



**ROLE-PLAYING STRATEGY IN ARABIC LANGUAGE LEARNING:
CONCEPTS, THEORETICAL FOUNDATIONS, IMPLEMENTATION
MODEL, AND IMPLICATIONS**

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Abstract

This article examines the role-playing strategy in Arabic language learning as a response to the persistent gap between learners' knowledge of vocabulary and grammar and their ability to use Arabic orally in meaningful interaction. The study aims to clarify the concept of role playing, synthesize its theoretical foundations, formulate a practical implementation model, and identify its pedagogical implications for developing maharah al-kalam. This research uses an integrative library research design. The data consist of conceptual statements, empirical findings, and methodological recommendations drawn from books, peer-reviewed journal articles, proceedings, and relevant research reports on role playing, communicative language teaching, active learning, social constructivism, experiential learning, Arabic speaking skills, and foreign language anxiety. The data were collected through documentation, selected by relevance, credibility, and recency, and analyzed through thematic synthesis involving data reduction, data display, comparison, interpretation, and conclusion drawing. The findings show that role playing is pedagogically relevant because it integrates linguistic forms, communicative functions, social interaction, affective support, and reflective feedback. Its implementation should be gradual: starting from guided dialogues, moving to semi-open scenarios, and ending with free or problem-based performances. Practically, this strategy requires clear objectives, sufficient language input, contextual scenarios, role distribution, rehearsal, performance, observation sheets, constructive feedback, and follow-up activities. Therefore, role playing should not be treated merely as an entertaining classroom activity, but as a structured

communicative strategy for building speaking confidence, contextual vocabulary mastery, and meaningful Arabic language use.

Keywords: Active learning, Arabic language learning, Communicative approach, *Maharah al-kalam*, Role playing

Introduction

Arabic language learning in Indonesia continues to face a recurring problem: many learners understand vocabulary lists and grammatical explanations, yet they are hesitant and often unable to use Arabic spontaneously in oral communication. This problem has been noted in studies on Arabic learning difficulties, which show that speaking skills require not only knowledge of language forms but also repeated opportunities to use language in social contexts.¹ In other words, mastery of mufradat and qawaid does not automatically become communicative competence unless learners are trained to select expressions, respond to interlocutors, negotiate meaning, and repair errors during interaction. Therefore, Arabic speaking instruction needs classroom strategies that connect linguistic knowledge with actual communicative performance.

Previous studies indicate that one of the factors that weakens speaking performance is the lack of meaningful practice and the presence of affective barriers such as fear of mistakes, low confidence, and speaking anxiety. Research on Arabic speaking anxiety reports that students may experience mild to high anxiety when they are required to speak Arabic, and this condition can reduce participation and confidence in oral tasks.² Studies on Arabic speaking difficulties also show that limited vocabulary, low exposure,

¹Noor Amirudin, "Problematika Pembelajaran Bahasa Arab," *Tamaddun* (2014): 1-12, <https://doi.org/10.30587/tamaddun.v0i0.66>; Uril Bahrudin and Zulfi Mubaraq, "Obstacles to Learning Speaking Skills among Non-Arabic Speaking Learners in Indonesia," *IJ-ATL: International Journal of Arabic Teaching and Learning* 7, no. 1 (2023), <https://doi.org/10.33650/ijatl.v7i1.4570>; Sugirma Sugirma, M. Abdul Hamid, and Agustang K., "Analysis of Speaking Skill Learning Difficulties in Students of the Arabic Language Education Study Program at State Islamic Institute," *Arabiyatuna: Jurnal Bahasa Arab* 8, no. 2 (2024): 579-596, <https://doi.org/10.29240/jba.v8i2.10903>.

²Septiana Azhar Anugrainy Achmad et al., "Afraid to Talk? Exploring Arabic Speaking Anxiety among University Students," *An Nabighoh* 27, no. 2 (2025): 285-298, <https://doi.org/10.32332/an-nabighoh.v27i2.285-298>; Zawawi Ismail, Nurwaina Rasit, and Triyo Supriyatno, "Relationship Between Oral Language Anxiety and Students' Arabic Language Learning Outcomes in Malaysian Secondary Schools," *International Journal of Language Education* 7, no. 1 (2023): 143-159, <https://doi.org/10.26858/ijole.v1i1.37368>; Hanis Najwa Shaharuddin et al., "The Level of Student Anxiety in Arabic Speaking Skills," *International Journal of Research and Innovation in Social Science* 8, no. 8 (2024): 2563-2571, <https://doi.org/10.47772/IJRISS.2024.8080195>.

and minimal interaction remain important obstacles in classroom practice.³ These findings suggest that a speaking strategy should not only provide language input, but also create a supportive situation in which students can practise speaking with guidance, feedback, and gradual complexity.

Role playing becomes relevant in this context because it positions learners as language users in simulated but meaningful social situations. Students can act as sellers and buyers, doctors and patients, teachers and students, officers and passengers, or peers discussing a problem. Through these roles, learners do not simply recite sentences; they practise how to greet, ask, answer, request, refuse, bargain, give opinions, and respond to unexpected turns in conversation. Empirical and classroom-based studies have shown that role play can increase student participation, support the development of speaking skills, and make Arabic learning more contextual.⁴ However, these benefits require careful design because role playing can become unfocused if teachers merely ask students to perform without clear objectives, language input, assessment criteria, and follow-up.

From the perspective of modern language teaching, role playing is closely connected with the communicative approach because it prioritizes the use of language to convey meaning in interaction.⁵ It is also supported by active learning, social constructivism, and experiential learning because students learn through participation, collaboration, experience, reflection, and improvement.⁶ Recent studies on

³Bahrudin and Mubaraq, "Obstacles to Learning Speaking Skills among Non-Arabic Speaking Learners in Indonesia"; Sugirma, Hamid, and Agustang K., "Analysis of Speaking Skill Learning Difficulties," 579-596.

⁴مادة في الأدوار لعب استراتيجيية نحو عمان في الحكومية المدارس في الأساسية المرحلة طلبة اتجاهات", الزبون سعد عيسى, "العربية اللغة", Journal of Arts, Literature, Humanities and Social Sciences, no. 58 (September 2020): 281-293, <https://doi.org/10.33193/JALHSS.58.2020.251>; Muhammad Yusuf Ardiyanto, Salman, Radhiyatul Fithri, and Raisa Berlian, "Meningkatkan Keaktifan Belajar Siswa Menggunakan Metode Bermain Peran dalam Pembelajaran Bahasa Arab Tingkat Madrasah Ibtidaiyah," Jurnal Penelitian Ilmiah Multidisipliner 2, no. 2 (2025), <https://ojs.ruangpublikasi.com/index.php/jpim/article/view/908>; Zuyyina Ilmy Azizah, Langgeng Budianto, and Yaoping Liu, "Taṭbīq Ṭarīqah al-Tamthīl al-Dawrī fī Taʿlīm Mahārah al-Kalām fī al-Madrasah al-Thānawīyyah al-Islāmiyyah al-Ḥukūmiyyah al-Thāniyah Tūlūngāgūng," al Mahārah: Jurnal Pendidikan Bahasa Arab 11, no. 1 (2025), <https://doi.org/10.14421/almahara.2025.0111-07>; Maysarah Maysarah and Hasrian Rudi Setiawan, "Strategi Guru Dalam Mengenalkan Bahasa Arab Melalui Metode Bermain Di Tadika Alfikh Orchard Bandar Parklands," Ilmuna: Jurnal Studi Pendidikan Agama Islam 8, no. 1 (2026): 172-184.

⁵J. C. Richards and T. S. Rodgers, *Approaches and Methods in Language Teaching*, 3rd ed. (Cambridge: Cambridge University Press, 2014); Isop Syafei, Ade Arip Ardiansyah, and Dadan Nugraha, "The Communicative Approach in Arabic Language Learning: Theoretical and Practical Perspectives," Gunung Djati Conference Series 55, no. 1 (2025): 477-491.

⁶C. C. Bonwell and J. A. Eison, *Active Learning: Creating Excitement in the Classroom* (Washington, DC: The George Washington University, 1991); L. S. Vygotsky, *Mind in Society: The Development of Higher Psychological Processes* (Cambridge: Harvard University Press, 1978); D. A.

communicative Arabic learning also emphasize the importance of contextual materials, interaction, and student-centered tasks in strengthening speaking confidence and oral proficiency.⁷ Thus, the theoretical position of role playing is not separated from the wider shift from teacher-dominated explanation to learner-centered communication.

Based on this background, this article aims to answer four questions: what is the nature of role playing in Arabic language learning, what theoretical foundations support it, how can it be implemented systematically in classroom practice, and what advantages, challenges, and anticipatory strategies should be considered by Arabic teachers. The contribution of this study is both conceptual and practical. Conceptually, it synthesizes role playing within active learning, communicative language teaching, social constructivism, and experiential learning. Practically, it offers a classroom implementation model and sample design that may help teachers plan role-playing activities for maharah al-kalam in a more directed, measurable, and reflective way.

Method

This article uses an integrative library research design. Library research is appropriate because the purpose of the study is not to test a classroom intervention directly, but to synthesize existing concepts, theories, and empirical findings into a pedagogical model. An integrative review allows researchers to combine theoretical literature and empirical studies in order to generate a more comprehensive understanding of a topic.⁸ In this study, the review was directed toward the role-playing strategy in Arabic language learning, especially its relationship with maharah al-kalam, communicative language teaching, active learning, social constructivism, experiential learning, and speaking anxiety.

Kolb, *Experiential Learning: Experience as the Source of Learning and Development* (Englewood Cliffs, NJ: Prentice Hall, 1984).

⁷Amami Shofiya Al Qorin, Hanik Mahliatussikah, and Yussara Sumalee, "Designing Communicative-Based Arabic Learning Materials to Enhance 21st Century Skills of Students in Thailand," *Journal of Arabic Language Studies and Teaching* 5, no. 1 (2025): 1-16, <https://doi.org/10.15642/jalsat.2025.5.1.1-16>; G. V. Vetiana, "The Communicative Approach Enhancing Speaking Skill," *An Nabighoh* 28, no. 1 (2026).

⁸Hannah Snyder, "Literature Review as a Research Methodology: An Overview and Guidelines," *Journal of Business Research* 104 (2019): 333-339, <https://doi.org/10.1016/j.jbusres.2019.07.039>; Richard J. Torraco, "Writing Integrative Literature Reviews: Using the Past and Present to Explore the Future," *Human Resource Development Review* 15, no. 4 (2016): 404-428, <https://doi.org/10.1177/1534484316671606>; Robin Whitemore and Kathleen Knafl, "The Integrative Review: Updated Methodology," *Journal of Advanced Nursing* 52, no. 5 (2005): 546-553, <https://doi.org/10.1111/j.1365-2648.2005.03621.x>.

The data in this study are bibliographic and conceptual data. They include definitions of role playing, principles of Arabic speaking instruction, empirical findings on the use of role play or communicative activities, descriptions of implementation procedures, reported advantages and challenges, and methodological recommendations from previous studies. Primary sources consist of peer-reviewed journal articles and scholarly books that directly discuss role playing, Arabic speaking skills, communicative approaches, active learning, social constructivism, experiential learning, and foreign language anxiety. Secondary sources consist of proceedings, theses, and supporting studies that clarify classroom implementation, assessment, and learning challenges. The literature was selected using four criteria: relevance to the focus of the article, clarity of method or theoretical argument, credibility of publication source, and recency, especially studies published between 2020 and 2026, while classic works were retained only when they served as theoretical foundations.

The data collection technique was documentation. The researcher identified literature through academic databases, journal websites, institutional repositories, and reference tracing from relevant articles. The inclusion criteria were: sources discussing role playing, Arabic learning, speaking skills, communicative language teaching, active learning, social interaction, experiential learning, and speaking anxiety; sources published in books, journals, proceedings, or academic repositories; and sources that could contribute conceptually or empirically to the construction of the model. These criteria followed common guidance for literature review quality, which stresses transparent source identification, relevance, and critical selection of literature.⁹

The data were analyzed through thematic synthesis. Following integrative review procedures, the analysis involved data reduction, data display, data comparison, conclusion drawing, and verification.¹⁰ First, important statements from each source were reduced into relevant units. Second, these units were grouped into themes: concept, theoretical foundation, implementation stages, levels of application, advantages, challenges, assessment, and pedagogical implications. Third, the themes were compared across sources to identify agreements, differences, and gaps. Fourth, the results were

⁹Andrew Booth, Anthea Sutton, Mark Clowes, and Marrison Martyn-St James, *Systematic Approaches to a Successful Literature Review*, 3rd ed. (London: SAGE, 2021); Snyder, "Literature Review as a Research Methodology," 333-339.

¹⁰Amanda M. Kutcher and Virginia T. LeBaron, "A Simple Guide for Completing an Integrative Review Using an Example Article," *Journal of Professional Nursing* 40 (2022): 13-19, <https://doi.org/10.1016/j.profnurs.2022.02.004>; Whittemore and Knafl, "The Integrative Review," 546-553.

interpreted using four adopted theoretical lenses: active learning, communicative language teaching, social constructivism, and experiential learning. This theoretical adoption makes the analysis more focused and prevents the discussion from becoming a general description of teaching techniques.

The validity of data was maintained through source triangulation, theory triangulation, and credibility appraisal. Source triangulation was conducted by comparing books, journal articles, empirical studies, and theses. Theory triangulation was carried out by connecting role playing with active learning, communicative language teaching, social constructivism, and experiential learning. Credibility appraisal was conducted by considering the relevance, recency, academic status, and clarity of arguments in each source. In this way, the findings are not based on a single opinion, but on a synthesis of several strands of literature.¹¹

Result and Discussion

1. The Nature of the Role-Playing Strategy in Arabic Language Learning

Role playing is a learning strategy that asks students to perform a particular identity, function, or social position in a defined communicative situation. In Arabic literature, this strategy is often referred to as *la'b al-adwar*, *tamtsil al-adwar*, or a role representation method.¹² The essence of the strategy lies in learning language through communicative action. Students do not only understand the meanings of expressions such as *uridu*, *kam al-tsaman*, *min fadlik*, or *syukran*, but also use them in dialogic contexts that require responses. Therefore, role playing connects declarative knowledge of language with procedural skills in using it.

The role-playing strategy can be applied through guided dialogues, semi-open dialogues, interviews, simulations, negotiations, debates, and problem-solving activities. Each form has different levels of language demand. Guided dialogues are useful for beginners because students need models and pronunciation support. Semi-open dialogues are appropriate for intermediate learners because they already have basic input but still

¹¹Whittemore and Knafl, "The Integrative Review," 546-553; Kutcher and LeBaron, "A Simple Guide for Completing an Integrative Review," 13-19.

¹²I. Maimunah, "Teaching Speech Skills Using Role Modeling," *Ijaz Arabi Journal of Arabic Learning* 2, no. 1 (2019), <https://doi.org/10.18860/ijazarabi.v2i1.5792>; Halimatus Diyah, "Bermain Peran (Role Playing) Dalam Pembelajaran Maharah al-Kalam Di PKPBA UIN Maliki Malang," *Tarbiyatuna: Jurnal Pendidikan Ilmiah* (2018); Ardiyanto et al., "Meningkatkan Keaktifan Belajar Siswa"; Alfianor

need key expressions. Free or problem-based role playing is more suitable for advanced learners because they are required to formulate arguments, respond to unexpected questions, and maintain interaction. This gradation is important because role playing will only be effective when the level of task difficulty corresponds to students' proficiency, available time, and learning objectives.

The literature shows that role playing is relevant to Arabic speaking instruction because it provides repeated opportunities for oral practice and reduces the distance between classroom language and real-life language use. The study by al-Zabun on students' attitudes toward role playing in Arabic classes indicates that learners respond positively when the strategy is connected with meaningful situations.¹³ Classroom studies in Arabic speaking skills also show that role-play activities can support participation, dialogue practice, and contextual vocabulary use.¹⁴ These findings imply that role playing should be viewed as a communicative learning structure rather than a supplementary game.

2. Theoretical Foundations of the Role-Playing Strategy

First, role playing is grounded in active learning. Active learning emphasizes that students must do something meaningful and think about what they are doing.¹⁵ In role playing, students produce utterances, listen to partners, adjust responses, and reflect on performance. This process moves students from passive reception toward active language use. The learning value does not only appear during performance, but also during preparation, rehearsal, observation, feedback, and revision.

Second, role playing is consistent with communicative language teaching. The communicative approach views language as a tool for conveying meaning, not merely as a collection of grammatical forms.¹⁶ When students act as buyers and sellers, for example, grammar and vocabulary are used to achieve communicative purposes such as asking prices, bargaining, choosing products, and closing a conversation. Recent studies on Arabic communicative learning reinforce this point by showing that contextual

Alfianor, "Strategi Pengajaran Bahasa Arab Di MI RAKHA Amuntai," *Al-Madrasah: Jurnal Ilmiah Pendidikan Madrasah Ibtidaiyah* 6, no. 1 (2022): 78-87.

¹³ الزبوي, "الأساسية المرحلة طلبية اتجاهات," 281-293.

¹⁴ Ardiyanto et al., "Meningkatkan Keaktifan Belajar Siswa"; Azizah, Budianto, and Liu, "Taṭbīq Ṭarīqah al-Tamthīl al-Dawrī"; Maysarah and Setiawan, "Strategi Guru Dalam Mengenalkan Bahasa Arab," 172-184.

¹⁵ Bonwell and Eison, *Active Learning: Creating Excitement in the Classroom*.

interaction and communicative tasks can strengthen students' speaking confidence and classroom participation.¹⁷ Thus, role playing operationalizes communicative principles in a concrete classroom activity.

Third, role playing is supported by social constructivism. Vygotsky explains that learning develops through social interaction and assistance from more capable peers or teachers.¹⁸ In role-playing activities, students negotiate meaning, correct each other, imitate expressions, and receive scaffolding from the teacher. Mistakes that remain hidden in written exercises become visible when students speak, so feedback can be provided at the moment when it is pedagogically meaningful. This interaction helps learners construct language knowledge collaboratively.

Fourth, role playing reflects experiential learning. Kolb explains that learning is strengthened through experience, reflection, conceptualization, and experimentation.¹⁹ Role playing follows this cycle: students experience a communicative situation, reflect on the strengths and weaknesses of their performance, receive conceptual clarification from the teacher, and try again in a new situation. This cycle makes role playing more than a performance activity; it becomes a repeated process of language improvement.

3. Implementation Model of the Role-Playing Strategy

To prevent role playing from becoming spontaneous and unfocused, it should be designed through clear stages. The first stage is determining language objectives. The teacher decides whether the activity is intended to train greetings, introductions, transactions, directions, opinions, or problem solving. Clear objectives help determine vocabulary, expressions, scenario type, time allocation, and assessment indicators.²⁰

The second stage is selecting a communicative theme close to students' lives, such as school activities, markets, restaurants, hospitals, libraries, family, hobbies, transportation, or campus activities. The third stage is providing language input. Input may include vocabulary lists, short expressions, sample dialogues, pictures, role cards, pronunciation drills, and useful sentence patterns. This stage is important because

¹⁶Richards and Rodgers, *Approaches and Methods in Language Teaching*.

¹⁷Al Qorin, Mahliatussikah, and Sumalee, "Designing Communicative-Based Arabic Learning Materials," 1-16; Syafei, Ardiansyah, and Nugraha, "The Communicative Approach in Arabic Language Learning," 477-491; Vetiana, "The Communicative Approach Enhancing Speaking Skill."

¹⁸Vygotsky, *Mind in Society: The Development of Higher Psychological Processes*.

¹⁹Kolb, *Experiential Learning: Experience as the Source of Learning and Development*.

students cannot be expected to speak spontaneously if they have not received adequate linguistic support. The claim that language input can reduce anxiety must be understood as a conclusion from previous literature on speaking anxiety and supportive learning environments, not as empirical data collected in this article.²¹

The fourth stage is scenario preparation. The scenario should include the situation, roles, communicative goal, time limit, and required expressions. The fifth stage is guided rehearsal. Students practise in pairs or groups while the teacher monitors pronunciation, word choice, and sentence structure. The sixth stage is performance. The seventh stage is observation, in which other students use observation sheets so they remain active as listeners. The eighth stage is feedback and reflection. The teacher should prioritize major errors that disturb meaning, then provide positive reinforcement and improvement points. The ninth stage is follow-up, such as revising the dialogue, repeating a weak part, changing roles, or using the same expressions in a different situation.

4. Sample Practical Classroom Design

The following design illustrates how role playing can be translated into classroom practice rather than remaining a theoretical description.

Table 1. Practical Classroom Design

Component	Practical Design
Learning objective	Students are able to ask and answer questions about prices, quantities, preferences, and payment in Arabic.
Theme and roles	Theme: buying and selling in a market. Roles: seller, buyer, cashier, and observer.
Language input	Vocabulary: thaman, rakhis, ghali, kam, hadza, urid. Expressions: kam al-tsaman?, hal yumkin an tukhaffid?, urid hadza, syukran.
Procedure	Teacher gives a short model dialogue, distributes role cards, allows group rehearsal for 10 minutes, invites performance for 3-5 minutes, and asks observers to complete a simple checklist.

ديونو مركز :عمان) عملية وتطبيقات أنشطة :النشط التعلم استراتيجيات, المصالحة خليل حسن and الحاج أبو أحمد سها²⁰ (2016); Richards and Rodgers, Approaches and Methods in Language Teaching. التفكير لتعليم

²¹Achmad et al., "Afraid to Talk?," 285-298; Elaine K. Horwitz, Michael B. Horwitz, and Joann Cope, "Foreign Language Classroom Anxiety," The Modern Language Journal 70, no. 2 (1986): 125-132, <https://doi.org/10.1111/j.1540-4781.1986.tb05256.x>; Siska Amelia Maldin and Baktivillo Sianipar, "Role Play to Alleviate Speaking Anxiety: Action Research in ESP Class of Batam Tourism Polytechnic," Jurnal Cahaya Pendidikan 11, no. 1 (2025): 43-55.

Assessment indicators	Pronunciation, vocabulary accuracy, sentence structure, fluency, expression, confidence, response relevance, and cooperation.
Follow-up	Students revise their dialogue based on feedback and repeat the same communicative function in a new context, such as a restaurant or school canteen.

5. Levels and Patterns of Implementation

At the beginner level, role playing should be short, guided, and based on limited expressions. The teacher provides a complete dialogue, vocabulary, pronunciation models, and clear role distribution. Suitable themes include greetings, introductions, asking about someone's condition, and classroom situations. The main goal is not complex communication, but confidence building and pronunciation practice. This pattern is called guided role playing.²²

At the intermediate level, students may be given a situation and key expressions, while the dialogue is developed by the group. The activity can include asking, requesting, offering, refusing, bargaining, or giving simple reasons. Suitable themes include markets, restaurants, hospitals, libraries, and transportation. This pattern is called semi-open role playing because students begin to construct their own responses within teacher guidance.²³

At the advanced level, students can develop scenarios, conduct interviews, discuss issues, debate, or solve problems. Possible themes include the importance of Arabic learning, campus activities, job interviews, the use of gadgets at school, or social problems. At this level, students do not only use sentence patterns but also present arguments, respond to disagreement, and defend ideas. This pattern approaches authentic communication because language is used to solve a communicative task.²⁴

Technically, the implementation can be classified into guided role playing, semi-open role playing, free role playing, pair role playing, group role playing, and problem-based role playing. Pair role playing is suitable for simple exchanges, while group role

²²Diyah, "Bermain Peran (Role Playing)"; Nurul Hidayah, "Pengembangan Keterampilan Berbicara Dengan Metode Role Playing Pada Mata Pelajaran Bahasa Arab," *Jurnal Kependidikan* 5, no. 1 (2017): 1-10.

²³Syahdan Syahdan, "Peningkatan Pemahaman Bahasa Arab Melalui Strategi Bermain Peran Mahasiswa Semester II PAI STIT Palapa Nusantara Tahun Akademik 2014/2015," *Palapa* 3, no. 2 (2015): 71-93; Ardiyanto et al., "Meningkatkan Keaktifan Belajar Siswa."

²⁴Ikbal Moh Tang, "Peningkatan Pemahaman Bahasa Arab Melalui Strategi Bermain Peran Bagi Peserta Didik Kelas XI Bahasa MAN 1 Palu" (Undergraduate thesis, IAIN Palu, 2019); Maimunah, "Teaching Speech Skills Using Role Modeling."

playing is appropriate for complex situations involving several roles. Problem-based role playing is useful when the teacher wants students to solve a conflict or make a decision using Arabic. This classification helps teachers choose the appropriate design instead of using the same pattern for every proficiency level.

6. Advantages, Challenges, and Anticipatory Strategies

The first advantage of role playing is that it develops speaking skills through repeated oral practice in meaningful contexts. Students do not only learn to pronounce words, but also learn when and how particular expressions are used. The second advantage is contextual vocabulary mastery because words are learned inside a communicative situation. The third advantage is confidence building. Students who are usually afraid of speaking may feel more comfortable because they are speaking through a role, not directly as themselves. The fourth advantage is social learning because students cooperate, listen, negotiate, and give responses to one another.²⁵

Nevertheless, role playing also has challenges. Students with limited vocabulary may struggle to produce utterances. Shy students may avoid performance. Pronunciation difficulties may reduce fluency. Large classes may become noisy. Time allocation may be difficult because the activity includes preparation, rehearsal, performance, observation, feedback, and follow-up. Assessment can also become complex because the teacher has to observe pronunciation, vocabulary, structure, fluency, expression, confidence, comprehension, and cooperation at the same time.²⁶

Several anticipatory strategies can be used. Vocabulary limitations can be addressed through word cards, pictures, thematic expression lists, and model dialogues. Shyness and anxiety can be reduced by starting from pair work before moving to group or class performance. Time limitations can be managed by using short scenarios and clear performance limits. Classroom noise can be controlled through group rules and observation sheets for students who are not performing. Assessment difficulty can be reduced by using a simple rubric that includes pronunciation, vocabulary accuracy,

²⁵Hidayah, "Pengembangan Keterampilan Berbicara," 1-10; Maysarah and Setiawan, "Strategi Guru Dalam Mengenalkan Bahasa Arab," 172-184.

²⁶Roichatul Miskiyah, "Penerapan Strategi Pembelajaran Dengan Metode Bermain Peran Pada Mata Pelajaran Bahasa Arab Untuk Mempermudah Menghafal Mufradat Pada Siswa Kelas VII Di MTs Miftahul Ulum Pujon Kabupaten Malang" (Undergraduate thesis, Universitas Islam Negeri Maulana Malik Ibrahim, 2011); Shahrudin et al., "The Level of Student Anxiety in Arabic Speaking Skills," 2563-2571; Bahrudin and Mubaraq, "Obstacles to Learning Speaking Skills."

sentence structure, fluency, expression, confidence, response relevance, and cooperation.²⁷

The main implication is that role playing should be integrated into Arabic speaking instruction as a structured communicative strategy. It can reduce teacher dominance, increase student participation, connect linguistic materials with real social functions, and encourage reflective improvement. However, the success of the strategy depends on planning, teacher facilitation, suitability of task difficulty, quality of language input, classroom management, and feedback. Therefore, role playing is pedagogically strong when it is designed as a learning cycle: input, practice, performance, feedback, and follow-up.

Conclusion

Based on the research objectives, this article concludes that the role-playing strategy is relevant for Arabic language learning because it connects vocabulary and grammar mastery with meaningful oral communication; theoretically, it is supported by active learning, communicative language teaching, social constructivism, and experiential learning; and practically, it should be implemented through gradual stages involving objective setting, language input, contextual scenarios, rehearsal, performance, observation, feedback, and follow-up. This study contributes a conceptual synthesis and a practical classroom model for maharah al-kalam, but it has limitations because it is based on library research and does not provide direct classroom experimental data, measurement of students' anxiety, or statistical evidence of learning outcomes. Therefore, future research is recommended to test this model through classroom action research, quasi-experimental studies, or design-based research at different educational levels, with attention to proficiency level, class size, assessment rubrics, speaking anxiety, and long-term effects on students' Arabic communicative competence.

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²⁷Maysarah and Setiawan, "Strategi Guru Dalam Mengenalkan Bahasa Arab," 172-184; Maldin and Sianipar, "Role Play to Alleviate Speaking Anxiety," 43-55; Harun Baharudin and Wan Muhammad Radzi Wan Anuar, "Humor Practises of Arabic Teachers and Speaking Anxiety," *Ijaz Arabi Journal of Arabic Learning* 6, no. 3 (2023), <https://doi.org/10.18860/ijazarabi.v6i3.23359>.

has strengthened the methodological explanation, literature review, practical design, and reference quality of the manuscript.

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