THE EFFECTIVENESS OF ROLE-PLAYING LEARNING METHOD IN IMPROVING THE MASTERY OF ARABIC VOCABULARY IN SPEAKING SKILLS OF STUDENTS OF CLASS VII MTsN I MAKASSAR

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Abstract: The problem in this study is the low mastery of Arabic vocabulary in MTsN I Makassar students. This study aims to improve the skill of Arabic vocabulary through a role-playing learning method in class VII students of MTsN I Makassar. This research uses qualitative methods with a type of classroom action research consisting of four stages: action planning, action implementation, observation, and reflection, carried out in two cycles. The results showed: (1) Arabic language learning through the role playing method carried out through nine stages starting from providing motivation to students, providing voluntary opportunities to become actors, arranging the stages of the cast, preparing observers, carrying out their respective roles, discussion and evaluation, then re-enactment, followed by the second stage of evaluation, and finally helping students to gain valuable experience in their lives through interactional activities with their friends; (2) Students' Arabic vocabulary after using the role playing learning method showed a score in the average category of sufficient in first cycle with an average score of 71.7 and an excellent average category in second cycle with an average score of 80.5 which was marked by an increase in the number of vocabulary mastered and their pronunciation during role playing from first cycle to second; (3) The increase in students' vocabulary through the application of the role playing method can be seen in the increase in the assessment category from first cycle by obtaining an average score of 71.7 with a sufficient category, the percentage of completeness reached 52.5% with a total of 21 students. The implementation of the second cycle has an average score of 80.5 with a good category; the percentage of completeness is 80.5%, with a total of 35 students.
Keywords: Vocabulary, Speaking Skills, Role-Playing Method

Abstrak: Rendahnya penguasaan kosakata bahasa Arab siswa MTsN I Makassar merupakan permasalahan dalam penelitian ini. Adapun tujuan untuk melihat kemajuan keterampilan kosakata bahasa Arab melalui metode pembelajaran *role play* pada siswa kelas VII MTsN I Makassar. Metode kualitatif dengan jenis penelitian tindakan kelas yang terdiri dari empat tahap yaitu perencanaan tindakan, pelaksanaan tindakan, observasi, dan refleksi, yang dilaksanakan dalam dua siklus pada penelitian ini. Hasil penelitian menunjukkan: (1) Pembelajaran bahasa Arab melalui metode *role playing* dilaksanakan melalui sembilan tahapan yang dimulai dari pemberian motivasi kepada peserta didik, pemberian kesempatan sukarela untuk menjadi aktor, penyusunan tahapan pemeran, penyiapan pengamat, pelaksanaan peran masing-masing, diskusi dan evaluasi, kemudian peragaan ulang, dilanjutkan dengan evaluasi tahap kedua, dan terakhir membantu siswa memperoleh pengalaman berharga dalam hidupnya melalui kegiatan interaksi dengan teman-temannya; (2) Kosakata bahasa Arab siswa setelah menggunakan metode pembelajaran role playing menunjukkan skor berada pada kategori rata-rata cukup pada siklus I dengan skor rata-rata 71,7 dan kategori rata-rata sangat baik pada siklus II dengan skor rata-rata 80,5 yang ditandai dengan peningkatan jumlah kosakata yang dikuasai dan pengucapannya selama bermain peran dari siklus pertama ke siklus kedua; (3) Peningkatan kosakata siswa melalui penerapan metode *role playing* terlihat pada peningkatan kategori penilaian dari siklus I dengan memperoleh skor rata-rata 71,7 dengan kategori cukup, persentase ketuntasan mencapai 52,5% dengan berjumlah 21 siswa. Keterlaksanaan siklus II mempunyai skor rata-rata 80,5 dengan kategori baik; persentase ketuntasan 80,5% dengan jumlah siswa 35 orang.
Kata Kunci: Kosakata, Keterampilan Berbicara, Metode Bermain Peran

INTRODUCTION

One type of international language that can be used to communicate with people abroad is Arabic. This language is a must to learn, especially for the Indonesian people. The Arabic language, part of the Semitic language family, boasts nearly 500 million speakers worldwide. It holds a prominent position as one of the six official United Nations (UN) languages. Interest in learning Arabic has surged, but mastering it remains challenging. Building a robust vocabulary of high-frequency words is essential for meaningful conversations and practical expression. Language learners employ various strategies to acquire new vocabulary, consciously or unconsciously (Ghafar & Noor, 2018). Besides making it easier to communicate with foreign residents, it can also be used to understand verses of the Qur'an and hadith. Arabic language learning is inseparable from the two essential elements of language: grammar (language structure) and vocabulary. Four language skills must be mastered to support vocabulary development greatly: listening, speaking, reading, and writing.

Meanwhile, according to Laufer (as cited by Hidayati, 2017), "Vocabulary learning is at the heart of language learning and language use." In line with this opinion, Komachali's vocabulary mastery (as cited by Hidayati, 2017) is an inseparable part of every language-learning process. Without vocabulary, someone cannot learn a language. So the richer one's vocabulary, the more it will help master language, especially speaking skills, one of the high-level linguistic skills that require precision between the spoken word and the sentence's topic in the brain. This condition requires adequate vocabulary to express ideas based on events that occur. The steps that individuals need to take to have proficiency in speaking are practicing sentence intonation, understanding grammar, doing expression exercises, and speaking with a lexical system. Based on the opinion of Hermawan (2018), speaking skills are the ability to convey opinions, thoughts, and ideas to other individuals as listeners using words with proper articulation so that the information conveyed can be adequately understood.

Subjects that contain related development guidance, guidance, and direction in good Arabic are Arabic. The existence of a positive attitude and the ability to use Arabic can optimize the learning outcomes of books, hadith, and the Qur'an regarding Islamic teachings. The scope of Arabic lessons in Madrasah Tsanawiyah includes themes on "introductions, madrasah equipment, work, address, family, limbs, at home, in the garden, in the madrasah, in the laboratory, in the library, in the canteen, hours, daily activities, work, home, and recreation" (Depag, 2014).

There are various learning methods to increase foreign language vocabulary, mainly Arabic; one is the role-playing learning method, where students are given a dialogue and asked to play a role. This learning method supports understanding the meaning of Arabic because students can play their roles as they live their daily lives. The words or sentences used are also familiar sentences used in daily conversation. This learning method is considered adequate because, in addition to understanding the meaning of each Arabic word and memorizing vocabulary, students can speak and

dialogue with their friends directly using Arabic. The role-playing method is considered one of the methods that can be used to improve vocabulary skills. The learning theory that describes the role-playing method is the constructivism learning theory. According to Jufri (2017), constructivism is a learning technique that involves learners building their knowledge actively with pre-existing knowledge.

One of the learning models that can be implemented to optimize students' understanding of Arabic is role-playing. This simulation method requires students to live and develop their imagination as if they were in a predetermined situation (Mulyono, 2012). According to Islam (2015), role-playing is a learning model that can improve and develop students' reasoning skills. According to Djamarah (2005), it was interpreting role-playing is a learning model that places students to play inanimate objects or living characters to hone their imaginations and fantasies.

Learning methods that require students to act as certain characters in predetermined situations are called role-playing learning methods. In this method, students are required to be dynamic and active. Role-playing learning activities have their learning competencies, which are certainly planned and structured, as there are three fundamental components involved in them: a) components related to the adjustment of students' characters with the characters played, called role negotiations; b) components related to the formation of self-character and the characters played, so the ideas conveyed can be well understood by the audience, called the role-making component. This component also involves the formation of characters by the situation to be conveyed; and c) the selection of roles based on tasks, family relationships, and the like, called role-taking.

Role-playing learning is a method used so that students can master learning materials by developing their imaginations through appreciation and playing them as living or inanimate characters. It is classified as a simulation method involving taking roles, creating roles, and bargaining for them. As with other learning methods, this method can increase or teach empathy to students. Students are introduced to the world by seeing it from another person's point of view so that students have a sense of empathy for the surrounding environment. The role-playing method can also train the students to portray a character as they desire. Based on this phenomenon, the research problems are: (1) How does the learning process of the role-playing method improve Arabic vocabulary and speaking skills? (2) What results are obtained for Arabic vocabulary development after using the role-playing learning method? (3) Can role-playing learning methods improve Arabic language learning outcomes?

LITERATURE REVIEW
Learning Methods

The learning method is an effort to realize plans that have been prepared in such a way in realistic activities that the goals that have been prepared previously can be achieved optimally. The ability of teaching staff to choose and apply methods for teaching Arabic-speaking skills will significantly influence the results. Then, it requires the ability of educators to develop appropriate learning strategies to achieve efficient and effective learning objectives. In addition, teachers must also be able to build a comfortable and conducive learning atmosphere and identify the correct type of learning

for each student. It is intended to optimize student learning achievement (Nurhasanah, 2016).

The technique used by the teacher to develop a strategic plan that involves the operational stage to achieve optimal student learning achievement is called a learning method. In addition, learning methods can also be interpreted as structured and systematic plans carried out by teachers for students so that each learning competency can be achieved or completed (Bahtiar, 2019).

Role-Playing Learning Method

A method is a systematic way of working to facilitate the implementation of an activity to achieve a specified goal. Methods are ways that can be used to carry out strategies. In other words, a method is a way of achieving something. According to Aqib (2006), the role-playing method is a method that involves interaction between two or more students about a topic or situation. The role-playing method is where students can act or play a role in dramatizing social or psychological problems (Roestiyah, 2001; Ismawati, 2016). Role-play is an engaging teaching technique where students assume specific roles related to social issues. Through this process, they gain empathy, explore different perspectives, and practice problem-solving strategies. The steps include warming up, role selection, setting the scene, active implementation, discussion, and evaluation. Role-play fosters critical thinking and enriches the learning experience (Rombot et al., 2018).

Role-playing exemplifies experiential learning by assigning students specific roles within certain situations. It is a captivating illustration of active learning and can encompass elements such as drama, simulations, games, and demonstrations of real-life cases pertinent to various topics (Emre, 2015; Wahyudi, & Hidayat, 2020). Role-playing is widely used, especially in training communication skills and medical education (Xu et al., 2016; Gómez-Poyato et al., 2020). In addition, social work students frequently practice clinical intervention techniques through role-playing activities with their classmates (Osborne et al., 2016; Gómez-Poyato et al., 2020). Its effectiveness has been the subject of numerous studies, all of which have produced consistently positive results (Rolland et al., 2018; Trail et al., 2017; Westmoreland et al., 2018). Role-playing has been used in Spain with other active learning techniques to teach graduate students in social work, emphasizing social and communication skills development (Rosa et al., 2014).

To participate, make decisions, and express themselves, teachers can evaluate students' understanding by observing students while playing a role; it can create a fun learning experience, and students' language can be developed into good language so that it is easy to understand. Role-playing has weaknesses, such as taking time, requiring ample space, and disturbing other classes. Once the weaknesses of this model are known, the teacher can anticipate the failure of the activity by minimizing the weaknesses. These strengths and weaknesses become factors in the results of each research project, which are different but can also be due to other factors, such as internal and external factors (Rika, 2020, p. 61–67). Internal factors include problems within the students—for example, some students got sick during the test. External factors, for example, the school environment and the subjects used by researchers, are different. Even though the results

differ, this learning is very effective when used in Indonesian language material (Rika, 2020).

Arabic Vocabulary

Vocabulary (mufradat) is a gift (mufradat) done by displaying actual objects, starting from objects in the classroom and then being brought to objects outside the classroom, such as trees, parks, etcetera. When media is unavailable in the teaching and learning environment, the teacher provides miniatures or pictures. The method is to ask students to look at and pay close attention to the media used, and then the teacher provides an understanding of Arabic. After that, students return while still paying attention to the media used. It aims to make it easier for students to capture and remember the knowledge provided (Nurul, 2020).

Speaking Skill

According to Nurjamal (2011), speaking skills are the next skill that we master after we go through the process of learning to listen. According to Iskandarwassid et al. (2009), speaking skills are essential in reproducing the flow of the articulatory sound system to convey desires, needs, feelings, and desires to others. So, it can be concluded that speaking skills use words verbally to convey wishes or desires to other people (Ernani, 2016). Implementing foreign language learning aims to improve students' proficiency in applying foreign languages in writing and orally. The term in Arabic, which means proficient in using a foreign language, is maharah al-Lugawiyah. There are four language skills: a) *maharah al-kalam*, or speaking skills. The way that can be done to be fluent in a foreign language is to familiarise yourself with a) speaking the language; b) *maharah al-kitabah*, or writing skills; c) *maharah al-Qiraah*, or reading proficiency; and d) *maharah al-Istima'*, or listening proficiency (Sadam, 2020).

The ability to speak is defined by the ability to process words and convey these words with proper articulation so that the listener can understand the will, feelings, needs, and desires of the individual. Speaking skills are productive language skills, producing, giving, or conveying. The speaker conveys information to other people (listeners). The speaker's function is as a communicator, and the listener's function is as a communicator (Ernani, 2016).

RESEARCH METHODOLOGY

Research Design

The method implemented in this qualitative type of research is classroom action by implementing the Kemmis and McTaggart cycle-type model. Four processes are involved in the cycle-type model: reflection, observation, action, and planning. Four processes are involved in the cyclical model: reflection, observation, action, and planning. This study employs a qualitative methodology to analyze class action. It refers to the study that utilizes numerical data and statistical analyses to quantify the enhancement level in students' learning skills. The study design is classroom-based action research comprising multiple cycles. The cycle comprises four stages: planning, implementing actions, observing, and reflecting (Arikunto et al., 2010).

Research Procedure

The following variables will be the study's focus: (1) Vocabulary mastery in this study is students' mastery of using words in speaking activities. This study will study productive vocabulary mastery, measured by students' number of words and word mentions (sounds) through role-playing. (2) The role-playing learning method is used in the learning process by playing a role consisting of steps.

Research Participants

The research study aims to deliberately choose persons to help the researcher comprehend research difficulties and topics, as stated by Creswell and Creswell (2017). Kumar (2019) concurs that researchers should select participants for a research project based on their judgment of who is likely to possess diverse expertise and be willing to participate. Thus, EFL teachers were selected from private schools.

Research Subject

The subjects in this study were students of class VII, MTsN I Makassar. The determination of subjects in this study is based on preliminary observations and discussions with teachers about groups of students who have difficulty increasing their Arabic vocabulary. The research subjects in this study were students of class VII MTsN I Makassar, or, to be precise, class VII 12 MTsN. The determination of the subject of this study was based on the results of preliminary observations and discussions with the class teacher, where it was identified that the class was categorized as lacking in vocabulary mastery.

Data Analysis

The collected data were then analyzed through descriptive analysis. I am narrating the results of observations and test results obtained to answer research questions. Research data in the form of processes and results during the learning process. The process involves instructor and student activities, with the outcomes measured by the success rate or percentage of student achievement post-learning. So that you know the test results, each cycle is evaluated through performance tests conducted at the end of each cycle.

FINDINGS AND DISCUSSION

Findings

Results

This research was conducted at MTsN I Makassar, and the subjects were class VII students at MTsN I Makassar. The determination of subjects in this research was based on the results of initial observations and discussions with teachers about groups of students who had difficulty increasing their Arabic vocabulary. The research subjects in this study were students in class VII MTsN I Makassar, to be precise, in class VII 12 MTsN. Determining the subject of this research was based on the results of initial observations and discussions with the class teacher, where it was identified that the class lacked vocabulary mastery. Before starting the research, the researcher interviewed subject teachers and saw how the learning process went. The questions asked to the class VII homeroom teacher were related to methods and obstacles that often occurring when teachers carry out the learning process. The pre-test was carried out to determine students'

basic abilities in learning Arabic. The pre-test learning process uses the lecture and question-and-answer methods and answers the pre-test questions.

a. First Action (Pre-Test)

Table 1. Data on learning results in the preliminary test (pre-test)

Student	Score	Information	
		Completed	Incomplete
1	60		✓
2	70		✓
3	60		✓
4	50		✓
5.	50		✓
6	50		✓
7	60		✓
8	80	✓	
9	75	✓	
10	60		✓
11	50		✓
12	40		✓
13	80	✓	
14	70		✓
15	50		✓
16	60		✓
17	75	✓	
18	50		✓
19	50		✓
20	75	✓	
21	60		✓
22	50		✓
23	75	✓	
24	75	✓	
Total	1475	7	17
Average	61,4		

Judging from the data above, the results of the initial test (pre-test) are:

1) Number of students who completed: 7 students
2) Number of students who have not yet completed: 17 students
3) Classical completeness presentation: 29,1 %
4) Incomplete presentation: 70,8 %
5) Average: 61,4

Based on the table above showing the results of the pre-test questions, students' initial ability to master Arabic vocabulary and speaking skills is still low. On average, students still experience many difficulties when answering the questions given. Of the total results of 24 students, only 7 completed and reached the KKM (29.1%), while 17 students did not complete and did not reach the KKM (70.8%). The average score of student test results before applying the demonstration method was 61.4 percent. With

this, the ability of class VII students is still low in mastering Arabic vocabulary and speaking skills.

Table 2. Student learning results before using learning methods

Level of Completeness	The Number of Students	Student Percentage
Complete	7	30%
Not Completed	17	70%
Total	24	100%

Observations were carried out during Action 1 by observing the activities of the teacher and students. In implementing Action 1, the researcher acts as a teacher, and the teacher acts as an observer. It was done to see and observe the extent of the researcher's success in acting 1 using the observation method based on the classroom teacher's observations as follows:

Table 3. Observation results of the cycle I: teacher teaching activities

No	Aspects being Observed
1.	Opening the initial activities (greeting, praying, and singing) and checking student attendance
2.	Motivating students
3.	The core activity involves using coercive methods.
4.	Give assignments to students.
5.	Communicate with students regarding joint decision material and ask questions.
6.	Closing learning
Total	**17**
Average Observation Results I	**70,8%**
Criteria	**Good**

Evaluation: x 100
Mark: x 100
Mark: 70,8%
Assessment criteria:
80-100   A. Very well
70-79   B. Good
60-69   C. Enough
0-59   D. Not enough

Table 4. Results of observation of cycle I: student activities

No	Observed Aspects
1.	Students' readiness to follow lessons
2.	The conducive atmosphere when studying
3.	Pay attention to the teacher when explaining.
4.	Students collaborate to discuss with their classmates.
5.	Interaction between teachers and students
6.	Summing up the lesson material
Amount	**17**
Average Observation Results I	**70%**
Criteria	**Good**

Evaluation: x 100
Mark: x 100
Mark: 70,8%
Assessment criteria:
80-100   A. Very well
70-79   B.   Good
60-69   C. Enough
0-59   D. Not enough

Table 5. Results of observation of cycle I: student activities

No	Observed Aspects	
1	Students' readiness to follow lessons	
2	The conducive atmosphere when studying	
3	Pay attention to the teacher when explaining.	
4	Students collaborate to discuss with their classmates.	
5	Interaction between teachers and students	
6	Summing up the lesson material	
Amount		**17**
Average Observation Results I		**70%**
Criteria		**Good**

Evaluation: x 100
Mark: x 100
Mark: 70,8%
Assessment criteria:
80-100   A. Very well
70-79   B.   Good
60-69   C. Enough
0-59   D. Not enough

Based on the results from the table above, the observations made by the researcher show that the average observation result is 75% with suitable criteria. It shows that the learning process using the demonstration method in this research is sound. However, further action must be taken so that learning can be effective. At the end of the learning cycle I, the researcher gave test questions as a learning evaluation. It is to measure how much students have achieved. The student learning outcomes in cycle I can be seen from the table as follows:

Table 6. List of student scores in cycle I (post-test)

No	Post-test I Score	Achievement Level	Information
1	70	Enough	Incomplete
2	60	Low	Incomplete
3	60	Low	Incomplete
4	80	High	Complete
5.	70	Enough	Incomplete
6	80	High	Complete
7	70	Enough	Incomplete
8	80	High	Complete
9	90	Very high	Complete
10	70	Enough	Incomplete
11	80	High	Complete

12	70	Enough	Incomplete
13	80	High	Complete
14	70	Enough	Incomplete
15	60	Low	Incomplete
16	80	High	Complete
17	70	Enough	Incomplete
18	80	High	Complete
19	80	High	Complete
20	90	Very high	Complete
21	80	High	Complete
22	80	High	Complete
23	70	Enough	Incomplete
24	80	High	Complete
Total	1800		
Average	75,00		
Percentage	54,00 %		

Information:

Number of students who completed: 13 students.

Number of students who did not complete: 11 students.

Classical completion percentage: 54%

Incomplete percentage: 45%

Class average: 75.00

Based on the results from the table above in cycle I, several students still have not finished. It can be seen from the many students that only a few asked questions and submitted opinions. Even though there has been an improvement in student learning outcomes, it is not yet complete because the student learning completion level is 85%. Therefore, researchers are still taking further action to produce a classical completeness score of up to 85%.

Table 7. Post-test mastery level I

Level of Learning	Completeness	Frequency	Percentage
90-100%	Very High	2	8,3%
80-89%	High	11	45,8%
70-79%	Enough	8	33,3%
50-69%	Low	3	12,5%
0-49%	Very Low	0	0%
Total		**24**	**100%**

Reflection activities are carried out based on the results of observation data in the classroom. This reflection leads to improvements in subsequent actions. The results of this reflection are used to determine the following steps to produce improvements in the next cycle. From the observation data from cycle I above, it can be seen that the learning activities that researchers have implemented using the demonstration method are good but not perfect and need to be taken for corrective action. Among the problems that cause low student learning outcomes are a lack of understanding in responding to questions and confidence in giving opinions. It can be concluded that the learning activities in cycle I cannot be said to be effective. Hence, the researcher improved the errors and difficulties

faced by students in the next cycle so that learning was more effective and in line with what was desired.

b. Second Action (Post-Test)

In stage II, the researcher corrected students' weaknesses and increased the success achieved in cycle I, so the implementation of cycle II was planned as follows: Discussing and analyzing problems that must be improved from cycle I, Making lesson plans according to the role-playing method in improving mastering Arabic vocabulary in speaking skills, preparing materials and tools used during learning and preparing assessment instruments. In cycle II, the researcher observed the implementation of learning using the demonstration method. The objects observed were the same as in cycle I: teacher and student activities during the learning process. The aspect observed during the observation is the teacher's teaching activities, which can be seen in the following table:

Table 8. Observation results of teacher teaching activities in cycle II

No	Aspects being Observed	Score
1.	Opening the initial activities (greeting, praying, and singing) and checking student attendance	4
2.	Managing teaching and learning activities	3
3.	Communication with students, delivering material, expressing questions and opinions	3
4.	Classroom management (utilizing the facilities provided and motivating students)	4
5.	Carry out evaluations at the end of learning. Assign assignments and carry out final assessments	4
6.	Closing learning	4
Total		**22**
Average of Cycle II Observation Results		**91,6%**
Criteria		**Very Good**

Evaluation: x 100
Mark: x 100
Mark: 91,6%
80-100   A. Very well
70-79   B. Good
60-69   C. Enough
0-59   D. Not enough

Based on the table above, the observations made by the researcher show an average observation result of 87.5% with perfect criteria. It shows that the learning process using the demonstration method is effective. At the end of learning cycle II, the researcher gave test questions as a learning evaluation. It is done to measure the achievement of the learning that has been implemented. Student learning outcomes in cycle II can be seen in the following table:

Table 9. Results of observation of cycle II student activities

No	Observed Aspects	Skor
1.	Student activity in the learning process	4
2.	Exemplify/demonstrate demonstration methods in front of the class according to the material presented	3

3.	Ability to convey questions and opinions	3
4.	Student interaction with the teacher during learning	4
5.	The atmosphere in the classroom when learning takes place	3
6.	Give post-test assignments	4
Total		**21**
Average of Cycle II Observation		**87,5%**
Results Criteria		**Very Good**

Evaluation: x 100

Mark: x 100

Mark: 87,5%

80-100	A. Very well
70-79	B. Good
60-69	C. Enough
0-59	D. Not enough

Based on the table above, the observations made by the researcher show that the average observation result is 87.5% with perfect criteria. It shows that the learning process using the demonstration method is effective. At the end of learning cycle II, the researcher gave test questions as a learning evaluation. It is done to measure the achievement of the learning that has been carried out. The student learning outcomes in cycle II can be seen in the following table:

Table 10. List of student scores in cycle II (post-test)

No	Post-test Score	Achievement Level	Information
1	80	High	Complete
2	80	High	Complete
3	80	High	Incomplete
4	80	High	Complete
5.	70	Enough	Incomplete
6	80	High	Complete
7	90	Very high	Complete
8	80	High	Complete
9	90	Very high	Complete
10	90	Very high	Complete
11	90	Very high	Complete
12	70	Enough	Incomplete
13	80	High	Complete
14	80	High	Complete
15	90	Very high	Complete
16	80	High	Complete
17	90	Very high	Complete
18	80	High	Complete
19	80	High	Complete
20	90	Very high	Complete
21	80	High	Complete
22	80	High	Complete
23	80	High	Complete
24	80	High	Complete
Total	**2040**		

Average	85,00%
Percentage	87,5%

Information:

Number of students who completed: 21 students.

Number of students who did not complete: 3 students.

Classical completion percentage: 87,5 %

Incomplete percentage: 12,5 %

Average: 85.00 %

Based on the table above, 21 of the 24 students could complete post-test question II and achieved a KKM score of 75, while 3 students could not complete post-test question II (have not yet reached the KKM). Student's learning completeness increased from cycle I (post-test I) with a percentage of 54.00% to a learning completeness percentage of 87.5% in cycle II. Thus, learning in cycle II is complete because students' classical learning completeness has reached 85%.

The completeness of Arabic vocabulary mastery in cycle II speaking skills can be seen in the following table:

Table 11. Post-test mastery level II

Learning Completeness Level	Category	Frequency	Percentage
90-100%	Very High	7	29,1%
80-89%	High	15	62,5%
70-79%	Enough	3	12,5%
50-69%	Low	0	0%
0-49%	Very Low	0	0%
Total		24	100%

Based on the teacher and student observations results, which can be seen in the table above, it is known that learning in cycle II has run effectively. Although there are still some students who are not optimal in answering questions from the post-test, the results of post-test II on mastering Arabic vocabulary and speaking skills together using the role-playing method were by the targets achieved. That way, researchers no longer need to take further action. The students' mastery of Arabic vocabulary during the pre-test was 61.4%. The increase in cycle I learning tests results in 75%, and the increase in cycle II learning tests results in 85%. It can be concluded that the average score for mastering Arabic vocabulary using the role-playing method is

Thus, based on the results of the second cycle learning test, the average mastery of Arabic vocabulary in speaking skills aligns with the target to be achieved. So, the researcher did not continue to the next cycle. These results indicate that efforts to implement learning using the role-playing method can improve mastery of Arabic vocabulary and speaking skills.

Discussion

Through role-play learning, students are allowed to express themselves freely, and sentences that invite children to strive to have adequate vocabulary they must say when playing roles according to the predetermined theme. The role-play method is also beneficial for teachers to create a fun and more flexible learning atmosphere. Children are also allowed to develop their imagination to the fullest. The increase in children's

vocabulary is characterized by the increasing number of words used in conversations during role-playing—the emergence of new vocabulary because of the scenario that has been prepared. The role-play method helps students to be more relaxed and makes it easier for them to understand the meaning of vocabulary because conversations are directly carried out in everyday situations. It is the opinion of Djamarah (2013), who states that the advantages of role-playing are:

1. Students train to practice, understand, and remember the material's content to be dramatized. A performer must understand and internalize the story's content, especially for the material he or she has to play. Thus, the student's memory must be sharp and durable.

2. Students will be trained to take initiative and be creative. When playing the drama, the players are required to express their opinions according to the time available.

3. Talent found in students can be nurtured so that it is possible to emerge or grow drama art seeds in schools. If the art of drama is well nurtured, they will likely become good players.

4. Cooperation between players can be fostered and fostered as well as possible.

5. Students acquire the habit of accepting and sharing responsibility.

6. Students' spoken language can be improved so others can easily understand it.

7. Speaking skills can be acquired through habituation. Habituation is a form of implementation of repeated exercises in the revision program, including strategies for learning. Developing language proficiency during the learning process and incorporating it into daily routines necessitates skilled Arabic teachers with creative teaching methods.

Arabic teachers and teachers of other school subjects must have pedagogical competencies, such as mastery of learning theories and principles, developing curriculum related to their subjects, organizing educational learning, utilizing technology in learning, and so on. Teachers play a role in educating students through teaching and learning activities. So that learning activities run smoothly, appropriate learning strategies are needed, and teachers must understand the nature of learning well. Learning is learning something that is not yet understood by involving a series of processes to understand things one does not know. Meanwhile, the process is a series of integrated, balanced, planned, rotating, and gradual stages to study an object.

For the development of Arabic language learning in educational institutions, it is necessary to create innovative strategies for Arabic language teachers to achieve the learning objectives of Arabic adequately. It requires regular exercises, especially for speaking skills, so students are accustomed to their behavior patterns. They always speak Arabic to communicate among themselves and form *bi'ah lughawiyah* in the institution. Mastering Arabic communication is the fundamental objective of language learning. Language is primarily spoken communication. In today's professional environment, individuals must be proficient in foreign languages, such as Arabic. In achieving the goals of learning Arabic, the strategy must be applied in educational institutions that teach Arabic language education. Thus, the results of this study can be used as a reference for Arabic language teachers as part of their efforts to improve their pedagogical abilities in terms of using creative and fun active learning methods for students.

CONCLUSION

Based on the presentation of the research results and discussion, the following conclusions can be drawn: (1) Arabic language learning through the role-playing method is carried out through nine stages, starting with motivating students, providing voluntary opportunities to become actors, arranging the stages of the cast, preparing observers, carrying out their respective roles, discussion, and evaluation, then re-enactment, followed by the second stage of evaluation, and finally helping students gain valuable experience in their lives through interactional activities with their friends. (2) Students' Arabic vocabulary after using the role-playing learning method showed a sufficient score in the average category of sufficient in the first cycle, with an average score of 71.7, and an excellent average category in the second cycle, with an average score of 80.5, which was marked by an increase in the number of vocabulary words mastered and their pronunciation during role-playing from the first cycle to the second cycle. (3) The increase in student vocabulary through the application of the role-playing method can be seen in the increase in the assessment category from the first cycle by obtaining an average score of 71.7 with a sufficient category. The percentage of completeness reached 52.5%, with 21 students. As for the 19 students who had not reached the KKM, the teacher and researcher they were reflected on the actions that would improve students' vocabulary mastery by providing learning motivation and making the classroom atmosphere more fun. Implementing the second cycle has an average score of 80.5 with a good category; the percentage of completeness is 80.5% with 35 students. As for the 5 students who have not reached the KKM, the teacher and researcher reflected again that the actions taken to improve the vocabulary of these 5 students are by making games in the learning process to attract students to learn Arabic.

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