

Role Playing Method on Arabic Speaking Skill (Maharah Kalam)

Dewi Jumrahwati Basri¹, Hasmawati^{2*}, Fatkhul Ulum³
Universitas Negeri Makassar

Email: hasmawati@unm.ac.id

Abstract. The research is a pre-experiment quantitative research with one group pre-test post-test design which aims to determinate the effectiveness of Role Playing method on Arabic speaking skills (Maharah Kalam) of fifth grade students of Madrasah Ibtidaiyah Fatthu Rahman Makassar. The population and samples in this study were all fifth grade students of Madrasah Ibtidaiyah Fatthu Rahman Makassar which amounted to 24 students using total sampling technique. The basis of the research results was obtained by giving oral pre-test and post-test with the material "Address" and "It's a Holiday". The results of hypothesis testing using the Wilcoxon Signed Rank Test show that the Asymp.Sig (2-tailed) is 0.000 which is then compared with the significance level of 0.05. The value of 0.000 is smaller than 0.05, thus H_0 is rejected or H_1 is accepted, so it can be stated that the Role Playing method is effective in learning Arabic speaking skills (Maharah Kalam) for fifth grade students at Madrasah Ibtidaiyah Fatthu Rahman Makassar.

Keywords: *Effectiveness, Role Playing, Arabic Speaking Skills*

INTERFERENCE

Journal of Language,
Literature, and
Linguistics

E-ISSN: 2721-1835

P-ISSN: 2721-1827

Submitted : 09th February 2024
Accepted : 29th April 2024

INTRODUCTION

Arabic is a foreign language that is very popular in the world, especially among Muslims. The entry of Arabic in Indonesia coincided with the entry of Islam, because both were related to the activities carried out by Muslims, so the initial purpose of teaching Arabic was to fulfill the needs of Muslims in carrying out their worship (Effendy, 2017). The position of Arabic in schools or Islamic institutions ranging from elementary schools to universities in Indonesia makes Arabic a foreign language and a second language that is included in the curriculum, so that indicators that can be assessed in the use of Arabic in schools are that Arabic is not the main thing in schools, but is used during the teaching-learning process and is used as a field of study or subject (Taufik, 2016).

There are several stages of Arabic language skills in Arabic language learning, including listening skills (maharah istima'), speaking skills (maharah kalam), reading skills (maharah qiraah), and writing skills (maharah kitabah) (Al-Bashir, 2009). However, only two main foundations of the four stages of Arabic language skills are the focus of Arabic language learning in Madrasah Ibtidaiyah, namely listening skills (maharah istima') and speaking skills (maharah kalam). At the basic education level, not all language competencies are emphasized in the learning process. Only two competencies or skills are focused on learning Arabic at the basic education level, namely listening (Istima') and speaking (Kalam) skills, while reading (Qiraah) and writing (Kitabah) skills are taught at the next level of education gradually and continuously (Al-Naqoh, 1985).

Based on the results of field observations accompanied by Arabic language subject teachers on Monday, June 5, 2023 at Madrasah Ibtidaiyah Fatthu Rahman Makassar that Arabic language learning has been taught so far using the lecture method and doing exercises in the package book. Arabic language lessons are subjects that must be learned, but in its implementation it is still considered less than optimal in terms of expected competencies. The learning outcomes in the work tend to be in the form of grammatical learning of Arabic which actually cannot be given at the age level of students and this is not appropriate in the theory of language learning in elementary school children.

If the learning objectives in Madrasah Ibtidaiyah are associated with the regulation of the Minister of Religious Affairs of the Republic of Indonesia Number 165 of 2014 in terms of the duties of an Arabic teacher, then the task of the Arabic teacher is to try or maximize learning so that students are able to speak in Arabic (RI, 2014). Thus, the main task of the teacher is to teach language, not to teach language theory. However, looking at the reality that occurs in the field, language teachers tend to provide language theory teaching and still lack of teaching how to implement the language that has been taught. Thus, if the teacher can manage strategies and methods well and then adjusted to the regulatory objectives set by the government, then the learning objectives of Arabic in Madrasah Ibtidaiyah are focused on listening and speaking skills by using learning methods that are in accordance with learning objectives, and student characteristics, as well as the surrounding environment.

الطريقة أهم من المادة means that the method is more important than the substance, because it will give clear implications on the paradigm of learning

methods in a lesson. Learning methods are closely related to the effectiveness of learning including Arabic language subjects.

One alternative learning method that is effective and fun is the Role Playing method which can be used in various materials such as Arabic by adjusting the character of elementary school children (Mu'alifah, 2020a). In line with Mu'alifah that the characteristics of elementary school children are happy to play, and happy to do moving activities. So to foster the characteristics of these elementary school children, teachers are required to make learning feel learning while playing so that learning can make an impression on students. Therefore, the use of the Role Playing method in Arabic language, especially maharah kalam, is considered to have an effect on improving Arabic speaking skills (Suarsana, 2013).

There are several studies that have been conducted previously regarding Arabic language learning using the Role Playing method on students' Arabic speaking skills. Research conducted by (P, 2022) on grade IV students of MI Nurul Ummah Kotagede Yogyakarta shows that learning Arabic using the Role Playing method is said to be effective in increasing the learning interest of grade IV students of MI Nurul Ummah Kotagede Yogyakarta.

Meanwhile, research on the application of the Role Playing method in learning muhadatsah (speaking) at the VII 2 middle school level at MTs Negeri 1 Makassar showed that there was a significant increase in the Arabic speaking aspect of students. This is supported by research on the Role Playing learning model which has a significant effect on learning outcomes compared to conventional learning methods conducted in class IV of Madrasah Ibtidaiyah Muhammadiyah 2 Sumberhari by Hidayat, et al. (2016), so it can be concluded that the use of the Role Playing method in language learning at elementary school age students is considered effective in improving students' speaking skills.

Role Playing

The Role Playing method is one of the learning methods used as a way for students to feel learning while playing by playing a character with full appreciation of the problems being discussed in the learning process at that time. The reason for using the Role Playing method is that the Role Playing method can provide lessons related to students' social relationships, develop good social attitudes in students, and is useful in helping students solve their life problems (Hidayat et al., 2016). It is possible that the Role Playing method is very appropriate to be used to improve students' speaking skills because in role playing, students are required to be skillful in speaking to other actors (Ismiasih, 2016).

The steps in implementing the Role Playing method according to (Subagiyo, 2013) are as follows: 1) Determine the problem to be played, 2) Choosing a cast, 3) Developing a scenario, 4) Preparing the audience as observers, 5) Performing Role Playing, 6) Conducting discussion and evaluation, 7) Sharing experiences and drawing conclusions. Sharing experiences and drawing conclusions.

Assessment of Speaking Skills (Maharah Kalam) in Madrasah Ibtidaiyah Assessment is done by assessing and measuring several factors or aspects in one speaking activity, but it can continue and aim to improve other speaking skills

because speaking skills require intense practice and guidance over a relatively long time.

As for the need to provide limitations to the assessment of speaking skills of class V students of Madrasah Ibtidaiyah Fatthu Rahman Makassar in accordance with the opinion of [Arsjad and Mukti \(1991\)](#) adapted, so the assessment used to measure speaking skills in this evaluation is an oral test equipped with an assessment sheet for the perception of the speaking skills of the understudy. During the oral test, students spoke in front of the class, and several aspects of their speaking ability were observed.

[Arsjad and Mukti \(1991:17-22\)](#) argue that there are several factors that need to be considered by the speaker in order to speak effectively and efficiently. These factors also become the assessment of speaking skills (Maharah Kalam) in Madrasah Ibtidaiyah. Among these factors are as follows.

Accuracy of Pronunciation

A speaker should always familiarize himself with the proper pronunciation of words. The inaccuracy of the sound when pronounced will be difficult to understand the meaning by the listener. This is caused by differences in intonation that are not appropriate so that people who listen do not understand the intentions of the person speaking. Although everyone has their own speaking style, in general, intonation that is rarely heard when speaking will be difficult to capture the meaning of the message to be conveyed ([Sukkuruna, 2017](#)). Therefore, one needs to pronounce words according to the rules that are known by everyone who knows the language so that communication becomes effective.

Intonation

Pressure, tone, and duration in speaking are factors in one's effectiveness in communicating. Although the topic being discussed may be less interesting, if the pressure, tone, and duration are placed appropriately, it can make the atmosphere in communication more enjoyable and not boring for the other person. Conversely, an interesting topic if delivered with inappropriate pressure, tone, and duration, it will make the topic less interesting.

Speaking Fluency

Speaking fluency is saying sentences not too fast, consistent (ajek) in using sentences, and not interrupted so that the conversation becomes more effective ([Azhari, 2020](#)).

Comprehension of speech content

A speaker if mastering the content of the conversation or topic well, then the listener will easily understand the purpose of the conversation, so that the message can be conveyed well and communication takes place effectively.

Some of the factors above become aspects of assessment for speaking skills. The assessment that will be held is in the form of an oral test equipped with a 4-aspect assessment sheet for students' speaking skills.

RESEARCH METHOD

This type of research is a pre-experiment quantitative research with Role playing learning method. Pre-experiment was chosen to determine the effectiveness of the Role Playing method in students' listening skills (maharah kalam) by comparing the results of students' pre-test and post-test in a treatment.

This research was conducted at Madrasah Ibtidaiyah Fatthu Rahman Makassar which is located on Jalan Deppasawi Dalam, RT 02, RW 05, Maccini Sombala Village, Tamalete District, Makassar City, South Sulawesi. The research time began in the odd semester of the 2023 school year.

The research design used in this Pre-experiment research is One Group Pre-test Post-test Design. This research design is carried out by taking one measurement in front (pretest) before the treatment (treatment) and after that another measurement (posttest) is taken (Noor, 2017).

The population in this study were all grade V students of MI Fatthu Rahman Makassar, which amounted to 24 students. The sample selection in this study used a total sampling technique because all members of the population were used as samples (Sugiyono, 2015). The sample taken from the total population was 24 students.

The tests used to measure speaking skills before and after learning in this study are pre test and post test. The test was conducted before the implementation of the Role Playing Arabic learning method and the test after the use of the Role Playing Arabic learning method. the test given was an oral test.

The oral test questions are taken from the conversation material between material 1 and material 2, namely about the address (Al-'unwanu) and this holiday (Hadza Yaum Al-'Uthlah). Each group of students that has been formed will conduct an oral test by the researcher asking several questions orally to the designated group of students. When the students took the speaking test in front of the class, several aspects of their speaking ability were observed.

This study uses descriptive data analysis with inferential tests in the form of data normality tests with the Saphiro Wilk technique. The data normality test with the Saphiro Wilk technique was chosen because the sample used was ≤ 30 total data, and hypothesis testing using the Wilcoxon Signed Rank Test technique.

Table 1. Criteria for Effectiveness of Learning Methods

Percentage of completeness	Category
≥ 80	Excellent
75 – 79	Good
70 – 74	Good Enough
≤ 69	Poor

(source: adapted by (Mu'alifah, 2020b))

RESULT AND DISCUSSION

This Pre-Experiment research was conducted to determine the effectiveness of Role Playing method on Arabic speaking skill (maharah kalam) of fifth grade students in Madrasah Ibtidaiyah Fatthu Rahman Makassar. The data obtained from the pre-test and post-test results of 24 students were used as the basis for analysis. The results of the study were analyzed using descriptive statistical analysis to describe the Arabic speaking skills (maharah kalam) of students before (pre-test) and after (post-test) given an intervention, namely the Role Playing method. Furthermore, using nonparametric statistical analysis in the form of Wilcoxon Signed Rank test to test the research hypothesis about the difference in Arabic speaking skills before and after the intervention of Role Playing method.

This study was conducted for 6 meetings. At the first meeting, students took a pre-test. In the second meeting, students began to be given intervention for 4 meetings starting from the second meeting to the fifth meeting. At the last meeting, namely the sixth meeting, students were given a post-test.

The results of descriptive statistical analysis showed that the score of the results of Arabic speaking skills (maharah kalam) in class V students of Madrasah Ibtidaiyyah Fatthu Rahman before the Role Playing method was applied (pre-test) was in the poor category. The average value (mean) of pre-test of fifth grade students of Fatthu Rahman Madrasah Ibtidaiyyah Makassar was 25 with the highest score was 40, and the lowest score was 20, and the number of classical completeness obtained was 0%.

The characteristics of the lack of results of Arabic speaking skills (maharah kalam) shown by students include:

1. Unclear pronunciation in the sense of difficulty (unclear) pronouncing Arabic consonant and vowel sounds so that errors in pronunciation are too many which ultimately cause the conversation to be incomprehensible and misunderstood. There are 4 students who have characteristics of unclear pronunciation after the intervention of the Role-Playing method, namely in the Post-test.
2. Inappropriate intonation is the complete absence of word/syllable stress when speaking in Arabic. There are 4 students who have the characteristics of improper intonation after the implementation of the Role-Playing method intervention, namely in the Post-test.
3. Speaking less fluently is speaking is always interrupted, there are many sound inserts "ee..." and the like. There are 4 students who have characteristics of speaking less fluently after being intervened by the Role-Playing method, namely in the Post-test.
4. Not understanding the content of the conversation, namely always talking outside of the topic and character. In the post-test results, there were 7 students who did not understand the content of the conversation after the Role-Playing method treatment.

The post-test results of class V students have increased after the application of the Role Playing method, which is in the good enough category. This can be seen in the average value (mean) of the post-test obtained which is 72, with the highest value of 100 and the lowest value of 25, and the number of classical completeness

obtained is 75%. In the Wilcoxon Signed Rank Test test results, the Asymp.Sig (2-tailed) value is 0.000 which is then compared to the significance level of 0.05. The value of 0.000 is smaller than 0.05, so H_0 is rejected or H_1 is accepted. This means that there is a significant increase as an indicator that the Role Playing method is effective in learning Arabic speaking skills (maharah kalam) of fifth grade students of Madrasah Ibtidaiyyah Fatthu Rahman Makassar.

Table 2. Frequency and Percentage of Pre-Test and Post-Test Values

Interval	Category	Pre-test		Post-test	
		Frequency	Percentage	Frequency	Percentage
≥ 80	Excellent	-	-	10	41,7%
75 – 79	Good	-	-	4	16,7%
70 – 74	Good Enough	-	-	3	12,5%
≤ 69	Poor	24	100%	7	29,1%
Total		24	100%	24	100%

(Source: Data Processing, 2023)

Table 3. General Trend of Research Based on Interpretation Guidelines for Arabic Speaking Skills

Data Type	Mean	Interval	Category
Pre-test	25	≤ 69	Poor
Post-test	72	70 – 74	Good Enough

(Source: Data Processing, 2023)

Tabel 4. Wilcoxon Signed Ranks Test Results

	Total	Mean	Total Ranking
Decrease from Post-test to Pre-Test	0	.00	.00
Improvement from Post-test to Pre-Test	23	12.00	276.00
Similarity of Pretest - Posttest Score	1		
Total	24		

(Source: Data Processing, 2023)

Based on the oral test given, the questions that were most quickly understood and able to be answered were about addresses (العنوان) then questions about holidays (هذا يوم العطلة). This is because the material about addresses has isim-type noun vocabulary that has different pronunciation sounds than the vocabulary in the holiday material which contains more verbs (fi'il) with similar pronunciation sounds from one word to another. At least 17 out of 24 students were able to answer the questions from the oral test in the post-test quite well.

This Role Playing method is effectively used in Arabic language learning which focuses on speaking skills (maharah kalam). Although from the percentage of post-test scores there were still 7 (29.1%) students who scored below the average. Of the seven students there are those who are lacking in practice, and some are not suitable for the Role Playing method. While the post-test scores of 17 (70.9%) other students scored more or equal to the average.

The average value of the pre-test is 25 and the average value of the post-test is 72, then the difference in the increase in the average value achieved is 47. This shows that Arabic speaking skills taught using the Role Playing method have increased with a good category so it can be concluded that the Role Playing method is effective in Arabic speaking skills (maharah kalam) of fifth grade students of Madrasah Ibtidaiyah Fatthu Rahman Makassar.

Learning using the Role Playing method is provided to increase students' creativity in portraying characters and allows students to learn while playing at the same time which thus makes learning seem more fun. Students can play a role with the right pronunciation and intonation so that students will gain information, gain knowledge, and be able to improve their thinking, and broaden their horizons. This is in line with opinion of (Hidayat et al., 2016) who said that with experience by doing directly (role playing) it will be more imprinted on students than just seeing or listening.

Based on the discussion that has been described, applying the Role Playing method to students can have an effective impact in improving Arabic speaking skills (maharah kalam). At least reduce the difficulty of speaking Arabic and get more vocabulary and sentences both expression sentences and general questions. The success of learning is greatly influenced by the learning methods used because good teaching includes how to teach students, how to remember, how to think, and how to encourage themselves to be enthusiastic in learning (Sukkuruna, 2017).

CONCLUSION

Based on the research results, it can be concluded that the application of Role Playing method is effective on Arabic speaking skills (maharah kalam) of fifth grade students of Madrasah Ibtidaiyah Fatthu Rahman Makassar. These results can be proven by the results of data analysis that has been done with the results of the Wilcoxon Signed Rank test which shows that Asymp.Sig (2-tailed) is 0.000 which is then compared to the significance level of 0.05. The value of 0.000 is smaller than 0.05, so H_0 is rejected or H_1 is accepted. So it can be stated that the Role Playing method is effective in learning Arabic speaking skills (maharah kalam) in grade V students at MI Fatthu Rahman Makassar.

REFERENCES

- Al-Bashir, A. A. (2009). *Muzakkirah Ta'lim al-Kalam. : Ma'had al-Ulum al-Islamiyah wa al-Arabiyah bi Indunisiya.*
- Al-Naqoh, M. K. (1985). *Ta;lim al-Lughoh al-Arobiyah li al-Natiqina bi Lughat Ukhro. Jami'ah Umm alQuro.*
- Arsjad, M.G & Mukti. 1991. *Pembinaan Kemampuan Berbicara Bahasa Indonesia.* Jakarta: Penerbit Erlangga

- Azhari, P. (2020). Efektivitas Metode Role Playing dalam Pembelajaran Bahasa Arab untuk Meningkatkan Minat Belajar Siswa Kelas V MI Nurul Ummah Kotagede Yogyakarta. UIN Sunan Kalijaga Yogyakarta.
- Effendy, A. F. (2017). Metodologi Pengajaran Bahasa Arab. Misykat.
- Hidayat, lutfi M., Syaodih, E., & Zahara, R. (2016). Efektivitas Metode Role Playing untuk Meningkatkan Keterampilan Berbicarapada Mata Pelajaran Bahasa Indonesia Kelas IV Madrasah Ibtidaiyah Muhammadiyah 2 Sumpalsari. *Educare* V, 4(2), 20.
- Ismiasih, L. (2016). Efektivitas metode role-playing terhadap keterampilan berbicara siswa pada mata pelajaran bahasa indonesia kelas XI SMA Muhammadiyah Pakem Sleman. Universitas Negeri Yogyakarta.
- Mu'alifah, K. (2020a). Pengembangan Metode Pembelajaran Bahasa Arab untuk Meningkatkan Keterampilan Berbicara Siswa Kelas II.
- Mu'alifah, K. (2020b). Pengembangan Metode Pembelajaran Bahasa Arab untuk Meningkatkan Keterampilan Berbicara Siswa Kelas II. UIN Sunan Ampel Surabaya.
- Noor, J. (2017). Metodologi penelitian. Kencana.
- P, A. (2022). Efektivitas Metode Role Playing dalam Pembelajaran Bahasa Arab untuk Meningkatkan Minat Belajar Siswa Kelas V MI Nurul Ummah Kotagede Yogyakarta. UIN Sunan Kalijaga Yogyakarta.
- RI, K. (2014). KMA no 165 Tahun 2014 Tentang Kurikulum 2013 Mata Pelajaran Pendidikan Agama Islam dan Bahasa Arab pada Madrasah. In *Abdimadrasah.Com* (Issue 20).
- Suarsana, I. M. (2013). Pengembangan E-modul berorientasi pemecahan masalah untuk meningkatkan keterampilan berpikir kritis mahasiswa. *JPI*, 2(2).
- Subagiyo, H. (2013). Role Play. Kementerian Pendidikan Dan Kebudayaan Direktorat Pembinaan Sekolah Menengah Kejuruan.
- Sugiyono. (2015). Statistika Untuk Penelitian. Alfabeta.
- Sukkuruna, R. (2017). Keefektifan metode bermain peran (Role Playing) dalam pembelajaran bahasa Indonesia terhadap peningkatan keterampilan berbicara siswa kelas IV SD Inpres kecamatan Somba Opu kabupaten Gowa. Universitas Negeri Makassar.
- Taufik. (2016). Pembelajaran Bahasa Arab MI. PMN Surabaya.