

DEVELOPMENT OF ROLE PLAY METHOD TO IMPROVE THE ABILITY OF SPEAKING ARABIC IN ISLAMIC ELEMENTARY SCHOOL

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ABSTRACT

Speaking Arabic is very important to be mastered by students considering the importance of Arabic as the language of the Quran. However, in reality at Madrasah Ibtidaiyah, students are not proficient in speaking Arabic. One of the factors is that the method used does not encourage speaking skills (takallam), therefore, it is necessary to develop an Arabic language method to improve speaking skills in MI students. This study aims to produce a design Arabic language method to improve speaking skills, describe the implementation of the Arabic role play method that has been developed to improve speaking skills, describe the effectiveness of developing Arabic language methods to improve speaking skills. This type of research is development research with reference to the ADDIE development model which consists of five stages, including the analyze, design, develop, implement, evaluate stages. The results of the study show that the design of the development of the Arabic roleplay method to improve speaking skills refers to the ADDIE development model, and is based on the principles of method development which include accuracy of coverage and accuracy of content, completeness of components, presentation of appropriate language and illustrations. Implementation of the roleplay method was carried out in 4 meetings in a limited trial, and 6 meetings in a large trial. The development of the Arabic roleplay method to improve speaking skills was declared effective by increasing students' speaking skills in the psychomotor aspect with an average pretest score of 73, and post-test of 91, with an increase in N-Gain of 0.66 in the medium category. From the cognitive aspect, the results of the pretest showed an average score of 68.5, a mean post-test score of 85.75 with an increase in N-Gain of 0.54 in the medium category.

Keywords: *Development, roleplay method, ability to speak Arabic*

A. Introduction

Education is one of the main components in improving quality human resources to face globalization competition. Thus, there is a need for efforts to be made so that education in the State of Indonesia is in accordance with the goals of national education listed in the opening of the 1945 Constitution, namely to educate the life of the nation. Human resources are one of the pillars of a country. Education is a place for developing the evaluation of human resources and a pillar of nation-building that must be managed interactively and professionally (Naway, 2016). Interactive and professional here depend on the learning process carried out by educators by reviewing several components in learning.

Learning according to Kimble and Garnezy is a relatively fixed behavior and is the result of repeated practice (Thobroni, 2015). Thus, both educators and students have an important role in the effectiveness of learning. The effectiveness of learning depends on many things, including the role and professionalism of educators, the completeness of the curriculum, the perfection of teaching materials and subject matter, the availability of

facilities and infrastructure, and the enthusiasm of students. And what is no less important besides the above factors is the family factor. However, one of the important instruments in learning activities and influencing the effectiveness of students is the learning method.

Role play is a method that helps students to express themselves in spoken language by playing the role of someone (Ningsih, 2015). In this case students are given a role in conversation activities (conversation). By understanding some of the vocabulary and their relationships with one another that form a single unit, students are expected to be able to express their ideas well in speaking.

A Ladousse expert, suggests that role play uses different communicative techniques and develops language fluency, increases interaction in the classroom, and increases motivation. In this method, learning with talking partners and sharing responsibilities between teachers and students can be carried out. In a communicative language learning model, Role Play helps students develop their knowledge with authentic practice and prepares students for real-life communication situations. This kind of learning helps students develop their ability to speak using grammatically correct sentences in the correct context and correct pronunciation (Ningsih, 2015).

Talking about learning, in Madrasah Ibtidaiyah there are interesting subjects to study, namely Arabic. Arabic is part of a foreign language, but we are familiar with this language, because every Muslim has heard it since he was born into the world, as soon as a child who is a Muslim is born into the world, his parents will recite the call to prayer or recite it, from this reality, The language used in the call to prayer and iqomah is Arabic, a language that is thousands of years old which is still used by more than two billion users, and is spread throughout the world (Rahmaini, 2015).

The Arabic language consists of two kinds. The first is fusha and the second is ammiyah. Arabic fusha is used in official situations, and is often used in formal writing. Arabic fusha also has a structure or grammar in the arrangement of sentences which have elements of nahwu and sharf knowledge. Arabic fusha is the language of the Koran, so people who have the ability to speak Arabic fusha are those who really practice the principles of nahwu and sharf science as a basis. Arabic 'ammiyah is used in everyday conversation, and is usually used in informal forums. 'Ammiyah is not always based on grammar or sentence structure which includes nahw and sharf, because this language is a language of communication that follows the dialect of the local community (Makrifah, 2020).

Speaking skills in Arabic have several indicators that must be mastered, including: first is Fluency. In relation to the teaching and learning process, fluency is preferred over accuracy, especially for elementary students. At least this choice can help students to feel

compelled to interact well with others in Arabic. Fluency in speaking has aspects which include, speech is very fluent, fluency is often disturbed, speed and fluency seem to be often disturbed by language difficulties, speech is halting, conversation is often stopped and short. To improve fluency in speaking steps simple thing to do is listening, speaking, reading, and communicating.

Pronunciation accuracy is all activities that is carried out in producing the sounds of language which includes articulation, namely how the position of speech organs such as the tongue, teeth, lips, and palate when forming sounds, both vowels and consonants. The ability to pronounce or pronounce consists of skills to pronounce segmental sounds namely vowels and consonants and supramental sounds in the form of stress and intonation.

Pronunciation is an important aspect for elementary school students in learning Arabic. Good pronunciation will be the basis for students to be able to master Arabic well. For this reason, students must be guided from an early age so that they have perfect pronunciation skills. If not, students will make fatal mistakes continuously. Because, when students have applied the way of pronouncing a certain word, they will always remember it and use it.

Intonation Placement of the right intonation is a special attraction in storytelling activities, in fact it is one of the determining factors in the effectiveness of storytelling. A story will be less interesting if the delivery is less interesting too. Aspects of intonation are as follows: High and low sound, Syllable stress, Short tone or long tempo.

Appropriateness of intonation is a special attraction in speaking and a determining factor. Even though the problem being discussed is less interesting, the placement of the intonation that fits the problem becomes interesting. Conversely, if the delivery is flat, it is almost certain to cause boredom and reduced the effectiveness of speaking (Sartika, 2007).

In the process of learning Arabic at MI An-Nuriyah, it is not easy for many students who tend to be shy and afraid to speak in front of many people. Harmer stated that the majority of students were reluctant to speak because they were shy and tended not to express themselves in front of other people. They are also afraid of 'losing face' if they speak badly. This is the main reason why it is so difficult for students to get good grades in speaking skills (Mulyanti, 2017).

In order to increase students' self-confidence, teachers must find effective methods. There are so many methods that can be applied to gain student confidence. One of them is the role-play method. According to Harmer, role playing is very fun and can increase student motivation, allows students to be more forthright in expressing opinions and demonstrating behavior, and also allows students to use a broader language than might be possible in

activity-based activities. task. Based on this explanation, it can be concluded that the role play method can increase students' self-confidence that they really are able to express themselves in a communicative situation.

B. Methods

This research uses ADDIE development. According to Branch, “ADDIE is an acronym for Analyze, Design, Develop, Implement, and Evaluate. ADDIE is a product development concept. The ADDIE concept is applied to build performance-based learning. The educational philosophy for this ADDIE application is that learning must be student-centered, innovative, authentic, and inspirational. This concept of systematic product development dates back to the formation of social communities. Creating products using the ADDIE process is one of the most effective tools (Branch, 2009).

C. Results and Discussion

1. Analysis of Potential Problems

a. The learning method applied by the teacher

The problem faced by teachers is how to develop learning methods. Teachers tend to use the teacher center method and the demonstration method. Rarely or even almost never does a teacher ask students to practice takallam in dialogue or monologue. In fact, the main goal in language subjects is the ability to communicate in that language. Thus, it is necessary to have various methods that can encourage students to be active in takallam skills. One of them is the role play method. The role play method is a method in which students play a role in demonstrating dialog texts in Arabic conversation.

b. Arabic teaching materials used

The teaching material that students study in class is in the form of a textbook entitled Let's Learn Arabic by Sri Sabbahatun, with Erlangngga publisher. This book contains new vocabulary materials, conversations, readings, and exercises. This book with a Curriculum 2013 basis is quite capable of making students active with the task orders in the book. However, the drawback is that students are oriented towards reading and writing thinking skills. Students are not demonstrated on takallam abilities. The lack of text regarding conversation tends to encourage students to think a lot, not practice. Whereas in linguistics, the more it is practiced, the more perfect its ability in foreign languages will be.

Arabic teaching materials are one of the important things that teachers often face in learning activities. Teachers need to choose or determine the right teaching materials in order to help students achieve competence. This is due to the fact that in the curriculum or syllabus, teaching materials are only written in outline in the

form of "subject matter". The teacher's task is to describe the subject matter into complete teaching material. In addition, how to use teaching materials is also a problem. Utilization in question is how to teach it in terms of the teacher's side, and how to learn it in terms of the student's side.

2. Development Design of the Role Play Method

Identifying students' abilities in Arabic, providing input for designing methods that can improve speaking skills. For this reason, a guide is needed that can be used as a guide in preparing the role play method in the RPP. These guidelines are based on the development of child psychology and socio-culture where learning Arabic is carried out. The method developed is in the form of a lesson plan which contains the steps of the role play method. With this method it is expected that grade 5 students can get to know how to read *muhadatsab* easily, quickly, fluently, speak fluently and know the pronunciation. The development of the role play method in Arabic for speaking skills is developed by taking into account the accuracy and accuracy of coverage, language presentation, illustrations, and completeness of components.

a. Accuracy of content and accuracy of coverage

The development of the role play method in Arabic language lesson plans in elementary schools uses complete references, namely (1) the applicable curriculum, (2) relevant theories, such as educational theory, language teaching, child development, learning psychology, and theory of teaching literature , (3) the language needs of children/students, (4) books or references that support learning, and (5) the knowledge and experience of teachers in designing Arabic language learning. The applicable Arabic language curriculum becomes a reference in determining what core competencies and basic Arabic competencies must be possessed by elementary school students along with indicators of their learning outcomes. The Arabic curriculum used is a curriculum that has been tested by researchers. The curriculum requires improvement based on the deficiencies of the trial results and the development of needs and demands.

b. Component Completeness

The completeness of the RPP component is a translation of the syllabus-based curriculum idea that has been developed at the national level into the form of a learning process design to be realized in learning. Learning plan is developed according to students both in terms of interest, learning motivation, talents, potential, emotional abilities, and learning styles. The lesson plan adapts to the objectives of the 2013 Curriculum to produce students who are independent and never stop learning.

Learning plan develops a culture of reading and writing. The learning process in lesson plans is designed to develop a love of reading, understanding a variety of readings, and expression in written form. Learning plan contains a program design for providing positive feedback, reinforcement, enrichment, remedial, and feedback. Learning plan is prepared by taking into account the linkages and integration between core and basic competence, learning materials, learning activities, assessments, and learning resources in a whole learning experience. Learning plan is prepared by considering the application of information and communication technology in an integrated, systematic and effective manner according to the situation and conditions.

c. Language Presentation

One thing that becomes an important consideration in learning Arabic is the role of approaches in using language based on meaning. Meaningfulness is a learning objective based on a functional approach. In line with this functional approach, knowledge of the linguistic concepts that underlies the birth of any language learning approach is very important. An approach will be ineffective in teaching students to have language skills if the approach applied is not supported by theoretical concepts.

Presenting language based on competence is related to achieving communication goals in accordance with language functions without neglecting the acquisition of structure and vocabulary. The functional approach is a communicative approach that can support and realize values into linguistic elements in the context of language according to language functions. The competency obtained from this approach is the realization of language use in accordance with communicative situations. For Halliday, language is a system of meanings. That is, when people use language, the person's language act is uttering meaning. From this point of view, grammar becomes a study of how meaning is formed through the use of words and sentences (language forms) and then asks how language forms embody meanings. It is on this basis that grammar is semantic (related to meaning) and functional (related to how language is used (Halliday, 1994).

d. Illustration

Lay out illustrations or layout elements are harmonious with layout fields and margins proportional to the size of the book and can make it easier to read lesson plans. The spacing between the content text and the image illustrations has the right proportions. Complete layout elements have titles, subtitles, page numbers, illustration placement, and image captions. Writing titles and subtitles adapted to the contents of

the material. Sequential page numbers and their placement according to the layout pattern. The position of the illustration is not far from the content of the material.

3. Development of the Role Play Method in Learning plan

The learning plan that will be made previously has been prepared in a conceptual framework at the design stage. Until this third stage, the researcher begins to manufacture the product. Where at this development stage, the framework which is still in the form of these concepts is realized to become a product that is ready to be applied to learning. In addition to preparing the lesson plan, the researcher validated the product against several experts and provided a student response questionnaire to assess the feasibility of the Role Play method.

a. Learning plan preparation

The data that has been collected above becomes a reference for preparing the RPP. The prepared lesson plans are printed teaching materials in the form of books which are arranged based on content standards and taking into account the characteristics of grade 5 Madrasah Ibtidaiyah students. Lesson implementation plans are prepared for each meeting. Learning activities are developed from learning objectives that refer to competency indicators. Important components that must be included in the learning implementation plan include; Core Competencies, Basic Competencies, competency indicators, material descriptions, learning models and methods, learning scenarios, and assessments. Core competencies are guided by the syllabus that has been developed, then translated into basic competencies. Basic competence is a minimum standard that must be achieved by students.

b. Learning plan validation

The learning plan developed was validated by three validators who are experts in the field of teaching materials preparation and experts in the field of learning English. The teaching material components that will be validated include four aspects, namely the accuracy of the content and accuracy of coverage, presentation of language, illustrations, and completeness of the components. The accuracy of the content concerns the material, practice questions and assignments that are relevant to the curriculum and competencies that must be mastered by students as well as the number of exercises and questions that are proportional. Completeness of components related to competencies that must be mastered by students such as the presentation of a table of contents, reference sources, the material presented is in accordance with the development of students, the material is in accordance with the context of everyday

life, encourages students' curiosity, and encourages student interaction with language conversations Arab.

Presentation of language includes the accuracy of the use of spelling, the accuracy of the use of diction and terms, the accuracy of the use of sentence structure, the language used according to the context of the school and home environment, sentence length according to the child's level of understanding, sentence structure according to student understanding. Presentation of illustrations relates to illustration of pictures, writing of sources from which pictures are taken, display of interesting and varied teaching materials, and presentation has good contrast. The results of the recapitulation of the validation of teaching materials from the aspects of accuracy of content and accuracy of coverage are 4.58 (very valid), completeness of components 4.38 (valid), aspects of language presentation 4.56 (very valid), presentation of illustrations 4.08 (valid), so that the total average score of all aspects namely 4.40 with valid category mode.

c. Student Responses to the Role Play Method

Student response questionnaires were distributed using a Likert scale measurement. The results showed that 93% of students rated the Arabic role play method to improve speaking skills as 'very good'.

4. Implementation of Arabic lesson plans

At the implementation stage, a trial was carried out for the Arabic language lesson plan that had been developed. The validated Arabic lesson plan was then tried out at MI An-Nuriyah with a limited trial category for 4 meetings. The lesson plan trial was carried out on 24 students of class V MI An-Nuriyah in the 2023 school year. The role play method to improve *takallam* skills that was developed was extensively tested in MI An-Nuriyah classes A and B in 6 meetings with an allotment of 2 x 35 minutes of learning time for each lesson. The trial was carried out from 9 January 2023 to 12 March 2023.

a. Learning plan trial

A limited trial was carried out for a month at MI An-Nuriyah. This is done in order to determine students' abilities before using English lesson plans to improve speaking skills through a pretest. In addition to the pretest, a student response questionnaire to the Arabic lesson plan was also given. A limited trial lesson plan was carried out for 4 meetings. In the first meeting, the learning process was carried out along with the distribution of pretest questions and resulted in a mean score of 2.86 with a good category in the aspects of intonation, fluency, accuracy, pronunciation.

When it was discovered that there was progress in students' Arabic speaking ability through the results of the posttest, the researcher continued with an extensive trial. Extensive trials were carried out at MI An-Nuriyah and MI Daru Salam by conducting a pretest first at MI An-Nuriyah class A. Then continued with the implementation of 6 meetings in MI An-Nuriyah class B and 6 meetings in class B.

b. The process of activities in the classroom

The Arabic lesson plans that have been developed are then implemented in several meetings. The learning process in class is divided as in one of the RPP includes three stages of activity, namely preliminary activities, core activities, and closing activities. In the learning process, one of the activities in the classroom includes the preliminary activity stage, the core activity stage, and the closing activity stage. The first stage is the preliminary activity, namely the teacher greets students and invites students to pray together. Checking students' self-readiness by taking attendance, checking the neatness of clothes, positions, and seats of students is also part of the preliminary activities. Then the teacher invites students to sing together the song *wahid wahid* as giving indirect instructions to students about the material to be studied. Associating the material taught at the previous meeting with the material to be taught is also carried out in the preliminary activities.

The teacher motivates students by explaining an overview regarding the importance of studying *ghurfatul istiqbal* material. The steps in the core activities include, (1) Observing steps, students observing images in terms of *ghurfatul istiqbal* images, students and teachers communicating the results of their observations to each other, students listening to the teacher's explanation about objects in *ghurfatul istiqbal*, the teacher associates material objects in *ghurfatul istiqbal* with activities in *ghurfatul istiqbal*, students observe a conversational text of activities in *ghurfatul istiqbal*, students and teachers do how to pronounce noun vocabulary in *ghurfatul istiqbal*, students listen to the teacher's explanation about differences in the pronunciation of objects in *ghurfatul istiqbal*. (2) The step of 'asking' students writes questions about vocabulary that they do not understand on origami paper called "curiosity letters", students collect the letters, the teacher and students conduct questions and answers to clarify vocabulary that students do not understand by selecting some letters from students. (3) the try step, students try to name some noun vocabulary in *ghurfatul istiqbal*, students show memorization of the meaning of the vocabulary along with its pronunciation. (4) The reasoning step, the teacher distributes student worksheets, students reason by answering the questions in the material distributing student worksheets, students

reason by answering the questions in the *ghurfatul istiqbal* material. (5) Presenting step, students present the results of answers to *ghurfatul istiqbal* material questions, (6) Communicating step, students read the text aloud *usroty fi ghurfatil istiqbal*, when performing, the teacher conducts a direct assessment. (7) Steps to create, after performing, between pairs are instructed to have activity conversations in *ghurfatul istiqbal*.

In closing activities, the teacher and students make conclusions on the material that has been studied together; the teacher evaluates student learning outcomes by providing feedback in the form of questions; the teacher follows up by giving assignments in the form of searching for vocabulary about objects in the living room; the teacher conveys the material to be studied at the next meeting; the teacher gives praise to the activities that have been carried out by students; the teacher and students close the learning process by reading a prayer (*hamdalah*) together, the teacher ends the learning activity by saying hello.

5. The Effectiveness of Developing the Role Play Method

Speaking skills were assessed with an assessment rubric using a Likert scale which was then presented in the form of a maximum number of 100. The results of the pre-test and post-test of students' speaking skills by learning using Arabic lesson plans to improve speaking skills were as follows. Arabic speaking skills are categorized into students' psychometric aspects in Arabic subjects. To find out the increase in students' speaking skills before and after using Arabic lesson plans, it is necessary to use the N-gain calculation developed by Hake:

$$\langle g \rangle = (S_{\text{post}} - S_{\text{pre}}) / (S_{\text{m ideal}} - S_{\text{pre}})$$

Information:

$\langle g \rangle$ = normalized average gain score

S post = average student final test score

S-pre = initial average score of students

S_{m ideal} = ideal maximum score

The obtained N-gain average value is then interpreted based on the following table:

6. Analysis of the Results of the Development of the Role Play Method

Arabic language subject is one of the local content subjects which is used as a basis and guide in creating a generation of progress in foreign languages. Substantially, this Arabic subject is expected to have a contribution in motivating students to learn and practice Arabic language skills both orally and in writing, as well as being a guide and guideline for learning Arabic in everyday life.

The development of the role play method in the form of lesson plans is one of the determinants of teaching success but plays an important role as a learning resource for both teachers and students. A good learning method is a method that is able to stimulate the enthusiasm of teachers and students to develop insight into thoughts and is able to provide initial capital that is useful as a foundation for thinking and developing knowledge enrichment through other learning sources. In addition, a good method must also consider the ease of language, the range of material and the diversity of students' critical reasoning. For that, a teacher needs to analyze the method to be used in learning Arabic.

Students' speaking skills are assessed with an assessment rubric which is then presented in the form of numbers. The results of the pre-test and post-test of students' speaking skills by learning using the role play method to improve speaking skills are as follows: The pretest and posttest were piloted on 24 students of MI An-Nuriyah Morombuh Kwanyar Bangkalan class A, and 16 students of class B. In giving the pretest, the average result was 73 from 40 students and the posttest with an average score of 91. The number of students in the high category was 20 or 50%, the number of students in the medium category was 19 or 48%, the number of students in the low category was 1 or 2.5%.

Students' Arabic language skills from a cognitive aspect are tested by reading and writing tests, which are then presented in numerical form. As for the results of students' Arabic language skills by learning using the role play method to improve speaking skills, the number of students in the high category is 4 or 10%, the number of students in the medium category is 33 or 85.2%, the number of students in the low category is 3 or 7.5%.

D. Conclusion

The design for the development of the role play method was developed in a systematic manner in accordance with the four principles of lesson plan development. First, the accuracy of coverage and accuracy of content with reference to the applicable curriculum, relevant theories, such as educational theory, language teaching, child development, learning psychology, children's language needs, and theory of teaching literature, books or references that support learning. Second, the completeness of the components, the Learning plan contains a program design for providing positive feedback, reinforcement, enrichment, remedy and feedback. Learning plan is prepared by taking into account the linkages and integration between core and basic competence, learning materials, learning activities, assessments, and learning resources in a whole learning experience. Learning plan is prepared by considering the application of information and communication technology in an

integrated, systematic and effective manner according to the situation and conditions. Third, the presentation of language is based on meaningfulness, and competence is related to the achievement of communication goals in accordance with the function of language which does not neglect the acquisition of structure and vocabulary. Fourth, namely illustration. Illustrations are communicative with elements of shape, illustration, colour, and typography shown to be interrelated with one another.

In the implementation of Arabic language lesson plans to improve speaking skills, limited tests and broad tests were carried out. A limited test was conducted for one month at MI An-nuriyah to determine the feasibility of the initial product design. The score at the pretest stage is 2.86. Students are very minimal in speaking skills, both in terms of fluency, accuracy, pronunciation and intonation. In the limited trial phase, the researcher conducted a student response questionnaire regarding the product, validation from several experts, and a post-test was carried out in the limited trial with an average score of 3.38. In a limited test, it was found that there was an increase with N-Gain 0.46 in the category of "moderate" improvement. With an increase in students' speaking skills in English, as well as student responses as much as 92.6% stated that the teaching materials were in the very good category, then it was continued with extensive trials at MI An-Nuriyah for 6 meetings.

The effectiveness of learning Arabic while using the role play method to improve speaking skills has increased, both from the cognitive and psychomotor aspects of students. From the cognitive aspect, the results of the pretest showed an average score of 68.5, a mean post-test score of 85.75 with an increase in N-Gain of 0.54 in the medium category. From the psychomotor aspect, the average pretest score was 73, and the post-test was 91, with an increase in N-Gain of 0.66 in the moderate category.

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