



## **Role-Playing Method to Improve Learning Outcomes of Arabic Speaking Skills: Process and Student Perception**

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### **Abstract:**

This research aims to determine students' processes and perceptions of Arabic learning skills using the role-playing method. The population in this study was 18 grade 10th students at MAS Mamba'ul Ulum Jambi. This research is qualitative research with a descriptive method. The data was collected by observation, interview, and documentation. The researcher analyzed the data using triangulation techniques. The process is a teacher appoints 2 or 3 students to a group, divides the roles, and instructs other students to pay attention. The advantages are: a) students enjoy learning using the role-playing method, b) students easy to memorize vocabulary, and c) there is an increase in students' Arabic-speaking learning outcomes with a score of 62.77 increasing to 84.72 after learning using the role-playing method. However, the researcher also finds a drawback, namely that it takes a long time to implement and disturbs other classes because the class becomes noisier.

**Keywords:** Role-Playing Method; Learning Outcomes; Arabic Speaking Skills

### **Abstrak:**

Penelitian ini bertujuan untuk mengetahui proses dan persepsi siswa kemampuan belajar bahasa Arab menggunakan metode bermain peran. Populasi dalam penelitian ini adalah siswa kelas X MAS Mamba'ul Ulum Jambi. Penelitian ini merupakan penelitian kualitatif dengan metode deskriptif. Data diperoleh melalui observasi, interview, dan dokumentasi. Peneliti menganalisis data menggunakan teknik triangulasi. Prosesnya adalah guru membagi 2 atau 3 kelompok siswa, menjelaskan peraturan, dan mengintruksikan siswa lain untuk memperhatikan. Kelebihannya adalah: a) siswa senang belajar menggunakan metode bermain peran, b) siswa mudah menghafal kosakata, dan c) terdapat peningkatan hasil belajar menggunakan metode bermain peran. Namun, peneliti juga menemukan kekurangan, yaitu membutuhkan waktu yang lama untuk menerapkan dan mengganggu kelas lain karena berisik.

**Kata Kunci:** Metode Role-Playing; Hasil Pembelajaran; Keterampilan Berbicara Bahasa Arab



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## **INTRODUCTION**

Language development is an important aspect to master. Language consists of spoken language and written language. Spoken language or speaking is a crucial element in interaction or socialization so that two-way communication and interaction occurs.<sup>1</sup> Apart from that, another function of speaking is expressing thoughts verbally.<sup>2</sup> Meanwhile, Fauziah

<sup>1</sup> Noermanzah Noermanzah, "Bahasa Sebagai Alat Komunikasi, Citra Pikiran, Dan Kepribadian," *Seminar Nasional Pendidikan Bahasa Dan Sastra*, 2019, 306–19.

<sup>2</sup> Dzikrina Rahmah, "Fungsi Bahasa Indonesia Dan Fungsi Teks Dalam Kehidupan Sehari-Hari," *Center for Open Science. Doi Https://Doi. Org/10.31227/Osf. Io/6nbz7*, 2019.

says that "speaking is the ability to utter articulatory sounds to express and convey thoughts and feelings".<sup>3</sup>

However, Alawiyah stated "However, anxiety often causes someone to be reluctant to communicate".<sup>4</sup> This means that often communicating language causes anxiety so that someone becomes reluctant to interact. Communication obstacles like this make speaking skills questionable and become an obstacle to implementing an effective learning process.

Then, Fakhiroh and Hidayatullah said that the purpose of speaking is to inform, report, entertain, persuade and convince someone using verbal language consists of linguistic and non-linguistic aspects. Because speaking is the act of using language orally.<sup>5</sup> Therefore, speaking ability is one of the skills in the language aspect which is very important as a means of communicating with the person you are talking to.

Speaking is inseparable from human life to carry out social interaction activities to fulfill their life needs. Even though speaking comes naturally to every individual from an early age, they do not necessarily have the skills to speak in public, especially speaking in Arabic. Therefore, speaking skills are a skill that must be learned at the school level, especially if you have to speak Arabic, apart from learning techniques and memorizing vocabulary, of course, the expression must be with high self-confidence and with well-trained habits.

Linguistic elements that can support speaking skills include Courage, Fluency, Body Expression which are then supported by other aspects of speaking skills both from linguistic and non-linguistic aspects.<sup>6</sup> These points are very necessary to strengthen the ability to speak well.

Speaking is a skill that requires continuous practice. Without practice, a quiet person will remain silent and not dare to voice his opinion. According to Richards "speaking is a language skill that develops throughout a child's life. The first process of language skills is listening. During this period the ability to speak or speak is learned."<sup>7</sup> Learning Arabic speaking skills for students is certainly a challenge to improve students' speaking competence and students can absorb the basic aspects of speaking skills to become equipped for a higher level or have superior speaking skills. Then, if a student speak a foreign language, in this case

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<sup>3</sup> Siti Fauziah, "Berbicara Sebagai Suatu Keterampilan Berbahasa," *Al-Munzir* 10, no. 2 (2018): 298–319.

<sup>4</sup> Desi Alawiyah et al., "Upaya Meningkatkan Kepercayaan Diri Terhadap Kecemasan Berbicara Di Depan Umum Pada Mahasiswa," *RETORIKA: Jurnal Kajian Komunikasi Dan Penyiaran Islam* 4, no. 2 (2022): 104–13.

<sup>5</sup> Ani Fakhiroh and Syarif Hidayatullah, "Pengaruh Percaya Diri Terhadap Keterampilan Berbicara," *EL-IBTIKAR: Jurnal Pendidikan Bahasa Arab* 7, no. 1 (2018): 34–46.

<sup>6</sup> Muhammad Ilham and Iva Ani Wijati, *Keterampilan Berbicara: Pengantar Keterampilan Berbahasa* (Lembaga Academic & Research Institute, 2020).

<sup>7</sup> Jack Croft Richards, *Teaching Listening and Speaking*, vol. 35 (Cambridge university press Cambridge, 2008).

Arabic, the student need additional skills, skills and courage that can be formed from the habituation process.

In line with this, MAS Mamba'ul Ulum requires its students to study Arabic to express ideas, opinions, knowledge orally, a penchant for speaking critically and creatively in Arabic. In general, the aim of learning Arabic speaking skills to communicate ideas and opinions orally. Apart from that, the aim is as an activity to express knowledge, life experiences, ideas, and feelings.

As in the Ministry of Education and Culture's online Big Indonesian Dictionary, speaking means "giving birth to opinions with words, writing, and so on" (<https://kbbi.kemdikbud.go.id/entri/bercepat>).<sup>8</sup> So Arabic speaking has functions not only to say words, but to have a thinking activity for conveying thoughts with Arabic, has responsibility for their ideas, and organizing language expressions correctly. And, ideas expressed become a complete speech. Kusmiarti and Hamzah said that "it is important for students to master speaking skills in order to be able to develop their thinking, reading, writing and listening abilities."<sup>9</sup> This opinion is also for Arabic skill.

Furthermore, Santera in her study said that Speaking is one of the language skills, apart from listening, writing and reading skills. However, in practice, the ability to speak often experiences obstacles and disturbances which result in anxiety stating "anxiety often causes someone to be reluctant to communicate"<sup>10</sup> meaning that anxiety often causes someone to be reluctant to communicate.<sup>11</sup> The causes of student anxiety are also very diverse, including a small vocabulary, lack of courage, lack of self-confidence, and lack of training.

Students generally experience obstacles in Arabic speaking when the teacher gives assignments to express opinions in front of the class. They experience difficulties in expressing ideas due to a lack of vocabulary, not getting used to speaking Arabic in public, lack of self-confidence, and can not develop reasoning skills in Arabic speaking. These difficulties make them unable to express their thoughts and ideas well, so students become reluctant to speak Arabic and express their creative ideas.

Meanwhile, mastery in Arabic speaking skills are crucial for students' learning success in teaching and learning activities at school. Students who are not skilled at speaking well and correctly will experience difficulties for learning all Arabic language subjects.

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<sup>8</sup> "Hasil Pencarian - KBBI VI Daring," accessed March 4, 2024, <https://kbbi.kemdikbud.go.id/entri/berbicara>.

<sup>9</sup> Reni Kusmiarti and Syukri Hamzah, "Literasi Dalam Pembelajaran Bahasa Indonesia Di Era Industri 4.0," in *Seminar Nasional Pendidikan Bahasa Dan Sastra*, 2019, 211–22.

<sup>10</sup> Teri Santera, Afdal Neviyarni, and Afdal Afdal, "The Contribution of Self-Confidence and Emotional Intelligence Toward Students' Interpersonal Communication Anxiety and Their Implications In Counseling and Counseling Services," *International Journal of Applied Counseling and Social Sciences* 2, no. 1 (2021): 67–72.

<sup>11</sup> Agus Rofi'i, "Kesulitan Berbicara Siswa Sekolah Dasar Dalam Pembelajaran Bahasa Inggris," *Jurnal Elementaria Edukasi* 6, no. 4 (2023): 1895–1904.

Based on the results of the researcher's initial observations, the low Arabic language skills of MAS Mamba'ul Ulum students are that the students are not interested in learning Arabic because the teaching method is still monotonous and boring. Therefore, researchers and subject teachers are trying to change teaching methods to attract students' interest in learning to improve speaking skills. The method is the role-playing method.

### **The Role-Playing Method**

Role-playing or sociodrama is part of learning aimed at determining alternative solutions to social problems so that learning can help students be more active and creative.<sup>12</sup> The role-playing method is chosen based on language and student development. The role-playing method consists of two different types, namely the Micro Role-Playing Method and the Macro Role-playing Method. Micro namely by using objects or property as actors, while macro means involving students directly as characters or actors.<sup>13</sup> Hidayah said the role-playing method is a simulation activity that relies on students' personal interaction abilities in its implementation.<sup>14</sup>

The playing method is a game that involves playing characters or objects.<sup>15</sup> This role-playing method brings direct and active involvement of students in learning. This method then becomes one of the learning methods that gives students direct experience in the process of learning to speak. Of course, the experience of speaking Arabic using this method can make students impressed and happy to learn to speak Arabic.

The role-playing method has several advantages in improving students' learning outcomes in speaking skills, including students having experience, students' creativity development, fostering self-confidence, enriching the knowledge, attitudes and skills needed to deal with various problematic social situations. And can increase students' passion for learning.<sup>16</sup> This experience and provision can help students to have Arabic speaking skills. When carrying out role-playing simulations, it is possible for students to express opinions and express themselves. In this way, students' speaking skills will improve.

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<sup>12</sup> Pancana Beta, "Peningkatan Keterampilan Berbicara Melalui Metode Bermain Peran," *Cokroaminoto Journal of Primary Education* 2, no. 2 (2019): 48–52.

<sup>13</sup> Syarifah Halifah, "Pentingnya Bermain Peran Dalam Proses Pembelajaran Anak," *JISIP (Jurnal Ilmu Sosial Dan Pendidikan)* 4, no. 3 (2020).

<sup>14</sup> Nurul Hidayah, "Pengembangan Keterampilan Berbicara Dengan Metode Role Playing Pada Mata Pelajaran Bahasa Arab," *Jurnal Kependidikan* 5, no. 1 (May 31, 2017): 1–9, <https://doi.org/10.24090/jk.v5i1.1237>.

<sup>15</sup> Rustam Irkinovich Nazarov, "Role-Playing As A Method of Teaching Foreign Language," *Academic Research in Educational Sciences* 3, no. TSTU Conference 1 (2022): 561–65.

<sup>16</sup> SULAYMONOVA DILNOZA HAMZAYEVNA, "Advantages of Role Play Method in Teaching Speaking in Esl Classes," *JournalNX* 6, no. 04 (n.d.): 31–33.

Furthermore, researchers conducted interviews with Arabic language subject teachers in class. The following is an interview statement with the Arabic subject teacher Madrasah Aliyah Swasta (MAS) Mamba'ul Ulum:

“The Arabic speaking skills of class X students at MAS Mamba'ul Ulum are still low. They lack focus and don't like Arabic lessons.” (Interview I)

Another indicator that shows that students' Arabic speaking skills are still low is the fact that the majority of students still experience difficulties in expressing opinions in Arabic, shy, not confident, and sometimes they have to be given a stimulus in such a way to get students to speak. However, this stimulus make them speak in limited sentences and was not flexible. This has an impact on the learning outcomes of students who get low scores below the KKM.

The students' learning results during the mid-term exam (UTS) on Arabic speaking skills material obtained an average score below the minimum completion standard set by the school. Of the 18 students, only 6 (33.33%) obtained learning outcomes above the KKM, the remaining 12 students (66.66%) did not achieve a completion score. This means there needs to be improvement efforts in learning so that student learning outcomes increase in speaking skills.

Therefore, teachers need to implement conditions that build students' motivation to learn to improve their speaking skills. One way to change this situation is to apply effective learning strategies and methods. The various kinds of learning methods available must be utilized as effectively as possible by teachers to support learning activities.

Also, several studies argue that role-playing method is effective to improve speaking skills. Following research by Chiyembekezo et al on Teaching English Speaking Skills to L2 Students Using Role-Play Method: What Do Teachers in Malawi Say? Mention an effective role-playing method to improve students' speaking skills. Such as fluency, pronunciation, and developing gestures.<sup>17</sup>

Furthermore, Swondo's research entitled The effect of Role-playing Technique on Students' Speaking Ability also states that this method greatly influences students in learning English.<sup>18</sup> Febririsma's research on efforts to increase vocabulary through role-playing methods in mildly mentally retarded children (PTK class DV at SLB Kartini Batam) stated

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<sup>17</sup> Rodgers Chiyembekezo, Wellman Kondowe, and Flemmings Fishani Ngwira, “Teaching English Speaking Skills to L2 Students Using Role-Play Method: What Do Teachers in Malawi Say,” *Researchers World-Journal of Arts, Science & Commerce*, X1 (2019): 12–20.

<sup>18</sup> Ashari P. Swondo, “The Effect of Role Playing Technique on Students Speaking Ability,” *Journal MELT (Medium for English Language Teaching)* 1, no. 1 (2018): 1–16.

that there was an increase in vocabulary after learning using the role-playing method. Students also memorize more and know new vocabulary.<sup>19</sup>

Based on the results of the researcher initial observations and interviews, as well as several previous literatures. This study aims to determine the process and student's perception for the Role-Playing Method to Improve Learning Outcomes of Arabic Speaking Skills.

## METHOD

To answer the problem that researchers find, the researchers used a qualitative research approach with the type of field research through the process of sampling and narrating the process and the perception in implementing role-playing method in improving learning outcomes of speaking skills.<sup>20</sup> The data has collected with observation, interview, and documentation techniques. The observations made by the researchers were observing the activities of an Arabic teacher and students of the 10 th class of Mamba'ul Ulum Senior High School with direct visit. Next, the researchers conducted interview with an Arabic teacher and a student. Finally, the researchers conducted documentation by collecting documents related to Arabic learning outcomes students. While, in the process of analyzing data, researchers reduce, present and conclude the data.

## RESULTS AND DISCUSSION

Pembahasan berisi teori berupa hasil telaah kritis peneliti terhadap satu atau beberapa teori yang berhubungan dengan masalah penelitiannya.

The researcher's initial observations found that MAS Mamba'ul Ulum students were not able to speak Arabic well because Arabic learning activities seemed monotonous and uninteresting, while creativity in teaching and learning activities was needed to improve students' speaking skills. This was also mentioned by one of the class X MAS Mamba'ul Ulum students, as follows:

“I don't like studying Arabic. The learning is not interesting” (Interview II)

The statement of an Arabic teacher whom the researcher interviewed also supports the results of the researcher's initial interview with a student. That is:

"I just apply learning as usual, using books, writing vocabulary on the blackboard, translating, and asking students to memorize the vocabulary" (Interview III)

Furthermore, from the results of observations, researchers in the classroom also found similar things. Learning is only carried out using rigid and uninteresting methods. Thus,

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<sup>19</sup> Nurliya Febrisma, “Upaya Meningkatkan Kosakata Melalui Metode Bermain Peran Pada Anak Tunagrahita Ringan (PTK Kelas DV Di SLB Kartini Batam),” *E-JUPEKhu (Jurnal Ilmiah Pendidikan Khusus)* 1 (2013): 2–120.

<sup>20</sup> Prof Dr A. Muri Yusuf M.Pd, *Metode Penelitian Kuantitatif, Kualitatif & Penelitian Gabungan* (Prenada Media, 2016).

students appear uninterested and lazy in learning Arabic. In addition, to strengthen the researchers' findings, the researchers looked at students' initial scores in learning Arabic. The values are as follows:

**Table 1. of Arabic speaking assignments before implementation role-playing method**

No	Nama	Nilai
1	Andi Hidriani	75
2	Atika Amelia	90
3	Aprilio Vaganza	95
4	Bella Anggraini	60
5	Beno Kurniawan	45
6	Cahya Dwi Putra	80
7	Deni Saputri	40
8	Dian Kurniawan	70
9	Dimas Saputra	30
10	Farel	50
11	Faris Anggoro	60
12	Giani Putri	60
13	Haris Muhammad	50
14	Inggar Pratiwi	45
15	Jenni Jelita	80
16	Jihan Zikrian	85
17	Keisya Rahmi	60
18	Keila Putri Wijaya	55
	Jumlah	1130
	Rata-rata	62.77

The table above shows that only 6 students achieved scores above the target, while the other 12 students were still below standard. Therefore, learning Arabic needs further attention to get appropriate learning solutions that suit students' needs.

After collecting various kinds of information and evidence of low learning outcomes in Arabic, researchers give the role-playing method as a learning activity in the class. This method provides students with the opportunity to explore their speaking skills and increase students' self-confidence.

### The process of role-playing method

The process of role-playing methods that a teacher uses is: a) a teacher explains the Arabic conversation theme to play the role, b) a teacher appoints 2 to 3 students or makes a group to play the role, c) a teacher divides the roles, d) a teacher asks students to play the role as explained, e) a teacher instructs other students to pay attention to friends who are acting out roles using Arabic in front of the class, and f) a teacher evaluate student appearance after playing the roles.

The photo of implementation role-playing method



Please note, that the role-playing method does not require students to carry out conversations according to those in the book. In this case, the teacher gives students the freedom to explore their Arabic speaking skills using memorized Arabic vocabulary or asking the teacher or researcher directly if there is unknown vocabulary. As Pranowo did in his research, namely providing opportunities for students to explore French vocabulary in learning using the role-playing method. Pranowo lets the students explore their French vocabulary in acting.<sup>21</sup>

Like Hayani's research by the title improving speaking skills through role-playing-method, in this research the teacher also approached students, provided motivation, and asked students not to be embarrassed to ask questions if there was unknown Arabic vocabulary.<sup>22</sup>

After carrying out learning using the role-playing method. Researchers assessed students' Arabic speaking abilities. The results of the assessment are as follows:

<sup>21</sup> Dwiyanto Joko Pranowo, "Implementasi Pendidikan Karakter Kepedulian Dan Kerja Sama Pada Mata Kuliah Keterampilan Berbicara Bahasa Prancis Dengan Metode Bermain Peran," *Jurnal Pendidikan Karakter* 4, no. 2 (2013).

<sup>22</sup> Hayani Hayani, "Peningkatan Keterampilan Berbicara Melalui Metode Bermain Peran Di Sekolah Dasar," *Pedagogik Journal of Islamic Elementary School* 2, no. 2 (2019): 221–30.

**Table 2. The results of the assessment**

No	Nama	Nilai
1	Andi Hidriani	85
2	Atika Amelia	95
3	Aprilio Vaganza	95
4	Bella Anggraini	85
5	Beno Kurniawan	75
6	Cahya Dwi Putra	80
7	Deni Saputri	75
8	Dian Kurniawan	80
9	Dimas Saputra	75
10	Farel	80
11	Faris Anggoro	80
12	Giani Putri	75
13	Haris Muhammad	75
14	Inggar Pratiwi	80
15	Jenni Jelita	90
16	Jihan Zikrian	80
17	Keisya Rahmi	75
18	Keila Putri Wijaya	65
	Jumlah	1525
	Rata-rata	84.72

The assessment table above shows a significant increase in learning, there are 17 out of 18 students have reached the assessment standard while only one student has not yet reached the target.

However, the results of learning using the role-playing method have a positive effect on learning when compared with the results of the assessment before implementing the method.

The assessment table above shows a significant increase in students' learning to speak Arabic. The previous score was 62.77. Then, after carrying out learning using the role-playing method, an increase was found with an average score of 84.72.

To strengthen the research results, researchers also conducted interviews with MAS Mamba'ul Ulum Jambi students to get their opinion about learning Arabic using role-playing

method. From the results of these interviews, students said that learning Arabic was fun and easier to memorize vocabulary because students could be directly involved in the learning process. The following is the student's opinions:

"I played the role of a sick person earlier. I still remember some of the vocabulary that I used in the role. "Earlier, I was helped by a teacher and a researcher to pronounce difficult vocabulary that I didn't know." (Interview IV)

"I played the role of a doctor. I know and remember some vocabularies about that. I am happy to learn while playing, it makes me feel comfortable and enjoy the learning." (Interview V)

"Today is not my turn yet. I am only an audience. I look and listen to my friends speaking. I know some vocabulary they said. If I don't know, I open the book to know the meaning. If I don't find the vocabulary in the book, I ask to friends or teacher exactly." (Interview VI)

The students' opinions above explain the increase in students' interest in learning Arabic, because the method is fun and interesting. Apart from that, students are not embarrassed to express the vocabulary they know and can add new vocabulary. Students can also interact with each other to find out Arabic vocabulary that they don't know yet. Teachers are also can help them to explain the new vocabulary with interaction.

Apart from conducting interviews with students, the researcher interviewed the Arabic language teacher for class X MAS Mamba'ul Ulum Jambi. The teacher says:

"There are differences in learning and learning outcomes before and after carrying out Arabic language learning using the role-playing method. The students look enthusiastic in the learning process using the role-playing method. If you look at the learning outcomes after using this method, there is an improvement and students are more Dare to express using Arabic." (Interview VII)

This research supports Ganiyevna and Abdullayevna's findings which say that the advantage of the drama method is that it provides a learning experience that is student-centered and in accordance with the realities of life.<sup>23</sup> Furthermore, Adini in her book about the role-playing method of improving student learning outcomes in social studies, said that the role-playing method plays an important role in creating learning experiences so that students are able to apply and find new knowledge.<sup>24</sup> Furthermore, Sarah's research showed an increase in learning outcomes from 63.4% to 87.8%.<sup>25</sup>

<sup>23</sup> Abdulazizova Sevara Ganiyevna and Kuchkarova Gavharoy Abdullayevna, "The Advantages of Role Playing and Communicative Language Strategies," *European Scholar Journal* 2, no. 4 (2021): 272–74.

<sup>24</sup> NUR AYNI SRI ADINI S.Pd S. H., *Metode Bermain Peran; Meningkatkan Hasil Belajar Siswa Dalam Pembelajaran IPS* (CV. DOTPLUS Publisher, 2021).

<sup>25</sup> Kertajati Soemarmi, "Upaya Meningkatkan Kemampuan Berbicara Bahasa Jepang Melalui Metode Bermain Peran (Role Play)," *BRILIANT J. Ris. Dan Konseptual* 2, no. 2 (2017): 225–30.

Apart from that, researchers found that there were advantages and disadvantages to learning activities using the role-playing method. The advantages are: a) gives all students the opportunity to practice conversations using vocabulary that has been studied and memorized, b) students get a direct learning experience, c) students are faster at memorizing Arabic vocabulary, and d) can increase students' self-confidence, because all students are involved and asked to pay attention. so, students are not embarrassed to practice Arabic vocabulary in conversation.

Other research that has the same opinion, namely that it can sharpen students' memories, make the class more enthusiastic, and give students the opportunity to act out something, is in the research of Hermansyah, et al. with the title Learning Design to introduce moral values through role-playing methods.<sup>26</sup>

The disadvantage that researchers found were: a) learning activities using the role-playing method took a long time because each student had a turn playing a role for a fairly long duration, b) the class became noisier because students who had not yet acted out their roles would be busy preparing themselves and memorizing Arabic vocabulary while waiting for your turn.

Pradana and Solehah conveyed the same opinion in their research. Increasing learning outcomes using the role-playing method in English subjects in class IV MI Thoriqotul Falah Talangkembar in the 2017 academic year explained that learning activities using the role-playing method take a long time and make the class uncondusive, thus disturbing other classes.<sup>27</sup>

## CONCLUSION

The role-playing method is a solution to students' low speaking skills by providing learning experiences by the realities of life. Apart from that, this method focuses on students. The students can explore memorized and find out new knowledge or new vocabulary. Then, researchers found a significant increase in students' speaking skills with an initial number of 62.77 to 84.72 after learning using the role-playing method. However, this method also has drawbacks, namely that it takes quite a long time to implement and disturbs other classes because the class become noiser. So, there needs to be further research to make this method more effective and with minimal shortcomings in its implementation.

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<sup>26</sup> Agus Kichi Hermansyah, S. Suyono, and Muakibatul Hasanah, "Desain Pembelajaran Berbicara Untuk Mengenalkan Nilai-Nilai Moral Kemanusiaan Melalui Bermain Peran," *Jurnal Edukasi* 4, no. 1 (July 20, 2017): 38–42, <https://doi.org/10.19184/jukasi.v4i1.5089>.

<sup>27</sup> Akhmad Aji Pradana and Annisa Ulfa'atin Sholihah, "Peningkatan Hasil Belajar Dengan Metode Bermain Peran Pada Mata Pelajaran Bahasa Inggris Di Kelas IV MI Thoriqotul Falah Talangkembar Tahun Pelajaran 2017/2018," *PREMIERE: Journal of Islamic Elementary Education* 1, no. 1 (2019): 1–17.

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