

**ROLE-PLAYING AS A LEVER FOR ARABIC LEARNING  
MOTIVATION IN JUNIOR MADRASAH: A FIVE-PHASE  
CLASSROOM SYNTAX**

**Silvy Ningrum<sup>1</sup>, Baili<sup>2</sup>, Muhammad Sabli<sup>3</sup>, Mabruri<sup>4</sup>, Ayyub Al Anshori<sup>5</sup>,  
Al Mubarak<sup>6</sup>**

<sup>1,2,3,4,5,6</sup> Institut Agama Islam Yasni Bungo, Jambi

Email: [silvyangrm@gmail.com](mailto:silvyangrm@gmail.com)

**ABSTRAK**

*Penelitian ini mengkaji bagaimana role-playing digunakan untuk mengangkat motivasi belajar bahasa Arab di kalangan siswa kelas VIII di Madrasah Tsanawiyah Syafi'iyah Darussalam, Kabupaten Tebo, Provinsi Jambi, Indonesia. Studi kasus kualitatif dengan dua siklus tindakan-penelitian dilakukan antara Februari dan Mei 2025 dengan satu guru bahasa Arab dan dua puluh dua siswa Kelas VIII. Data dikumpulkan melalui 12 pengamatan kelas dari pelajaran 80 menit, wawancara semi-terstruktur dan analisis dokumen rencana pelajaran, skrip dialog, dan jurnal siswa. Pengkodean mengikuti prosedur Miles-Huberman-Saldana; kesepakatan antar-penilai mencapai kappa Cohen sebesar 0,84. Sintaks kelas lima fase muncul: orientasi dan pemanasan, pemodelan kosakata dan dialog, latihan kelompok, pertunjukan langsung, dan umpan balik dengan refleksi. Alokasi waktu proporsional di seluruh pelajaran 80 menit menempatkan latihan kelompok pada 28%, pertunjukan langsung pada 26%, kosakata dan pemodelan pada 22%, dengan orientasi dan umpan balik masing-masing 12%. Lima indikator motivasi naik antara awal dan akhir Siklus 2: partisipasi aktif dari 54% menjadi 82%, kepercayaan diri berbicara dari 47% menjadi 79%, perilaku saat tugas dari 63% menjadi 88%, penyerapan kosakata dari 58% menjadi 84%, dan antusiasme kelas dari 51% menjadi 86%. Faktor pendukung termasuk kedekatan tema dengan kehidupan sehari-hari dan perancah guru yang eksplisit, sementara rasa malu, keterbatasan waktu, dan heterogenitas kemampuan terus membutuhkan penanganan yang berbeda. Sintaks lima fase menawarkan templat yang dapat ditransfer untuk pengaturan madrasah serupa*

**Kata kunci:** Metode Role-Playing; Motivasi Belajar Bahasa Arab; Madrasah Tsanawiyah; Penelitian Tindakan Kelas.

**ABSTRACT**

*This study examined how role-playing was used to lift Arabic learning motivation among Grade VIII students at Madrasah Tsanawiyah Syafi'iyah Darussalam, Tebo Regency, Jambi Province, Indonesia. A qualitative case study with two action-research cycles was conducted between February and May 2025 with one Arabic teacher and twenty-two Grade VIII students. Data were collected through 12 classroom observations of 80-minute lessons, semi-structured interviews and*

*document analysis of lesson plans, dialogue scripts, and student journals. Coding followed the Miles–Huberman–Saldaña procedure; inter-rater agreement reached Cohen’s kappa of 0.84. A five-phase classroom syntax emerged: orientation and warm-up, vocabulary and dialogue modelling, group rehearsal, live performance, and feedback with reflection. Proportional time allocation across the 80-minute lesson placed group rehearsal at 28%, live performance at 26%, vocabulary and modelling at 22%, with orientation and feedback at 12% each. Five motivation indicators rose between baseline and end of Cycle 2: active participation from 54% to 82%, speaking confidence from 47% to 79%, on-task behaviour from 63% to 88%, vocabulary uptake from 58% to 84%, and class enthusiasm from 51% to 86%. Supporting factors included theme proximity to daily life and explicit teacher scaffolding, while shyness, time constraints, and ability heterogeneity continued to require differentiated handling. The five-phase syntax offers a transferable template for similar madrasah settings.*

**Keywords:** *Role-Playing Method; motivation to learn Arabic; Madrasah Tsanawiyah; Classroom Action Research.*

## INTRODUCTION

Arabic instruction in Indonesian junior madrasah faces a recurring practical problem: students arrive at the classroom with adequate exposure to the script and basic vocabulary, but with a notably weak willingness to use the language in spoken interaction.<sup>1</sup> Teachers describe it as a motivational rather than a cognitive deficit, since the same students who hesitate during muhadatsah can recall vocabulary items competently when asked in writing.<sup>2</sup> This pattern surfaces most clearly in Grade VIII, where adolescent self-consciousness about pronunciation peaks and where the curriculum begins to demand longer turn-taking in Arabic.<sup>3</sup> Survey work in Madrasah Aliyah and university programmes consistently identifies speaking anxiety as the single largest predictor of disengagement from Arabic, with effect sizes that exceed those of vocabulary mastery or grammar exposure.<sup>4</sup> At Madrasah Tsanawiyah Syafi’iyyah Darussalam, Tebo Regency, Jambi Province, the Arabic

---

<sup>1</sup> Miftah Hur Rahman Zh et al., “Developing Wordwall Evaluations in Blended Islamic Education Using the Smith and Ragan Model,” *Al-Aulia: Jurnal Pendidikan Dan Ilmu-Ilmu Keislaman* 10, no. 1 (2024): 89–104.

<sup>2</sup> M H R Zh, Z Z A Thariq, and A Ardiansyah, “Mobile Learning: Future Learning Technologies for Islamic Formal Education (A Literature Study),” in *Proceedings of International Conference on Education*, vol. 2, 2024, 370–77.

<sup>3</sup> Mawaddah Rahmatan et al., “Enhancing Arabic Speaking Skills through Vocabulary (Mufrodlat) Mastery: The Effectiveness of the Durusul Lughah Textbook among MTs Students in an Islamic Boarding School,” *Lingua: Jurnal Keilmuan dan Kependidikan Bahasa Arab* 12, no. 2 (2026): 41–58, <https://doi.org/10.32678/lingua.v12i2.12672>.

<sup>4</sup> Zalmai Quvanch, Ahmad Saeed Qasemi, and Khoo Sin Na, “Analyzing Levels, Factors and Coping Strategies of Speaking Anxiety among EFL Undergraduates in Afghanistan,” *Cogent Education* 11, no. 1 (2024): 2413225, <https://doi.org/10.1080/2331186X.2024.2413225>.

teacher and the head of madrasah have explicitly named speaking participation in Grade VIII as the indicator most resistant to the standard mufradat-and-qawaid sequence that the school has used for several years.

Motivation in language learning has been theorised both as a state-based construct that responds to immediate classroom conditions and as a stable trait that develops over years of exposure. Self-determination theory frames the question in terms of three psychological needs: autonomy, competence, and relatedness; when classroom design satisfies all three, intrinsic motivation rises and engagement follows.<sup>5</sup> Bandura's social learning theory complements this framing by predicting that observation of credible models, supported by enactment opportunities, produces self-efficacy gains that translate into willingness to attempt the target behaviour.<sup>6</sup> Both theories converge on the prediction that lecture-only Arabic instruction undersupplies the classroom conditions needed to generate spoken-Arabic motivation, because it offers neither the autonomy of self-directed practice nor the competence-building modelling that an interactive method provides. Role-playing is one of the methods most often nominated as a remedy because it bundles autonomy (students choose how to enact a role), competence-building (rehearsal before public performance), and relatedness (peer collaboration during preparation) in a single activity.

A growing body of recent work has examined role-playing in Arabic instruction. Syed Shaharuddin and Amin, working with 291 Malaysian university students, reported that role-playing produced statistically significant gains in students' communicative ability and confidence to speak Arabic, with PLS-SEM analysis confirming the indirect effect of motivation on language output.<sup>7</sup> Al Abbad, in a quasi-experimental study at Qassim University with 50 advanced learners of Arabic as a second language, showed that role-playing significantly improved dialogue skills relative to a textbook-based control group.<sup>8</sup> Abdurrahman and colleagues, in a two-cycle classroom-action study with third-year Arabic students, reported that role-playing reduced speaking embarrassment and improved fluency

---

<sup>5</sup>Richard M. Ryan and Edward L. Deci, "Intrinsic and Extrinsic Motivation from a Self-Determination Theory Perspective: Definitions, Theory, Practices, and Future Directions," *Contemporary Educational Psychology* 61 (2020): 101860, <https://doi.org/10.1016/j.cedpsych.2020.101860>.

<sup>6</sup>Albert Bandura, *Social Learning Theory* (Englewood Cliffs, NJ: Prentice-Hall, 1977), 22–29.

<sup>7</sup>Sharifah Sariah Syed Shaharuddin and Aizan Sofia Amin, "The Effectiveness of Role Play in Arabic Language Skills Acquisition," *European Proceedings of Educational Sciences* (2023): 511–522, <https://doi.org/10.15405/epes.23097.52>.

<sup>8</sup>Asma Mohammed Al Abbad, "The Effect of Role-Play on the Development of Dialogue Skills among Learners of Arabic as a Second Language," *Education Sciences* 13, no. 1 (2023): 50, <https://doi.org/10.3390/educsci13010050>.

through collaborative acting.<sup>9</sup> Ly, working with EFL undergraduates in Vietnam, reached convergent conclusions about role-playing's effect on willingness to communicate, suggesting the mechanism is not language-specific.<sup>10</sup> In the Indonesian madrasah context specifically, recent work has examined related communicative methods Community Language Learning at Madrasah Aliyah, the muhadatsah method at boarding schools, and gamified digital platforms such as Duolingo at MTs level with the common finding that any method that increases interactive output tends to lift motivation indicators.<sup>11,12</sup>

Three further strands deserve mention. First, vocabulary-focused work has shown that mufradat mastery is necessary but not sufficient for maharah kalam; without an output channel, vocabulary remains receptive. Rahmatan and colleagues, working at Pondok Pesantren Al-Ayyubi Jambi, documented a pre-test mean of 67.92 rising to a post-test mean of 96.67 after a structured Durusul Lughah-based intervention, but their results still depended on a parallel speaking activity for transfer.<sup>13</sup> Ramadhanti and Djamilah have argued that integrative vocabulary materials are more effective than separate vocabulary memorisation precisely because they couple word knowledge with communicative use.<sup>14</sup> Second, on the assessment side, Hakim, Haris, and Huda evaluated speaking-skill assessment at Madrasah Ibtidaiyah Riyadlus Sholihien Jember and reported that even when teaching methods are diversified, assessment tends to default to memorisation, which sends the wrong signal to students about what counts.<sup>15</sup> Third, on the digital

---

<sup>9</sup>Suheri Abdurrahman et al., "Enhancing Arabic Speaking Skills: Pedagogical Strategies and Practical Approaches with Special Reference to Role-Playing," *Journal of Digital Learning and Distance Education* 4, no. 5 (2025): 1–16, <https://doi.org/10.56778/jdlde.v4i5.548>.

<sup>10</sup>Cao Khanh Ly, "Applying Role-Play Technique on Improving EFL Students' Language Learning: A Case Study at a Vietnamese University," *Journal of Knowledge Learning and Science Technology* 3, no. 4 (2024): 1–10, <https://doi.org/10.60087/jklst.v3.n4.p1>.

<sup>11</sup>Adila Wajdi Alfi and Mohammad Iqbal, "Implementasi Community Language Learning untuk Meningkatkan Maharah Kalam Siswa Madrasah Aliyah," *Jurnal Pendidikan Indonesia: Teori, Penelitian, dan Inovasi* 5, no. 2 (2025): 233–246, <https://doi.org/10.59818/jpi.v5i2.1447>.

<sup>12</sup>Aulia Handayani, Zulhannan Zulhannan, and Eka Zuliana, "Penerapan Aplikasi Duolingo untuk Meningkatkan Maharah Kalam Siswa Kelas VIII MTs," *SECONDARY: Jurnal Inovasi Pendidikan Menengah* 5, no. 3 (2025): 281–292, <https://doi.org/10.51878/secondary.v5i3.6355>.

<sup>13</sup>Mawaddah Rahmatan et al., "Enhancing Arabic Speaking Skills through Vocabulary (Mufrodath) Mastery: The Effectiveness of the Durusul Lughah Textbook among MTs Students in an Islamic Boarding School," *Lingua: Jurnal Keilmuan dan Kependidikan Bahasa Arab* 12, no. 2 (2026): 41–58, <https://doi.org/10.32678/lingua.v12i2.12672>.

<sup>14</sup>Erika Rohmah Ramadhanti and Wahyu Inayati Fauziah Djamilah, "A Linguistic-Based Integrative Vocabulary Approach to Improving Students' Maharah Kalam," *Al-Irfan: Journal of Arabic Literature and Islamic Studies* 9, no. 1 (2026): 483–500, <https://doi.org/10.58223/al-irfan.v9i1.569>.

<sup>15</sup>Tatang Lukmanul Hakim, Abdul Haris, and Misbahul Munir Huda, "Assessment of Speaking Skills (Maharah Kalam) in Arabic Language Lesson at Madrasah Ibtidaiyah Riyadlus Sholihien

side, Meilani and Rosidah documented the Miro Brainstorm platform raising speaking proficiency at MAN 1 Serang by lowering language anxiety, while Handayani and colleagues showed that Duolingo at MTs Miftahul Huda Kotabumi raised the proportion of Grade VIII students meeting the minimum competency criterion from 24% to 80% across two cycles.<sup>1617</sup> These results frame role-playing as one option among several, with its distinctive advantage being the absence of any technology requirement.

A particular feature of the Grade VIII profile complicates the picture further.<sup>18</sup> Adolescents at this stage are entering a phase of acute peer-comparison sensitivity, which means that any classroom activity requiring public speech production is mediated by perceived peer judgement before it is mediated by linguistic difficulty. The teacher at the present site described this directly: students who could read an Arabic sentence aloud in private would refuse to read the same sentence aloud in front of the class, and the refusal pattern correlated more strongly with seating arrangement than with vocabulary preparation. This observation aligns with the broader argument that speaking-anxiety reduction is a precondition rather than a consequence of motivation gains; an intervention that increases motivation without first lowering anxiety is unlikely to translate into observable speech production. Role-playing has been described as anxiety-reducing precisely because the role mediates between the speaker's own identity and the linguistic performance, allowing students to attribute pronunciation errors to the role rather than to themselves. The five-phase syntax tested in the present study can be read as a deliberate sequencing of anxiety-reducing scaffolds, with the rehearsal phase functioning as a private workshop before the public-performance phase.

Three gaps remain in this body of work. First, although role-playing is widely endorsed as a method, its internal classroom syntax is rarely articulated as a reproducible sequence; readers are told that role-playing works, but not how the lesson should be partitioned across orientation, modelling, rehearsal, performance, and feedback. Second, proportional time allocation across role-playing phases is not measured in the existing literature, leaving teachers without guidance on

---

Jember," *Journal of Science and Education* 5, no. 4 (2025): 311–324, <https://doi.org/10.58578/jse.v5i4.485>.

<sup>16</sup>Reni Sulastris Meilani and Rohmah Rosidah, "Enhancing Arabic Speaking Proficiency through Digital Collaborative Platforms: The Impact of Miro Brainstorm at MAN 1 Serang," *Lingua: Jurnal Keilmuan dan Kependidikan Bahasa Arab* 11, no. 2 (2025): 80–85, <https://doi.org/10.32678/lingua.v11i2.12528>.

<sup>17</sup>Handayani, Zulhannan, and Zuliana, "Penerapan Aplikasi Duolingo," 288.

<sup>18</sup> Miftah Hur Rahman Zh, Dedi Kuswandi, and Muhibuddin Fadhli, "Flipbook vs Presentation Media: Revisiting Empirical Studies and Literature Review in Islamic Education," *Dinasti International Journal of Education Management and Social Science* 6, no. 3 (2025): 1793–1803.

whether rehearsal should occupy 15% or 30% of the lesson. Third, fieldwork at the junior madrasah (MTs) level in Sumatran regencies such as Tebo is comparatively scarce; most published Indonesian work has concentrated on Madrasah Aliyah, university programmes, or Java-based MTs, so the regional evidence base for the lower-secondary stage in non-Java settings is thin.<sup>19</sup> A further, less explicit gap concerns the integration of role-playing into a feedback loop that returns reflection outputs into the next cycle's orientation phase; existing accounts tend to stop at single-cycle implementation.

This study addresses those gaps. The work has three objectives: (1) to identify the classroom syntax through which role-playing is enacted in Grade VIII Arabic at MTs Syafi'iyah Darussalam Tebo; (2) to quantify the proportional time allocation across the syntax phases and the corresponding shift in five motivation indicators between baseline and the end of the second action-research cycle; and (3) to articulate a five-phase syntax with an explicit feedback loop that links reflection in one cycle to orientation in the next. The Method section that follows describes the research design, participants, instruments, and analytical procedure used to address these objectives.

## METHOD

### *Research Design and Setting*

The study used a qualitative case study design with an embedded two-cycle classroom action-research component, an approach that lends itself to documenting situated pedagogical practice while also tracking change across iterative cycles.<sup>20</sup> The site was Madrasah Tsanawiyah Syafi'iyah Darussalam, Tebo Regency, Jambi Province, Indonesia, a private accredited madrasah with approximately 240 students across Grades VII to IX. Fieldwork ran from 17 February to 16 May 2025, covering the second half of the 2024/2025 academic year. The site was selected because the head of madrasah and the Arabic teaching team had begun to use role-playing in Grade VIII Arabic but had not yet formalised the activity into a teachable syntax. Authorisation was obtained from the head of madrasah on 10 February 2025; the study followed the Universitas Islam Yasni Bungo research-ethics protocol for studies involving minors.

### *Participants*

Participants were recruited through purposive sampling. One Arabic teacher (female, 11 years of teaching experience, holder of a bachelor's degree in Arabic

---

<sup>19</sup>Abdurrahman et al., "Enhancing Arabic Speaking Skills," 8.

<sup>20</sup>Robert K. Yin, *Case Study Research and Applications: Design and Methods*, 6th ed. (Thousand Oaks, CA: SAGE Publications, 2018), 35–42.

Education) and the head of madrasah agreed to participate. Twenty-two Grade VIII students (12 female, 10 male; ages 13–14) consented to participate, with parental consent and student assent obtained in writing. Students were drawn from the single Grade VIII class at the site, so no within-grade selection was required. The class profile included three students who had attended a tahfidz programme at primary level, eight students from families where Arabic was used in religious context but not in conversation, and eleven students whose Arabic exposure had been confined to the school curriculum. The within-class heterogeneity was retained rather than controlled because role-playing is intended to operate across mixed-ability groupings.

### *Instruments and Data Collection*

Three instruments were used. First, a structured observation protocol with eighteen indicators captured teacher actions, student responses, and time spent on each phase across 12 lessons of 80 minutes each (six lessons per action-research cycle). Indicators covered orientation acts (apersepsi, statement of objectives), modelling acts (teacher dialogue demonstration, vocabulary explanation), rehearsal acts (group dialogue drafting, peer feedback), performance acts (turn-taking, pronunciation, fluency), and feedback acts (correction, reflection, planning forward). Phase boundaries were marked with a stopwatch, and durations were logged in seconds and later aggregated to minutes. Second, semi-structured interviews of 35–55 minutes were conducted with the Arabic teacher (twice, at the end of each cycle), the head of madrasah (once, at the end of Cycle 2), and 12 of the 22 students (once each, distributed across the two cycles), recorded with a Sony ICD-PX470 digital voice recorder operating at a 44.1 kHz sampling rate with a manufacturer-specified time-base accuracy of  $\pm 0.01\%$ . Third, document analysis covered lesson plans (RPP), dialogue scripts produced by student groups, and 18 student journals collected at the end of fieldwork. Field notes were written within four hours of each observation to limit recall decay.

### *Analytical Procedure*

Audio recordings were transcribed verbatim in Bahasa Indonesia, with code-switched Arabic passages preserved in the original script and accompanied by a Latin transliteration. Translation of interview excerpts to English was conducted by the first author with back-translation verified by a second author. Thematic analysis followed the Miles–Huberman–Saldaña framework of data condensation, data display, and conclusion drawing.<sup>21</sup> Two independent coders processed a 30%

---

<sup>21</sup>Matthew B. Miles, A. Michael Huberman, and Johnny Saldaña, *Qualitative Data Analysis: A Methods Sourcebook*, 3rd ed. (Thousand Oaks, CA: SAGE Publications, 2014), 71–86.

sample to estimate inter-rater reliability; Cohen's kappa was 0.84, indicating strong agreement. Trustworthiness was supported through prolonged engagement (13 weeks), triangulation across observation, interview, and document data, and member checks with the Arabic teacher and the head of madrasah on 18 May 2025.<sup>22</sup> Phase proportions were computed from the timing logs across the 12 lessons; motivation-indicator percentages were computed by counting indicator-positive observations against the total number of opportunity events in each lesson and aggregating across the cycle. Baseline values were derived from the first two lessons of Cycle 1 and follow-up values from the last two lessons of Cycle 2.

### *Ethics and Researcher Reflexivity*

The first author has prior experience in Arabic teaching, which gave entry-level access to the field and shaped the framing of the observation protocol. Two reflexivity safeguards were applied. First, the second author, who has no professional ties to the site, audited the coding tree at the midpoint and end of fieldwork. Two indicator definitions were tightened on this basis to prevent the conflation of compliance with motivation. Second, observation notes were paired with photographs of the role-playing performances (with parental consent for any image in which a student's face was visible) so that observation claims could be cross-checked against the visual record. Pseudonyms (S01–S22) were used for all student names in transcripts and in this article. The transcripts and the coded data were stored on an encrypted drive accessible only to the research team and were scheduled for deletion after the dissemination period closed. The study did not collect data on the religious sincerity or family income of individual students; the focus throughout was on observable classroom behaviour and student-reported motivation.

Figure 1 displays the conceptual framework that organised the analysis. Three drivers—real-life dialogue themes, teacher scaffolding, and peer collaboration—feed the role-playing method, which in turn produces four motivation outcomes: active participation, speaking confidence, vocabulary retention, and class enthusiasm. The framework treats the four outcomes as coequal targets rather than as a sequential hierarchy.

---

<sup>22</sup>Egon G. Guba and Yvonna S. Lincoln, *Naturalistic Inquiry* (Beverly Hills, CA: SAGE Publications, 1985), 290–301.

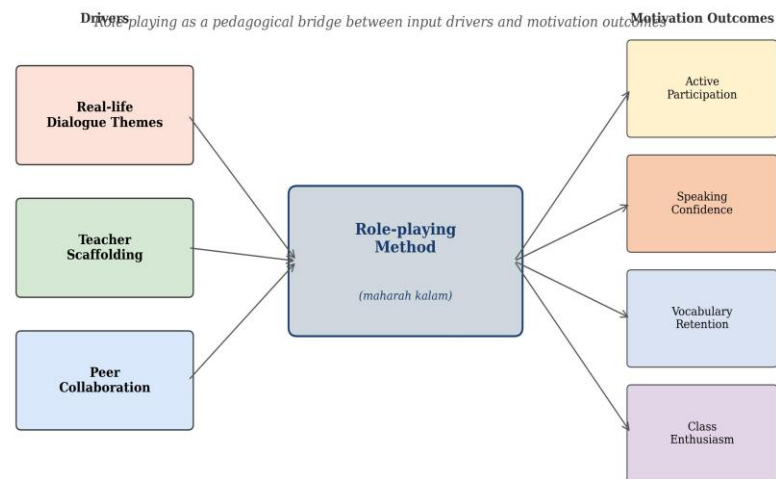


Figure 1. Conceptual framework linking role-playing drivers to Arabic learning motivation outcomes at MTs Syafi'iyah Darussalam Tebo.

## RESULTS AND DISCUSSION

### Results

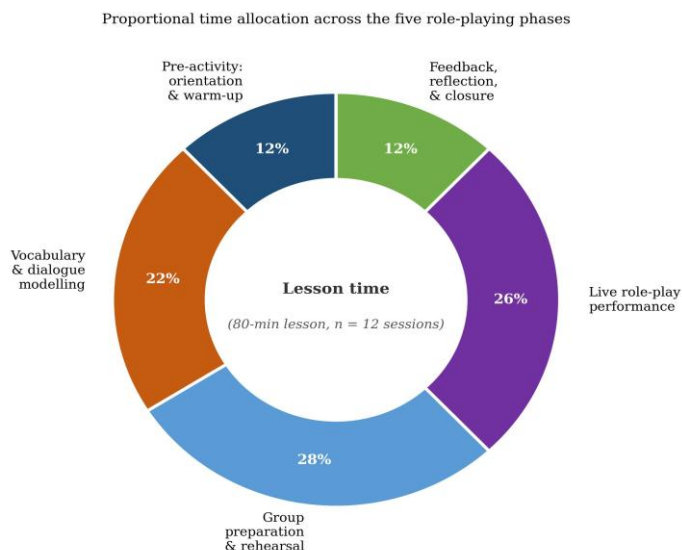
#### *The Five-Phase Classroom Syntax*

Across the 12 observed lessons, role-playing was enacted through a five-phase syntax that the teacher refined between Cycle 1 and Cycle 2. The first phase, orientation and warm-up, opened each lesson with a greeting in Arabic, a brief apersepsi linking the present lesson to the previous one, an explicit statement of the lesson objective, and a 90-second classroom-energy activation in which the teacher cued students to stand, perform a short physical movement, and exchange one-line Arabic greetings with two peers. The second phase, vocabulary and dialogue modelling, presented the lesson's core mufradat (typically eight to twelve items, all relating to a single theme) on the board with diacritics, paired the items with cognate translations, and then displayed a short teacher-authored dialogue (eight to ten exchanges) that the teacher performed twice: once at slow speed for comprehension, and a second time at conversational speed. Students chorally repeated each line of the dialogue between the two demonstrations. The third phase, group rehearsal, divided the class into mixed-ability groups of three to four students, each receiving a thematic role card (e.g., "two classmates introducing themselves to a new student," "a student asking the teacher about an assignment," "family members discussing weekend plans"). Groups drafted a dialogue of eight to twelve exchanges using the lesson's mufradat, assigned roles among themselves, and rehearsed once or twice while the teacher rotated among the groups offering

pronunciation correction and lexical suggestions. The fourth phase, live performance, brought each group to the front of the class for a sixty-to-ninety-second performance of their dialogue. The fifth phase, feedback and reflection, comprised teacher commentary on pronunciation and grammar, peer applause and short verbal feedback, and a closing ninety-second written reflection in Bahasa Indonesia in which each student noted one new vocabulary item learned and one challenge encountered.

### ***Proportional Time Allocation Across Phases***

The proportional time allocation across the five phases, computed from stopwatch logs aggregated across the 12 lessons, is shown in Figure 3. Group rehearsal accounted for 28% of the 80-minute lesson (mean = 22.4 minutes), followed by live performance at 26% (mean = 20.8 minutes), vocabulary and dialogue modelling at 22% (mean = 17.6 minutes), with orientation and warm-up at 12% (mean = 9.6 minutes) and feedback and reflection also at 12% (mean = 9.6 minutes). The pattern indicates that the two student-active phases (rehearsal and performance) jointly occupy 54% of the lesson, more than half of the available time, while the two teacher-led phases (modelling and feedback) jointly occupy 34%.



*Figure 3. Proportional time allocation across the five role-playing phases in 12 observed Grade VIII Arabic lessons (80 minutes each).*

### ***Shifts in Motivation Indicators***

Five motivation indicators were tracked across the two cycles, with baseline values from the first two lessons of Cycle 1 and follow-up values from the last two lessons of Cycle 2. Figure 2 reports the percentages. Active participation rose from

54% to 82% (+28 percentage points), speaking confidence from 47% to 79% (+32 percentage points), on-task behaviour from 63% to 88% (+25 percentage points), vocabulary uptake from 58% to 84% (+26 percentage points), and class enthusiasm from 51% to 86% (+35 percentage points). The largest absolute gain was on class enthusiasm, the smallest on on-task behaviour where the baseline was already moderately high.

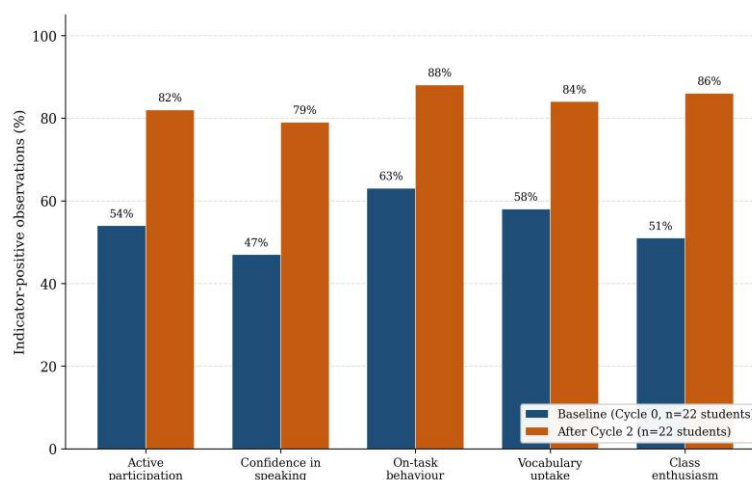


Figure 2. Five motivation indicators at baseline (first two lessons of Cycle 1) and end of Cycle 2 (last two lessons), MTs Syafi'iyah Darussalam Tebo.

Table 1 summarises representative excerpts that illustrate how each phase of the role-playing syntax was experienced by the teacher and the students.

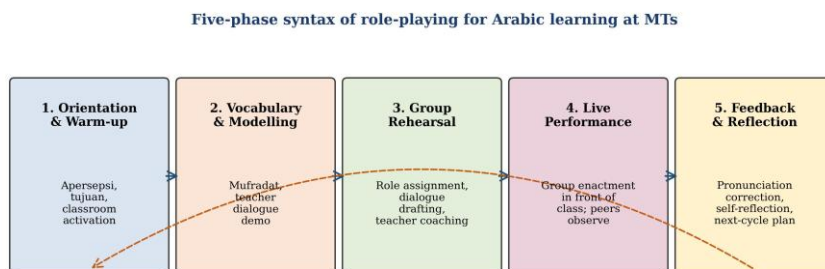
Table 1. Representative excerpts for each phase of the role-playing syntax.

Phase	Share	Representative Excerpt
1. Orientation & warm-up	12%	"The thirty-second movement at the start broke the silence; once we had said one Arabic line out loud to a friend, the next part felt easier." (Student S05, Female)
2. Vocabulary & modelling	22%	"I demonstrate the dialogue twice on purpose; the first time at slow speed for understanding, the second time at the speed students will use, so they hear what they should aim for." (Teacher T01, Female)
3. Group rehearsal	28%	"During rehearsal we argue about which mufradat to use; the negotiation is where the learning happens, not the final performance." (Student S12, Male)
4. Live performance	26%	"Standing in front of the class is the moment my Arabic feels real; before, it was only on paper." (Student S08, Female)

Phase	Share	Representative Excerpt
5. Feedback & reflection	12%	"The reflection slip is short on purpose; if I ask too much, they freeze. One word and one challenge is enough to track progress over weeks." (Teacher T01, Female)

***The Cyclical Syntax with Feedback Loop***

Figure 4 presents the five-phase syntax with the feedback loop that returned reflection outputs from Phase 5 of one cycle into the orientation of the next. At MTs Syafi’iyah Darussalam Tebo, this loop operated at the lesson level (within a single 80-minute period the reflection slip informed the next lesson’s warm-up) and at the cycle level (the close of Cycle 1 reshaped the orientation, modelling, and feedback choices that opened Cycle 2). The visible result of the cycle-level loop was a tightening of vocabulary breadth: Cycle 1 lessons introduced ten to twelve mufradat per lesson, while Cycle 2 lessons reduced this to eight to nine, allowing more rehearsal time per item and producing the higher vocabulary uptake reported in Figure 2.



*Figure 4. Five-phase classroom syntax with reflective feedback loop that returns into the next cycle’s orientation phase.*

***Supporting and Inhibiting Factors***

Supporting factors named by the teacher and students included theme proximity to daily life, with classroom-conversation and family-routine themes producing higher engagement than abstract or formal themes; explicit teacher scaffolding during the rehearsal phase, in which the teacher’s rotation among groups was timed so that each group received roughly four minutes of direct support; mixed-ability grouping, which allowed lower-capacity students to learn from peers while keeping the higher-capacity students productive as informal mentors; and the brevity of the reflection slip, which lowered the cognitive cost of closure. Two further factors emerged from the student journals: the predictability of the five-phase sequence (students reported feeling less anxious because they knew

what would happen next), and the public nature of the live performance (which, paradoxically, reduced rather than increased anxiety once a student had performed once or twice).

Inhibiting factors included shyness, named by all twelve interviewed students as the main barrier in the early lessons of Cycle 1 and as a residual barrier in the later lessons of Cycle 2 for three students; time constraints, with the teacher reporting that the 80-minute lesson was the minimum needed for the full syntax and that any reduction would have to come at the expense of either rehearsal or performance time; and ability heterogeneity, which produced uneven dialogue quality across groups. The teacher described a structural difficulty: when one group's dialogue was substantially better than the others, the feedback phase risked deflating the lower-quality groups unless the teacher actively reframed the comparison as cycle-progression rather than cross-group ranking.

## Discussion

The findings extend the role-playing literature in three directions. First, the proportional time allocation reported here gives empirical content to a question that the existing literature poses but does not answer. Syed Shaharuddin and Amin reported that role-playing improved confidence and motivation in Arabic learners, but their PLS-SEM design did not address how the lesson should be partitioned across phases.<sup>23</sup> The present data place rehearsal at 28% and performance at 26%, jointly accounting for 54% of the 80-minute lesson, with the residual 46% distributed across orientation, modelling, and feedback. Al Abbad, in the Qassim University quasi-experiment, also did not specify phase durations, leaving readers to infer that role-playing dominates the lesson without quantifying the dominance.<sup>24</sup> The 54%/46% split observed at MTs Syafi'iyah Darussalam Tebo gives one concrete benchmark against which other implementations can be compared.

Second, the motivation-indicator shifts reported in Figure 2 give a measured outcome that complements the qualitative claims that dominate the existing role-playing literature. Abdurrahman and colleagues, in their two-cycle classroom action study, reported that role-playing reduced speaking embarrassment and improved fluency, but their account is rich on mechanism and light on percentage-level outcome metrics.<sup>25</sup> Ly, working with EFL undergraduates, reported similar qualitative gains.<sup>26</sup> The +28 to +35 percentage-point shifts observed at the present

---

<sup>23</sup>Syed Shaharuddin and Amin, "The Effectiveness of Role Play," 517.

<sup>24</sup>Al Abbad, "The Effect of Role-Play on the Development of Dialogue Skills," 9.

<sup>25</sup>Abdurrahman et al., "Enhancing Arabic Speaking Skills," 8.

<sup>26</sup>Ly, "Applying Role-Play Technique," 6.

site provide a quantitative anchor that converges with these qualitative reports while sharpening the picture: speaking confidence rose by 32 percentage points, the second largest gain, which is consistent with the prediction from social learning theory that observation of successful peers during the rehearsal and performance phases produces self-efficacy gains that translate into willingness to attempt.<sup>27</sup> The largest gain, on class enthusiasm (+35 percentage points), is consistent with the autonomy-and-relatedness predictions of self-determination theory, which together account for the affective dimension that anxiety-reduction studies in EFL have repeatedly identified as the driver of sustained engagement.<sup>28</sup>

Third, the five-phase syntax with feedback loop articulated in Section 3.4 offers a teacher-facing operationalisation that the existing role-playing literature largely lacks. Most published accounts describe role-playing as a unitary method, leaving the internal sequence to teacher improvisation. The present syntax orientation, vocabulary and modelling, group rehearsal, live performance, feedback and reflection names five discrete phases each of which has a measurable share of lesson time and a corresponding observable indicator. The feedback loop adds a self-correcting quality that single-cycle implementations lack. Hutapea, Aniati, and Erawadi, in a study of female teachers' efforts to improve maharah kalam at a North Sumatran pesantren, identified comparable phases (preparation, modelling, practice, evaluation) without quantifying their proportional weight; the present study adds the proportional dimension.<sup>29</sup> Umami and Wardah, in their account of Arabic speaking instruction at Sunan Drajat University, similarly described phases without specifying durations.<sup>30</sup>

Comparison with adjacent communicative methods sharpens the picture. Alfi and Iqbal, applying Community Language Learning at Madrasah Aliyah, reported gains in maharah kalam through two action-research cycles, with a structure that differs from role-playing by foregrounding the teacher as language counsellor rather than as performer.<sup>31</sup> Ritonga and Lahmi, in a word-chain-game study at MTs

---

<sup>27</sup>Albert Bandura, *Social Learning Theory* (Englewood Cliffs, NJ: Prentice-Hall, 1977), 22–29.

<sup>28</sup>Quvanch, Qasemi, and Na, "Analyzing Levels, Factors and Coping Strategies of Speaking Anxiety," 12.

<sup>29</sup>Erna Setiani Hutapea, Ira Aniati, and Erawadi Erawadi, "Juhūd al-Mu'allimah fī Tarqiyah Mahārah al-Kalām lada Ṭullāb Ma'had Roudhotul Jannah," *HuRuf Journal: International Journal of Arabic Applied Linguistic* 5, no. 2 (2025): 208–223, <https://doi.org/10.30983/huruf.v5i2.9511>.

<sup>30</sup>Maulana Khoirul Umami and Wenny Wardah, "The Practice of Teaching Arabic Speaking Skills at Sunan Drajat University," *Funun Arabiyyah: Journal of Arabic Education and Literature* 1, no. 3 (2025): 168–175, <https://doi.org/10.64131/fununarabiyyah.v2i1.59>.

<sup>31</sup>Adila Wajdi Alfi and Mohammad Iqbal, "Implementasi Community Language Learning untuk Meningkatkan Maharah Kalam Siswa Madrasah Aliyah," *Jurnal Pendidikan Indonesia: Teori, Penelitian, dan Inovasi* 5, no. 2 (2025): 233–246, <https://doi.org/10.59818/jpi.v5i2.1447>.

Tarbiyah Islamiyah Batang Kabung, documented increased activity and motivation through a game-based mechanism that omits the rehearsal-and-performance distinction central to role-playing.<sup>32</sup> Meilani and Rosidah, working with Miro Brainstorm at MAN 1 Serang, reported speaking-proficiency gains through a digital collaborative platform that compresses the rehearsal phase into asynchronous text exchange.<sup>33</sup> Across these methods, the common ingredient is increased opportunity for student speech production; the methods differ in how they structure the production, and the present role-playing syntax is one of the more time-intensive options. This trade-off is worth naming explicitly: role-playing requires the full 80-minute lesson and cannot be productively compressed below 60 minutes without sacrificing either rehearsal or performance, whereas word-chain games and digital platforms can be deployed in shorter blocks.

On the vocabulary side, the +26 percentage-point gain on vocabulary uptake observed in the present study is consistent with the broader argument that mufradat learning embedded in communicative use is more durable than mufradat learning by isolated memorisation. Rahmatan and colleagues showed pre-to-post-test gains using a vocabulary-focused Durusul Lughah programme, but their gains depended on a parallel speaking activity for transfer.<sup>34</sup> Ramadhanti and Djamilah have argued that integrative vocabulary materials are more effective than separate vocabulary memorisation because they couple word knowledge with communicative use.<sup>35</sup> The role-playing syntax operationalises this integration: vocabulary is introduced in Phase 2 and immediately used in Phase 3, with no temporal gap that would allow consolidation to fade. Indahwati, Maksum, and Umihani made a parallel argument for realia in Arabic instruction, suggesting that any pedagogical move that closes the gap between vocabulary input and communicative use will produce measurable speaking gains.<sup>36</sup>

A regional reading of the data is worth recording. Most published Indonesian work on Arabic-learning motivation has been situated either at Madrasah Aliyah or

---

<sup>32</sup>Mahyudin Ritonga and Ahmad Lahmi, "Maharah Al-Kalam Learning Using Word Chain Game in Madrasah at Indonesia," SSRN Electronic Journal (2022): 1–20, <https://doi.org/10.2139/ssrn.4297906>.

<sup>33</sup>Meilani and Rosidah, "Enhancing Arabic Speaking Proficiency," 83.

<sup>34</sup>Mawaddah Rahmatan et al., "Enhancing Arabic Speaking Skills through Vocabulary (Mufrod) Mastery: The Effectiveness of the Durusul Lughah Textbook among MTs Students in an Islamic Boarding School," *Lingua: Jurnal Keilmuan dan Kependidikan Bahasa Arab* 12, no. 2 (2026): 41–58, <https://doi.org/10.32678/lingua.v12i2.12672>.

<sup>35</sup>Ramadhanti and Djamilah, "Linguistic-Based Integrative Vocabulary," 491.

<sup>36</sup>Yuni Indahwati, Ali Maksum, and Umihani Umihani, "Authenticity in the Arabic Classroom: Evaluating Realia's Effect on Speaking Proficiency," *Lingua: Jurnal Keilmuan dan Kependidikan Bahasa Arab* 11, no. 1 (2025): 52–61, <https://doi.org/10.32678/lingua.v11i1.12528>.

at university programmes, both of which select for higher prior Arabic exposure, or at MTs in Java where the pesantren network is denser and where Arabic is more frequently a household register. The present site is a Sumatran regency MTs in which Arabic exposure is mostly school-bound. Two consequences follow. First, the role-playing syntax has to do more communicative work because the family setting cannot be assumed to reinforce the classroom routine. Second, the vocabulary modelling phase carries a heavier load because students are encountering many of the lesson's mufradat for the first time; in a pesantren-adjacent setting, modelling could be compressed in favour of more rehearsal. The 22% share assigned to vocabulary modelling at the present site is, on this reading, a floor rather than a ceiling for non-Java MTs implementations. Istiqomah, Tarmizi, and Jamanuddin, in a quasi-experimental study at a santriwati programme, reported convergent findings about the vocabulary-load asymmetry between school-bound and pesantren-bound learners.<sup>37</sup>

On the speaking-anxiety side, the present findings converge with Quvanch, Qasemi, and Na's identification of speaking anxiety as the single largest predictor of disengagement from second-language learning.<sup>38</sup> The five-phase syntax can be read as an anxiety-reduction architecture: the predictability of the sequence lowers anticipatory anxiety, the rehearsal phase converts solo performance into supported performance, and the brevity of the reflection slip prevents the closure phase from becoming a public assessment. The +32 percentage-point gain on speaking confidence is consistent with this reading. Zikrillah and colleagues have shown that bilingual scaffolding similarly reduces anxiety in Arabic listening and speaking, and the rehearsal-phase use of Bahasa Indonesia for negotiation followed by Arabic for performance at the present site can be understood as a controlled bilingual scaffold.<sup>39</sup> Hakim, Haris, and Huda's argument that assessment should match teaching method also resonates here: when role-playing is the method, the reflection slip rather than a written test is the appropriate closure.<sup>40</sup>

A cross-linguistic comparison sharpens the boundary conditions of the present claims. Ly's study with EFL undergraduates in Vietnam reported convergent gains in willingness to communicate after role-playing, suggesting the mechanism

---

<sup>37</sup>Imamatul Istiqomah, Akhmad Tarmizi, and Jamanuddin Jamanuddin, "Efektivitas Penggunaan Kitab Al-Muhawarah Al-Haditsah pada Program Kursus Bahasa Arab dalam Meningkatkan Maharah Kalam Santriwati," *JIP—Jurnal Ilmiah Ilmu Pendidikan* 9, no. 3 (2026): 3257–3263, <https://doi.org/10.54371/jiip.v9i3.10980>.

<sup>38</sup>Quvanch, Qasemi, and Na, "Analyzing Levels, Factors and Coping Strategies of Speaking Anxiety," 12.

<sup>39</sup>Zikrillah et al., "The Contribution of Bilingualism," 192.

<sup>40</sup>Hakim, Haris, and Huda, "Assessment of Speaking Skills," 318.

is not specific to Arabic.<sup>41</sup> What is specific to Arabic is the script-and-pronunciation barrier that English does not impose to the same degree on Indonesian learners; this barrier means that the modelling phase carries a heavier load in Arabic role-playing than the equivalent phase would in English role-playing, and the 22% share observed at the present site reflects this asymmetry. The implication is that role-playing protocols developed in EFL contexts cannot be transplanted directly to Arabic instruction without an explicit modelling-phase expansion. Conversely, role-playing protocols developed in Arabic-as-a-foreign-language contexts at universities, such as those reported by Syed Shaharuddin and Amin or by Al Abbad, may understate the modelling load required at the MTs level because their participants arrive with stronger script familiarity than Grade VIII students typically possess. The present syntax, with its 22% modelling allocation, sits between these two extremes and may serve as a useful starting point for similar lower-secondary settings.

Three practical implications follow for Arabic teachers and madrasah leaders working in similar settings. First, the lesson partition matters more than the choice of method label: a teacher who declares she is using role-playing without allocating at least half the lesson time to rehearsal and performance is using a different method in practice. The 54% rehearsal-plus-performance threshold observed at the present site is one concrete benchmark to work with. Second, the cycle length matters. Two action-research cycles within a 13-week semester gave the teacher just enough room to observe Cycle 1, refine vocabulary breadth and rehearsal time, and apply the refinements in Cycle 2; a single-cycle implementation would have forfeited the self-correcting quality that produced the largest motivation gains. Third, the reflection slip is the single lowest-cost element of the syntax and should be retained even when time pressure forces compression of other phases; without the slip, the feedback loop has no carrier and the next cycle's orientation has nothing to respond to.

Two limitations deserve emphasis. First, the single-site, single-class design constrains transferability; the proportional distributions and motivation shifts reported here should be read as a baseline for comparison rather than as population-level estimates. Second, the 13-week observation window did not permit assessment of long-run retention, in particular whether the motivation gains observed at the end of Cycle 2 persist into the next school year. Future work should examine the syntax at multiple Sumatran madrasah and over longer time horizons, ideally with a quasi-experimental component that compares role-playing against communicative-language-teaching variants on standardised maharah kalam

---

<sup>41</sup>Ly, "Applying Role-Play Technique," 6.

measures.<sup>42</sup> A separate line of work should test whether deliberate adjustments to the proportional mix for example, raising rehearsal from 28% to 35% at the expense of modelling produce measurable shifts in vocabulary uptake among the most at-risk students.

## CONCLUSION

This study set out to identify, quantify, and operationalise role-playing as a method for raising Arabic learning motivation among Grade VIII students at MTs Syafi'iyah Darussalam Tebo. A five-phase classroom syntax was identified, with proportional time allocation that placed group rehearsal at the front (28%), followed by live performance (26%), vocabulary and dialogue modelling (22%), and orientation and feedback (12% each). Five motivation indicators rose substantially between baseline and the end of the second action-research cycle, with class enthusiasm registering the largest gain (+35 percentage points) and on-task behaviour the smallest (+25 percentage points) due to a higher baseline. A reflective feedback loop returned reflection outputs from each cycle into the next cycle's orientation phase, producing the self-correcting quality that distinguishes the present syntax from single-cycle implementations described in the existing literature. The principal practical implication is that role-playing in this setting depended on how the lesson was partitioned across phases rather than on the method label alone, and that the rehearsal-plus-performance share of the lesson is a more reliable signal of effective implementation than any single phase considered in isolation. Subsequent research should examine the syntax at multiple Sumatran madrasah and over longer time horizons, with attention to retention measures and to whether deliberate adjustments to the proportional mix produce different motivation outcomes among at-risk subgroups.

## REFERENCES

- Abdurrahman, Suheri, et al. "Enhancing Arabic Speaking Skills: Pedagogical Strategies and Practical Approaches with Special Reference to Role-Playing." *Journal of Digital Learning and Distance Education* 4, no. 5 (2025): 1–16. <https://doi.org/10.56778/jdlde.v4i5.548>.
- Al Abbad, Asma Mohammed. "The Effect of Role-Play on the Development of Dialogue Skills among Learners of Arabic as a Second Language." *Education Sciences* 13, no. 1 (2023): 50. <https://doi.org/10.3390/educsci13010050>.

---

<sup>42</sup>Siti Nur Istiqomah and Ade Sopian, "Deep Learning Approach for Arabic Vocabulary Mastery in the Digital Era," *Journal of Arabic Language, Literature, and Education* 6, no. 1 (2025): 97–115, <https://doi.org/10.37680/aphorisme.v6i1.7183>.

- Alfi, Adila Wajdi, and Mohammad Iqbal. "Implementasi Community Language Learning untuk Meningkatkan Maharah Kalam Siswa Madrasah Aliyah." *Jurnal Pendidikan Indonesia: Teori, Penelitian, dan Inovasi* 5, no. 2 (2025): 233–246. <https://doi.org/10.59818/jpi.v5i2.1447>.
- Bandura, Albert. *Social Learning Theory*. Englewood Cliffs, NJ: Prentice-Hall, 1977.
- Guba, Egon G., and Yvonna S. Lincoln. *Naturalistic Inquiry*. Beverly Hills, CA: SAGE Publications, 1985.
- Hakim, Tatang Lukmanul, Abdul Haris, and Misbahul Munir Huda. "Assessment of Speaking Skills (Maharah Kalam) in Arabic Language Lesson at Madrasah Ibtidaiyah Riyadlus Sholihien Jember." *Journal of Science and Education* 5, no. 4 (2025): 311–324. <https://doi.org/10.58578/jse.v5i4.485>.
- Handayani, Aulia, Zulhannan Zulhannan, and Eka Zuliana. "Penerapan Aplikasi Duolingo untuk Meningkatkan Maharah Kalam Siswa Kelas VIII MTs." *SECONDARY: Jurnal Inovasi Pendidikan Menengah* 5, no. 3 (2025): 281–292. <https://doi.org/10.51878/secondary.v5i3.6355>.
- Hutapea, Erna Setiani, Ira Aniati, and Erawadi Erawadi. "Juhūd al-Mu'allimah fi Tarqiyah Mahārah al-Kalām lada Ṭullāb Ma'had Roudhotul Jannah." *HuRuf Journal: International Journal of Arabic Applied Linguistic* 5, no. 2 (2025): 208–223. <https://doi.org/10.30983/huruf.v5i2.9511>.
- Indahwati, Yuni, Ali Maksum, and Umihani Umihani. "Authenticity in the Arabic Classroom: Evaluating Realia's Effect on Speaking Proficiency." *Lingua: Jurnal Keilmuan dan Kependidikan Bahasa Arab* 11, no. 1 (2025): 52–61. <https://doi.org/10.32678/lingua.v11i1.12528>.
- Istiqomah, Imamatul, Akhmad Tarmizi, and Jamanuddin Jamanuddin. "Efektivitas Penggunaan Kitab Al-Muhawarah Al-Haditsah pada Program Kursus Bahasa Arab dalam Meningkatkan Maharah Kalam Santriwati." *JiIP—Jurnal Ilmiah Ilmu Pendidikan* 9, no. 3 (2026): 3257–3263. <https://doi.org/10.54371/jiip.v9i3.10980>.
- Istiqomah, Siti Nur, and Ade Sopian. "Deep Learning Approach for Arabic Vocabulary Mastery in the Digital Era." *Journal of Arabic Language, Literature, and Education* 6, no. 1 (2025): 97–115. <https://doi.org/10.37680/aphorisme.v6i1.7183>.
- Ly, Cao Khanh. "Applying Role-Play Technique on Improving EFL Students' Language Learning: A Case Study at a Vietnamese University." *Journal of Knowledge Learning and Science Technology* 3, no. 4 (2024): 1–10. <https://doi.org/10.60087/jklst.v3.n4.p1>.
- Meilani, Reni Sulastri, and Rohmah Rosidah. "Enhancing Arabic Speaking Proficiency through Digital Collaborative Platforms: The Impact of Miro

- Brainstorm at MAN 1 Serang." *Lingua: Jurnal Keilmuan dan Kependidikan Bahasa Arab* 11, no. 2 (2025): 80–85. <https://doi.org/10.32678/lingua.v11i2.12528>.
- Miles, Matthew B., A. Michael Huberman, and Johnny Saldaña. *Qualitative Data Analysis: A Methods Sourcebook*. 3rd ed. Thousand Oaks, CA: SAGE Publications, 2014.
- Quvanch, Zalmi, Ahmad Saeed Qasemi, and Khoo Sin Na. "Analyzing Levels, Factors and Coping Strategies of Speaking Anxiety among EFL Undergraduates in Afghanistan." *Cogent Education* 11, no. 1 (2024): 2413225. <https://doi.org/10.1080/2331186X.2024.2413225>.
- Rahmatan, Mawaddah, et al. "Enhancing Arabic Speaking Skills through Vocabulary (Mufrodat) Mastery: The Effectiveness of the Durusul Lughah Textbook among MTs Students in an Islamic Boarding School." *Lingua: Jurnal Keilmuan dan Kependidikan Bahasa Arab* 12, no. 2 (2026): 41–58. <https://doi.org/10.32678/lingua.v12i2.12672>.
- Ramadhanti, Erika Rohmah, and Wahyu Inayati Fauziah Djamilah. "A Linguistic-Based Integrative Vocabulary Approach to Improving Students' Maharah Kalam." *Al-Irfan: Journal of Arabic Literature and Islamic Studies* 9, no. 1 (2026): 483–500. <https://doi.org/10.58223/al-irfan.v9i1.569>.
- Ritonga, Mahyudin, and Ahmad Lahmi. "Maharah Al-Kalam Learning Using Word Chain Game in Madrasah at Indonesia." *SSRN Electronic Journal* (2022): 1–20. <https://doi.org/10.2139/ssrn.4297906>.
- Ryan, Richard M., and Edward L. Deci. "Intrinsic and Extrinsic Motivation from a Self-Determination Theory Perspective: Definitions, Theory, Practices, and Future Directions." *Contemporary Educational Psychology* 61 (2020): 101860. <https://doi.org/10.1016/j.cedpsych.2020.101860>.
- Syed Shaharuddin, Sharifah Sariah, and Aizan Sofia Amin. "The Effectiveness of Role Play in Arabic Language Skills Acquisition." *European Proceedings of Educational Sciences* (2023): 511–522. <https://doi.org/10.15405/epes.23097.52>.
- Umami, Maulana Khoirul, and Wenny Wardah. "The Practice of Teaching Arabic Speaking Skills at Sunan Drajat University." *Funun Arabiyyah: Journal of Arabic Education and Literature* 1, no. 3 (2025): 168–175. <https://doi.org/10.64131/fununarabiyyah.v2i1.59>.
- Yin, Robert K. *Case Study Research and Applications: Design and Methods*. 6th ed. Thousand Oaks, CA: SAGE Publications, 2018.
- Zikrillah, Muhammad, Eva Erlina, Zainal Rafli, and Muhammad Afif Amrulloh. "The Contribution of Bilingualism to the Enhancement of Arabic Listening

# IRFANI: JURNAL PENDIDIKAN ISLAM

P-ISSN 1907-0969 E-ISSN 2442-8272

Volume 20 Nomor 2

Halaman 447-467

<http://journal.iaingorontalo.ac.id/index.php/ir>

and Speaking Skills in Language Instruction." *Jurnal Pendidikan Bahasa* 14, no. 1 (2025): 183–200. <https://doi.org/10.31571/bahasa.v14i1.9058>.

Zh, M H R, Z Z A Thaariq, and A Ardiansyah. "Mobile Learning: Future Learning Technologies for Islamic Formal Education (A Literature Study)." In *Proceedings of International Conference on Education*, 2:370–77, 2024.

Zh, Miftah Hur Rahman, Dedi Kuswandi, and Muhibuddin Fadhli. "Flipbook vs Presentation Media: Revisiting Empirical Studies and Literature Review in Islamic Education." *Dinasti International Journal of Education Management and Social Science* 6, no. 3 (2025): 1793–1803.

Zh, Miftah Hur Rahman, Muhammad Fatih Budiman Putra, Dedi Kuswandi, Agus Wedi, and Arief Ardiansyah. "Developing Wordwall Evaluations in Blended Islamic Education Using the Smith and Ragan Model." *Al-Aulia: Jurnal Pendidikan Dan Ilmu-Ilmu Keislaman* 10, no. 1 (2024): 89–104.