

International Conference on  
Language Learning and LiteratureISSN: 2774-6585 | <https://conferences.uinsgd.ac.id>**ENHANCING ARABIC SPEAKING SKILLS THROUGH THE ROLE-PLAY  
METHOD IN THE MUBTADI CLASS AT AL-MA'HAD AL-LUGHOWY****Acep Hermawan<sup>1</sup>, Dadan Nugraha<sup>2</sup>, Davina<sup>3</sup>, Jimmy Surya Nugraha<sup>4</sup>**<sup>1</sup>UIN Sunan Gunung Djati Bandung, Indonesia<sup>2</sup>UIN Sunan Gunung Djati Bandung, Indonesia<sup>3</sup>UIN Sunan Gunung Djati Bandung, Indonesia<sup>4</sup>UIN Sunan Gunung Djati Bandung, IndonesiaCorresponding E-mail: [dafauzia20@gmail.com](mailto:dafauzia20@gmail.com)**ABSTRACT**

This research explores the effectiveness of the role play method in enhancing Arabic speaking skills among beginner-level (Mubtadi) students at Al-Ma'had Al-Lughowy. The study was designed using a Classroom Action Research (CAR) approach consisting of two cycles, each involving stages of planning, action, observation, and reflection. A total of 93 second-semester students from the Arabic Language Education Program participated in this study. The main objective was to address challenges in speaking skills, such as low confidence, lack of motivation, and limited oral proficiency, commonly found in conventional grammar-based teaching. Data collection techniques included participant observation, interviews, and speaking skill tests, supported by observation sheets and performance rubrics. The results demonstrated significant improvements in students' Arabic speaking performance, with test scores increasing from a range of 40–55 to 60–80 after the intervention. Qualitative findings also revealed enhancements in students' fluency, vocabulary use, grammar accuracy, pronunciation, as well as increased confidence and active participation in speaking activities. The role play method provided a more engaging, contextual, and interactive learning environment, allowing students to simulate real-life communication. This method proved particularly effective in developing communication competence, collaboration, creativity, and learner autonomy. The findings recommend the integration of role play into Arabic language instruction to support more meaningful and student-centered learning outcomes.

**Keywords:** Arabic language, Learning motivation, Role-play method, Speaking skills**INTRODUCTION**

Arabic language instruction holds a vital role in the educational sphere, particularly in Islamic educational institutions. One of the core competencies students must master is speaking skills. This competency is not only essential for daily communication but also for the comprehension and usage of religious texts, most of which are in Arabic.

Skill, in this context, is the ability to accomplish tasks (Maskur, 2018). Other literature describes motor skills as a series of muscular movements used to complete tasks effectively (Hamalik, 1983). Skills are also understood as the ability to utilize thought, intellect, ideas, and creativity in performing, altering, or creating something meaningful. In *Educational*

*Psychology* by Muhibbin Syah, it is stated that skills are manifestations of learning behavior—activities involving neuromuscular functions such as writing, typing, or sports (Syah & Pertiwi, 2024).

However, teaching Arabic speaking skills to beginners, especially in the Muftadi class, remains a challenge. Many students still struggle with speaking despite having an adequate vocabulary. This issue arises due to several factors, including lack of motivation, low self-confidence, and the use of ineffective teaching methods.

Al-Ma'had Al-Lughowy, as an Arabic language institution, acknowledges the need for innovation in teaching strategies to address these challenges. One such method believed to be effective in enhancing Arabic speaking skills is the role-play method. This approach allows students to engage actively in near-authentic communicative scenarios, enabling them to develop speaking skills in a more natural and enjoyable manner.

Previous studies support the effectiveness of the role-play method. For example, Dewi Anggraeni (2018) found that this method significantly improved student learning outcomes. Hidayah (2017a) noted that role-play encouraged students to think, act, and be creative and innovative. Handayani & Asrofi (2023) also observed the effectiveness of role-play, particularly using the *muhawaroh* (dialogue) technique, in improving Arabic speaking skills. Similarly, Putra & Sulistyawati (2019) and Sembiring (2021) reported positive outcomes in different educational settings.

As an interactive learning approach, role-play enables students to practice Arabic in meaningful contexts. Through assigned roles, students develop critical thinking, increase vocabulary, and enhance communication. Moreover, it boosts motivation and confidence by allowing students to speak Arabic without excessive pressure.

This study investigates the effectiveness of the role-play method in improving Arabic speaking skills among Muftadi class students at Al-Ma'had Al-Lughowy. Using a Classroom Action Research (CAR) approach, the research aims to contribute to the development of Arabic teaching methodologies particularly in enhancing speaking skills. The findings are expected to guide educators in selecting appropriate and engaging methods for teaching Arabic, making the learning process more effective and enjoyable for students.

## METODE

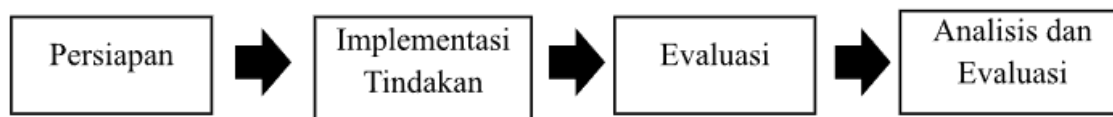
This study employed a Classroom Action Research (CAR) design to improve students' Arabic speaking skills through the implementation of the roleplaying method. The CAR approach, based on the model developed by Wibawa et al. (1993), consists of four main stages: planning, action, observation, and reflection. This cyclic process allows researchers to identify classroom learning issues and respond to them through continuous intervention and improvement.

The research was conducted over a period of two weeks, starting from the second week of June 2024. The implementation consisted of two action cycles, with each cycle comprising two meeting sessions. Each session lasted approximately 90 minutes. Prior to the intervention, the researcher conducted a needs analysis to determine students' speaking challenges and designed the learning scenarios accordingly.

The research subjects were 93 students from the Muftadi (beginner) level class at Al-Ma'had Al-Lughowy, enrolled in the second semester of the Arabic Language Education Program. These students were selected because they were at the initial stage of Arabic language acquisition and demonstrated varied levels of speaking ability. The object of the

research was the students' speaking skill development in Arabic, particularly their fluency, vocabulary use, pronunciation, and confidence in oral expression.

The data were collected through observations, field notes, performance assessments, and documentation of students' role playing activities. Observation checklists were used to assess participation, pronunciation, fluency, and comprehension during each performance. The role playing method was chosen for its potential to foster imagination, initiative, independent thinking, and confidence. Each session concluded with a reflection involving the teacher and students to evaluate progress and improve subsequent implementation.



**Figure 1. Research Procedure**

The data collection techniques used in this study included participant observation, interviews, and speaking skill tests. Participant observation was conducted to monitor students' activities and engagement during the role play sessions. Interviews were carried out to gain deeper insights into the experiences of both students and teachers throughout the learning process. Speaking skill tests were administered at the beginning and end of each cycle to measure the students' improvement in speaking proficiency.

The data collection tools used in this research included observation sheets, interview guides, and speaking test instruments. Observation sheets were used to record student activities and the effectiveness of the role play method during the learning process. The interview guide consisted of open-ended questions aimed at exploring the perceptions of students and teachers regarding the applied method. The speaking test instrument assessed several components, including fluency, vocabulary, grammar, and pronunciation.

Data analysis was conducted using both qualitative and quantitative approaches. Qualitative data obtained from observations and interviews were analyzed thematically to identify emerging patterns and themes (Suharyani et al., 2021). Quantitative data from the speaking skill tests were analyzed using descriptive statistics to observe the changes in students' average scores across each cycle. The results of this analysis were used as a basis for reflection and improvements in the next cycle.

With this approach, the study aimed to provide a comprehensive understanding of the effectiveness of the role playing method in enhancing the Arabic speaking skills of beginner-level (Muhtadi) students at Al-Ma'had Al-Lughowy.

## **RESULTS AND DISCUSSION**

### **Results**

#### **Objective Conditions of Arabic Language Instruction**

The initial condition of Arabic language instruction in Al-Ma'had Al-Lughowy, particularly in the Muhtadi (beginner-level) class, revealed a number of pedagogical challenges. Instructional practices were predominantly teacher-centered, relying heavily on lecture-based delivery and rote memorization of vocabulary and grammar rules. Learning resources were confined to conventional materials such as textbooks and worksheets, with limited use of supplementary media or contextual aids.

Furthermore, the existing syllabus emphasized grammatical competence and lexical retention, with minimal focus on the development of communicative competence, especially speaking skills. This grammar-translation-oriented approach did not accommodate active language use or real-world communicative tasks. Consequently, students often displayed low motivation, lacked confidence in speaking Arabic, and showed limited engagement in oral interactions. The lack of variety and contextual relevance in the instructional materials further contributed to students' disinterest, resulting in stagnation in oral language development.

### **Implementation of Pedagogical Intervention**

To address these issues, the research introduced the Role Play method as a pedagogical intervention, conducted through the framework of Classroom Action Research (CAR). The implementation followed a structured four-stage cycle: planning, action, observation, and reflection. During the planning stage, the researcher designed role play scenarios that were not only aligned with the curriculum themes but also grounded in students' everyday life experiences. The objective was to create meaningful and context-rich communicative situations in which students could practice target language structures organically.

In the action stage, the role play method was implemented in each instructional session. Students were divided into small, heterogeneous groups and assigned roles based on the prepared scenarios. Scenarios were deliberately constructed to ensure inclusivity and to provide opportunities for both low- and high-performing students to engage meaningfully. Students performed their roles in front of the class while the teacher acted as a facilitator—guiding, providing scaffolding, and offering constructive feedback. This student-centered approach shifted the learning dynamic from passive reception to active production and interaction.

### **Observation of Student Engagement**

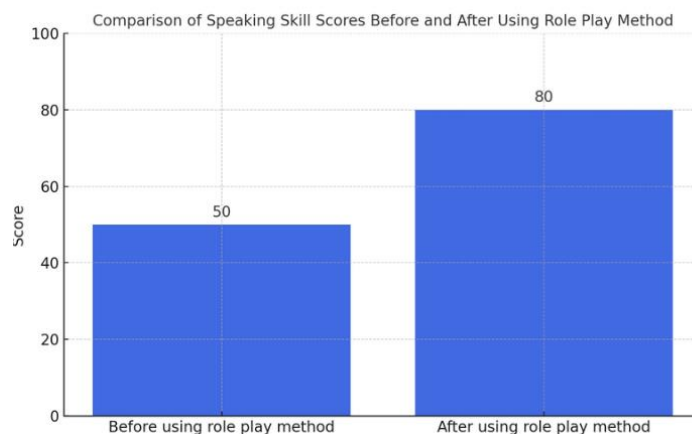
Observation was conducted systematically to evaluate the effectiveness of the role play activities. A structured observation sheet was used to record student engagement, frequency of participation, linguistic accuracy, and behavioral indicators such as enthusiasm and confidence. Additionally, common speaking errors and communication breakdowns were documented to inform future instructional adjustments. To complement observational data, semi-structured interviews were carried out with both students and teachers. These interviews aimed to explore their perceptions of the role play method, the challenges faced, and the perceived benefits in terms of language acquisition and classroom atmosphere.

### **Reflection and Analysis for Continuous Improvement**

The reflection stage involved a comprehensive analysis of both qualitative and quantitative data collected throughout the cycle. Observation and interview data were thematically analyzed to identify recurring patterns, such as increased student confidence, collaborative learning behaviors, and improved fluency. Meanwhile, students' performance on speaking tasks was assessed using descriptive statistics to determine changes in mean scores between cycles.

The reflective discussions between the researcher and the classroom teacher provided insights into the pedagogical adjustments needed for the next cycle. This included refining scenario complexity, increasing the duration of role play activities, and integrating more realia and visual aids. The iterative nature of this process allowed the instructional approach to be

continually adapted based on empirical evidence and student needs. Overall, the implementation of the role play method showed promising initial results in enhancing students' Arabic speaking skills, and demonstrated its potential as an effective alternative to traditional grammar-based instruction.



**Figure 2. The Results Using the Role Play Method**

In the first cycle, the implementation of the role play method showed an improvement in student participation during the learning process. Students appeared more enthusiastic and actively engaged in the role play activities. However, some students still seemed awkward and lacked confidence in speaking. The speaking skills test results showed an average score increase from 50 to 80. The most frequent errors were related to grammar and pronunciation. Based on the reflection, several improvements were planned for the next cycle, such as allocating more time for practice and enhancing individual guidance.

In the second cycle, the improvements made resulted in even better outcomes. Students demonstrated significant progress in their speaking skills. They were more confident and able to use a wider range of vocabulary. Student participation also increased, and they were more involved in post-role-play discussions. The speaking skills test results showed an average score increase from 60 to 75. Errors in grammar usage and pronunciation were significantly reduced. Interviews with students and teachers revealed that the role play method made the learning process more engaging and enjoyable, as well as increased students' learning motivation.

From these two cycles, it is evident that the role play method is highly effective in helping instructors improve students' Arabic speaking skills. This was clearly observed in several students, with their speaking performance in Arabic being initially assessed as follows:

**Table 1. Initial Score in Speaking Skills**

Name	Initial Score in Speaking Skills
Muhamad Nabillah Firdaus	50
M. Oleh Solehudin	40
Alsam Pahtayasa	40
Muhammad Arfin Ilhami	45
M Fachri Ihsan N.	50
Jefira Setia 'Aini	55



Name	Initial Score in Speaking Skills
Camelia Nur Haliza	45
Melisa Nurmeilani	50
Apriliani Safitri	55
Eka Putri Rahayu	40

Table 1 illustrates the initial speaking scores of students in the Muftadi Arabic language class prior to the application of the role play method. The scores range from 40 to 55, indicating that most students were still developing their oral proficiency. The lowest scores of 40 were obtained by several students, such as M. Oleh Solehudin, Alsam Pahtayasa, and Eka Putri Rahayu, reflecting limited confidence and fluency in using Arabic for communication. Meanwhile, the highest initial scores of 55 were achieved by Jefira Setia 'Aini and Apriliani Safitri, suggesting a relatively stronger foundation in speaking skills compared to their peers.

This data highlights the generally low baseline of speaking proficiency in the class, with none of the students reaching the minimum mastery criterion of 75. The findings underline the necessity of implementing an engaging and interactive teaching method, such as role play, to enhance student participation, confidence, and linguistic performance. The scores provided in Table 1 serve as a critical reference point for measuring the effectiveness of the intervention and evaluating the extent of progress made by each student throughout the study.

After the implementation of the role play method, there was a noticeable improvement in students' Arabic speaking skills. This improvement was reflected not only in their increased engagement during lessons but also in their growing fluency and confidence when speaking Arabic. The enhancement in their speaking scores clearly demonstrates this positive impact, as shown in the table below:

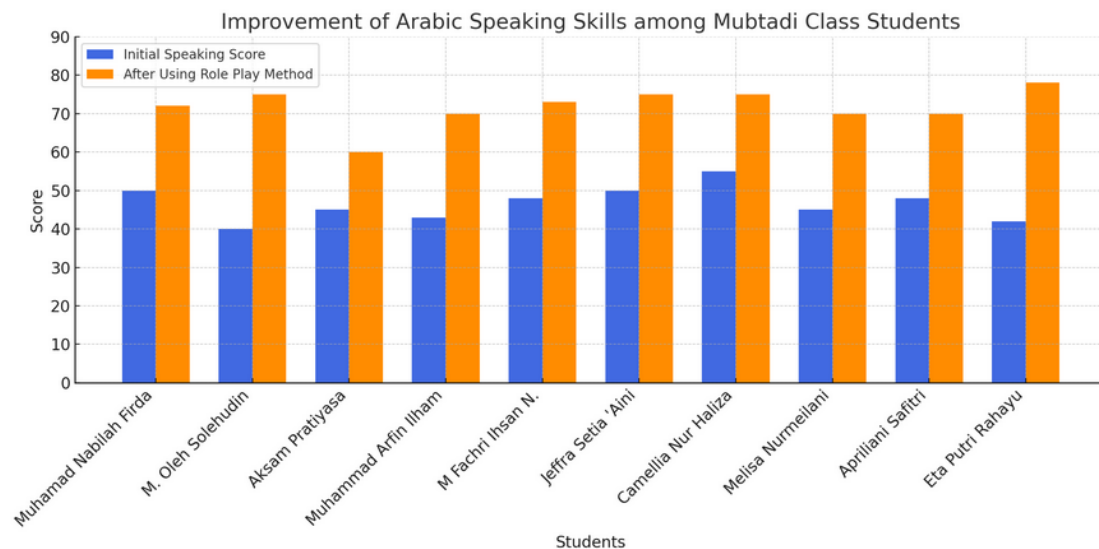
**Table 2. Improvement in Arabic Speaking Scores Before and After Using the Role Play Method**

Name	Initial Speaking Score	After Role Play Method
Muhamad Nabillah Firdaus	50	75
M. Oleh Solehudin	40	80
Alsam Pahtayasa	40	60
Muhammad Arfin Ilhami	45	75
M Fachri Ihsan N.	50	80
Jefira Setia 'Aini	55	80
Camelia Nur Haliza	45	80
Melisa Nurmeilani	50	75
Apriliani Safitri	55	75
Eka Putri Rahayu	40	80

Table 2 presents a comparative overview of students' Arabic speaking scores before and after the implementation of the role play method in the Muftadi class. The table clearly demonstrates a substantial improvement across all participants. For instance, Muhamad Nabillah Firdaus increased his score from 50 to 75, while M. Oleh Solehudin improved from 40 to 80, indicating a notable 40% increase in speaking performance. The lowest initial score,

40, was common among several students, yet after applying the role play method, these students reached scores of 60 to 80, reflecting a significant rise in both confidence and verbal expression.

The data confirms that the role play method was effective in enhancing students' speaking skills. All students showed gains ranging from 10 to 40 points, with many reaching or exceeding the minimum mastery threshold of 75. Students such as Camelia Nur Haliza, Jefira Setia 'Aini, and Eka Putri Rahayu reached 80, which not only highlights improved fluency and vocabulary but also suggests better pronunciation and grammatical accuracy. This consistent progress across the cohort suggests that the active learning strategy helped foster a more engaging and meaningful language learning environment.



**Figure 3. The Improvement in Arabic Speaking Skills of *Muftadi* Class Students**

Based on the observations and results obtained after implementing the role play method, there was a clear improvement in the Arabic speaking skills of several students. Each student experienced a score increase of approximately 10–20 points. These improvements were not only reflected in their test scores but also in their increased classroom participation, greater confidence in speaking, more fluent pronunciation, and a notable reduction in grammatical errors. The students who were initially hesitant became more comfortable expressing themselves in Arabic, both in formal speech and spontaneous interactions.

Therefore, the role-playing method had a significant impact on the learning outcomes in the *Profesi Kependidikan* (Educational Profession) course. This is evident from the notable increase in student performance. Through engaging in role play, students enhanced their communication skills with peers and developed higher-order thinking by analyzing various events observed during the activities. Furthermore, the collaborative nature of role play encouraged teamwork, increased participation, and fostered a sense of responsibility within group settings. This led to better group dynamics, a stronger sense of mutual cooperation, and a higher level of motivation to perform well. These findings align with previous research highlighting the effectiveness of role play in language learning. As noted by Maier et al. (2007), one of the key strengths of the role play method is its ability to help students understand and retain material more effectively by acting out scenarios related to the lesson content.

However, while role play offers many benefits, it also comes with its limitations (Hidayah, 2017a). The advantages include: (a) training students to dramatize and express themselves confidently, (b) attracting students' attention more effectively, (c) enabling students to immerse themselves in situations for deeper understanding, (d) training students to express their thoughts in an organized manner, (e) fostering empathy by encouraging students to understand others' perspectives, (f) allowing teachers to assess students' actual abilities, and (g) promoting student initiative and creativity (Tauhied et al., 2003).

On the other hand, as stated by Zuhairini et al. (Hidayah, 2017b), any method also has its weaknesses, and role play is no exception. These include: (a) it requires a considerable amount of time, (b) it demands detailed and creative planning from the teacher, (c) some students may be too shy to perform, (d) if dramatization fails, the learning objective may not be achieved, (e) selecting suitable students for specific roles can be challenging, (f) differences in student backgrounds may hinder performance, (g) students who don't get a turn may become passive, and (h) if the teacher lacks wisdom in facilitation, the intended goals may not be fully realized.

Several key findings emerged from the implementation of the role play method in improving the Arabic speaking skills of students in the *Mubtadi* class at Al-Ma'had Al-Lughawy. The research was conducted through two cycles. The process began with the preparation of thematic speaking materials distributed to the students. Selected students were then asked to perform *muhadatsah* (Arabic conversation) tests based on predetermined topics.

The learning activities using role play were conducted across Cycle I and Cycle II as planned. Observations from both cycles revealed steady improvement. Students who initially struggled with expression or confidence showed significant progress, while any observed weaknesses were addressed in subsequent sessions.

Evaluation of the implementation was carried out through both tests and interviews during Cycle I and Cycle II. Each phase of the activity was executed successfully. The results of the tests and interviews indicated clear improvement in the students' Arabic speaking skills, with many students exceeding the minimum speaking proficiency standard of 75. This reflects that the application of the role play method not only improved academic performance but also enhanced student engagement and overall learning experience.

## Discussion

The implementation of the role play method in the *Mubtadi* class at Al-Ma'had Al-Lughowy has demonstrated a significant positive impact on students' Arabic speaking skills. This improvement is evident through both qualitative observations and quantitative data. Students' average speaking scores increased notably after the method was applied, moving from a range of 40–55 to 60–80. This statistical enhancement suggests that role play is not only engaging but also pedagogically effective in developing communicative competence among beginner-level learners.

One of the primary advantages observed in this study is the increase in student confidence. Initially, many students appeared hesitant and lacked the courage to speak in Arabic due to fear of making mistakes. The interactive and supportive nature of role play activities helped create a low-anxiety environment where students felt encouraged to express themselves without the pressure of being corrected harshly. As a result, students gradually overcame their speaking anxiety and began to participate more actively.



In terms of linguistic development, the role play method facilitated improvements in pronunciation, vocabulary usage, and grammar. Through the repetition and contextual use of Arabic phrases during role enactments, students became more familiar with functional expressions. They also learned to construct grammatically correct sentences more naturally. Frequent exposure to target vocabulary in meaningful scenarios allowed students to internalize new words and phrases, which directly contributed to their improved fluency.

The role play method also promoted collaborative learning. Group-based tasks encouraged students to cooperate, negotiate meaning, and support one another. This peer interaction was essential in building both linguistic and social competence. The students developed a stronger sense of responsibility not only for their own performance but also for the success of their group. These dynamics cultivated a positive learning atmosphere and strengthened student motivation.

A unique finding of this study is the impact of role play on critical thinking and creativity. By assigning students specific roles and scenarios, the method challenged them to think beyond memorization. They had to plan dialogues, improvise, and respond dynamically to their peers, which involved higher-order cognitive skills. This creative engagement aligns with the constructivist approach to learning, where students actively build knowledge through experience and reflection.

The role play method also enhanced the classroom learning environment. Observations indicated that students were more enthusiastic and energetic during role play sessions compared to traditional lecture-based lessons. This increase in motivation can be attributed to the gamified and experiential nature of role play, which contrasts with the monotonous nature of rote learning. The sense of enjoyment associated with acting out roles helped sustain students' interest in language learning.

Despite these strengths, the study also acknowledges several challenges and limitations. For instance, the role play method is time-intensive, requiring substantial preparation from the teacher. Teachers must design relevant scenarios, assign roles strategically, and manage classroom dynamics effectively. Furthermore, some students were initially reluctant to perform due to shyness or fear of peer judgment, suggesting the need for differentiated support to ensure full participation.

In terms of instructional design, one of the critical success factors was the alignment of role play scenarios with students' real-life experiences. Scenarios that mirrored students' daily interactions allowed for more meaningful practice and easier language transfer. When students found the context relatable, they were better able to engage with the task and apply learned language structures authentically. This points to the importance of context-based learning in language acquisition.

The two-cycle action research approach used in this study was instrumental in achieving progressive refinement. Through the cyclical process of planning, acting, observing, and reflecting, the instructional strategies were continuously improved. In Cycle I, student gains were noticeable but uneven, prompting instructional adjustments. These refinements in Cycle II such as increasing individual feedback and extending practice time resulted in more consistent performance gains across the class.

In conclusion, this study affirms the effectiveness of the role play method in improving Arabic speaking skills among beginner-level learners. It demonstrates that active, student-centered approaches can significantly outperform traditional grammar-translation methods

in terms of engagement, confidence, and communicative ability. Future research may expand on these findings by exploring long-term retention and comparing role play with other interactive techniques such as task-based learning or project-based instruction.

## CONCLUSION

Based on the findings of this study, it can be concluded that the implementation of the role play method significantly enhances Arabic speaking skills among students in the Muftadi class at Al-Ma'had Al-Lughowy. The data from two cycles of Classroom Action Research revealed measurable improvements in students' speaking performance, including fluency, vocabulary use, grammar accuracy, and pronunciation. Average scores increased from the initial range of 40–55 to post-intervention scores between 60–80, with many students exceeding the minimum mastery threshold of 75. Additionally, students displayed greater confidence and engagement, indicating the method's effectiveness in addressing common barriers such as low motivation and speaking anxiety.

Furthermore, role play facilitated meaningful language use by encouraging students to engage in realistic, communicative scenarios. This interactive approach promoted collaboration, critical thinking, and creativity, all of which are essential for developing communicative competence. Despite some challenges such as time constraints and the need for careful planning the role play method proved to be a dynamic and student-centered alternative to traditional instructional strategies. Therefore, educators are encouraged to incorporate role play into Arabic language teaching, particularly for beginner-level learners, to create a more engaging, supportive, and effective language learning environment.

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