Enhancing Arabic Vocabulary Mastery through Role Play: An Experimental Study on Vocabulary Mastery in High School

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Abstract : Arabic language learning in schools tends to focus on teaching from the teacher, so this reduces the potential for students to actively participate and engage in discussions that can deepen their understanding of the material being taught. This study aims to see an increase in the mastery of Arabic vocabulary of class X high school students. This study used an experimental quantitative approach with Cluster sampling technique. Data were collected through observation and test. Data presentation was done by validity test, normality test, homogeneity test, t-test, and n-gain test. The experimental class posttest n-gain results showed a value of 70.4% which was in the moderately effective category or moderate criteria. So it can be concluded that the use of role play models in Arabic language learning can improve mastery of Arabic vocabulary. For future research, it is suggested that researchers develop more objective evaluation methods, as well as design role plays that are more inclusive and consider students' emotional comfort. In addition, allocating time effectively and ensuring equal participation can increase the effectiveness of this method in learning.

INTRODUCTION

Students still think that memorizing Arabic vocabulary is difficult. Although they are excited at the beginning of learning, they then become lazy because they are bored with monotonous conventional learning methods[1]. Teacher creativity in delivering material greatly affects the effectiveness and liveliness of the teaching and learning process in the classroom. Teachers must have a relevant learning model to be applied in their class[2].

Mastery of vocabulary in Arabic has an important urgency in mastering Arabic[3]. This is because vocabulary is the main foundation in the process of

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[1] Mohamad Irbabul Lubab and Muhammad Natsir, 'Al Mi ' Yar : Jurnal Ilmiah Pembelajaran Bahasa Arab Dan Kebahasaaraban Program Shabāhul Lughah Untuk Pembelajaran Mufradāt Siswa Madrasah Aliyah Negeri 1 Jepara', 7.2 (2024), 757–64 <https://doi.org/http://dx.doi.org/10.35931/am.v7i2.3977>.

[2] Rosni Rosni, 'Kompetensi Guru Dalam Meningkatkan Mutu Pembelajaran Di Sekolah Dasar', *Jurnal EDUCATIO: Jurnal Pendidikan Indonesia*, 7.2 (2021), 113 <https://doi.org/10.29210/1202121176>.

[3] Anisah Isnaini, Keterampilan Berbicara, and Pelajar Bahasa Arab, 'Kosakata Dalam Keterampilan Berbicara Bahasa Arab: Analisis Peranan Bagi Pelajar Tingkat Pemula', *IBTIDA': Media Komunikasi Hasil Penelitian Pendidikan Guru Madrasah Ibtidaiyah*, 03.02 (2022), 232–40 <https://doi.org/https://doi.org/10.37850/ibtida'.v3i02.611>.

understanding, translating and producing language[4]. Vocabulary is the collection of words that a person or people know, or that are part of a particular language. A person's vocabulary can be defined as the collection of all the words they understand or that they might use to make new sentences[5].

One part of the education program in Indonesia is Arabic language learning, which is considered as a unified national language[6]. The purpose of learning itself is to develop students' abilities to achieve their own ideals. There are various methods for teaching Arabic in Islamic educational institutions. The learning process is varied and diverse. Learning depends on the student's ability in Arabic[7]. Learning vocabulary is important because vocabulary is a guideline and basic requirement in learning Arabic. In this learning, it is not enough if students only memorize vocabulary, and students are expected to be able to master vocabulary as well as be able to translate forms of vocabulary and be able to use them in correct sentences[8].

One of the problems found by the researcher through observation in one of the schools in South Jakarta in learning Arabic in this school is the use of the lecture method which tends to focus on teaching from the teacher, so this may reduce opportunities for students to actively participate and engage in discussions that can deepen their understanding of the material being taught. While this model has its benefits, it is worth considering other approaches that can encourage interaction and collaboration among students. Given the existing problems, the role play learning model is considered the most appropriate approach. Because by playing a certain character, students can better understand abstract concepts and see them from various perspectives, it also encourages students to be actively involved in the learning process, not just as recipients of information[9].

[4] Susi Masniari, 'Teknik Memperluas Kosakata Menggunakan Morfologi Afiksasi Pada Awalan, Sisipan, Dan Akhiran Dalam Bahasa Inggris Dan Indonesia', 20.1 (2022), 105–23 <https://doi.org/http://dx.doi.org/10.46930/ojsuda.v32i2.4364>.

[5] Subaiki Ikhwan Neneng Dewi, 'Efektivitas Model Pembelajaran Tebak Kata Terhadap Siswa Dalam Meningkatkan Kemampuan Menghafal Mufrodat Bahasa Arab Kelas VII SMP Al-Ashriyyah Nurul Iman Parung Bogor', 2.1 (2024), 1–14 <https://doi.org/https://doi.org/10.53038/a7qw7916>.

[6] Kusaiyin, 'Implementasi Pembelajaran Bahasa Arab Dalam Pendidikan Islam Di Indonesia', *MODELING: Jurnal Program Studi PGMI*, 7.1 (2020) <https://doi.org/https://doi.org/10.69896/modeling.v7i1.644>.

[7] Unang Wahidin, Muhammad Sarbini, and Imam Tabroni, 'Evaluasi Penggunaan Media Pembelajaran Dalam Praktik Pengalaman Lapangan Mahasiswa Program Studi Pendidikan Agama Islam', *Edukasi Islami: Jurnal Pendidikan Islam*, 11.03 (2022), 831 <https://doi.org/10.30868/ei.v11i03.3175>.

[8] Diana Kusumaning, Nuril Mufidah, and M. Miftakhul Huda, 'Pembelajaran Mufrodat Bahasa Arab Di Madrasah Ibtidaiyah Pesantren Sabilil Muttaqien Banaran Kabupaten Magetan', *MUHIBBUL ARABIYAH: Jurnal Pendidikan Bahasa Arab*, 2.2 (2022), 115–33 <https://doi.org/https://doi.org/10.35719/pba.v2i2.34>.

[9] Sitti Haisyah and Muhammad Idham Haliq, 'CJPE : Cokroaminoto Juornal of Primary Education Penerapan Model Pembelajaran Role Playing Untuk Meningkatkan Kemampuan Berbicara Siswa Kelas V UPT SDN 25 Limbuang Pendahuluan', 7 (2024).

The pioneer of the role-playing learning method was George Shaftel. In his book, published by his wife Fannie R Shaftel, he argued that role-playing can help students express their feelings, increase awareness through spontaneous involvement, and analyze real-life situations[10].

The role play learning model is an active learning model that combines elements of play with educational purposes[11]. In this activity, participants will act as certain characters and follow predetermined rules, thus creating a fun and meaningful learning experience. Role play is a learning technique that stimulates learners' imagination and creativity[12]. By playing different characters, learners are invited to think outside the box and explore different possibilities. This activity is not only fun, but also helps learners in understanding abstract and complex concepts.

In order to develop students' Arabic vocabulary learning, it is necessary to have interesting learning methods, Among them is the instructional approach known as role-playing. Through the implementation of role-playing as an instructional method, students become active because they are directly involved in the subject, which will make students interested in the material or a subject. By doing role play activities, students will learn about people and the reasons that drive their behavior[13]. This learning method can help students describe the events that have been arranged according to the existing scenario, making the lesson easier to understand and preventing students from getting bored with the lesson.

The role play learning method can make students active, independent, and fun. It can also build good cooperation between students and teachers as well as between students with each other[14]. Role play learning is an approach to mastering subject matter by utilizing students' creativity and awareness[15].

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[10] Shaftel Fannie R, *Role-Playing for Social Values: Decision-Making in the Social Studies* (Englewood Cliffs, N.J. : Prentice-Hall, 1967).

[11] Agus Yulianto and others, 'Pengaruh Model Role Playing Terhadap Kepercayaan Diri Siswa Pada Pembelajaran Matematika SMP', *Jurnal Studi Guru Dan Pembelajaran*, 3.1 (2020), 97–102 <https://doi.org/10.30605/jsgp.3.1.2020.173>.

[12] Wiwik Dyah Aryani and others, 'Model Pembelajaran Role Play And Simulation Learning Dapat Meningkatkan Keaktifan Siswa Pada Ujian Praktik Pernikahan', 4 (2024), 10407–18 <https://doi.org/https://doi.org/10.31004/innovative.v4i4.11785>.

[13] Dulti Marlina Rombe, Widya Karmila Sari, and Juliadi, 'Peningkatan Hasil Belajar Melalui Model Pembelajaran Role Play Dan Pendekatan Kontekstual Ctl Pada Siswa', *Basic Education*, 1 (2022), 85–93 <https://doi.org/https://doi.org/10.35458/gjp.v1i2.88>.

[14] Muhamad Azin and Eko Subiantoro, 'Penerapan Metode Role Playing Mata Pelajaran PAI Dalam Meningkatkan Keaktifan Belajar Siswa', *Jurnal Riset Pendidikan Agama Islam*, 2023, 113–20 <https://doi.org/10.29313/jrpai.v3i2.2978>.

[15] Tri Kartini, 'Peningkatan Kemampuan Berbicara Bahasa Inggris Siswa Melalui Model Pembelajaran Role Play Di Kelas Xii Ipa 2 Sma N 1 Sitiung Tahun Pelajaran 2015/2016', *Inovasi Pendidikan*, 7.2 (2020), 124–33 <https://doi.org/10.31869/ip.v7i2.2310>.

Referring to prior study as a researcher's work. To analyze previous studies and present new scholarly work appropriately. Then there are other updates from earlier researchers. The preceding research is :

First, Huda Soekarno by the title "Efforts To Improve Vocabulary Mastery By Using Role Playing Method For Students Of Class Vii smpn 2 Pantai Lunci". The results of his research concluded that In cycle II, students' vocabulary mastery ability has reached the standard of being able to memorize 20 words. As for the results of the written test, it has completed learning completeness with an average score of 85 from the KKM 65 average score standard and 95% learning completeness from the 84% standard. The difference side lies in The methodology used involves Classroom Action Research, in contrast to the experimental quantitative approach chosen by the researcher. While the similarity side is to use the role play method in research as well as the same research objectives to improve students' vocabulary acquisition skills[16].

Second, Alifi, Munawir dan Nasrul Fuad with the title "Optimizing Muhadatsah Learning Al-Mihnah Material in Class Iv Minu Tropodo Waru Sidoarjo Through the Application of the Role Playing Method". The outcomes of the study demonstrated a discrepancy in the average result in the experimental class totaling 83.45 while the control class amounted to 80.5 The data reflects a strong average performance in the experimental group compared to the average value of the control class. This difference occurs due to differences in treatment during the learning process, where the experimental class is given treatment by teaching While the role-playing technique was utilized in the experimental class, it was absent in the control class. What sets them apart is the emphasis of the research undertaken, namely *muhadatsah* learning while the researcher's research focus is on improving vocabulary mastery. While the similarity side is using the type of quantitative research[17].

However, no one has investigated some of the literature in boosting students' vocabulary mastery at the high school level, therefore the researcher chose the school and level as the research destination. Furthermore, previous studies only tested vocabulary competence or speech, therefore researchers merged the two in this study. Because learners' participation and responses are essential to the educational process, this study aims to determine the efficacy of role-playing as a vocabulary-learning technique in Arabic.

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[16] Huda Soekarno, 'Upaya Meningkatkan Penguasaan Vocabulary Dengan Menggunakan Metode Role Playing Pada Siswa Kelas VII SMPN 2 Pantai Lunci', *LANGUAGE : Jurnal Inovasi Pendidikan Bahasa Dan Sastra*, 4.1 (2024), 1–6 <https://doi.org/https://doi.org/10.51878/language.v4i1.3111>.

[17] A Alifi, M Munawir, and N Fuad, 'Optimalisasi Pembelajaran Muhadatsah Materi Al-Mihnah Pada Kelas IV MINU Tropodo Waru Sidoarjo Melalui Penerapan Metode Role Playing', *Jurnal Ilmiah Profesi Pendidikan*, 9 (2024), 620–26 <https://doi.org/https://doi.org/10.29303/jipp.v9i1.1967>.

METHOD

The method used in this research is the experimental method, which is the only type of research that identifies cause-and-effect relationships. This is because during experimental research, researchers can control independent variables both before and during the study[18]. Researchers can control the conditions of the experimental group and control group through this experimental research[19]. The experimental research will divide the research subjects into two classes. The control class and also the experimental class. Conventional learning methods are used in the control class, while the experimental class will be treated with a role play learning model. In this study, the researcher chose a Non-Equivalent Control Group Design.

All students enrolled at SMK Yapri comprised the population for this research while the sample used amounted to 43 students, as many as 21 from class X-1 who used conventional learning styles and 22 from class X-2 with the application of role play learning. The sampling technique used is Cluster sampling. The data collection techniques used include: (1) observation, (2) Test consisting of pretest and post test, (3) Documentation. The tool used to collect data in this research was a test. The test was used to complete the data of mufrodat understanding. The test used in this study is a written test using google form on '*Hiwayah*' material in class X in Arabic language subjects. The observation sheet consists of 20 questions, and the final score of the observation sheet is used to measure the understanding of Arabic mufrodat.

Data analysis of learning outcomes included validation through field trials and analysis using SPSS. Prior to data analysis, prerequisite tests were conducted, comprising a normality assessment via the Kolmogorov-Smirnov test and a test for homogeneity, and reliability using Pearson Product Moment method. Descriptive data analysis used Cronbach's Alpha, which presents the distribution of maximum, minimum, mean, and standard deviation values. Inferential data analysis also uses Paired Sample T-Test. The research design used was Quasi Experimental Design (Experimental and Control Group). This design was chosen because the research involved only two groups, namely the experimental group and the control group. The design model is very different[20].

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18 Azka Dhianti Putri and others, 'Pengaplikasian Uji T Dalam Penelitian Eksperimen', *Jurnal Lebesgue : Jurnal Ilmiah Pendidikan Matematika, Matematika Dan Statistika*, 4.3 (2023), 1978–87 <https://doi.org/10.46306/lb.v4i3.527>.

19 Rahmatulla Akbar and others, 'Experimental Reseacrch Dalam Metodologi Pendidikan', *Jurnal Ilmiah Wahana Pendidikan*, 9.Vol 9 No 2 (2023): Jurnal Ilmiah Wahana Pendidikan (2023), 465–74 <https://doi.org/https://doi.org/10.5281/zenodo.7579001>.

20 Alifi, Munawir, and Fuad Ghifari, Syihabuddin, and Sopian, 'The Effectiveness Of Role Playing Learning Method In ImprovingThe Mastery of Arabic Vocabulary In Arabic Speaking Skills Of Students Of Class VII MTsN I Makassar', *Jurnal As-Salam*, 8.1 (2024), 47–63 <https://doi.org/10.37249/assalam.v8i1.666>..

RESULT AND DISCUSSION

Having adequate vocabulary in Arabic will help them communicate and write better[21]. Vocabulary is very important, if one has enough vocabulary, reading will be easier and language will flow faster[22]. When a person has sufficient vocabulary, they can not only translate the vocabulary form into Arabic, but they can also use the vocabulary form correctly and appropriately when creating new sentences[23].

As part of this study, the data collected included direct observations of the learning process, as well as assessments of vocabulary mastery through tests conducted before and after the implementation of the role-play method. By presenting this data, the study seeks to offer a detailed explanation of how effectively the role-play method enhances Arabic vocabulary comprehension and supports effective language learning objectives.

Normality Test

The objective of the normality test is to evaluate the normally distributed residual value in the regression model. Therefore, conducting a normality test is essential to confirm that the research data follows a normal distribution.

	Class	Shapiro-Wilk		
		Statistic	df	Sig.
Results	Pretest of Control class	.952	21	.410
	Posttest of Control class	.947	21	.322
	Pretest of Experiment class	.963	22	.410
	Posttest of Experiment class	.932	22	.167

Table 1. Normality test results

Testing Criteria Sig Value. > 0.05 Hence, the data collected in the study is considered to be normally distributed. Sig value. <0.05, Hence, the data collected in the study is considered to be normally distributed

Researchers used the Shapiro-Wilk calculation because the data used <100 Obtained as follows:

Sig. Control Class Pretest = .410

Control Class Posttest Sig Value = .322

Sig Value. Experimental Class Pretest = .410

Experimental Class Posttest Sig Value = .167

Hence, the results of the pretest and posttest in the experimental and control classes exhibit normal distribution. These results are in accordance with

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[21] Nurul Chasanah, 'Upaya Peningkatan Penguasaan Mufrodat Baru Dengan Metode Menyanyi Pada Siswa Kelas Viii Madrasah Tsanawiyah Negeri 2 Semarang', *SECONDARY: Jurnal Inovasi Pendidikan Menengah*, 3.3 (2023), 219–26 <https://doi.org/10.51878/secondary.v3i3.2397>.

[22] Sri Dewi Priwarti Siregar, Asep Sopian, and Nunung Nursyamsiyah, 'Pembelajaran Mufradat Bahasa Arab Melalui Media Anagram', *Shaut Al Arabiyyah*, 11.2 (2024), 503–11 <https://doi.org/10.24252/saa.v11i2.32855>.

[23] Sulfikar Sulfikar and Nurul Fawzani, 'Pemanfaatan Instagram Dalam Meningkatkan Penguasaan Mufradat Mahasiswa', *Jurnal Tahsinia*, 4.1 (2023), 19–27 <https://doi.org/10.57171/jt.v4i1.337>.

research conducted by Alifi that the normality test on the use of role play can optimize normal distribution *muhadatsah* learning[24].

Test of Homogeneity of Variance

The homogeneity test is used to determine whether the variance of two or more data sample groups is identical across populations[25]

		Levene Statistic	df1	df2	Sig.
Results	Based on Mean	.793	1	97	.375
	Based on Median	.027	1	97	.869
	Based on Median and with adjusted df	.027	1	79.384	.869
	Based on trimmed mean	.230	1	98	.633

Table 2. Homogeneity Test Results

Sig value. > 0.05 then the research data is homogeneous

Sig value. <0.05 then the research data is not homogeneous

From the data above, the following results are obtained: Sig value. posttest results = 0.375. Then it is concluded that the posttest results in this study are homogeneous. This agrees with the research conducted by Yusnarti that the pretest and post-test data of the two groups are homogeneous. And Post-test data of the two groups are homogeneous, so they meet the requirements for the t-test[26] Hypothesis Test Results (T-Test) Pretest and Post test of Experimental Classes.

The t-test serves as a statistical tool for testing the null hypothesis

Paired Samples Test								
				95% Confidence Interval of the Difference				
	Mean	Std.dev	Std. Error	Lower	Upper	1	df	Sig. (2-tailed)
Pretest-Posttest Eksperimen	-12.500	16.457	3.509	-19.797	-5.203	-3.563	21	.002

Table 3. Hypothesis Test Results (T-Test)

Testing Criteria:

Sig. (2-tailed) > 0.05 then there is no significant average difference

Sig value. (2-tailed) <0.05 then there is a significant average difference

[24] Alifi, A, M Munawir, and N Fuad, 'Optimalisasi Pembelajaran Muhadatsah Materi Al-Mihnah Pada Kelas IV MINU Tropodo Waru Sidoarjo Melalui Penerapan Metode Role Playing', Jurnal Ilmiah Profesi Pendidikan, 9 (2024), 620–26 <https://doi.org/https://doi.org/10.29303/jipp.v9i1.1967>.

[25] Usmadi Usmadi, 'Pengujian Persyaratan Analisis (Uji Homogenitas Dan Uji Normalitas)', *Inovasi Pendidikan*, 7.1 (2020), 50–62 <https://doi.org/10.31869/ip.v7i1.2281>.

[26] Yusnarti, Mulya, dan Lili Suryaningsih, 'Pengaruh Model Pembelajaran Role Playing Terhadap Hasil Belajar Siswa Sekolah Dasar', Jurnal Ainara (Jurnal Penelitian dan PKM Bidang Ilmu Pendidikan), 2.3 (2021), 253-61 <https://doi.org/10.54371/ainj.v2i3.89>.

From the results of the table above, the following results are obtained: Sig value. (2-tailed) = 0.002, then there is a significant average difference from the pretest and posttest results of the experimental class. This means that there is an effect on the treatment given to the same subject. This agrees with research conducted by Yusnarti that the hypothesis is validated. This demonstrates that a significant influence is observed of the role playing learning model[27]

Experimental Class N-Gain Test Results

N-Gain (normalized gain) is a method to measure the effectiveness of learning or intervention in improving students' learning outcomes.

N-Gain Value	Intepretation
$0{,}70 \leq g \leq 100$	High
$0{,}30 \leq g < 0{,}70$	Medium
$0{,}00 < g < 0{,}30$	Low
$g = 0{,}00$	No Increase
$-1{,}00 \leq g < 0{,}00$	Decrease

Table 6. Table of Criteria for Normalized Gain

The table above is an interpretation of the N-Gain (Normalized Gain) value, which is used to measure the increase in understanding or skills of students after following a program or learning process. This value is calculated by comparing the difference between the initial score and the final score (post-test) in a learning process.

N-Gain Value	Intepretation
< 40	Not Effective
40 – 55	Less Effective
56 – 75	Moderately Effective
>76	Effective

Table 7. Table of Criteria for determining the level of effectiveness

The table shows the criteria for assessing the effectiveness of learning or programs based on the N-Gain value. N-Gain is a measure used to quantify how much improvement occurs after a learning process compared to the initial score (pre-test) and the final score (post-test).

	Control Class	N1 Post test - Pretest	N2 Skor Maks-Pretest	N1/N2 N-Gain Score	N-Gain Percentage
Mean	83.38	96.36	12.50	16.14	.7040
Min	30	-10	-10	0	-.67
Max	100	70	70	70	1.00

Table 8. N-Gain Score Test Results

[27] Yusnarti, Mulya, dan Lili Suryaningsih, 'Pengaruh Model Pembelajaran Role Playing Terhadap Hasil Belajar Siswa Sekolah Dasar', Jurnal Ainara (Jurnal Penelitian dan PKM Bidang Ilmu Pendidikan), 2.3 (2021), 253-61 <https://doi.org/10.54371/ainj.v2i3.89>.

Based on the results of the N-Gain score test calculation using SPSS, it shows that the average N-Gain score for the control class is 0.41 and is included in the medium criteria. And the results of the N-Gain score test calculation using SPSS, it shows that the average N-Gain score for the experimental class is 0.70 and is included in the high criteria. This agrees with the research conducted by Saja, Mazlan that this method significantly improves students' ability[28]

Based on the processed data, role play has a significant role in improving students' vocabulary skills. This can be seen further in the T test result of 0.70% which indicates that there is an effect of role play on improving students' vocabulary mastery. This is in line with the opinion of Rosita and friends that learning using the role play method can improve student learning because in this case the learning method becomes fun and interesting[29].

Role-play learning allows students to express themselves freely and helps them acquire enough vocabulary to say when role-playing. This is in accordance with the opinion of Ahmad Ghifari[30] that role play can also help teachers make the class fun and help students maximize their creativity. it can be seen from the test results that have been presented that there is an increase in the mastery of vocabulary in students with learning using role play.

This method motivates students to participate in speaking activities and increases their confidence and inventiveness[31]. In addition, regular practice of role-playing helps students acquire Arabic language proficiency[32]. This is evidenced by the post-test results of both the control class and the experimental class, where there was an increase in The outcomes of the experimental class post-test. Role play encourages students to more actively participate in learning strategies and improve their problem solving skills and the teacher becomes a facilitator[33].

Using role play in Arabic language learning can invite students to assume an active role in the learning process, think critically and independently, and can

[28] Ijlal Saja and others, 'The Effectiveness of Role Play in Arabic Language Skills Acquisition', *Proceedings of International Conference of Research on Language Education (I-RoLE 2023), 13-14 March, 2023, Noble Resort Hotel Melaka, Malaysia*, 7 (2023), 576–87 <https://doi.org/10.15405/epes.23097.52>.

[29] Redi Zulpianto and others, 'Role-Playing Method to Improve Learning Outcomes of Arabic Speaking Skills: Process and Student Perception', 3.2 (2024).

[30] Ghifari, Syihabuddin, and Sopian, 'The Effectiveness Of Role Playing Learning Method In ImprovingThe Mastery of Arabic Vocabulary In Arabic Speaking Skills Of Students Of Class VII MTsN I Makassar', Jurnal As-Salam, 8.1 (2024), 47–63 <https://doi.org/10.37249/assalam.v8i1.666>.

[31] Safitri Dwi Anggraeni and others, 'Role Playing in Drama Learning to Foster Elementary School Students' Self-Confidence', Edukatif: Journal of Education Science, 6.1 (2024), 788-98 <https://doi.org/10.31004/edukatif.v6i1.6166>.

[32] Saja, Ijlal, Nurul Asma Mazlan, Asma' Wardah Surtahman, Nur Aqilah Norwahi, and Chun Keat Yeap, 'The Effectiveness of Role Play in Arabic Language Skills Acquisition', Proceedings of International Conference of Research on Language Education (I-RoLE 2023), 13-14 March, 2023, Noble Resort Hotel Melaka, Malaysia, 7 (2023), 576–87 <https://doi.org/10.15405/epes.23097.52>

[33] Muthia Khairani and Imas Mastoah, 'Keefektifan Metode Role Playing Dalam Meningkatkan Pemahaman Dan Karakter Siswa Di Madrasah Ibtidaiyah', 9 (2025), 8757–67.

help students solve problems by discussing with a group of friends[34]. This is reinforced by research from Sri Astiti, which demonstrates that role-playing helps students understand role concepts and become aware of various roles and think about their own behaviour and the behaviour of others[35].

In order to enhance Arabic language instruction in institutions, Arabic teachers need to utilize innovative methods to fulfill their educational aims [36]. Regular practice exercises are needed for mastering vocabulary so that students are accustomed to and always communicate using Arabic[37]. In achieving learning goals, such strategies should be implemented in institutions that provide Arabic language instruction. Consequently, this study's outcomes can guide Arabic language educators in improving their pedagogical competencies of the use of active learning that is creative and fun for students.

CONCLUSION

The results of the observations show that role-play learning is quite effective in improving the Arabic vocabulary mastery of Class X students, with a success rate of 70.4%, up from 0.35%. While the role-play model offers an interactive and engaging learning approach, there are some drawbacks that need to be considered. Several limitations were identified in the implementation of role play activities. First, the preparation and execution of such activities are time-consuming, which may hinder the continuity of other instructional content. Second, managing the classroom during role play can be challenging and may lead to emotional discomfort among students, particularly those who feel uneasy or coerced into participating in specific roles. Third, participation levels are often uneven, with certain students dominating the activity while others remain passive. Fourth, role play scenarios may not accurately represent real-life contexts, thereby limiting their effectiveness in facilitating deeper theoretical understanding. Finally, the assessment of student performance in role play tends to be subjective, compromising the reliability and objectivity of evaluation outcomes. For future research, it is recommended that researchers develop more objective evaluation methods and design more inclusive role plays that consider the emotional comfort of students.

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[34] Dewi Ferawati and Nurhidayah, 'Implementation of Role Playing Method in Arabic Language Learning on Speaking Aspect', Tarbiya Islamica, 11.1 (2023), 1-7 <https://doi.org/10.37567/ti.v11i1.2319>.

[35] Ni Md. Sri Astiti Purnamaningsih, 'Bermain Peran Sambil Bernyayi Meningkatkan Kosakata Kelas Rendah', *Jurnal Mimbar Ilmu*, 25.3 (2020), 358–69.

[36] Lubab, Mohamad Irbabul, and Muhammad Natsir, 'Al Mi ' Yar : Jurnal Ilmiah Pembelajaran Bahasa Arab Dan Kebahasaaraban Program Shabāhul Lughah Untuk Pembelajaran Mufradāt Siswa Madrasah Aliyah Negeri 1 Jepara', 7.2 (2024), 757–64 <https://doi.org/http://dx.doi.org/10.35931/am.v7i2.3977>

[37] Fitri Nurhayati and Irpan Hilmi, 'Efektivitas Pembekalan Kosakata Harian Terhadap Kemampuan Berbicara Santri Fitri Nurhayati , Irpan Hilmi Sekolah Tinggi Agama Islam Al-Hidayah Kawalu Kota Tasikmalaya , Indonesia Efektivitas Pembekalan Kosakata Harian Terhadap Kemampuan Berbicara Santri P', 5.5 (2025).

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