The Influence of the Role-Playing Method on the Arabic Speaking Skills of Students at Al-Ghuraba Islamic Boarding School, Dompu.

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Abstract

The low proficiency in Arabic speaking skills among students at Al-Ghuraba Islamic Boarding School, Dompu, presents a significant challenge in language learning. This study aims to analyze the effectiveness of the role-playing method in enhancing students' Arabic speaking skills. A quantitative approach was employed using a pre-experimental one-group pretest-posttest design. Data were collected through the comparison of pretest and posttest scores. The analysis showed a very high correlation coefficient of 0.86, indicating a significant effect of the role-playing method on speaking skill improvement. These findings suggest that the role-playing method fosters an active and communicative learning environment and enhances students' confidence in using Arabic practically. The study recommends broader implementation of the role-playing method to support the development of Arabic speaking skills in Islamic boarding schools.

Kata kunci:
Metode Bermain Peran, Keterampilan Berbicara, Pembelajaran Bahasa Arab

Abstrak

Rendahnya keterampilan berbicara bahasa Arab di kalangan santri Pondok Pesantren Al-Ghuraba Dompu menjadi tantangan dalam proses pembelajaran bahasa. Penelitian ini bertujuan untuk menganalisis efektivitas metode bermain peran dalam meningkatkan keterampilan berbicara bahasa Arab santri. Penelitian ini menggunakan pendekatan kuantitatif dengan desain pre-eksperimental tipe one-group pretest-posttest. Data diperoleh melalui perbandingan skor pretest dan posttest setelah penerapan metode tersebut. Hasil analisis menunjukkan nilai korelasi yang sangat tinggi, yaitu 0,86, yang mengindikasikan adanya pengaruh signifikan dari penggunaan metode bermain peran terhadap peningkatan keterampilan berbicara. Temuan ini menunjukkan bahwa metode bermain peran mampu menciptakan suasana belajar yang aktif dan komunikatif serta meningkatkan kepercayaan diri santri dalam penggunaan bahasa Arab secara praktis. Penelitian ini merekomendasikan penerapan metode bermain peran secara lebih luas dalam pengembangan keterampilan berbicara bahasa Arab di lingkungan pesantren.

INTRODUCTION

Since the advent of Islam in Indonesia, numerous institutions dedicated to Islamic sciences have emerged. Among the oldest Islamic educational institutions in Indonesia are Islamic boarding schools, where various sciences, including the Arabic language, are taught. Arabic remains one of the principal languages studied in Islamic boarding schools across Indonesia (Daulay, 2019).

This is understandable, considering Arabic is the language of the Holy Qur'an and Islamic sciences, making its mastery essential for those seeking a profound understanding of Islam (Qurani et al., 2023). One such institution that emphasizes Arabic instruction is Al-Ghuraba Islamic Boarding School in Dompu. Mastery of Arabic requires proficiency in four language skills: listening (*maharah al-istima'*), speaking (*maharah al-kalam*), reading (*maharah al-qira'ah*), and writing (*maharah al-kitabah*). This aligns with Taufik's (Suyanto, 2024) assertion that these four skills are inseparable components essential to effective Arabic language acquisition. Their interconnectedness significantly contributes to overall language mastery.

Al-Ghuraba Islamic Boarding School, located in Dompu, West Nusa Tenggara (NTB), is a traditional *salaf* Islamic boarding school. Although Arabic is taught there, speaking skills receive relatively less attention, resulting in many students struggling with conversational Arabic in daily life (Hafiz & Lukluk, 2024). Speaking skills (*maharah al-kalam*) refer to the ability to produce articulate sounds or words to express ideas, opinions, desires, or emotions to an interlocutor. Broadly, speaking is a system of audible and visible signs utilizing human muscular organs to convey thoughts in response to communicative needs (Izzan, 2011).

Speaking is considered the most crucial skill in language acquisition, as it represents a core competency that learners must master when studying a foreign language (Muradi, 2016).

Arabic speaking skills can be enhanced through various approaches, one of which is the application of appropriate teaching methods in the learning process. Teachers are expected to carefully select and effectively employ suitable methods (Fikri & Susilo, 2025). A method is a means of implementing planned activities to achieve educational goals optimally, serving as an integral part of the broader instructional strategy. Thus,

the success of a teaching strategy heavily depends on the teacher's skillful use of the method (Rusman, 2017).

Several previous studies have identified instructional methods that significantly improve Arabic speaking skills, notably the *role-playing* method. According to Arini et al, *role-play* is a learning method involving students acting out assigned roles to dramatize and express behaviors, expressions, and movements within social interactions, often simulating historical or real-life scenarios (Arini et al., 2021).

The positive impact of role-playing on Arabic speaking proficiency has been documented in various studies. Sulistyawati and Putra demonstrated that the application of the *role-playing method* effectively improved Arabic speaking skills among students at SMPIT Al-Falaah Simo (Putra & Sulistyawati, 2019). Similarly, Amin reported that role-playing significantly enhanced speaking abilities among ninth-grade students at MTsN 1 Serang (Amin, 2021). Consistent findings were also presented by Idham et al. (2022), Henisah et al. (2023), Neupane (2019), and Maulana and Lolita (2023), who concluded that role-playing substantially improves students' speaking skills.

Based on these findings, it is deemed appropriate to implement the *role-playing method* at Al-Ghuraba Islamic Boarding School, given the observed need to enhance the Arabic speaking skills of its students. Through the application of this method, it is expected that students' speaking proficiency will significantly improve (Ardiansyah et al., 2024).

The objectives of implementing the *role-playing method* in Arabic language instruction at Al-Ghuraba Islamic Boarding School are threefold: (1) to assess students' Arabic speaking skills before applying the method, (2) to evaluate students' speaking skills after the method's implementation, and (3) to determine the effect of the role-playing method on improving students' Arabic speaking skills at Al-Ghuraba Islamic Boarding School, Dompu.

METHOD

This study employed a quantitative approach with a pre-experimental design. A pre-experimental design is not considered a true experiment, as external variables may still influence the dependent variable, meaning that changes observed cannot be attributed solely to the manipulation of the independent variable (Hakiem et al., 2025). In this research, the specific model utilized was the one-group pretest-posttest design. The one-

group pretest-posttest design involves administering a pretest to measure the initial condition of participants, applying the treatment or intervention, and then conducting a posttest to observe any resulting changes (Satyaningrum et al., 2024).

The population of this study comprised third-level students (santri) at Al-Ghuraba Islamic Boarding School, Dompu, totaling 28 participants. In this research, the sample was identical to the population, consisting of all 28 students. This sampling technique aligns recommendation that when a population is fewer than 100 individuals, it is advisable to include the entire population as the sample to ensure representativeness and comprehensive data collection (Pamungkas, 2025).

The selection of this design and sampling method was intended to provide a focused, detailed examination of the impact of the intervention, while acknowledging the limitations inherent in pre-experimental research. To analyze the effectiveness of the role-playing method, the study employed statistical analysis using correlation techniques to compare pretest and posttest scores. Nonetheless, the findings offer valuable insights into the role-playing method's impact on enhancing Arabic speaking skills among the students studied.

RESULTS AND DISCUSSION

Based on the data collected, the research findings are as follows:

Table 1.1 Pretest and Posttest Scores

No	Respondent Name	PreTest	PosTtes
1	Student 1	60	80
2	Student 2	75	90
3	Student 3	55	75
4	Student 4	40	70
5	Student 5	45	75
6	Student 6	55	75
7	Student 7	60	80
8	Student 8	35	65
9	Student 9	45	65
10	Student 10	55	85
11	Student 11	75	90
12	Student 12	50	75
13	Student 13	45	65
14	Student 14	50	70

15	Student 15	65	80
16	**Student 16**	**45**	**65**
17	Student 17	55	70
18	Student 18	55	75
19	Student 19	40	75
20	Student 20	45	75
21	Student 21	55	80
22	Student 22	60	85
23	Student 23	35	70
24	Student 24	65	85
25	Student 25	55	80
26	Student 26	55	75
27	Student 27	40	75
28	Student 28	45	75
29	Student 29	75	90
30	Student 30	50	75
31	Student 31	65	85
32	Student 32	40	65
33	Student 33	30	65
34	Student 34	45	75
35	Student 35	45	70
36	Student 36	65	85
37	Student 37	75	85
38	Student 38	55	75
	Average	52,76	76,18

Based on Table 1.1 that has been presented, it is evident that the average score of the PreTest for the students of Al-Ghuraba Islamic Boarding School, Dompu, is 52.76. This score indicates that the speaking skills of the students of PP Al-Ghuroba before the application of the role-playing method in Arabic language learning activities are classified as "Fair," as the average score falls within the range of 50-70.

Furthermore, it is also clear that the average score of the PostTest for the students of Al-Ghuraba Islamic Boarding School, Dompu, is 76.18. This score suggests that the speaking skills of the students of PP Al-Ghuroba after the implementation of the role-playing method in Arabic language learning activities are classified as "Good," since the average score falls within the range of 75-85. Moreover, based on the Paired Samples Correlations test using the SPSS program, the following results were obtained:

Tabel 1.2
Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	PreTest & PosTtest	38	.863	.000

Based on Table 1.2 above, it is observed that the Correlation value obtained from the PreTest and PostTest data is 0.86. This value signifies a very high correlation, as it falls within the range of 80-100. In other words, the influence of the role-playing method on Arabic language learning activities in improving the students' speaking skills in Arabic is clearly evident. Meanwhile, based on the Paired Samples Test analysis using the SPSS program, the following results were obtained:

Tabel 1.3
Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PreTest - PosTtest	-23.421	6.483	1.052	-25.552	-21.290	-22.269	37	.000

Based on Table 1.3 above, the mean value is -23.421, which indicates an improvement of 23.421% in the speaking skills of the students in Arabic after the application of the role-playing method in Arabic language learning activities. The Standard Deviation is 6.483, the Standard Error Mean is 1.052, and the Lower value is -25.552, while the Upper value is -21.290 with a degree of freedom (df) of 37. Additionally, the Sig. (2-tailed) the value is smaller than the significance level of 0.05. This means that H0 is rejected and Ha is accepted, or in other words, the use of the Role-Playing Method in Arabic language learning activities significantly enhances students' speaking skills in Arabic.

CONCLUSION

Based on the findings and discussions presented, it can be concluded that the Arabic speaking skills of the students at Al-Ghuraba Islamic Boarding School prior to the implementation of the role-playing method were categorized as "fair." This is evidenced by the average pretest score of 52.76, which falls within the 50–70 range, indicating a moderate level of speaking proficiency before the intervention. After the implementation of the role-playing method, the students' Arabic speaking skills improved to the "good" category. This improvement is supported by the average posttest score of 76.18, which falls within the 75–85 range, signifying a notable enhancement in speaking ability following the application of the method.

In addition, there is a significant effect of the role-playing method on improving the Arabic speaking skills of the students at Al-Ghuraba Islamic Boarding School, Dompu. This is proven by the correlation value of 0.86 between the pretest and posttest results, which falls within the "very strong" range of 80–100. In other words, the role-playing method has been shown to be effective in enhancing students' Arabic speaking skills. This effectiveness is further supported statistically by the Sig. (2-tailed) value being lower than the significance level of 0.05, leading to the rejection of the null hypothesis (H0) and the acceptance of the alternative hypothesis (Ha).

Based on these conclusions, it is recommended that greater attention be given to the development of students' Arabic speaking skills, as speaking is a crucial component of language acquisition. Various strategies can be employed to enhance this skill, with the role-playing method being highly recommended due to its proven significant impact on the improvement of students' Arabic speaking proficiency.

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