

Improvement of Arabic Speaking Skills among Non-Arabic Students through Role-Play Activities

Karima Aboubakr Salem Abdulhafid, Nik Farhan Mustapha,
Abd Rauf Hassan, Muhd Zulkifli Ismail

Faculty of Modern Languages & Communication, Universiti Putra Malaysia,
43400 Serdang, Selangor, Malaysia
Email: farhan@upm.edu.my

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Abstract

Mastering speaking skills poses a considerable challenge for students learning a foreign language, especially when doing so in their hometown, far from an authentic language environment. This study aimed to assess students' speaking proficiency and analyze the impact of role-playing activities on their skills. Following an experimental method, 40 male and female students majoring in Arabic at the University of Putra Malaysia (UPM) were selected. The study employed an applied model of speaking activities, with a focus on "role-playing" as a teaching method enabling students to practice daily life interactions in the classroom. Two sets of pre-tests and post-tests served as instruments for data collection. The analysis revealed significant differences in speaking proficiency before and after the activities when comparing pre-test and post-test results. The findings demonstrated a marked improvement in students' conversational skills after engaging in role-playing activities during lessons, resulting in enhanced proficiency and confidence in Arabic conversation. The study also confirmed that integrating role-playing as a linguistic activity in group interactions between students and teachers facilitated the expression of feelings and boosted students' self-confidence.

Keywords: Role-play Activities, Speaking Skill, Arabic Language Learning, Second Language, Oral Communication

Introduction

Studies indicate that students who are not fluent in Arabic struggle to apply learned vocabulary and techniques during conversations. This is supported by the observation that foreign students, even after prolonged study, face challenges in sustaining error-free and coherent Arabic speech, particularly when fulfilling specific needs or purposes (Sedqi et al., 2021). Saif's study (2020) further affirmed the deficiency in oral communication among non-Arabic speakers, highlighting their struggles in expressing themselves through simple Arabic sentences (Saif, 2020).

Students often avoid speaking in Arabic for various reasons, including the fear of making mistakes or facing criticism and shame. This reluctance has led to a decrease in motivation to

express themselves (al-Tingari & Kama, 2018). Meanwhile, the lack of conversational practice is a widespread issue that can impact the language proficiency of learners in general, especially those studying Arabic. The problem is compounded by the neglect of effective conversation training, often conducted in a dull manner lacking spirit and excitement (Rahman et al., 2022).

The need for this involves applying necessary linguistic activities that aid in the development of speaking skills, allowing individuals to acquire and practice these skills in their daily lives, particularly through practical activities in natural situations. Among the activities recognized for enhancing speaking skills are role-playing activities. Numerous studies, especially those investigating their impact on English conversation, have found that role-playing has a positive influence on conversational skills by simulating real-life scenarios (al-Youbi, 2018).

One crucial linguistic activity in language teaching is the role-playing activity, which involves imitating a character and acting like another person in real-world situations. Role playing is also a method that enables students to engage in conversations in the classroom by participating in specific roles, requiring them to speak and act accordingly. The implementation of role-playing activities contributes to the improvement of students' speaking abilities and boosts their self-confidence. Role-playing itself is considered a successful method for enhancing speaking skills, with reported positive results in this regard (Hijriati, 2022).

Issues in learning speaking skills among non-Arabic speakers

Al-Rasikh (2013) in his study based on Tu'aymah definition asserted that speech is the ability to articulate clear words that significantly impact a person's life. Through speech, individuals can express themselves, find relief, and enhance their standing among others. He further emphasized that speaking the Arabic language is a fundamental skill integral to the objectives of linguistic studies, serving as a means of communication. However, a review of prior research on obstacles faced by non-native speakers in learning the Arabic language revealed several issues. Some pertain to the proficiency level of speech, others to the grammar of the language, some are linked to the psychology of the student, and there are also challenges associated with teaching the Arabic language (al-Rasikh, 2013).

In the realm of teaching Arabic to non-native speakers, it is commonly observed that learners often struggle with speaking and effective communication, coupled with difficulties expressing their thoughts and emotions. This challenge is attributed to their significant weakness in conversational skills (Aqeel, 2021). The inadequacy of Arabic speaking proficiency among students may stem from a deficiency in vocabulary and sentence structures. Although learners may possess knowledge about the topics they wish to discuss in their native language, their limited Arabic vocabulary hampers their ability to articulate their thoughts effectively.

One contributing factor to the low proficiency in speech is the infrequent use of the Arabic language in daily life. The lack of regular conversation practice undoubtedly hinders the development of speaking skills (Elijah & al-Basoumi, 2014). Additionally, learners encounter difficulties related to the distinct phonetic system of the Arabic language. Each language has a unique phonetic system, and the Arabic phonetic system is considered challenging due to

its distinctive letters and sounds. Pronouncing certain sounds, such as 'kha,' 'dha,' 'ain,' 'ghain,' poses difficulties for learners. At times, students may be influenced by their native language, attempting to convey sounds or employ familiar structures, such as combining words based on their language's patterns (Ahmed, 2018).

Furthermore, linguistic factors encompassing vocabulary, structures, and linguistic systems (grammar and morphology) significantly influence the ability to speak Arabic among non-native speakers. Researchers have identified common linguistic errors among students, including issues such as addition, demonstrative nouns, and verb usage, along with challenges related to subjects, predicates, and morphology (Yaakub et al., 2012). Learning grammar poses a crucial aspect of language education, serving as a foundational element for mastering language use. When teaching grammar to non-Arabic speakers, emphasis should be placed on rules aligning with language teaching goals, with a focus on practical applications (Saleh & al-Nahi, 2017).

Another hurdle faced by students in acquiring speaking skills is the abundance of Arabic synonyms, coupled with difficulties in employing them effectively during conversation. Insufficient training in speaking skills and pronunciation further compounds the challenge of expressing oneself in Arabic (Aqeel, 2021). Additional difficulties include distinguishing between short and long vowel sounds or discerning between soft and loud sounds, necessitating dedicated time and training for students to overcome these hurdles (Ahmed, 2018).

As we are aware, any educational process is primarily oriented towards the learner, who serves as its purpose, goal, and most crucial component. Consequently, studying the psychological aspects of the learner is essential in the educational process (Ahmed, 2018). Previous research has highlighted that learners exhibit initial motivation to learn the Arabic language. However, over time, this enthusiasm tends to diminish due to various influencing factors, a phenomenon commonly referred to as the loss of motivation (Sobri, 2017). Teachers often lament a low level of participation in classes, with perhaps only one student actively engaging while others remain silent, seemingly disinterested (al-Tingari & Kama, 2018).

The motivation to learn plays a pivotal role in determining the success or failure of a learner in acquiring a second language. Previous studies emphasize that internal motivations, stemming from the students' psyche and will, are more influential than external motivations. These internal motivations are identified as one of the primary reasons for the weak Arabic speaking skills among non-Arabic speakers (Awang et al., 2013). Additionally, psychological issues such as low self-confidence, modesty, and fear of making mistakes or facing criticism contribute to students' reluctance to speak Arabic (al-Tingari & Kama, 2018).

External factors, such as the educational environment, significantly influence the teaching process. A negative environment can lead to student reluctance to speak the language they are learning. Examples of such negative factors include the absence of an encouraging educational environment, the lack of a dedicated library with resources for teaching Arabic, the absence of a designated space for educational activities, and sometimes, overcrowded

classrooms. When the learning environment fails to promote speaking, students may become hesitant, opting to listen rather than actively participate.

The absence of extracurricular activities is another challenge impacting students' ability to speak fluently. Some learners only practice the language within the confines of the classroom, and when they leave, they revert to using their mother tongue with people of the same nationality. What they learn in the morning may be undone in the evening if they return to their native language (Abu-Bakar & Hannani, 2020). Extended periods spent outside the classroom, engaging with languages other than Arabic, and teachers not recognizing the importance of motivating students to use classical Arabic for conversation contribute to the students' low proficiency in speaking (Aqeel, 2021).

The problems related to the teacher can be summarized as follows: the use of an intermediary language in teaching Arabic to non-native speakers, neglect of modern technology, insufficient experience with contemporary educational strategies and diverse teaching methods for non-Arabic speakers, reliance on rote learning, and overlooking individual differences among learners. Additionally, some teachers may lack familiarity with the structures and sounds of the Arabic language (al-Saadi & Ali, 2021). Another issue contributing to the low level of conversation skills among students is the teacher's lack of interest in speaking Arabic, which can be attributed to factors such as a shortage of time or feeling fatigued when instructing the speaking skill (Nouriani, 2018).

Another challenge is the underutilization of activities to address psychological issues among students. The low achievement levels and limited participation in lectures stem from a lack of engaging activities that could boost students' enthusiasm for learning the Arabic language. This deficiency contributes to feelings of helplessness, shame regarding linguistic mistakes, and fear of negative comments (al-Hawamdeh & Sawalha, 2018).

Learning Arabic as a second language involves not only acquiring a vast vocabulary and understanding its structures but also the ability to use this knowledge effectively in real-life situations when interacting with Arabic speakers or learning about their culture. This underscores the importance of training in realistic activities that prepare students for these scenarios. A learner might possess the ability to understand and comprehend, along with a decent vocabulary and grasp of linguistic grammar. However, they may face significant challenges in applying these linguistic acquisitions during natural oral communication, resulting in a weakness in spoken communication (Elijah & al-Basoumi, 2014).

The significance of activities in learning a second or foreign language cannot be overstated. Linguistic activities, with their diverse styles and applications, stand out as one of the most effective means in language instruction. These activities are designed to enhance the linguistic skills of Arabic language learners, aligning with the goals of the educational curriculum. They serve to enable learners to engage in applied linguistics, boost motivation for learning, and achieve linguistic proficiency. Importantly, these activities contribute to the development of learners' abilities, facilitating their application in everyday situations according to a set of principles and rules (al-Youbi, 2018).

The importance of activities in learning a second or foreign language

The importance of incorporating activities into the educational process cannot be overstated. Learning through activities is characterized by increased consistency and retention, and it captures learners' interest with enthusiasm that is often lacking in theoretical study. The interactive nature of activities makes them more engaging, preventing boredom and lethargy commonly associated with traditional approaches. At this stage, learners appreciate experimenting with a variety of activities, both within and outside the university, provided they are spontaneous and cater to the needs and desires of the learners (Taha, 2016).

Numerous studies underscore the positive impact of linguistic activities on second language learning. Daoud & al-Mawadiah's (2019) study highlighted the significant influence of linguistic activities on developing communication skills in foreign language learning (Daoud & al-Mawadiah, 2019). Similarly, the research by Zare and Othman (2015) demonstrated that discussions improved critical thinking and verbal communication skills in second language acquisition. Students noted various benefits, including enhanced confidence, overcoming fear, and improved teamwork skills (Zare & Othman, 2015). Tipmontree & Tasanameelarp (2018) also noted positive effects of activities on enhancing students' oral language proficiency in second or foreign language learning (Tipmontree & Tasanameelarp, 2018).

Role-playing activities emerge as particularly impactful in achieving learning outcomes, contributing to learning effectiveness and increasing self-confidence (Mehdiyev, 2020). Role-playing activities prove more effective in motivating students to speak the second language when using oral language tests, fostering greater interest in speaking the language (Liu, 2010). The results of Joma et al.'s (2016) study confirmed that role-playing activities significantly impacted students' achievement and motivation to develop speaking skills in English as a foreign language. The study indicated that using role-playing helped address some of the challenges students face in the learning process, enhancing overall efficiency (Joma et al., 2016).

Numerous researchers have delved into the effectiveness of role-playing activities in teaching Arabic to non-native speakers, highlighting various advantages. One key benefit is the enhancement of communication levels within the classroom, fostering interaction and motivating students to learn. Studies suggest that students proficient in spoken Arabic actively utilize and engage in learning activities both inside and outside the classroom, leading to increased confidence in mastering the foreign language (Al-Din et al., 2014).

Role-playing activities prove effective in improving students' pronunciation, vocabulary usage, and fluency in speaking Arabic (Tipmontree & Tasanameelarp, 2018). The efficacy of role-playing extends to enhancing communication skills for language learners, offering students a practical opportunity to apply what they have learned, thereby making the learning process enjoyable and interesting (Maimunah, 2019). Al-Tingari & Kama (2018) emphasized the positive impact of role-playing activities and spontaneous speech on students' speaking proficiency in Arabic. This student-centered teaching approach, incorporating elements of coaching and mentoring, significantly reduced anxiety levels and enhanced linguistic confidence. The study reported that students experienced improvement in speaking proficiency (Al-Tingari & Kama, 2018).

These findings align with numerous other studies, including (Hidayat, 2023; Hijriati, 2022; Neupane, 2019; Nik Al-Din et al., 2014; Roengrit et al., 2023; al-Tingari & Kama, 2018 and Tipmontree & Tasanameelarp, 2018). Collectively, these studies underscore the positive impact of role-playing activities on the language proficiency and confidence of students learning Arabic as a foreign language.

Role-playing activities have garnered significant attention in various studies, proving to play a crucial role in the development of speaking skills. Researcher by Neupane (2019) highlighted the effectiveness of role-playing activities in enhancing students' proficiency in pronunciation, appropriate vocabulary usage, and fluent speech (Neupane, 2019). Maimunah (2019) explained that the incorporation of role-playing activities contributed to the improvement of students' linguistic communication skills (Maimunah, 2019).

The results of the study by Tipmontree & Tasanameelarp (2018) demonstrated that role-playing activities had positive effects on both students' oral proficiency and their self-confidence in speaking a second language. The repetitive practice of role-playing activities over time enhances students' speaking abilities and boosts their confidence in oral communication. Bhanu & Kumar (2022) emphasized the numerous benefits of incorporating role-playing activities into teaching and learning a second language. Additionally, they noted that these activities made it easier for students to speak and raised their fluency levels. Moreover, students reported enjoying and feeling comfortable while engaging in these activities (Bhanu & Kumar, 2022).

Numerous studies have explored the impact of role-playing activities on students' confidence, consistently demonstrating positive outcomes. In Hidayat study (2023), role-playing activities were found to be effective in enhancing students' self-confidence in speaking Arabic. These activities not only addressed communication difficulties but also contributed to an increased sense of confidence during interactions with others. The study conducted by Nik Al-Din et al. (2014) similarly revealed that role-playing activities successfully improved students' Arabic speaking abilities, fostering greater confidence in using the language (Nik Al-Din et al., 2014). Maimunah (2019) reported positive impacts of role-playing on students' well-being through communication activities, while a study by Hijriati (2022) reinforced the positive influence of such activities on students' psychological well-being which allowing them to feel more comfortable with the target language. Hidayat (2023) noted in his study that role-playing activities played a positive role in students' overall well-being. Tipmontree & Tasanameelarp (2018) affirmed the role of role-playing activities in enhancing confidence, stability, and fluency in practicing a foreign language with peers and teachers. Furthermore, Hidayat (2023) emphasized in his study that role-playing activities played a positive role and majority of the students were active and enthusiast during the activities.

Many scientific research studies in the field of teaching and learning a second language have advocated for the diversification of teaching methods, emphasizing that students should not solely rely on textbooks and teachers. Role-playing activities have emerged as popular educational tools that teachers use to diversify their teaching approaches (Lee, 2015). Amalia (2023) highlighted the effectiveness of teaching through role-playing, noting that it enhances students' group work more efficiently and accurately. Role-playing is a crucial method in teaching speaking skills, allowing students to practice communication in various social

contexts. Role-playing also fosters creativity and enables students to step into someone else's shoes for a period of time (Amalia, 2023).

Lee's study (2015) underscored the role of diversifying teaching methods, particularly using role-playing activities during conversation training in the classroom. This approach aimed to create simulated language situations for students to practice their target language. Lee (2015) also emphasized that diversifying teaching methods using activities provided opportunities for students to interact with classmates in their learning of second or foreign languages.

In this context, your mentioned study aims to determine the effect of role-playing activities on the speaking skills of students specializing in the Arabic language at the bachelor's level in the Faculty of Languages at Universiti Putra Malaysia.

Research Design

This quantitative experimental study used a one-group pretest-posttest research method, with forty (40) male and female from Universiti Putra Malaysia Arabic Language majors as the sample group. The study trained students to converse in Arabic in realistic natural scenarios through eight classes, two per week, lasting two hours each, using role-playing games. The pre- and post-test lectures and questions were thoughtfully created by the researcher, who modified them to fit the study population's setting after reviewing and getting advice from specialists.

Four key subjects were the subject of the study: sports, restaurants, apparel stores, and libraries. For every topic, carefully considered discussion questions and instructional graphics were created to guarantee students' comprehension and convenience of use. Students were divided into small groups once the role-playing exercises were over, and they were given three questions about the activity's subject to discuss and debate further.

In order to assess how the activities affected the students' conversational fluency, a pre-test and a post-test with a combined total of twelve (12) questions that matched Bloom's cognitive objectives were given out. The four subjects presented in the classes were covered in these questions. Descriptive data analysis and paired sample T-tests conducted using SPSS were employed for data analysis.

Findings

To know the effect of role-playing on students' competence, this study adopted two main objectives:

1. Identify the level of oral communication among students.
2. Analyse the impact of activities on students' proficiency in oral communication.

Identify the level of oral communication among students

After carefully examining the data obtained from the sampled participants' pre-test answers, the research produced the result that is shown in Table 1.

Table (1)

Level of oral communication before activities (N=40)

Level	Marks range	Frequency	Percentage (%)
Excellent	128-192	0	00.0
Average	64-127	32	80.0
Poor	0-63	8	20.0

The presented table indicates that most students (32; 80%) exhibit a moderate level of proficiency in oral communication, with none reaching an excellent level. Conversely, 8 (20%) students are categorized at a weak level. The highest achieved score was 94 out of 192, while the lowest score was 53 out of 192.

Subsequent to the implementation of the activities, participants underwent a post-test. The acquired scores were analyzed within the established three proficiency levels, and the outcomes are outlined in the following Table (2).

Table (2)

Level of oral communication after activities (N=40)

Level	Marks range	Frequency	Percentage (%)
Excellent	128-192	37	92.5
Average	64-127	3	07.5
Poor	0-63	0	00.0

The results from the activities indicate significant improvement, as displayed in Table (2) above. The table reveals that the majority of students (37; 92.5%) have achieved an excellent level, while only three (7.5%) remain at an average level. No students are reported to be at a weak level. The highest score attained was 178 out of 192, and the lowest score was 116 out of 192.

Table (3)

Comparison between level of oral communication before and after activities (N=40)

Level	Marks range	Before activities		After activities	
		Frequency	Percentage	Frequency	Percentage
Excellent	128-192	0	00.0	37	92.5
Average	64-127	32	80.0	3	07.5
Poor	0-63	8	20.0	0	00.0

The findings presented in Table (3) highlight a noteworthy enhancement in oral communication, with nearly all respondents (37; 92.5%) reaching an excellent level after engaging in the role-play activity. Only a small proportion, 7.5%, remained at an average level, and no data were recorded for the weak level.

Additionally, student test results were descriptively analyzed based on the mean score, showcasing the outcomes before undergoing the activity, as illustrated in the following Table (4)

Table (4)

Mean score of oral communication before activities (N=40)

Oral Communication	Mean	Standard Deviation
Total pre-test scores	36.78	9.289

Examining the pre-test results, presented in Table (4), revealed a generally low level of student proficiency, with a mean score of 36.78 (SD=9.289), prior to their exposure to the experiment.

Upon analyzing the post-test data, answered by the sampled participants immediately after completing the activities, the study arrived at the following result, as illustrated in Table (2):

Table (5)

Mean score of oral communication after activities (N=40)

Oral Communication	Mean	Standard Deviation
Total post-test scores	82.64	14.453

The data presented in Table (5) indicates that the mean score for the total post-test scores reached 82.64% (SD=14.453), encompassing all test questions.

Analyze the impact of activities on students' proficiency in oral communication

The effect of role-playing activities on students' oral communication proficiency was assessed using the paired sample t-test.

Table (6)

Results of the test for significant differences in oral communication before and after the activities (N=40)

Oral communication (grand total)	Arithmetic Average (Numerically)	Arithmetic Mean (%)	Standard Deviation	Eta square value	P value
Total pre-test scores	70.63	36.78	9.289	0.97	<0.001
Total post-test scores	158.68	82.64	14.453		

The test results revealed significant differences in oral communication levels before and after the activities, with a significance level of $p < 0.001$. The effect size, as measured by eta square (0.97), indicates a high level of impact (Cohen et al., 2018). Prior to the activities, the total score for oral communication among students was 36.78%, compared to 82.64% after the activities.

As for the level of students according to the questions for the pre and post-test, as shown in Table (7) as follows

Table (7)

Results of the test for significant differences in oral communication before and after the activities according to the questions (N=40)

Oral communication (grand total)	Arithmetic Average (Numerically)	Arithmetic Mean (%)	Standard Deviation	P value
Q1 Pre-test	6.30	39.38	0.911	<0.001
Q1 Post-test	13.33	83.31	1.526	
Q2 Pre-test	6.43	40.19	1.299	<0.001
Q2 Post-test	13.45	84.06	1.154	
Q3 Pre-test	5.55	34.69	1.108	<0.001
Q3 Post-test	13.43	83.94	1.259	
Q4 Pre-test	6.18	38.63	1.152	<0.001
Q4 Post-test	13.05	81.56	1.768	
Q5 Pre-test	5.53	34.56	1.783	<0.001
Q5 Post-test	13.13	82.06	2.300	
Q6 Pre-test	5.73	35.81	1.154	<0.001
Q6 Post-test	13.35	83.44	1.406	
Q7 Pre-test	5.85	36.56	1.406	<0.001
Q7 Post-test	12.80	80.00	1.137	
Q8 Pre-test	6.13	38.31	1.884	<0.001
Q8 Post-test	13.13	82.06	1.800	
Q9 Pre-test	6.18	38.63	1.796	<0.001
Q9 Post-test	13.30	83.13	1.159	
Q10 Pre-test	5.88	36.75	1.244	<0.001
Q10 Post-test	13.10	81.88	1.499	
Q11 Pre-test	5.23	32.69	1.405	<0.001
Q11 post-test	13.50	84.38	1.414	
Q12 Pre-test	5.68	35.50	1.366	<0.001
Q12 post-tests	13.13	82.06	2.441	

Table (7) presents the results of the test for significant differences in oral communication before and after the activities, categorized by individual questions. In the pre-test, the results were comparable, with the highest percentage recorded for question Q2 at 40.19% (SD=1.299) and the lowest for question Q11 at 32.69% (SD=1.405). Conversely, in the post-test, scores improved across all questions. The lowest percentage for question Q7 was 80.00% (SD=1.137), while the highest was for question Q11 at 84.32% (SD=1.414).

Discussion

According to the findings of this study, there is a noticeable enhancement in students' speaking skills following the implementation of role-playing activities. The evident rise in the average percentage of total scores between the pre-test and post-test signifies the effectiveness of incorporating role-playing activities. These outcomes align with numerous studies that have affirmed the positive influence of various linguistic activities in second language learning, including studies by (al-Tingari & Kama, 2018; Hidayat, 2023; Neupane, 2019; Roengrit et al., 2023).

The pre-test results revealed a subpar performance by students prior to the training course, indicating initial challenges in adapting to the role-playing activity. Many students expressed shyness in taking on character roles, as this type of activity was unfamiliar to them. Reticient students often struggle to discuss personal experiences or express themselves, but the role-playing activities provided a means for students to adopt different personas with the guidance of the teacher. Through this experience, students began to engage in character roles using expression and body language, facilitating a breakthrough for shy students, and helping them overcome their reticence in speaking.

Role-playing activities, being communicative exercises, encourage students to engage in verbal communication, fostering fluency even with unfamiliar peers. This diminishes self-centeredness and promotes teamwork as students collaborate to complete dialogues. Additionally, the interaction among students serves as a catalyst for shy and introverted individuals to participate in conversations and catch up with their peers, aiding in overcoming negative behaviours like introversion and shyness. This aligns with the findings of studies such as al-Tingari & Kama (2018), which emphasized the significant impact of linguistic activities on communication skills in learning a foreign language.

Furthermore, it is noteworthy that diversifying learning activities led to an increase in students' motivation to learn. Students expressed a desire to engage in conversation during role-playing activities, aligning with studies confirming the effectiveness of incorporating oral activities in stimulating university students' motivation to speak the language they are studying. The practical application of Arabic language skills through various activities plays a crucial role in boosting students' motivation to learn the language (Hentsch, 2020). Al-Ruhaili (2019) emphasized the importance of focusing on activities with motivating topics to develop communication skills, encouraging language learning and interaction (al-Ruhaili, 2019). Additionally, Hidayat (2023) highlighted the positive impact of implementing role-playing activities on student motivation, as evidenced by the active and enthusiastic participation of most students during the learning process in the classroom (Hidayat, 2023).

Role-playing activities serve as an effective means to foster cooperation and interaction among students in the classroom. Grouping students, whether in pairs or small groups, promotes the development of communication, cooperation, and problem-solving skills. It also contributes to enhancing self-confidence, reducing boredom, and mitigating shyness. The teacher's role is that of a guide, assisting students in creatively performing their roles within situations simulating real-life scenarios. These activities can be directed towards achieving other educational objectives, such as teaching vocabulary or grammar rules. Consequently, students can significantly benefit from these activities in improving academic performance and developing personal skills. This aligns with Maimunah's (2008) study, which highlighted the effectiveness of role-playing activities in fostering cooperation and strengthening speaking skills, prompting students to generate ideas and speak confidently without fear of making mistakes. Context and situation play a crucial role in vocabulary selection, accurate pronunciation of Arabic sounds, and active participation in dialogue and group discussions (Maimunah, 2008). Furthermore, Awang et al.'s (2013) study affirmed that group work activities decisively boost confidence levels and are effective among students who are initially shy about speaking a foreign language (Awang et al., 2013).

Engaging in these activities creates a novel environment rich with information about a new culture within various situations and social contexts. Students actively practice adapting to specific roles, such as taking on the character of a salesman, customer, father, or son. This approach introduces a fresh and intriguing element, offering students the opportunity to showcase their creativity. The exploration of lifestyle, language, emotions, environment, expressions, and body language in these role-playing scenarios constitutes a new and enriching experience for them. Not only does this dynamic contribute to the restoration of their confidence, but it also facilitates a deeper understanding of the target language, as emphasized by (Neupane, 2019).

Conclusion

In conclusion, the results of this study underscore the significant importance of incorporating role-playing activities in teaching speaking skills. The findings demonstrate that such activities contribute positively to the enhancement of students' speaking proficiency. Initially, many students expressed shyness towards role-playing, considering it a new and unfamiliar method. However, the opportunity to engage in character roles provided a means for shy students to overcome their reluctance to speak. Over time, students began to adopt different personas, expressing themselves through body language and gaining confidence with the guidance of the teacher.

The advantages of utilizing role-playing activities extend to providing students with a comfortable environment where they can freely express themselves without fear of making mistakes. The flexibility of these activities allows students to collaborate, fostering teamwork and boosting self-confidence. Group dynamics in role-playing activities prevent stagnation, as students actively support each other, making the learning experience more engaging and reducing boredom. The teacher's role remains that of a facilitator, guiding students to creatively perform their roles within real-life situations, promoting effective communication.

Furthermore, these activities empower students to use their own expressions, enriching oral communication and showcasing their creativity. Allowing students to incorporate their own experiences in simulated real-life situations fosters active participation and cooperation. It helps students develop clear speech, communicate ideas effectively, and enhances their overall communication skills.

Additionally, the study emphasizes the effectiveness and enjoyment of learning through activities compared to traditional methods. It highlights the importance of practical application in real-life scenarios, which proves to be more effective for language acquisition. The results align with the notion that role-playing activities facilitate learners in using their educational experiences to develop critical thinking and analytical skills. Moreover, these activities contribute to creating a lively and enjoyable educational environment, promoting positive communication, social interaction, and building students' self-confidence and pride.

The theoretical and practical significance of this study extends to its applicability for students, researchers, teachers, and curriculum planners. For students studying Arabic as a second language, the study suggests that incorporating various role-playing activities can significantly contribute to the improvement of their speaking skills. Researchers are encouraged to explore active learning strategies targeting Arabic as a second language learners, experimenting with

diverse activities that stimulate language learning. The study emphasizes the importance of curriculum planners integrating modern activities like role-playing into educational curricula, considering its proven role in developing Arabic speaking and language skills.

In conclusion, the study recommends future research to explore new strategies and techniques aimed at enhancing language acquisition among learners of Arabic as a second language, building on the insights provided by this study.

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