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# Improving Arabic Speaking Skills through Role Play Based on Al-Arabiyyah Baina Yadaik Dialogues in a Tahfidz Institution

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## ABSTRACT

This study examines how Arabic-speaking skills in non-formal education, such as tahfidz institutions, can be improved through role-play based on dialogues from the book *Al-Arabiyyah Baina Yadaik*. The study aims to foster more student-centered, collaborative, and active learning at Rumah Tahfidz Asy-Syifaa Gowa, where the textbook has not yet been used optimally to support speaking practice. A Classroom Action Research (CAR) design using the Kemmis & McTaggart model was employed with 10 students. Data were collected through structured observation using a 1–5 Likert scale of eight speaking aspects (fluency, pronunciation, vocabulary, structure, confidence, interaction, expression, and collaboration), student questionnaires, and documentation. Quantitative descriptive analysis showed that the mean speaking scores increased gradually from 22.6 in the pre-cycle to 31.6 in Cycle I and 35.1 in Cycle II. The percentage of students achieving the “good” category increased from 0% to 100%, with 80% of students scoring  $\geq 32$ . Student responses were positive, with 90% in the “good” category. These findings suggest that role-play using *Al-Arabiyyah Baina Yadaik* dialogues was associated with improved Arabic-speaking skills in this classroom context. This approach offers a practical strategy for fostering active speaking practice in similar non-formal Arabic learning settings.

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## 1. INTRODUCTION

Arabic is widely used by the Muslim community in Indonesia, particularly in Islamic prayers, teachings, and cultural practices, since this language is closely associated with religious activities. At the international level, Arabic has also been recognized as one of the official languages of the United Nations [1], [2]. This position makes Arabic important to learn not only in formal schools but also in non-formal institutions such as *tahfidz*

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2 institutions. There are four skills in learning Arabic, namely *maharah al-kalam* (speaking), *maharah al-istima'* (listening), *maharah al-kitabah* (writing), and *maharah al-qira'ah* (reading) [3]–[6]. Among these four skills, speaking plays an important role because oral language use helps learners become familiar with vocabulary, pronunciation, and sentence patterns in actual communication [7], [8]. Speaking is also considered an important part of the foreign language teaching curriculum [9].

In beginner-level Arabic instruction, the book *Al-Arabiyyah Baina Yadaik* is often used through listening and repetition activities, such as listening to recorded dialogues or to the teacher's reading, then asking students to repeat them together [10], [11]. Although this approach may help students become familiar with pronunciation and sentence patterns, it can remain teacher-centered and provide limited opportunities for active speaking practice. A preliminary discussion with alums of Rumah Tahfidz Asy-Syifaa Gowa also indicated that Arabic instruction at the institution had not yet been optimally used to support speaking practice. Therefore, the main problem addressed in this study is the limited use of interactive learning strategies that allow students to practice speaking Arabic more actively.

10 One instructional alternative that may address this issue is role play. Role play is a learning technique that simulates real-life situations and encourages learners to use language actively, contextually, and collaboratively [9], [12]. Theoretically, role play allows students to step outside their accustomed roles and adopt the perspectives of others, thereby reducing anxiety and fostering spontaneous language use in a supportive environment [13]. In the context of Arabic language learning, role play aligns with constructivist principles by promoting student-centered interaction and enabling learners to connect new linguistic knowledge with prior experiences [14]. Previous studies have shown that role play can improve speaking skills and learning motivation in language education [15]–[18]. In Arabic learning, this method has also been applied in several formal educational settings and has produced positive outcomes [15]–[22]. Furthermore, the role-playing technique has been successfully implemented in a variety of institutions and settings [13].

17 In addition, *Al-Arabiyyah Baina Yadaik* is widely known as a communicative teaching resource and is frequently used in Arabic-language educational institutions [5], [22]–[24]. The dialogue materials in this book are also relevant to speaking development because they present everyday communicative contexts [3], [14], [25]. Rumah Tahfidz Asy-Syifaa Gowa is one of the institutions that used the book *Al-Arabiyyah Baina Yadaik* in Arabic language learning from 2022 to 2025. Although the institution has currently switched to other media due to internal policies, this study still uses the book for several reasons. First, the book has a communicative orientation and has been widely used in Arabic learning [3], [14], [23]. Second, its dialogue materials are relevant for speaking practice because they reflect daily communication [3], [14], [25]. Third, preliminary information from alumni suggests that although the book was used, the teaching practice remained conventional, thereby limiting its potential to support speaking development.

However, previous studies have mainly discussed role play in formal educational settings or have examined *Al-Arabiyyah Baina Yadaik* as a teaching resource without focusing on its integration with role play in a non-formal tahfidz context. Therefore, the specific combination of role play, dialogues from *Al-Arabiyyah Baina Yadaik*, and a non-

formal *tahfidz* institution remains underexplored. Makrifah (2023), for instance, developed a role-play method to strengthen speaking skills among elementary students; however, the intervention relied on researcher-designed materials and was situated in a formal Madrasah Ibtidaiyah environment [22]. In another line of inquiry, Habibi Muhammad et al. (2025) employed role play to improve students' understanding of the classical text *Ta'lim Muta'allim* in a non-formal *madrasah diniyah* context. However, the focus was directed toward moral internalization rather than Arabic speaking proficiency, and the study did not incorporate the *Al-Arabiyyah Baina Yadaik* textbook [26]. These cases indicate that while role play has been adapted for a range of educational purposes, the particular integration of role play with authentic *Al-Arabiyyah Baina Yadaik* dialogues to promote speaking skills in a *tahfidz* institution has received limited attention in the existing literature. This gap provides the basis for the present study.

Based on this background, this study addresses two research questions: (1) How was the role play method based on dialogues from the book *Al-Arabiyyah Baina Yadaik* implemented in Arabic language learning at Rumah Tahfidz Asy-Syifaa Gowa? and (2) How was the improvement in students' Arabic speaking skills after applying this method? The study is expected to contribute both practically and academically by providing a reference for fostering more student-centered, collaborative, and active Arabic speaking instruction, especially in non-formal learning contexts.

## 2. METHOD

### 2.1. Research Design

This research uses a descriptive-quantitative approach within the Kemmis & McTaggart model of Classroom Action Research (CAR), which consists of 4 stages: Plan, Action, Observation, and Reflection. The CAR design was chosen because it aligns with the research objectives, testing specific methods or actions to improve or enhance the learning process [27], [28]. The Kemmis & McTaggart CAR model is a development of Kurt Lewin's CAR model. The difference lies in the action stage, with observation that cannot be separated from it [27].

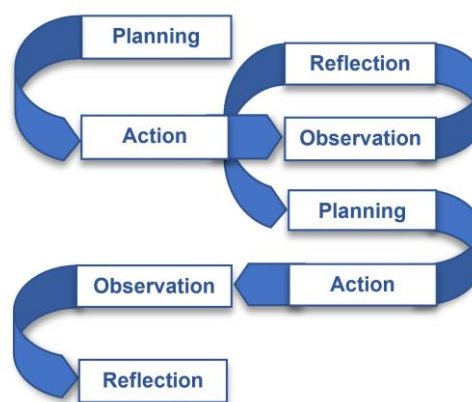


Figure 1. CAR Kemmis McTaggart Model (1988)

## 2.2. Research Procedure

Based on structured observations using the Kemmis and McTaggart model, the first stage (Plan) involves preparing the lesson plan before learning begins [13]. In this case, the teacher selects dialogues from the book *Al-Arabiyyah Baina Yadaik*, prepares audio recordings, and plans the learning stages. Next, the second stage (Action) involves applying the method and watching how the students' speaking skills develop during the lesson (Observation). In the final stage, after learning is complete, the teacher assesses the extent of learning success and the efforts needed to improve learning outcomes (Reflection). Similarly, in the next stage, the teacher creates a lesson plan based on the previous reflection results, then applies the method while observing the learning process and reflecting afterwards. The teacher conducts two cycles of classroom action, repeating the following stages until the success indicators are achieved. Cycle I and Cycle II refer to the stages of this research. The pre-cycle is conducted to assess the condition before the method is applied in the classroom, enabling a comparison of conditions before and after the method implementation. During this phase, students mainly followed the teacher's or audio model and participated passively in limited oral practice. The research proceeded over six meetings across a pre-cycle, Cycle I, and Cycle II.

The pre-cycle identified students' initial speaking condition before implementing the role-play method. At this stage, learning was still carried out through listening and repetition activities based on dialogues from *Al-Arabiyyah Baina Yadaik*. The dialogues had not yet been developed into an interactive performance, so students mainly followed the teacher's or audio model and participated passively in limited oral practice.

In Cycle I, selected dialogues from *Al-Arabiyyah Baina Yadaik* were introduced through role-play activities. The dialogues used in this Cycle were practiced in pairs, following the roles in the text, with the main focus on helping students adapt to a more active, collaborative speaking process. At this stage, students began to recall the dialogues better and participate more actively, although some still hesitated and had not yet shown stable confidence.

In Cycle II, the role-play procedure from Cycle I was maintained and refined through reflection-based improvements. In this Cycle, the dialogue situations were presented with greater context through supporting props, more intensive guidance, and relocating practice to settings aligned with the dialogue themes. For example, in the buying-and-selling dialog at the clothing store, the teacher relocated the session to the dormitory terrace, with additional props like clothes hung and arranged like a clothing store. Students were also guided to use appropriate eye contact, facial expressions, and gestures to convey meaning beyond the memorized script and engage more authentically in the dialogue.

## 2.3. Participants

This study was conducted at Rumah Tahfidz Asy-Syifaa Gowa. The population consisted of 24 students, while the sample comprised 10 students selected through purposive sampling. The sample was determined based on two criteria: (1) the students had previously learned using the book *Al-Arabiyyah Baina Yadaik* at Rumah Tahfidz Asy-Syifaa Gowa, and (2) they participated in all stages of the research cycles. This criterion was applied because

the intervention was based on dialogues from *Al-Arabiyyah Baina Yadaik*, so students with prior exposure to the book were considered the most relevant participants for implementing the role-play activities and for evaluating changes in speaking performance across the research cycles. The limited number of participants should also be understood in relation to the institutional context, as the book was no longer used as the main instructional medium at the time of the study due to internal policy changes. Therefore, the findings are interpreted as classroom-specific and are not intended for broad generalization.

## 2.4. Data Collection and Instrument

Data collection was conducted through observation, questionnaires, and documentation. The instruments used in this study were structured observation sheets employing a 1–5 Likert scale with eight assessment items covering fluency, pronunciation, vocabulary, structure, confidence, interaction, expression, and collaboration in measuring speaking proficiency. The assessment criteria on the observation sheet were adapted from the rubric by Putri and Zaki [16] and further developed by integrating relevant speaking assessment elements from Hidayat et al., Moncayo and Ramírez, and Egista et al. [29], [30], [31]. The selection of these eight aspects is also consistent with widely recognized frameworks for assessing Arabic speaking performance, which commonly include pronunciation, fluency, vocabulary, grammar, comprehension, and content delivery [32], [33]. The adaptation focused on selecting assessment aspects and scoring descriptors that aligned with the objectives of this study and the role-play-based Arabic-speaking context. In this way, the observation sheet was content-based on previously established speaking assessment frameworks.

Table 1. Rubric Speaking Skills

CRITERIA	SCORE	DESCRIPTION
<b>Fluency (FLU)</b>	5	Speaking fluently, without pauses or hesitations.
	4	Speaking fluently with very few pauses.
	3	Fairly fluent, still with some pauses.
	2	Less fluent, frequently pausing or hesitating.
	1	Not fluent, frequently pausing and struggling to convey ideas.
<b>Pronunciation (PRN)</b>	5	Pronunciation of letter articulation and intonation is very precise.
	4	Pronunciation is quite accurate with minor errors.
	3	Pronunciation is fairly clear, but there are still mistakes.
	2	Many mispronunciations and intonations of letters.
	1	Pronunciation is unclear and difficult to understand.
<b>Vocabulary (VOC)</b>	5	Vocabulary is very precise and varied according to context.
	4	Vocabulary is precise with limited variation.
	3	Vocabulary is fairly precise, with some selection errors.
	2	Vocabulary is imprecise and often contextually inappropriate.
	1	Vocabulary is very limited and not contextually appropriate.
<b>Structure (STR)</b>	5	The sentence structure is very accurate and consistent.
	4	The sentence structure is largely accurate, with minor faults included.
	3	The sentence construction is fairly correct, yet inconsistent.

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	2	The sentence structure contains numerous errors.
	1	The sentence structure is inaccurate and difficult to understand.
<b>Confidence</b> (CON)	5	Very confident, speaks without hesitation
	4	Confident but a little unsure
	3	Fairly confident, still looks hesitant.
	2	Less confident and frequently unsure
	1	Lacking confidence and hesitant to talk
<b>Interaction</b> (INT)	5	Very active and responsive interaction.
	4	Active interaction with fairly accurate responses.
	3	Sufficient interaction, but responses are less consistent.
	2	Minimal interaction and less accurate responses.
	1	Unable to interact or respond
<b>Expression</b> (EXP)	5	Expression and intonation are very appropriate for the context.
	4	Expression and intonation are quite appropriate.
	3	Expression and intonation are adequate, but do not fully support the meaning.
	2	Expression and intonation are less appropriate.
	1	Expression and intonation do not support the meaning.
<b>Collaboration</b> (COL)	5	Everyone collaborates actively, supports each other, and performs their roles very well.
	4	The majority of members actively engage and collaborate effectively.
	3	Collaboration is adequate; nonetheless, some individuals remain less engaged.
	2	Collaboration is deficient, and student communication is ineffective.
	1	Lack of collaboration, with activity monopolized by a single individual or lacking coordination.

In addition, a closed questionnaire using a Likert scale with scores of 1-5, as follows: (5) SS = Strongly Agree, (4) S = Agree, (3) R = Neutral, (2) TS = Disagree, (1) STS = Strongly Disagree, was given to students to determine their response to Arabic language learning through role play using the book *Al-Arabiyyah Baina Yadaik*. The design of the questionnaire was informed by prior research employing similar instruments to assess learners' confidence, engagement, and perceived improvement in speaking skills following role-play activities [12].

## 2.5. Validity and Reliability

This study employs two methods for data validation: data triangulation and expert judgment validation. Data triangulation was used to strengthen the validity of the findings [34] and was carried out by combining structured observation, student questionnaires, and documentation through videos recorded during classroom cycle implementation. In this study, video recordings were used to support the review of students' speaking performance and classroom interaction during the implementation of each Cycle [35]. The questionnaire was reviewed by a lecturer in Arabic linguistics at UIN Alauddin Makassar using expert judgment. In addition, the observation rubric underwent expert-informed adaptation and content review to ensure that the assessed speaking aspects and descriptors were relevant to the objectives of this study and appropriate for the role-play-based Arabic speaking context.

While the use of a single expert is acknowledged as a limitation, the review was considered adequate for this classroom-based action research. The instrument was assessed for clarity, relevance, and alignment with study objectives, and was declared feasible for use.

Students' speaking performances were assessed by one classroom teacher, who also served as the observer during the classroom action. The same scoring rubric and assessment criteria were applied across the pre-cycle, Cycle I, and Cycle II to maintain consistency. Since the study relied on classroom observation, the possibility of observer bias was acknowledged. To minimize this risk, the observation results were cross-checked with questionnaire responses and video documentation during the reflection process.

## 2.6. Data Analysis

Data were analyzed using quantitative descriptive methods to compare speaking scores across stages. Descriptive statistical calculations were performed using SPSS 26 to obtain a general overview of the students' scores [36], including the mean, standard deviation, minimum, and maximum. Descriptive statistics were considered sufficient in this study because the purpose of the CAR design was to evaluate improvement across action cycles and to determine whether the predetermined success indicators were achieved, rather than to make statistical generalizations to a wider population. Accordingly, the analysis focused on changes in students' speaking scores, score distributions, and the percentage of students who met the success criteria at each stage. Score categories (good, fair, poor) were determined using the interval class formula [37]. With an ideal maximum score of 40 and a minimum of 8, and three categories, the interval was 10.67 (rounded to 11). Thus, the score range for each category is as follows: scores of 30–40 are categorized as good, scores of 19–29 are categorized as fair, and scores of 8–18 are categorized as poor. These categories are used to group each student's speaking proficiency levels. The survey data from student responses were analyzed by calculating percentages to determine the level of student acceptance of the role-play method.

Table 2. Category of Speaking Skills

Range Score	
Score	Category
30 - 40	Good
19 - 29	Fair
8 - 18	Poor

## 2.7. Success Indicators

The success of the action in this study is assessed according to three pre-established criteria. These three criteria were formulated to assess the effectiveness of the role-play method in improving students' Arabic-speaking skills. First, there was an increase in students' average speaking skill scores between cycles, namely from the pre-cycle to Cycle I and from Cycle I to Cycle II. This improvement indicates consistent progress resulting from the implementation of the role-play method. Second, at least 80% of students achieve the good category (score 30–40) by the end of Cycle II. This criterion concerns the

categorization of individual competencies within the defined score range. Third, at least 80% of students achieve a score of  $\geq 32$  by the end of Cycle II.

This criterion is a stricter target compared to the lower limit of the good category (score 30). Setting a higher target aims to ensure that students are not only in the good category in general but also have reached a more stable and adequate level of ability in line with the expected achievements. These three indicators serve as benchmarks for evaluating the success of each Cycle. If Cycle I does not fulfill the indicators, we engage in reflection and improvement before proceeding to Cycle II. Success is declared when all indicators have been met by the end of Cycle II.

### 3. RESULTS AND DISCUSSION

This section presents the findings of the CAR designed to improve Arabic-speaking skills through role-play based on dialogues from *Al-Arabiyyah Baina Yadaik*. Sub-section 3.1 (Results) reports the implementation results across the pre-cycle, Cycle I, and Cycle II, supported by tables and a figure. Sub-section 3.2 (Discussion) interprets these findings in relation to the success indicators and relevant theoretical frameworks, with references to previous studies.

#### 3.1. Results

##### 3.1.1 Implementation Overview and Descriptive Statistics

The implementation results are presented based on structured observations conducted during the pre-cycle, Cycle I, and Cycle II. Each stage is described in terms of the learning process and students' behavioral responses, while quantitative outcomes are reported in the following table.

##### Pre-cycle

At this stage, conventional methods were used: the teacher played audio dialogs from *Al-Arabiyyah Baina Yadaik*, read the text, and students repeated together. Students only answered oral questions without role-play; they remained passive, most forgot the dialogues, and showed hesitation.

##### Cycle I

The lesson began with the same listening and repetition routine. The teacher then divided students into groups according to the roles in each dialogue from *Al-Arabiyyah Baina Yadaik*; in this Cycle, each group consisted of two students. Each group is given time to practice and perform a role play independently before taking turns presenting to the teacher. Observation results showed improvement: students began recalling the dialogs more effectively, and modest gains in expressiveness were noted, although performance remained hesitant and uneven.

##### Cycle II

Based on reflections from Cycle I, the teacher added learning props (e.g., food pictures, toy money, etc.), more intensive guidance, and relocated practice to settings aligned

with dialogue themes. Students remembered the dialogs more accurately and made only minor mistakes. In addition, they appeared more confident during their performances, as indicated by improved eye contact, clearer vocal delivery, and visibly engaged facial expressions. After this Cycle, students completed a questionnaire about their responses to the role-play method.

The quantitative results analysis from the structured observations is summarized in Table 3 below, which presents descriptive statistics for each stage.

Table 3. Descriptive Statistics of Speaking Scores

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Cycle	10	20	27	22.60	2.271
Cycle I	10	27	36	31.60	2.914
Cycle II	10	30	38	35.10	2.961

The data show a consistent increase in students' scores, as reflected by the mean values rising from 22.6 in the pre-cycle to 31.6 in Cycle I and 35.1 in Cycle II.

### 3.1.2 Improvement per Speaking Aspect

Improvements in students' speaking skills were also observed across eight assessment areas: fluency, pronunciation, vocabulary, structure, confidence, interaction, expression, and collaboration. The average scores for each aspect at the pre-cycle, Cycle I, and Cycle II stages are presented in Figure 2.

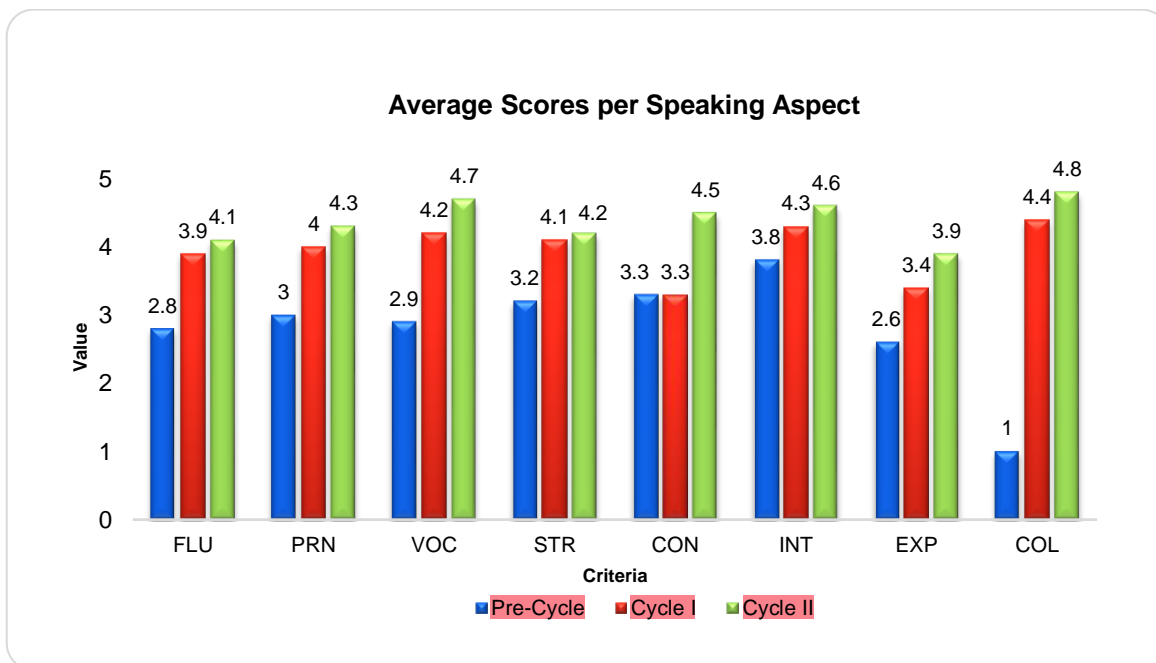


Figure 2. Average Scores per Speaking Aspect

The most significant increase was observed in collaboration (from 1.0 to 4.8) and vocabulary (from 2.9 to 4.7). Confidence rose notably in Cycle II, from 3.3 to 4.5. Other areas, such as fluency, pronunciation, interaction, structure, and expression, showed steady, moderate improvements across the cycles.

### 3.1.3 Category and Mastery Improvement

Table 4 shows the distribution of students by category based on score ranges (good: 30–40, fair: 19–29, poor: 8–18). Table 5 presents mastery according to the stricter success indicator (score  $\geq 32$ ).

Table 4. Distribution of Students by Category

	N	Good (30 – 40)	Fair (19 – 29)	Poor (8 – 18)
Pre-cycle	10	0 (0%)	10 (100%)	0 (0%)
Cycle I	10	8 (80%)	2 (20%)	0 (0%)
Cycle II	10	10 (100%)	0 (0%)	0 (0%)

Table 5. Mastery Based on Success Indicator (Score  $\geq 32$ )

	N	Achieved	Not Achieved
Pre-cycle	10	0 (0%)	10 (100%)
Cycle I	10	5 (50%)	5 (50%)
Cycle II	10	8 (80%)	2 (20%)

By Cycle II, all students reached the good category, and 80% achieved the stricter target, meeting both success indicators. The difference in Cycle I (80% good vs. 50% achieved) reflects the higher threshold of the mastery indicator.

### 3.1.4 Student Responses

After Cycle II, students were given a questionnaire to assess their responses to role-play learning. The questionnaire results are presented in Table 6.

Table 6. Distribution of Student Responses to the Role-play Method

Category	Number of Students	Percentage
Good	9	90%
Fair	1	10%
Poor	0	0%

Based on Table 6, 90% of the students responded in the "good" category and 10% in the "fair" category. No students provided negative responses. Students stated that learning Arabic through role-play became more interesting, helped them understand the dialogues in the book *Al-Arabiyyah Baina Yadaik* more easily, and increased their confidence in speaking Arabic. The students' positive response indicates acceptance of this method in Arabic language learning at Rumah Tahfidz Asy-Syifaa Gowa.

### 3.2. Discussion

The steady improvement in mean speaking scores (Table 3) suggests a positive association between role-play implementation and students' speaking development. Students became more active and better able to perform spoken Arabic tasks as the cycles progressed, indicating positive classroom improvement following the introduction of role-play based on dialogues from *Al-Arabiyyah Baina Yadaik*. However, given the small-scale CAR design and the absence of a comparison group, these findings are best interpreted as indicating positive results in this specific class rather than definitive evidence of causal effectiveness.

As shown in Figure 2, collaboration and vocabulary accounted for the largest share of the observed progress. The paired role-play structure naturally encouraged peer interaction and mutual support, creating opportunities for students to work together and participate more actively than in the earlier listening-and-repetition routine. This shift from a teacher-centered to a collaborative learning process indicates that the role-play method can encourage greater cooperation and positive interaction among students, a finding that aligns with Hermawan et al. [15], who state that cooperative role-play activities can enhance collaboration and interpersonal communication in language learning. The vocabulary improvement may be attributed to the repeated, contextually appropriate use of lexical items in meaningful dialogue scenarios; as students rehearsed and performed the dialogues multiple times, vocabulary retention and retrieval likely became more automatic. This interpretation aligns with studies by Andien and Zaki [16] and Hermawan et al. [15], which suggest that active repetition embedded in role-play practice supports vocabulary acquisition and speaking fluency.

Given that the study took place in a tahfidz institution, the students' daily practice of Qur'anic memorization likely contributed to a cognitive disposition toward retaining structured Arabic text, a phenomenon commonly observed in pesantren-based Arabic learning environments [5]. While this memorization habit may have aided their initial acquisition of the dialogues, the role-play method appears to have supported the shift from passive recall to more active spoken performance. However, it is also possible that the gains in both collaboration and vocabulary were shaped by repeated exposure to the tasks and growing familiarity with classroom performance expectations across cycles, independent of the role-play method itself.

Confidence remained unchanged in Cycle I (3.3) but rose notably in Cycle II (to 4.5). This delayed improvement suggests that students required an initial adaptation period before they could perform comfortably, a finding consistent with Hermawan et al. [15]. Interestingly, while confidence remained stagnant, modest gains were already evident in students' expression and interaction, indicating that they had acquired performative skills even before their internal sense of confidence fully developed. The more pronounced rise in confidence during Cycle II may therefore reflect the cumulative effect of increased task familiarity and the supportive, contextually rich environment created through the use of props and authentic settings—an interpretation consistent with Chesler and Fox [13], who emphasized that role-play in a supportive environment reduces anxiety and fosters spontaneous language use. Nevertheless, it is equally plausible that increased familiarity with the task and repeated performance opportunities contributed to the observed gains, regardless of the instructional refinements introduced in Cycle II.

The remaining aspects—fluency, pronunciation, interaction, structure, and expression—exhibited steady, moderate improvements across the cycles. The gains in fluency and structure, in particular, are consistent with research emphasizing the role of active repetition in developing smoother oral production [15], [16]. The shift toward simple improvisation and greater expressiveness observed in Cycle II further suggests that as students became more accustomed to the role-play format, they began to exercise greater communicative agency. This progression resonates with constructivist principles, which

emphasize that knowledge is actively constructed through authentic, socially situated activities [14]. However, the contributions of repeated practice, peer observation, and the novelty of props cannot be entirely disentangled from the effects of the role-play method itself.

Questionnaire results indicated a high level of student acceptance of the role-play method (Table 6). Students reported that the method made learning more engaging, facilitated comprehension of the dialogues, and increased their confidence in speaking Arabic. Such positive perceptions are noteworthy, as learner motivation and attitude are important mediators of language acquisition success. These findings resonate with Salsabila [18], who reported that role-playing fosters an enjoyable, collaborative learning atmosphere, thereby enhancing student motivation.

Several limitations warrant careful consideration. First, the sample consisted of only ten students from a single *tahfidz* institution; therefore, the findings are classroom-specific and not generalizable to broader populations. Second, the absence of a control group precludes definitive causal claims about the effectiveness of role-play relative to other instructional approaches. Third, speaking performance was assessed by a single classroom teacher who also served as the observer, which introduces the possibility of observer bias despite efforts to triangulate data with questionnaires and video recordings. Fourth, the study's relatively short duration (six meetings) limits insights into the long-term sustainability of the observed improvements. Finally, the observed improvements may also reflect other interrelated factors—repeated exposure to the textbook, increased task familiarity, the contextual props and settings introduced in Cycle II, and the students' Qur'anic memorization background as *tahfidz* learners [38]. This unique context further limits the transferability of the findings.

Despite these limitations, the study offers meaningful implications for practice. In non-formal educational settings such as *tahfidz* institutions, where conventional methods often limit active speaking opportunities, role-play using readily available textbook dialogues presents a feasible strategy for fostering more student-centered, collaborative, and engaging speaking practice. The findings suggest that even modest contextual adaptations—such as simple props and theme-relevant settings—can enhance students' comfort and expressiveness during oral performances. However, educators should introduce such methods gradually, allowing sufficient time for students to adapt and build confidence before expecting substantial gains. Further research involving larger samples, control groups, and longer intervention periods is recommended to substantiate these preliminary observations and to explore the broader applicability of the approach.

#### 4. CONCLUSION

This study suggests that role-play based on *Al-Arabiyyah Baina Yadaik* dialogues can support more active, student-centered Arabic-speaking practice in a non-formal *tahfidz* context.

In practice, the use of textbook-based dialogues, supported by simple contextual adaptations such as relevant props and theme-appropriate practice settings, may help create

a more engaging and supportive environment for speaking activities. The method, however, should be introduced gradually to allow learners time to adapt and build confidence.

Future research is recommended to involve larger samples, longer intervention periods, and comparative or multi-site designs to examine the broader applicability of this approach in other Arabic-learning contexts.

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