached 49.34%, higher than that of the control class at 27.66%. The results of the independent-samples t-test showed a p-value of $0.000 < 0.05$, indicating a significant difference between the two classes. These findings suggest that Genially-based learning media has a positive and significant effect on students' Arabic speaking skills. This study implies that Genially can serve as an alternative interactive medium to support more engaging, participatory, and student-centred maharah al-kalām learning at the madrasah ibtidaiyah level.

Keywords : Genially, Learning Media, Speaking Skills, Arabic, Maharah al-Kalām

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A. Introduction

Arabic plays a significant role in Islamic education in Indonesia, serving not only as a subject but also as a medium for understanding Islamic sources and developing students' communicative competencies.¹ In the learning of Arabic as a foreign language, speaking skills (*maharah al-kalām*) are one of the most critical productive skills because they are directly related to students' ability to express ideas, respond to questions, and interact orally in the target language.² In the context of elementary education, the development of speaking skills requires special attention because this stage serves as the foundation for building confidence, fluency, and accuracy in language use at subsequent levels. In foreign language learning environments, oratory and oral communication skills are increasingly viewed as essential components of meaningful learning participation, including in digital learning environments.³

Nevertheless, speaking skills often remain the most challenging aspect of foreign language learning. Various studies indicate that speaking is frequently perceived as the skill that triggers the most anxiety, as it demands mastery of vocabulary, pronunciation, fluency, and the ability to respond spontaneously. Bashori et al, for instance, emphasize that foreign language speaking anxiety negatively impacts student performance, and that speaking skills are among the most prone to causing affective barriers in the learning process.⁴ In Arabic language learning, similar issues remain evident, particularly when students lack confidence, have limited vocabulary mastery, and are not yet accustomed to actively practising speaking. These conditions indicate that improving speaking skills cannot be supported solely by mastery of content but also requires learning strategies that reduce students' psychological barriers and create a safer, more engaging, and interactive practice environment.⁵

¹ H Heriman and U Haryaka, "Trends in Arabic Language Course Program Management and Its Relevance to Course Development: A Systematic Literature Review," *Borneo Journal of Language and Education* 5, no. 1 (2025): 1–15, <https://doi.org/10.21093/benjole.v4i2.9769>; Uyun Thayyibah and Wati Susiawati, "Kajian Semantik Denotasi Dan Konotasi Dalam Bahasa Arab: Pendekatan Analisis Tematik," *Borneo Journal of Language and Education* 5, no. 1 SE-Articles (March 22, 2025), <https://doi.org/10.21093/benjole.v5i1.9585>.

² Umi Hanifah, "Pengembangan Literasi Berbicara Bahasa Arab (Mahārat Al-Kalām) Di Madrasah Ibtidaiyah (MI)," *Elementary: Islamic Teacher Journal* 6, no. 2 (2018): 206–26; Nurmaryithah Syamaun, "Pembelajaran Maharah Al-Kalam Untuk Meningkatkan Keterampilan Berbicara Mahasiswa Program Studi Pendidikan Bahasa Arab Fakultas Tarbiyah Dan Keguruan," *لساننا (LISANUNA): Jurnal Ilmu Bahasa Arab Dan Pembelajarannya* 4, no. 2 (2016): 343–59.

³ Jamie Atkins and Marion Heron, "Oracy Skills in a Digital Environment: What Do Foreign Language Undergraduate Students Need?," *The Language Learning Journal* 52, no. 5 (September 2024): 585–96, <https://doi.org/10.1080/09571736.2024.2342339>; T R Putra and A Madkur, "Instagram as an Educational Tool for Autonomous Learning: Pre-Service EFL Teacher's Voices," *Borneo Journal of Language and Education (BENJOLE)* 5, no. 1 (2025): 63–79, <https://journal.uinsi.ac.id/index.php/bjle/article/view/9305/3172>.

⁴ Muzakki Bashori et al., "Web-Based Language Learning and Speaking Anxiety," *Computer Assisted Language Learning* 35, no. 5–6 (July 2022): 1058–89, <https://doi.org/10.1080/09588221.2020.1770293>.

⁵ Muhammad Triwibowo, Raden Taufiqurrochman, and Nur Hasaniyah, "Cognitive Approach to the Use of Multimedia in Maharoh Kalam Learning," *AL-WIJDĀN Journal of Islamic Education Studies* 9, no. 4 (October 2024): 602–14, <https://doi.org/10.58788/alwijdn.v9i4.5370>; Bashori et al., "Web-Based Language Learning and Speaking Anxiety."

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One common issue in language classrooms is the dominance of teacher-centred instruction, rote memorization, and translation, leaving students with limited opportunities to produce language orally. In such situations, learning media play a crucial role as they can bridge the gap between instructional content and more concrete, multimodal, and participatory learning experiences. Recent literature indicates that multimedia, gamification, and learning technologies can enhance motivation, engagement, and language-learning performance. Abdeen and Albiladi emphasize that gamification and technology-based learning hold significant potential for language instruction, as they can enhance the learning experience and support the development of a range of language skills, including speaking.⁶ In line with this, several studies also indicate that digital approaches based on games and interactivity tend to strengthen motivation and language learning outcomes when designed to meet students' needs.⁷

Within this framework, Genially emerges as a relevant platform for language learning as it enables the integration of text, images, audio, animations, quizzes, and interactive elements into a single medium. These characteristics align with multimodal learning, which emphasizes combining visual and verbal channels to support information processing. Research by Cabrera-Solano indicates that the use of Genially-based games in foreign language learning can improve students' academic performance while simultaneously strengthening their motivation to learn.⁸ In the context of Arabic language learning, Nurjamilah and Fahyuni also found that the web-based Genially platform has a positive impact on vocabulary learning outcomes.⁹ Furthermore, Triwibowo et al. confirm that the use of multimedia with a cognitive approach can improve Arabic speaking skills, learning motivation, and the quality of students' learning experiences.¹⁰ These findings demonstrate that technology-based interactive media serve not only as visual aids but also support the creation of more active and meaningful language learning experiences.

However, upon closer examination, there remain research gaps that need to be addressed. Most studies on Genially have focused primarily on general

⁶ Fahad H Abdeen and Waheeb Albiladi, "Gamification and Technology-Based Learning: Uncovering the Potential of Using Games in Language Teaching and Learning," *Journal of Studies in Education* 11, no. 2 (April 2021): 62, <https://doi.org/10.5296/jse.v11i2.18339>.

⁷ Lovandri Dwanda Putra, Siti Ro'ihatul Janah, and Siti Robiatun Adawiyah, "Penerapan E-Learning Dengan Aplikasi Duolingo Untuk Meningkatkan Motivasi Belajar Siswa Sekolah Dasar," *Pendas Mahakam: Jurnal Pendidikan Dan Pembelajaran Sekolah Dasar* 9, no. 2 (2024): 157–67; Lina Handayani, Suwarna Dwijonagara, and Muhajirin Muhajirin, "Penggunaan SIDONA Dalam Meningkatkan Hasil Belajar Siswa Pada Materi Fabel," *Jurnal Studi Guru Dan Pembelajaran* 7, no. 3 (2024): 1434–44; Geby Anita and Tri Ariani, "Pengaruh Game Based Learning Terhadap Pembelajaran Fisika Untuk Meningkatkan Minat Dan Hasil Belajar Siswa: Literature Review," *ANTHOR: Education and Learning Journal* 3, no. 5 (2024): 21–26; Ayu Miranda et al., "Experimental Study on the DRTA Strategy: Improving Arabic Reading Activeness in Madrasah Tsanawiyah Batu," *Benjole* 5, no. 1 (2025): 80–92, <https://doi.org/https://doi.org/10.21093/benjole.v5i1.9556>.

⁸ Paola Cabrera-Solano, "Game-Based Learning in Higher Education: The Pedagogical Effect of Genially Games in English as a Foreign Language Instruction," *International Journal of Educational Methodology* 8, no. 4 (November 2022): 719–29, <https://doi.org/10.12973/ijem.8.4.719>.

⁹ Siti Nurjamilah and Eni Fariyatul Fahyuni, "Penerapan Media Pembelajaran Berbasis Web 'Genially' Terhadap Hasil Belajar Siswa Pada Materi Mufradât Bahasa Arab," *Al Mi'yar: Jurnal Ilmiah Pembelajaran Bahasa Arab Dan Kebahasaaraban* 7, no. 2 (September 2024): 700, <https://doi.org/10.35931/am.v7i2.3862>.

¹⁰ Triwibowo, Taufiqurrochman, and Hasaniyah, "Cognitive Approach to the Use of Multimedia in Maharoh Kalam Learning."

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learning outcomes, vocabulary mastery, learning motivation, or non-Arabic foreign language contexts. Studies specifically examining the impact of Genially on Arabic-speaking skills at the elementary madrasah level remain relatively limited. However, at this level, students require media that is not only visually engaging but also capable of fostering speaking confidence, accurate pronunciation, appropriate vocabulary use, and fluency in oral responses. Thus, more specific empirical evidence is still needed regarding the effectiveness of Genially in teaching *maharah al-kalām* to Islamic elementary school students in Indonesia.

Based on this background, this study aims to analyze the impact of Genially-based learning media on Arabic language skills among fifth-grade students at the Tanjungpinang State Elementary Madrasah. This research is important because it contributes to two domains simultaneously. In the practical realm, this study offers an alternative, more interactive learning medium to improve the quality of Arabic speaking instruction in elementary madrasahs. In the academic realm, this study enriches the discussion of integrating technology, multimedia, and gamification into Arabic language learning as a foreign language, particularly regarding speaking skills, which have long faced complex pedagogical and affective challenges.

B. Method

This study employed a quantitative, quasi-experimental design with a nonequivalent control group. This design involved two groups: an experimental class that received instruction using Genially as a learning medium and a control class that followed conventional instruction without this medium. Both groups were administered a pretest before the intervention and a posttest after the intervention to measure changes in students' Arabic speaking skills. The study was conducted at the Tanjungpinang State Elementary School. The study population consisted of all fifth-grade students, totaling 99 students. The study sample comprised two classes: Class 5C, the experimental group, and Class 5B, the control group, each with 33 students. The sampling technique used was purposive sampling. The research objective is to examine the effect of Genially-based learning media on students' Arabic speaking skills. Data collection techniques in this study included observation, interviews, documentation, and an Arabic-speaking skills test. The oral test instrument was designed based on four assessment indicators: pronunciation, vocabulary, grammar, and fluency. Each aspect was rated on a 1–4 scale. The materials used in instruction and testing covered the themes of the living room and study room (*فِي عُرْفَةِ الْإِسْتِقْبَالِ وَعُرْفَةِ الْمَذَاكِرَةِ*). Before being used in the study, the test instruments and learning media underwent expert validation. Data analysis was conducted in several stages: a normality test using the Shapiro–Wilk test, a homogeneity test using Levene's Test, and an independent-samples t-test. The significance level for hypothesis testing was set at 0.05. If the p-value is less than 0.05, there is a significant difference between the two groups.

C. Findings and Discussion

Findings

The results of the study indicate that Arabic-speaking skills improved in both classes, but the improvement in the experimental class was greater than in

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the control class. In the experimental class, the average pretest score of 49.94 increased to 74.58 on the post-test. The highest score increased from 75 to 94, while the lowest score increased from 25 to 50. See Figure 1 below:

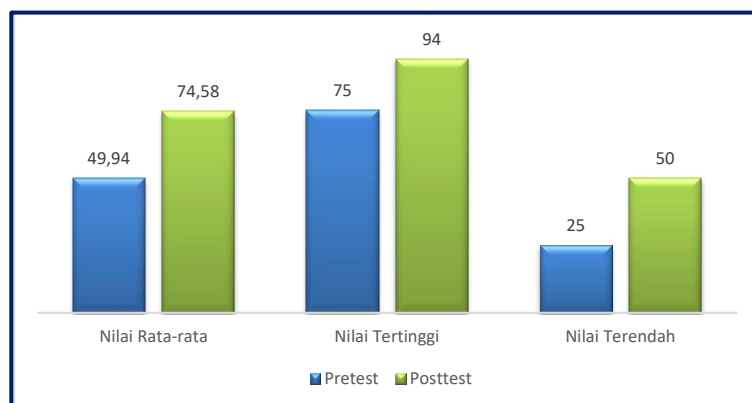


Figure 1. Summary of Arabic Speaking Skills Scores for the Experimental Class

Meanwhile, in the control class, the average pretest score of 45.34 increased to 57.88 on the post-test, with the highest score changing from 75 to 88 and the lowest score from 25 to 31. These data indicate that both classes improved, but the class that used Genially achieved higher results. See Figure 2 below:

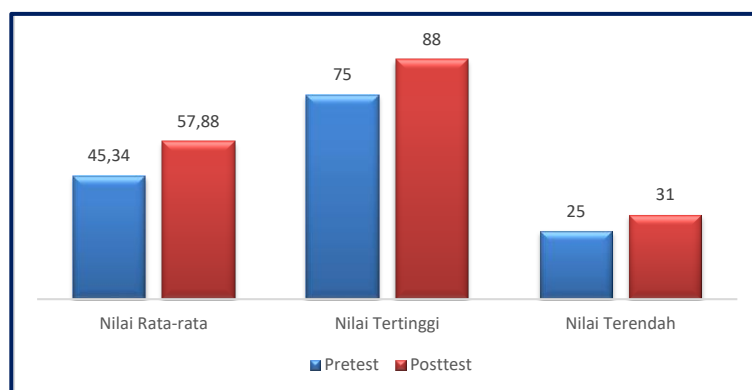


Figure 2. Summary of Arabic Speaking Skills Scores for the Control Class

In percentage terms, the score increases in the experimental class reached 49.34%, while in the control class it was only 27.66%. These findings indicate that the use of interactive media provides a greater boost to students' speaking skill development compared to conventional learning. Teacher observations and interviews also showed that after using Genially, students appeared more enthusiastic, more active in answering questions, and more confident in speaking Arabic.

Before the hypothesis test was conducted, the data were first tested for normality and homogeneity. The results of the Shapiro-Wilk test indicated that the pretest and post-test data in both the experimental and control classes were normally distributed, with p-values above 0.05 for each. The results of the homogeneity test also showed that the data had homogeneous variances, with a p-value of $0.883 > 0.05$. Thus, the data met the requirements for an independent-samples t-test. See Table 1 below:

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Table 1. Results of the Normality Test for Pretest and Post-test

Class		Shapiro-Wilk		
		Statistic	df	Sig.
<i>Pretest</i>	Control	.960	33	.259
	Experiments	.954	33	.176
a. Lilliefors Significance Correction				
Class		Shapiro-Wilk		
		Statistic	df	Sig.
<i>Posttest</i>	Control	.962	33	.290
	Experiments	.946	33	.101
a. Lilliefors Significance Correction				

The results of the independent samples t-test show a significance value (two-tailed) of $0.000 < 0.05$. This indicates a significant difference between the speaking skills of students in the experimental and control classes. Thus, the alternative hypothesis is accepted, namely that Genially-based learning media has a significant effect on the Arabic speaking skills of fifth-grade students at MIN Tanjungpinang. See Table 2 below:

Table 2. Results of the T-test

		Levene's Test for Equality of Variances					t-test for Equality of Means	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Arabic Speaking Skills Score	Equal variances assumed	.434	.512	-4.910	64	.000	-16.697	3.401
	Equal variances not assumed			-4.910	62.968	.000	-16.697	3.401

Discussion

The findings of this study indicate that the use of Genially is more effective at improving students' Arabic speaking skills than conventional teaching methods. The experimental class showed a greater increase in scores than the control class, suggesting that the use of interactive media not only aids in delivering content but also expands students' opportunities to practice speaking actively. In this study, students not only listened to the teacher's explanations but also interacted with images, animations, audio, and verbal quizzes presented within the Genially platform. This combination made the learning process more engaging and encouraged students to respond verbally. These findings align with research showing that Genially effectively improves Arabic language learning outcomes by offering a more engaging learning experience that is no longer entirely teacher-centred.¹¹ In the context of speaking skills, these results also align with research showing that interactive visual-auditory media can

¹¹ Nurjamilah and Fahyuni, "Penerapan Media Pembelajaran Berbasis Web 'Genially' Terhadap Hasil Belajar Siswa Pada Materi Mufradāt Bahasa Arab."

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strengthen students' oral performance.¹² Furthermore, empirical evidence indicates that focused interactive methods specifically designed for oral communication yield a significant positive effect on learners' ultimate speaking proficiency.¹³ Support from international studies on the use of Genially-based games in foreign language learning also demonstrates that this platform can enhance engagement and learning outcomes when students actively engage with the presented material.¹⁴

This improvement can be understood from two perspectives. First, from a pedagogical perspective, Genially creates a more engaging and participatory learning environment. Students become more motivated to pay attention to the material, imitate the pronunciation, answer questions, and describe the displayed objects. This finding aligns with research showing that pop-up book-based serial story media received very positive responses and were deemed suitable for supporting Arabic-speaking skills because they can stimulate students' interest in learning.¹⁵ Additionally, structured language activities within modern instructional designs have been evaluated as highly effective in shifting the learning paradigm toward active oral production in Maharah Kalam context.¹⁶ Second, from a psychological perspective, engaging media helps reduce feelings of fear, shyness, and hesitation when speaking Arabic. This aligns with findings that speaking skills are the most anxiety-prone. However, a web-based learning environment can help reduce pressure when students must produce language orally.¹⁷ In this study, these effects were evident in the increased enthusiasm and confidence of students following the use of Genially, indicating that the medium functions not only as a cognitive aid but also as an affective facilitator in Arabic language learning.

These findings also align with the theoretical framework used in this study, namely multimedia cognitive theory. According to this approach, learning

¹² Sulastri Sulastri, "Pengembangan Media Pembelajaran Arabic Thematic Video Pada Keterampilan Berbicara Bagi Siswa Kelas VIII MTS," *Lisanul Arab: Journal of Arabic Learning and Teaching* 5, no. 1 (2016); Naili Vidya Yulistiyana, Zukhaira Zukhaira, and Retno Purnama Irawati, "PENGUNAAN MEDIA MOVIE MAKER DALAM KETERAMPILAN BERBICARA BAHASA ARAB PADA SISWA KELAS VA MIN BAWU JEPARA," *Lisanul Arab: Journal of Arabic Learning and Teaching* 11, no. 1 (2022): 26–31.

¹³ Diah Aulia Ulfah et al., "The Effect of Muhawarah Method on Speaking Skills of Arabic Language Education Students at UINSI Samarinda," *El-Syaker: Samarinda International Journal of Language Studies* 1, no. 1 (2024): 42–54, <https://doi.org/https://doi.org/10.64093/esijls.v1i1.24>.

¹⁴ Cabrera-Solano, "Game-Based Learning in Higher Education: The Pedagogical Effect of Genially Games in English as a Foreign Language Instruction."

¹⁵ Putri Ayu Oktavia, Nafis Azmi Amrullah, and Darul Qutni, "Pengembangan Media Cerita Berseri Berbasis Pop-Up Book Untuk Pembelajaran Keterampilan Berbicara Bahasa Arab Kelas X Ma Di Kabupaten Nganjuk," *Lisanul Arab: Journal of Arabic Learning and Teaching* 12, no. 2 (2023): 35–50; Rizka Wahyuni, "Pengembangan Media Pembelajaran Gambar Berseri Berbasis Pop-Up Book Untuk Meningkatkan Keterampilan Menulis Narasi Bahasa Indonesia Kelas IV DiSd/Mi" (UIN Raden Intan Lampung, 2019); Alawiyah Siti, "Pengembangan Media Pop-Up Book Dalam Meningkatkan Kemampuan Membaca Cerita Mata Pelajaran Bahasa Indonesia Kelas 1 SD/MI" (UIN RADEN INTAN LAMPUNG, 2022).

¹⁶ A Akhirudin et al., "Model Pembelajaran Flipped Classroom Berbasis Language Activity: Studi Evaluatif Pembelajaran Maharah Kalam," *Lisanan Arabiya: Jurnal ...*, 2024, <https://ojs.unsiq.ac.id/index.php/liar/article/view/7019>.

¹⁷ Iwan Fauzi et al., "Mengatasi Anxiety Dalam Berbicara Bahasa Inggris Melalui Pembelajaran Berbasis Web," in *Prosiding Seminar Nasional Pascasarjana*, vol. 5, 2022, 550–56; Bashori et al., "Web-Based Language Learning and Speaking Anxiety."

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becomes more effective when information is presented through integrated visual and verbal channels.¹⁸ In practice, Genially allows students to receive input in the form of text, images, audio, and animations simultaneously, thereby facilitating deeper information processing. In the *maharah al-kalām* instruction, integrating these multimedia elements reinforces vocabulary, improves pronunciation, and enhances speaking fluency. This argument is supported by research showing that innovations in kalam materials based on a cybernetic approach influence students' speaking skills.¹⁹ Another study also confirms that public speaking skills in a digital environment require adequate pedagogical support so that students can articulate ideas more effectively.²⁰ Thus, the results of this study align with the assumption that multimedia-based learning does not merely enhance the presentation of material but also strengthens the process of spoken language acquisition.

When considered alongside previous studies, this research's results demonstrate that Genially's effectiveness does not stand alone but exists within a broader spectrum of technology-based language learning, gamification, and multimedia. On one hand, the study by Nurjamilah and Fahyuni demonstrates Genially's effectiveness in vocabulary acquisition;²¹ on the other hand, this study shows that the benefits of this medium also extend to productive skills, particularly speaking. This means that the findings of this study enrich the literature by showing that Genially not only aids receptive aspects or vocabulary mastery but can also encourage students to practice the language orally. Thus, the position of this study becomes clearer: it extends previous findings on vocabulary learning outcomes to oral performance in Arabic language learning at the elementary school level. These findings are also consistent with studies showing that interactivity, visualisation, and active participation contribute to improved language learning outcomes.²²

Nevertheless, the results of this study should still be interpreted with caution. The research was conducted at a single madrasah with two classes and within a limited treatment period of four sessions. Therefore, these findings are best understood as contextual empirical evidence that Genially is effective for Arabic-speaking instruction at the elementary madrasah level, rather than as an

¹⁸ Haris Budiman, "Penggunaan media visual dalam proses pembelajaran," *Al-Tadzkiyyah: Jurnal Pendidikan Islam* 7, no. 2 (2016): 171–82; Siti Nursolehah et al., "Efektivitas Pembelajaran Visual dalam Meningkatkan Pemahaman Siswa terhadap Sejarah Islam di MI Miftahul Huda," *EduSpirit: Jurnal Pendidikan Kolaboratif* 1, no. 3 (2024): 414–19; Husnul Khotimah, Asep Supena, dan Nandang Hidayat, "Meningkatkan attensi belajar siswa kelas awal melalui media visual," *Jurnal Pendidikan Anak (WEBSITE INI SUDAH BERMIGRASI KE WEBSITE YANG BARU==> https://journal.uny.ac.id/v3/jpa)* 8, no. 1 (2019): 17–28.

¹⁹ Kristina Imron et al., "A New Model of Kalam Material Through Cybernetic Approach: Development Stages and The Influence Towards Speaking Skill of Students," *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab* 15, no. 1 (June 2023): 207–23, <https://doi.org/10.24042/albayan.v15i1.16199>.

²⁰ Atkins and Heron, "Oracy Skills in a Digital Environment: What Do Foreign Language Undergraduate Students Need?"

²¹ Nurjamilah and Fahyuni, "Penerapan Media Pembelajaran Berbasis Web 'Genially' Terhadap Hasil Belajar Siswa Pada Materi Mufradāt Bahasa Arab."

²² Abdeen and Albiladi, "Gamification and Technology-Based Learning: Uncovering the Potential of Using Games in Language Teaching and Learning"; Cabrera-Solano, "Game-Based Learning in Higher Education: The Pedagogical Effect of Genially Games in English as a Foreign Language Instruction."

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absolute generalisation applicable to all contexts. Such limitations are also commonly found in development studies or Classroom experiments on Arabic language learning conducted within specific schools or classrooms. Nevertheless, the results of this study still provide an important practical contribution to Arabic language teachers, particularly in efforts to develop more interactive, student-centred learning.

D. Conclusion

The results of the study indicate that Genially-based learning media have a positive and significant effect on the Arabic speaking skills of fifth-grade students at the Tanjungpinang State Elementary Madrasah. This is evident from the increase in the experimental class's average score from 49.94 on the pretest to 74.58 on the posttest, whereas the control class increased only from 45.34 to 57.88. The results of the independent-samples t-test also showed a significance value of $0.000 < 0.05$, indicating that Genially is effective in improving students' speaking skills. These findings imply that the use of interactive media, such as Genially, can serve as a strategic alternative for Arabic language teachers to create more engaging, participatory, and student-centred learning experiences, particularly in developing speaking skills. However, this study has limitations: it was conducted at only one madrasah, involved only two classes, and spanned four sessions. Therefore, the results of this study should be understood as contextual findings and should be tested again with a broader range of subjects, grade levels, and learning durations. Further research is recommended to test the use of Genially in other Arabic language skills, such as listening, reading, and writing, or to examine its impact using a broader experimental design, a longer treatment duration, and by incorporating other variables such as student motivation, self-confidence, and speaking anxiety.

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