Efficacy of Role Play Method Through Communication and Critical Thinking Approach in Arabic Reading Skills

Kiptiyana*[1], Inayah Inayah[2], Ellina Dwi Faning Zun[3], Waesama-ae Waemamu[4]
[1,2]Arabic Language Education Department Universitas Islam Negeri Walisongo Semarang, Indonesia.
[3]Doctor of Arabic Language Education Department Universitas Islam Negeri Maulana Malik Ibrahim Malang, Indonesia.
[4]The Education of Islamic School Prasan Wittaya Mulniti Pattani, Thailand.
Correspondence Address: 2203026073@student.walisongo.ac.id

Abstract

Arabic reading instruction in Indonesian secondary schools still faces major challenges due to the dominance of teacher centered and conventional learning practices that limit students' engagement, communication, and critical thinking. In response to 21st century learning demands that emphasize communication and critical thinking skills, this study proposes an integrative instructional model that combines the role play method with communicative and critical thinking approaches to enhance Arabic reading skills. This study aims to determine the effectiveness of the role play method through a communicative and critical thinking approach on reading skills. This research is a quantitative approach with a quasi-experimental nonequivalent control group design. The participants were seventh grade students of *Madrasah Tsanawiyyah Nahdlatul Ulama* 19 Protomulyo Kaliwungu South selected through purposive sampling and divided into experiment and control classes. Data were collected through a reading comprehension test and analyzed using the Mann Whitney U test. The result indicated a significant difference in reading skill improvement between the two groups, with an Asymp. Sig. (2-tailed)= 0.000<0.05. This study contributes empirical evidence by repositioning reading from a passive activity into an interactive and analytical learning process through role play based instruction. The findings are expected to broaden the application of role play beyond productive skills and provide a practical pedagogical model aligned with 21st century competencies. Future research is recommended to examine this model in wider educational contexts, integrate digital learning tools, and conduct longitudinal and qualitative studies to explore its long term impact on Arabic-reading development.

Keywords: Communicative, Critical Thinking, Reading Skills, Role Play

ملخص

لا يزال تعليم القراءة باللغة العربية في المدارس الثانوية الإندونيسية يواجه تحديات كبيرة بسبب هيمنة ممارسة التعلّم التقليدي الذييركّز على المعلم والذييحدّ من مشاركة الطلاب وتواصلهم وتفكيرهم النقدي. استجابة لمتطلبات التعلّم في القرن الحادي والعشرين التي تركز على مهارات التواصل والتفكير النقدي، تقترح هذه الدراسة نموذجًا تعليميًا تكامليًا يجمع بين طريقة لعب الأدوار ونهج التواصل والتفكير النقدي لتعزيز مهارة القراءة. تهدف هذه الدراسة إلى تحديد فعّاليّة طريقة لعب الأدوار من خلال نهج التواصل والتفكير النقدي على تلك المهارة. اتبعت هذه الدراسة بحثا كميًا مع تصميم شبه تجريبي لمجموعة مراقبة غير متكافئة. كانتالعينة طلاب الصف السابع بمدرسة نهضة العلماء ١٩ المتوسطة الإسلامية بروتوموليا كاليوونجو الجنوبي الذين تم اختيارهم عمديا وتقسيمهم إلى فصلي تجريبي وضابط. فجمع البيانات باختبار فهم القراءة وتحليلها برمز مان-ويتناي-يو. أظهرت النتيجة إلى وجود فرق كبير في تحسن مهارة القراءة بين المجموعتين، مع Asymp.Sig (ذو ذيلين)= ٠.٠٠٠<٠.٠٥. تساهم هذه الدراسة في تقديم دليل تجريبي من خلال إعادة وضع القراءة من نشاط سلبي إلى عمليّة تعلّم تفاعلية وتحليلية من خلال التعليم القائم على لعب

الأدوار. ومن المتوقع أن تؤدي النتائج إلى توسيع نطاق تطبيق لعب الأدوار إلى ما وراء المهارات الإنتاجية وتوفير نموذج تربوي عملي يتناسب بقرن الحادي والعشرين.

الكلمات المفتاحية: التواصل، التفكير النقدي، لعب الأدوار، مهارة القراءة

Introduction

Arabic language learning in various formal educational institutions in Indonesia still faces various difficulties in developing language skills,[1] including reading skills (*maharah al-qirā'ah*).[2] This skill is one of the main components because it forms the basis for understanding religious,[3] literary, and scientific texts written in Arabic.[4] Various components are involved in reading ability, such as knowledge of sounds or letters, vocabulary,[5] grammar or rules,[6] fluency,[7] and understanding of the text[8] (*fahmul maqru'*). In addition, the involvement of learning practices in the form of appropriate methods[9] and a variety of learning tools that are suitable for the learner's level[10] is also taken into

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[2] Azkia Muharom Albantani and Ahmad Madkur, "*Teaching Arabic in the Era of Industrial Revolution 4.0 in Indonesia: Challenges and Opportunities,*" Asean Journal of Community Engagement 3, no. 2 (2019): 196–213. DOI: https://doi.org/10.7454/ajce.v3i2.1063

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[4] Rahmawati and Suci Ramadhanti Febriani, "*Investigating the Problems of Learning Arabic for Islamic Universities in the Era of Covid-19 Pandemic,*" International Journal of Language Education 5, no. 4 (2021): 324–36. DOI: https://doi.org/10.26858/IJOLE.V5I4.19732

[5] Dominic Wyse et al., "*Mapping the Field of Effective Teaching and Interventions for Children With Reading Difficulties: A Systematic Tertiary Review, Qualitative Meta-Synthesis, and National Survey,*" Reading Research Quarterly 61, no. 1 (2026): 1–24. DOI: https://doi.org/10.1002/rrq.70075; Kathleen Hipfner-Boucher et al., "*Where Do I Begin to Read? Concepts About Print Support Early L1 and L2 Word Reading in Emerging Bilingual Readers,*" Early Childhood Research Quarterly 75, no. (November 2025): 37–45. DOI: https://doi.org/10.1016/j.ecresq.2025.11.002

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[7] Tuti Qurrotul Aini and Inayah Inayah, "*Tathbiq Namudzaj Al-Ta'allum Al-Qaim 'ala Al-Musykilah Bi-Wasithah Video Li-Tarqiyah Maharah Al-Qira'ah Li-Thullab Al-I'dadiyyah / تطبيق نموذج التعلّم القائم على المشكلة بواسطة فيديو لترقية مهارة القراءة* للطلاب الإعدادية," in *Konferensi Internasional Perkumpulan Prodi Pendidikan Bahasa Arab (PPPBA) Indonesia*, vol. 1 (Malang, Indonesia: Prodi Magister Keguruan Bahasa Arab, Fakultas Sastra, Universitas Negeri Malang, 2024), 516–31. https://journal.pppbai.or.id/index.php/mudirrudh-dhad/article/view/245

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[9] Khansa Nabila et. al., "*Taṭbīq Namūdhāj At-Ta'Allum Al-Qā'Im 'Alā Al-Māshārī' Bū-Istikhdām Wāsāith Powtoon Lū-Tahsīn Māhārāt Al-Kālām Lādāy At-Tullāb,*" Mantiqu Tayr: Journal of Arabic Language 5, no. 2 (2025): 183–205. DOI: https://doi.org/10.25217/mantiqutayr.v5i2.5815; Siti Luthfin Nuuriyah et. al., "*Taqwim Barnamij Ta'limi Al-Mufradāt Bi Ma'had Fadhlul Fadhlan Al-Islamiy Semarang Min Khilali at-Tikror / The Evaluation of the Vocabulary-Learning-Program (VLP) at the Fadhlul-Fadhlan Islamic Institute Based-on the Repetition Method,*" Al Mahāra: Jurnal Pendidikan Bahasa Arab 11, no. 2 (2025): 295–312. DOI: https://doi.org/10.14421/almahara.2025; Nailil Hidayah, Inayah Inayah, and Waesama-ae Waemamu, "*Taṭbīq Ṭarīqah Al-Tadrīb Bi-Ijrā' Al-Muṭābaqah Fī Ta'Arabic language learningum Al-Mufradāt Bi Al- Madrasah*

consideration. Therefore, effective reading instruction should enable students to interpret, analyze, and evaluate information contained in texts, rather than merely reciting them.[11]

However, classroom practices in Arabic language learning still tend to rely on conventional approaches, such as lecture-based instruction, *qawaid* translation methods, and structured written exercises. These practices often position students as passive recipients of information, which limits their engagement and in hibits deeper comprehension of texts. As a result, students frequently experience difficulties in analyzing textual meaning, summarizing information, and confidently expressing their understanding.[12] The limited use of communicative activities and the absence of learning designs that stimulate critical thinking further contribute to the suboptimal development of reading skills.[13] In response to the concept of 21st century learning, which emphasizes communication and critical thinking skills,[14] Arabic language instruction is expected to adopt student centered and interactive learning models. One method with the potential to address these demands is the role-play method. Role play encourages learners to actively participate in communicative situations by assuming specific roles and allows them to construct meaning collaboratively in the context of Arabic language learning.[15]

Previous studies have shown that role-play can increase students' motivation, engagement, and confidence in using Arabic in authentic contexts.[16] Nevertheless, existing research on the role play method in Arabic language learning has predominantly focused on productive skills, particularly speaking (*maharah kalam*) and dialogue (*hiwar*). Similarly, studies on communicative approaches in Arabic instruction mainly emphasize oral communicative and verbal interaction. Research that integrates role play with a communicative approach to specific Arabic language learning to enhance reading skills remains limited.[17] However, the incorporation of critical thinking, such as analyzing,

Al-Musyaffa Al-Ṯanawiyyah Al-Islāmiyyah Semārang / تطبيق طريقة التدريب بإجراء المطابقة في تعلم المفردات بمدرسة المشفع الثانوية الإسلامية
سمارانج," Aphorisme: Journal of Arabic Language, Literature, and Education 6, no. 2 (2025): 82–101. DOI: https://doi.org/10.37680/aphorisme.v6i2.7896

[10] Adarsh Kumar et al., "*Blended Learning Tools and Practices: A Comprehensive Analysis,*" IEEE Access 9, no. June (2021): 85151–97. DOI: https://doi.org/10.1109/ACCESS.2021.3085844

[11] Muhammad Syihabul Ihsan Al Haqiqy, "*Implementasi Pembelajaran Mahārah Al- Qirā 'ah,*" AL-QIBLAH: Jurnal Studi Islam dan Bahasa Arab 3, no. 6 (2024): 945–56. https://journal.stiba.ac.id/index.php/qiblah/article/view/1792

[12] Siti Rahmah Fadilah, "*Penerapan Metode Role-Playing untuk Meningkatkan Hasil Belajar Membaca Pelajaran Bahasa Arab Pokok Bahasan Hiwar pada Siswa Kelas IV MI Al-Ishlah Bobos Kecamatan Dukupuntang Kabupaten Cirebon,*" Institut Agama Islam Negeri Syekh Nurjati Cirebon 1, no. 1 (2012): 1–7. DOI: https://doi.org/10.1017/CBO9781107415324.004

[13] Warda Lathifah and Ainur Rofiq Shofa*, "Peningkatan Kemampuan Membaca Kata dan Kalimat dalam Bahasa Arab Santri Musholla Al-Masykurin Melalui Metode Interaktif,*" AL-MUSTAQBAL: Jurnal Agama Islam 2, no. 1 (2025): 215–29. DOI: https://doi.org/10.59841/al-mustaqbal.v2i1.77

[14] Tuti Qurrotul Aini et. al., "*Effectiveness of Arabic Learning in Vocational School on the Mecors Assessment Scale,*" Alsina : Journal of Arabic Studies 5, no. 2 (2024): 139–62. DOI: https://doi.org/10.21580/alsina.5.2.22737

[15] Elina Novitasari, Inayah Inayah, and Waesama-ae Waemamu, "*Contribution of Vygotskian-Language-Environment to Enhancement of Speaking Skills Among the Students of Fadl Al-Fadhlan /* مساهمة البيئة اللغوية الفيجوتسكية في تنمية مهارة الكلام لدى
طلاب معهد فضل الفضلان," Tadris Al-'Arabiyyah: Jurnal Pendidikan Bahasa Arab dan Kebahasaaraban 4, no. 2 (2025): 228–50. DOI: https://doi.org/10.15575/ta.v4i2.48169

[16] Azizah and Sururi, "*Penerapan Metode Role-playing untuk Meningkatkan Keterampilan Membaca Bahasa Arab Kelas VIII I MTsN 2 Kediri,*" Undergraduate (S1) Thesis, IAIN Kediri 24, no. 2 (2025): 168. DOI: https://doi.org/10.3176/chem.geol.1975.2.10

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interpreting, and evaluating texts, into role play based reading instruction has not been widely explored. This indicates a clear research gap in the development of Arabic reading skills through an instructional model that simultaneously integrates role play, communicative interaction, and critical thinking.

At *Madrasah Tsanawiyyah Nahdlatul Ulama* 19 Protomulyo Kaliwungu Selatan, Arabic language learning is expected to meet the competency standard that requires students to comprehend texts and communicative information appropriately. However, preliminary observations indicate that learning activities in seventh grade are still dominated by teacher centered instruction with minimal variation. Many students experience difficulty understanding Arabic texts in depth, particularly when required to analyze meaning or summarize content. Reading activities remain mechanical and provide limited opportunities for students to engage critic Arabic language learning with texts or communicate their interpretations. From previous studies, researchers found several studies relevant to this research, including Oppy and Fathoni on role playing methods and students' reading ability.[18] Ayman and Al-Sultan on the influence of role playing on the development of dialogue skills among students learning Arabic as a second language.[19] Arini and Miatin on improving Arabic vocabulary mastery through role playing with an experimental study,[20] Ali Farhan et. al. on developing role playing games to hone Arabic reading skills,[21] Idhan researched improving Arabic speaking skills through role playing methods in the classroom,[22] Nazratul Aini Ramli et. al. on role playing as a pedagogical tool in Arabic language mastery,[23] Ijlal Saja et. al. on the effectiveness of role playing in mastering Arabic language skills.[24]

Furthermore, there is also research related to the use of communicative approaches in Arabic language learning. Muti Husnul Khotimah et. al. researched communicative approaches in Arabic language learning that emphasize listening and speaking skills.[25] Eka Dewi Rahmawati researched communicative approaches in Arabic speaking proficiency test.[26] Ahmad Muradi researched communicative approaches in Arabic language learning.[27] M. Abdul Hamid and Siti Fatimah

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[18] Oppy Eria Trisnawati and Achmad Fathoni, *"The Role Playing Method on the Reading Ability of Elementary School Students,"* Jurnal Ilmiah Sekolah Dasar 7, no. 1 (2023): 142–49. DOI: https://doi.org/10.23887/jisd.v7i1.56643

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[20] Arini Hidayati and Miatin Rachmawati, *"Enhancing Arabic Vocabulary Mastery through Role Play: An Experimental Study on Vocabulary Mastery in High School,"* International Journal of Arabic Language Teaching 7, no. 01 (2025): 163–75. DOI: https://doi.org/10.32332/ijalt.v7i01.10000

[21] Ali Farhan, Muhammad Kamal, and Mohamad Sarip, *"Developing Role Playing Games for the Skill of Reading the Arabic Language,"* Arabiyatuna: Jurnal Bahasa Arab 8, no. 2 (2024): 487–508. DOI: https://doi.org/10.29240/jba.v8i2.9858

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[23] Nazratul Aini Ramli et al., *"Role-Play as Pedagogical Tool on Arabic,"* Journal of Islamic, Social, Economics and Development (JISED) 10, no. 75 (2025): 293–301. DOI: https://doi.org/10.55573/JISED.107526

[24] Ijlal Saja et al., *"The Effectiveness of Role Play in Arabic Language Skills Acquisition,"* European Proceedings of Educational Sciences 7 (2023): 576–87. DOI: https://doi.org/10.15405/epes.23097.52

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[26] Eka Dewi Rahmawati, *"Pendekatan Komunikatif Dalam Tes Kemampuan Berbicara Bahasa Arab,"* Lugawiyyat 3, no. 1 (2021): 77–95. DOI: https://doi.org/10.18860/lg.v3i1.12321

[27] Ahmad Muradi, *"Pendekatan Komunikatif Dalam Pembelajaran Bahasa Arab,"* Arabiyat : Jurnal Pendidikan Bahasa Arab dan Kebahasaaraban 13, no. 2 (2014): 214–27. DOI: https://doi.org/10.24090/insania.v13i2.295

researched the development of Arabic conversation materials based on communicative interactive approaches.[28] Muh Zakir Sapri et. al., on the development of digital modules based on a communicative approach for learning *maharah qira'ah* in the era of independent curriculum.[29] Abdul Hafidz bin Zaid et. al., on the implementation of a communicative approach in improving Arabic language skills.[30] Noza and Hazuar on the development of teaching materials based on a communicative approach.[31]

On the other hand, although the communicative approach has been widely adopted in various studies and scientific articles, the number of studies that explicitly integrate the communicative approach and critical thinking in learning design is still very limited. Several studies related to critical thinking approaches have been conducted, including by Ahmad Imam Biahaqi et. al., who researched Arabic language modules to improve critical thinking skills.[32] Muhammad Rosihan Anwar and Danial Hilmi on critical thinking skills and Arabic language learning outcomes using Quizlet media significantly improved the critical thinking skill indicator.[33] Muhammad Azhar researched trends in critical thinking skills research in Indonesian Arabic language education journals, which increased from 2020 to 2023, although it has not yet become a major trend.[34] Sholihatul Atik Hikmawati et. al., in their research on online games to develop critical thinking in Arabic listening comprehension said that this research is effective for integrating critical thinking into Arabic language learning through interactive, reflective, and feedback oriented activities.[35] Ghada Hamad Musa Al-Bayada discusses the influence of collaborative learning on the development of critical thinking skills in Arabic lessons. The results of the study show that there is statistic Arabic language learning significant difference in critical thinking abilities in Arabic language learning.[36] Majdi Ahmad

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[28] M. Abdul Hamid and Siti Fatimah, "*Development of Arabic Conversation Material Based on Communicative-Interactive Approach/Pengembangan Materi Percakapan Bahasa Arab Berbasis Pendekatan Komunikatif-Interaktif Bagi Mahasiswa*," Ijaz Arabi Journal of Arabic Learning 3, no. 1 (2020): 46–63. DOI: https://doi.org/10.18860/ijazarabi.v3i1.8174

[29] Muh Zakir Sapri Sapri, *"Pengembangan Modul Digital Berbasis Pendekatan Komunikatif untuk Pembelajaran Maharah Al-Qira'ah di Era Kurikulum Merdeka,"* Kariman: Jurnal Pendidikan KeIslaman 13, no. 1 (2025): 137–47. DOI: https://doi.org/10.52185/kariman.v13i1.700

[30] Abdul Hafidz et al., "*Pembelajaran Bahasa Arab dan Kebahasaaraban Implementasi Pendekatan Komunikatif Dalam Meningkatkan Keterampilan Berbahasa Arab,*" Al Mi'yar: Jurnal Ilmiah Pembelajaran Bahasa Arab dan Kebahasaaraban 7, no. 2 (2024): 682–88. https://jurnal.stiq-amuntai.ac.id/index.php/al-miyar/index

[31] Noza Aflisia and Hazuar Hazuar, "*Pengembangan Bahan Ajar Bahasa Arab Berbasis Pendekatan Komunikatif,*" Arabiyatuna : Jurnal Bahasa Arab 4, no. 1 (2020): 111. DOI: https://doi.org/10.29240/jba.v4i1.1380

[32] Ahmad Imam Baihaqi et al., "*Development of HOTS-Based Arabic Language Module to Improve Students' Critical Thinking Skills,*" Arabi : Journal of Arabic Studies 10, no. 1 (2025): 39–52. DOI: https://doi.org/10.24865/ajas.v10i1.908

[33] Muhammad Rosihan Anwar and Danial Hilmi, "S*tudents' Critical Thinking Skills And Arabic Learning Outcomes Using Quizlet Media,*" Ijaz Arabi Journal of Arabic Learning 8, no. 1 (2025): 41–53. DOI: https://doi.org/10.18860/ijazarabi.v8i1.30206

[34] Muhammad Azhar, "*Tren Penelitian Keterampilan Berpikir Kritis Pada Jurnal Pendidikan Bahasa Arab Indonesia,*" Tsaqofiya: Jurnal Pendidikan Bahasa dan Sastra Arab 6, no. 1 (2024): 143–64. DOI: https://doi.org/10.21154/tsaqofiya.v5i1.431

[35] Sholihatul Atik Hikmawati et al., "*Kahoot Gamification : Fostering Critical Thinking in Arabic Listening Comprehension,*" Alsina : Journal of Arabic Studies 7, no. 1 (2025): 29–62. DOI: https://doi.org/10.21580/alsina.7.1.28086

٣٦ غادة حمد موسى البيايضة، 'أثر استخدام التعلم التعاوني في تنمية مهارة التفكير الإبداعي في مادة اللغة العربية لدى طالبات الصف السابع الأساسي في الأردن،'' مجلة العلوم الإنسانية والطبيعية 3, no. 5 (2022): 482–96. DOI:https://www.hnjournal.net/ar/3-5-28 ./

researched the influence of play based learning strategies in English lessons on the development of critical thinking skills.[37]

This study is the first to develop and test an integrated instructional model that simultaneously combines role play, communicative interaction, and critical thinking approaches for Arabic reading instruction (*maharah al-qira'ah*). Also, it's re-conceptualized Arabic reading as an interactive analytical communicative activity, not merely decoding and translation. And, to explicitly align Arabic reading instruction with 21st-century competencies (4Cs), particularly communication and critical thinking, through role play based learning. So, this study introduces a novel instructional model for Arabic reading (*maharah al-qira'ah*) by integrating role play, communicative interaction, and critical thinking approaches into a single learning design. Unlike previous studies that mainly apply role play and communicative approaches to productive skills (speaking and dialogue), this research repositions Arabic reading as an interactive, analytical, and communicative activity aligned with 21st-century competencies (4Cs). This integrative model represents a new pedagogical framework that has not been previously explored in Arabic reading instruction research.

Thus, this study is an innovation in the field of Arabic language learning because it simultaneously combines role play methods, a communicative approach, and critical thinking skills to develop *maharah al-qira'ah* based on 21st-century competency requirements (4Cs), particularly in the aspects of communication and critical thinking, an approach that has not been found in existing literature. So, the purpose of this study is to analyze and prove the effectiveness of role play in developing Arabic reading skills through the integration of communication and critical-thinking approaches. Specific Arabic language learning, this study aims to: a) determine the extent to which the implementation of the role playing method can develop reading skills through a communication approach, b) determine the extent to which the implementation of the role playing method can develop reading skills through a critical thinking approach, C) determine the influence of role play activities can develop through communicative and critical thinking approaches.

The hypotheses used in this study are H_0 = there is no significant difference in reading ability improvement between students who learn using the role play method through a communicative and critical thinking approach and students who learn using conventional learn methods. H_1 = there is a significant difference in reading ability improvement between students who learn using the role play method through a communicative and critical thinking approach and students who learn using conventional learning methods, the group is higher than in the control group. Decisions are based on the significance value (sig). if sig <0.05, then H_0 is rejected and H_1 is accepted, so it can be stated that the role play method through communicative Arabic reading skills is more than the conventional method.[38]

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[37] مجدي أحمد محمّد أحمد، "أثر استخدام إسراتيجية التعلم باللعب في تدريس اللغة الاجنليزية في تنمية مهارات التفكير الناقد لذى طلبة الصف الثامن الاساسّي في مدّيّرة التربية والتعليم الحافظة جرش," مجلة كلية التربية ,٢٠٢٣, المجمد التاسع والثالثون— العدد الثاني— جزء ثاني, DOI: https://search.shamaa.org/fullrecord?ID=332926.

[38] Asrinan Asrinan and Asdar Dollo, "*Efektifitas Penggunaan Metode Problem Solving Dalam Meningkatkan Hasil Belajar Siswa di SMP Negeri 5 Parepare,*" Indonesian Journal of Educational Science (IJES) 5, no. 1 (2022): 65–72. DOI: https://doi.org/10.31605/ijes.v5i1.1848

Method

This study employed a quantitative research approach using a quasi-experimental design. The specific model applied was the non-equivalent control group model, which allows comparison between an experimental group and a control group without random assignment of participants. The research was conducted at *Madrasah Tsanawiyyah Nahdlatul Ulama* 19 Protomulyo Kaliwungu Selatan. Two existing seventh grade classes, class VII-C as the experimental group and class VII-A as the control group. The experiment class received instruction using the role play method through a communicative and critical thinking approach, where as the control class was taught using conventional teaching methods commonly applied by the teacher. Both groups were given a pre-test before treatment and a post-test after treatment to measure improvement in Arabic reading skills.

The participants consisted of 72 seventh grade students, with 36 students in each group. The sampling technique used was a purposive one.[39] Based on similarities in students' academic level and curriculum exposure. Arabic language learning participants were enrolled in Arabic language learning as part of the formal curriculum and had relatively similar learning backgrounds. Data were collected using observation, documentation, and testing. The observation was conducted in the experiment class using a structured observation sheet to record students' readiness, participation, comprehension of reading texts, role performance, ability to identify key information, and group communication.[40] Documentation was used to collect supporting data, including attendance records, student academic scores, and classroom photos.[41] The instrument consisted of a pre-test and post-test in the form of 30 multiple-choice questions designed to assess Arabic reading comprehension.[42] The multiple-choice questions in the pre-test and post-test consist of:

Table 1. Test Questions Grid Multiple Choice Questions Pre-test and Post-test

No	Question Indicator	Questions Number	Total
1	Identify the characters in the text	1, 23	2
2	Recognize family relationships in the text	2, 3, 18, 24	4
3	Identify the character's profession in the text	4, 5, 6, 7, 8, 9, 20, 21, 22, 25	10
4	Determine specific information about the characters' names in the text	10, 11, 19, 28	4
5	Find detailed information about the character's profession in the text	12, 13, 14, 15, 26, 27	6
6	Understand the characters' places or origins in the text	16, 17, 29	3
7	Identify the function of instructions in the text	30	1
	Total		30

[39] Deri Firmansyah and Dede, "*Teknik Pengambilan Sampel Umum Dalam Metodologi*," Jurnal Ilmiah Pendidikan Holistik *(*JIPH*)* 1, no. 2 (2022): 92. https://journal.formosapublisher.org/index.php/jiph/article/view/937

[40] Ardiansyah, Risnita, and M. Syahran Jailani, "*Teknik Pengumpulan Data dan Instrumen Penelitian Ilmiah Pendidikan pada Pendekatan Kualitatif dan Kuantitatif*," Jurnal IHSAN : Jurnal Pendidikan Islam 1, no. 2 (2023): 1–9. DOI: https://doi.org/10.61104/ihsan.v1i2.57

[41] Mulatiningsih and Sulastri Rindrayani, "*Teknik dan Instrumen Pengumpulan Data Kuantitatif dan Kualitatif*," Triwikrama: Jurnal Multidisiplin Ilmu Sosial 7, no. 2 (2025): 1–15. https://ejournal.warunayama.org/index.php/triwikrama/article/view/10769

[42] Kamilatus Salsabila, "*An Experimental Study of the Mustaqilli Method to Enhance the Reading Skills (Mahārah Al-Qirā'ah) of Madrasah Tsanawiyah Students*," Edulab : Majalah Ilmiah Laboratorium Pendidikan 10, no. 1 (2025): 16–30. DOI: https://doi.org/10.14421/edulab.2025.101.02

Based on table 1, there is a grid of questions used to test the effectiveness of the role play method. Before use, the test instruments were tested for quality. Validity testing was conducted using Pearson's product-moment correlation[43] with the formula:

$$r\,xy = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{[N\sum X^2 - (\sum X)^2][N\sum Y^2 - (\sum Y)^2]}}$$

Description:

r_{xy} = correlation coefficient between item scores (X) and total scores (Y)

N = number of respondents

$\sum XY$ = the sum of the scores of X and Y

$\sum X, \sum Y$ = number of X and Y scores

An item is considered valid if the calculated r value is greater than the table r value at a significance level of 0,005.[44]

Reliability testing was conducted to determine the level of internal consistency of the instrument, so that the test result could be trusted and used as a good measuring tool. In this study, reliability testing was analyzed using the Cronbach's Alpha technique with the following formula:

$$r\,11 = \frac{k}{k-1}\left(1 - \frac{\sum pq}{\sigma^2}\right)$$

Description:

r_{11} = overall test reliability

k = number of questions

p = proportion of participants who answered correctly

q= 1 – p = proportion of participants who answered incorrectly

$\sum pq$ = number of p and q multiplication results for Arabic language learning questions

σ^2 = variance of total test scores

Cronbach's Alpha is one of the reliability techniques often used to measure the extent to which each item is related to the overall measurement instrument. The reliability value ranges from 0 to 1, where a value greater than 0,70 is considered reliable, meaning that the instrument is considered to have a good level of consistency in measuring the same aspect.[45]

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[43] Dzakirotus Sofiyah et al., "*The Effectiveness of Problem-Based Learning on Syarh Mukhtashar Jiddan Through Critical Thinking Approach / Fa'aliyyah Al-Ta'Allum Al-Qa'Im 'Ala Al-Musykilah Li-Syarkh Mukhtasar Jiddan Bina'an 'ala Manhaj Al-Tafkir Al-Naqdi,*" Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab 17, no. 2 (2025): 405–32. DOI: https://doi.org/10.24042/rhwz8r48; Inayah Inayah et al., "*The Suitability of the TikTok Application in Qira'ah Shamitah Learning (Case Study of Students at Walisongo State Islamic University Semarang),*" JALIE: Journal of Applied Linguistics and Islamic Education 9, no. 2 (2025): 231–62. DOI: https://doi.org/10.33754/jalie.v9i2.1702

[44] Fani Mayang Sari, Ramayani Nur Hadiati, and Wanti Perinduri Sihotang, "*Analisis Korelasi Pearson Jumlah Penduduk Dengan Jumlah Kendaraan Bermotor di Provinsi Jambi,*" Multi Proximity: Jurnal Statistika Universitas Jambi 2, no. 1 (2023): 41. https://mail.online-journal.unja.ac.id/multiproximity/article/view/25568

[45] Ratf Dewi, Sariyasa, and IB Putrayasa, "*Pengembangan Instrumen Kemampuan Berpikir Kritis dan Motivasi Belajar pada Pembelajaran Matematika Siswa Kelas V SD,*" Jurnal Penelitian dan Evaluasi Pendidikan Indonesia 10, no. 2 (2020): 79–92. https://ejournal-pasca.undiksha.ac.id/index.php/jurnal_ep/article/view/3514

After the data was collected, a normality test was conducted to determine whether the reading ability test data was normally distributed or not. Normally distributed data is one of the prerequisites for parametric statistical testing to be carried out. In this study, the normality test was analyzed using the Shapiro-Wilk test because the sample size was < 50, with the formula:

$$W = \frac{(\sum_{i=1}^{n} a_i\, x_{(i)})^2}{\sum_{i=1}^{n} (x_i - \bar{x})^2}$$

Description:

W   = Shapiro-Wilk statistic
n   = sample size a
a_i = constant obtained based on mean, variance, and covariance values
$x_{(i)}$ = data sorted from smallest to largest values
x_i = original scores for each participant
$\bar{x}$ = mean scores

If sig (p-value) >0.05, the data is considered abnormal. Therefore, if the data is abnormal, the analysis is continued using a non-parametric test as an alternative to the t-test.[46]

Next, a test of variance homogeneity was conducted to determine whether the variances of the two groups (experiment and control classes) were the same or significantly different. Homogeneity is one of the prerequisite tests in parametric statistical analysis to ensure that the two groups have comparable initial variance conditions. In this study, the researcher used Levene's Test with the help of the SPSS-25 program, with the formula:

$$W = \frac{(N - k)}{(k - 1)} \cdot \frac{\sum_{i=1}^{k} N_i\, (Z_i - Z..)^2}{\sum_{i=1}^{k} \sum_{i=1}^{N_i} (Z_{ij} - Z_i)^2}$$

Description:

W   = Levene's statistic
N = total sample
N_i = number of samples in group i
k   = number of groups
Z_{ij} = absolute value of data deviation from the median or mean in the group
Z_i = average absolute deviation within the group
$Z.$ = overallaverage absolute deviation

Data is considered homogeneous if the significance value (Sig) is >0.05. which means that the variance of the two groups is not significantly different. If the significance value is <0.05, then the variance of the two groups is significantly different. Therefore, for data that is significantly different, a non-parametric test such as the Mann-Whitney U-test is performed.[47] After meeting the homogeneity test requirements, the next step is calculate N-Gain to determine the improvement in students' reading ability before and after the treatment. The N-Gain test is used to measure the effectiveness of the role-play method by comparing the pre-test and post-test scores of each student.

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[46] Muhammad Isnaini et al., "*Teknik Analisis Data Uji Normalitas ANOVA*," Teknik Analisis Data Uji Normalitas Muhammad 4, no. 2 (2025): 1381. https://ulilalbabinstitute.co.id/index.php/J-CEKI/article/view/7007

[47] Usmadi Usmadi*, "Pengujian Persyaratan Analisis (Uji Homogenitas dan Uji Normalitas),"* Inovasi Pendidikan 7, no. 1 (2020): 50–62. DOI: https://doi.org/10.31869/ip.v7i1.2281

N-Gain is calculated using the following formula: $N - Gain = \frac{(Score\ Post\ test - Score\ Pre\ test)}{(Score\ maximum - Score\ Pretest)}$ If the N-Gain data is normally distributed and homogeneous, then the independent sample t-test parametric test is used. However, if the data is not normal or not homogeneous, then the Mann-Whitney U-test non-parametric test, is used.[48]

Result and Discussion

A. Implementation of the Role Play Method in Developing Reading Skills through a Communication Approach

Based on the result of the study, the implementation of the role playing method in developing reading skills through a communication approach shows different dynamics compared to the conventional approach. Seventh-grade students at *Madrasah Tsanawiyyah Nahdlatul Ulama* 19 Protomulyo were more courageous in expressing their understanding of the text content in the form of dialogue and interaction with their group mates. This shows that the reading process does not only stop at understanding, but is also practiced in real communication. Student involvement in role playing encourages them to better understand the content of the text, because they must convey meaning accurately through intonation, expression, and correct pronunciation. This is in line with the characteristics of the communicative approach, which emphasizes the use of language as a tool for interaction and negotiation of meaning in an authentic context.

In addition, group dynamics helped students support each other in understanding the text, so that students who were initially passive became more involved. The results of the observation showed that most students were able to play the characters according to their personalities and understand the storyline of the text they read. Thus, role play contributed positively to improving reading fluency, comprehension of reading content, and the courage to communicate using Arabic.

Figure 1. Group Conditions Before Role-play

Based on figure 1, it is found that the picture shows that the students have been divided into several groups to play roles. Each group was allowed to choose its own roles.

Figure 2. Role Play Implementation

Based on figure 2 it is found that the picture shows students performing role play based on Arabic reading texts they have studied previously. Some students stand in front of the class playing characters in the text, using dialogue and expressions appropriate to the context of the story. Meanwhile, other students watch the role-play as an audience, strengthening their understanding through observation.

B. Implementation of the Role Play Method in Developing Reading Skills through a Critical Thinking Approach

The implementation of the role play method also had a positive impact on improving reading skills through critical thinking among seventh grade students at *Madrasah Tsanawiyyah Nahdlatul Ulama* 19 Protomulyo. In the learning process, students were not only asked to read and memorize dialogues, but they were also encouraged to analyze texts, connect information, and conclude the messages contained in the texts. During the discussion stage before role play, students were asked to answer comprehension questions that required them to identify the main ideas, detailed information, and implied meanings in the text. This activity served as a means for students to develop text based reasoning. Some students who had previously focused only on pronunciation began to explain the content of the reading passage in their own words. During the role-play, students interpreted characters, encouraging them to understand the role setting, communication objectives, and relationships between characters. This involvement created a more in depth critical thinking process regarding the reading, as they had to convey intonation, expression, and word choice appropriate to the role context.

The results of the observation show that students became more thorough in understanding the structure of the story and the nuances of meaning. They were also able to draw conclusions based on information from the text after the role play activity was completed. Thus, the role play method has been proven to not only help students understand the text literally, but also develop evaluative analytical skills in reading activities, which is an important indicator of critical thinking in Arabic language learning.

Figure 3. Text Comprehension Discussion Activity Before Role Play

Based on figure 3, it is found that this image shows students discussing before the role play. Several students are seen sitting in groups discussing the questions given by the teacher, such as the main idea of the paragraph, identifying detailed information, and interpreting the implied meaning in the text. The teacher is seen accompanying and providing guidance when students have difficulty analyzing the reading. The situation in the picture illustrates the students' active involvement in the process of critical thinking about the content of the text before they play their roles.

C. The Effectiveness of the Role Play Method in Improving Reading Skills through a Communicative and Critical Thinking Approach

The effectiveness of implementing the role play method in improving Arabic language skills through a communication and critical thinking approach was measured based on the results of observations and assessments of students' reading abilities. Reading ability data was obtained through reading comprehension tests conducted before and after the implementation of the role play method. The pre-test was given to determine students' initial ability to understand Arabic texts, while the post-test was conducted after students received instruction using role play activities that integrated active communication and critical analysis of reading content. The results of the pre-test and post-test were compared to determine the impact of implementing the role play method. The results of the data analysis are presented in table 2.

Table 2. Pre-test and Post-test on Experiment and Control Classes

No	Name	Pre-test	Post-test	No	Name	Pre-test	Post-test
1	AD	36	93	1	AS	50	86
2	AI	23	96	2	AW	43	90
3	ACS	30	90	3	AP	36	83
4	ARRI	36	90	4	AM	46	86
5	ADS	73	96	5	Al	50	86
6	AKN	66	90	6	AM	53	90
7	AMD	46	86	7	AMR	53	83
8	DPW	30	93	8	AR	53	90
9	EHA	40	90	9	BF	42	90
10	FKS	63	93	10	DS	50	80

11	FA	56	90	11	EBS	53	93
12	HKF	70	93	12	ED	70	83
13	HAH	76	83	13	GK	43	93
14	MKW	30	90	14	HI	33	93
15	MRA	30	93	15	HP	50	76
16	MTMA	60	83	16	JA	83	83
17	MZAG	30	86	17	KM	86	76
18	MA	50	90	18	MD	33	83
19	NIS	80	90	19	MF	33	80
20	NDS	73	83	20	MS	46	83
21	NW	40	96	21	MM	33	80
22	NS	33	93	22	MR	33	73
23	NA	53	96	23	MES	30	80
24	RES	70	86	24	NM	40	83
25	RAH	53	96	25	NG	40	80
26	RDA	33	86	26	NS	30	83
27	SA	36	90	27	ON	40	80
28	VMI	43	86	28	RU	56	83
29	TY	56	86	29	RK	56	93
30	YE	66	90	30	RJ	56	80
31	MRR	31	93	31	SK	46	90
32	CA	66	90	32	SD	60	86
33	ARA	80	93	33	SB	33	90
34	AA	40	90	34	TA	36	76
35	MC	43	93	35	ZT	36	93
36	O	36	86	36	MA	36	86

Based on table 2 the pre-test and post-test scores of students in the experiment and control classes. Before the research instrument was used to measure students' reading abilities, a validity test was conducted. The results of the instrument validity test are:

Table 3. Instrument Validity Test Result

Question Number	Total	Category
1, 3, 4, 7, 8, 9, 11, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 25, 26, 27, 28, 29, 30	24	Valid
2, 5, 6, 10, 12, 24	6	Invalid

Based on table 3, the validity test results for the reading ability test instrument consisting of 30 statements, it was found that 24 items had a significance value of <0,05, so they were declared valid, and 6 items were declared invalid. The reliability test for the Arabic reading comprehension test instrument was conducted using Cronbach's Alpha technique through the SPSS program.

Table 4. Reliability Test Results

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.749	.770	31

Based on table 4, the calculation results, Cronbach's Alpha value of 0,74 was obtained, which is above the minimum criterion of 0,70. This indicates that the instrument is reliable. Furthermore, normality testing was performed using Shapiro Wilk. The normality test calculation results are shown in the table below:

Table 5. Normality Test Result

Tests of Normality

	Class	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	D.f.	Sig.	Statistic	D.f.	Sig.
Student Test Result	Pre-test Experiment	.152	36	.035	.919	36	.012
	Post-test Experiment	.204	36	.001	.911	36	.007
	Pre-test Control	.125	36	.169	.881	36	.001
	Post-test Control	.165	36	.015	.937	36	.041

a. Lilliefors Significance Correction

Based on table 5, the normality test results show that the pre-test value for the experiment class is 0,035, the post-test value for the experiment class is 0,001, the pre-test value for the control class is 0,169, and the post-test value for the control class is 0,015. From these results, it is known that the only value greater than 0,05 is from the control pre-test, while the other test results are less than 0,05, so the data can be considered non-normal. After identifying this difference, the next step is to conduct a homogeneity test using Levene's Test to ensure that both groups have relatively the same data variance before the treatment is given.

Table 6. Homogeneity Test Result

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Result	Based on Mean	7.957	1	70	.006
	Based on Median	5.422	1	70	.023
	Based on Median and with Adjusted d.f.	5.422	1	60.996	.023
	Based on the trimmed mean	7.971	1	70	.006

Based on table 6, the calculation results, a significance value of 0,006 was obtained for the homogeneity test, which is less than 0,05. This indicates that the two groups have non-homogeneous variances. The following are the results of the N-Gain test to see how effective the role play method is in developing reading skills.

Table 7. N-Gain Test Result

Descriptives

Class			Statistic	Std. Error
N-Gain Experiment	Mean		.7699	.02616
	95% Confidence Interval for Mean	Lower Bound	.7168	
		Upper Bound	.8230	
	5% Trimmed Mean		.7849	

				Value	
		Median		.8054	
		Variance		.025	
		Std. Deviation		.15694	
		Minimum		.29	
		Maximum		.95	
		Range		.66	
		Interquartile Range		.19	
		Skewness		-1.428	.393
		Kurtosis		1.930	.768
Control	Mean			.6613	.04759
	95% Confidence Interval for Mean	Lower Bound		.5647	
		Upper Bound		.7580	
	5% Trimmed Mean			.7072	
	Median			.7183	
	Variance			.082	
	Std. Deviation			.28555	
	Minimum			-.71	
	Maximum			.90	
	Range			1.61	
	Interquartile Range			.18	
	Skewness			-3.681	.393
	Kurtosis			16.060	.768

Based on table 7. it is found the results of the N-Gain score test, the average (mean) N-Gain score for the experiment class was 76.99 or 76%, which is classified as effective. The minimum score was 29%, and the maximum was 95%. Meanwhile, based on the results of the N-Gain score calculation, the mean N-Gain score for the control class is 66.13 or 66%, which is classified as fairly effective. The minimum value is 71%, and the maximum value is 90%.

Furthermore, as mentioned above, the data is not normal and non-homogeneous, so the next step is to calculate the hypothesis test using the Mann-Whitney U non-parametric test. Below are the results of the Mann-Whitney U non-parametric test calculation, with the formula:

$$Z = \frac{U^{\frac{n1.n2}{2}}}{\sqrt{\frac{n1.n2.(n1+n2+1)^2}{12}}}$$

Table 8. Mann-Whitney U Result
Test Statistics

	Value
Mann-Whitney U	262.000
Wilcoxon W	928.000
Z	-4.426
Asymp. Sig. (2-tailed)	.000

a. Grouping Variable: Class

Based on table 8, the results of the Mann-Whitney U non-parametric test have an assumption value of 0.001, which is less than 0.05, meaning that there is a significant difference between the experiment class students who learned using the role play method through a communication and critical thinking approach and the control class who learned using conventional learning methods. This means that the alternative hypothesis H_1 is accepted and H_0 is rejected. These results indicate that the implementation of the role play method plays a role in improving students' reading skills. Role playing activities provide opportunities for students to explore material directly through communication and problem solving. This is in line with Xinjian Fu's theory, which states that role playing methods have a more significant positive effect in education and can increase student participation, communication skills, and conceptual understanding through real learning experiences.[49] It can be concluded that the use of role-play is effective in developing reading skills through a communicative approach and critical thinking among seventh grade students at *Madrasah Tsanawiyyah Nahdlatul Ulama* 19 Protomulyo. The use of conventional methods is less effective in developing the reading skills of seventh grade students at *Madrasah Tsanawiyyah Nahdlatul Ulama* 19 Protomulyo.

Based on the results of the analysis using the Mann-Whitney U non-parametric test, a significance value of less than 0.005 was obtained. In accordance with the basis for decision making, namely if the significance value is < 0.05, then H_0 is rejected and H_1 is accepted, it can be stated that there is a significant difference in reading ability improvement between the two groups. Thus, the role play method through a communication and critical thinking approach has a better effect on improving students' reading skills than the conventional method.

In addition to using written tests, researchers also conducted direct observations of classroom learning to gain a more comprehensive understanding of students' reading abilities. Observations were conducted during learning activities, particularly when role play methods were applied through communication and critical thinking approaches. The observation instruments were developed based on reading skills relevant to the competencies of understanding and conveying information from Arabic texts. The aspects observed in the observation sheet included presentation, active participation, clarity in conveying roles, understanding the meaning of communication, text analysis, and drawing conclusions.

Table 9. Result of Observation for Reading Ability in the Experiment Class

No	Name	Understanding text content	Active involvement in learning	Clarity of meaning communication	Understanding language meaning	Text Analysis	Conclusion	Total	Category
1	AD	2	3	2	3	2	3	62	E
2	AI	2	3	2	2	2	2	54	L
3	ACS	3	3	3	3	4	3	79	G
4	ARRI	2	3	2	3	3	3	66	E
5	ADS	3	4	3	4	4	3	87	VG
6	AKN	3	3	4	3	3	3	79	G
7	AMD	4	4	4	3	3	4	91	VG
8	DPW	3	3	3	3	4	3	79	G

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[49] Xinjian Fu, "*Effectiveness of Role-Play Method : A Meta-Analysis,*" International Journal of Instruction 18, no. 1 (2025): 309–24. https://e-iji.net/ats/index.php/pub/article/view/696

No	Name							Total	Category
9	EHA	4	4	3	3	4	4	91	VG
10	FKS	4	4	3	4	4	3	91	VG
11	FA	3	4	3	3	3	2	75	G
12	HKF	4	4	3	3	3	4	87	VG
13	HAH	3	3	3	2	2	2	62	E
14	MKW	3	3	2	2	2	2	58	E
15	MRA	2	3	2	2	2	2	54	L
16	MTMA	3	3	4	3	3	3	79	G
17	MZAG	2	3	3	3	2	3	66	E
18	MA	4	4	4	3	4	3	91	VG
19	NIS	4	4	4	3	3	4	91	VG
20	NDS	2	2	2	3	2	2	54	E
21	NW	3	3	3	3	3	3	75	G
22	NS	3	3	4	3	3	3	79	G
23	NA	3	4	4	3	3	4	87	VG
24	RES	2	3	3	3	2	2	62	E
25	RAH	3	3	3	3	3	2	70	G
26	RDA	3	4	4	3	3	3	83	G
27	SA	3	3	2	3	2	2	62	E
28	VMI	4	4	3	3	4	3	87	VG
29	TY	3	3	3	3	3	2	70	G
30	YE	2	3	2	2	2	2	54	L
31	MRR	2	2	2	3	3	3	62	E
32	CA	4	3	3	4	3	4	87	VG
33	ARA	3	3	3	2	3	2	66	E
34	AA	3	4	3	4	4	4	91	VG
35	MC	3	3	2	3	2	2	62	E
36	O	4	4	3	3	4	4	91	VG

Based on table 9, it's is found from the data obtained from the reading ability test in the experiment class, 12 students scored very well in reading ability, 10 students scored well, 11 students scored adequately, and 3 students scored poorly.

Table 10. Result of Observation for Reading Ability in the Control Class

No	Name	Understanding text content	Active involvement in learning	Reading Fluency	Understanding the meaning of vocabulary	Text Analysis	Conclusion	Total	Category
1	AS	2	2	2	2	2	2	50	L
2	AW	2	3	3	2	2	2	58	E
3	AP	3	3	4	3	3	3	79	G
4	AM	4	4	3	4	4	4	95	VG
5	Al	2	2	2	2	2	2	50	L
6	AM	3	3	4	3	3	3	79	G
7	AMR	2	2	3	2	2	2	54	L
8	AR	1	2	1	1	1	2	33	L
9	BF	2	3	3	3	2	2	62,5	E
10	DS	3	3	3	3	3	3	75	G
11	EBS	3	4	4	3	3	3	83	G

12	ED	3	2	3	2	2	2	58	E
13	GK	2	2	2	2	2	2	50	L
14	HI	1	1	1	1	1	1	25	L
15	HP	2	3	3	2	2	2	58	E
16	JA	2	3	2	3	2	3	62,5	E
17	KM	3	3	3	3	2	3	70,8	G
18	MD	3	3	3	2	3	3	70,8	G
19	MF	2	2	2	2	2	2	50	L
20	MS	2	3	2	3	2	2	58,3	E
21	MM	2	2	2	2	2	2	50	L
22	MR	3	3	4	3	2	2	70,8	G
23	MES	3	2	2	2	2	2	54	L
24	NM	3	3	3	3	2	2	66,6	E
25	NG	3	3	3	3	3	2	70,8	G
26	NS	2	3	2	2	2	2	54	L
27	ON	2	1	2	2	2	2	45	E
28	RU	3	4	4	3	3	3	83	G
29	RK	2	2	2	2	2	2	50	L
30	RJ	2	3	2	2	2	2	54	L
31	SK	2	2	2	2	2	2	50	L
32	SD	4	4	3	3	3	3	83	G
33	SB	3	3	2	2	2	2	58,3	E
34	TA	3	4	4	4	3	4	91,6	VG
35	ZT	3	4	4	3	3	3	83	G
36	MA	2	3	3	3	3	3	70,8	G

Based on table 10, it is found that from the data obtainedllity test ofexperiment class, two students scored very well in reading ability, 12 students scored well, nine students scored adequately, and 13 students scored poorly.

Table 11. Categories of Student Reading Ability Assessment Based on Observation Score Percentages

Percentage	Category
85-100	Very Good (VG)
70-84	Good (G)
55-69	Enough (E)
<55	Less (L)

By calculation, $Total\ Score = \frac{Score\ sobtained\ by\ student}{Maximum\ Score} x\ 100$

Based on table 11, it is found from the data obtained from the reading ability test in the experiment class that two students scored very well in reading ability, 12 students scored well, nine students scored adequately, and 13 students scored poorly. From the data, it can be concluded that the use of the role play method is effective in developing reading skills through a communicative approach and critical thinking in seventh grade students at *Madrasah Tsanawiyah Nahdlatul Ulama* 19 Protomulyo. The use of conventional methods is less effective in developing the reading skills of seventh grade students at *Madrasah Tsanawiyah Nahdlatul Ulama* 19 Protomulyo.

The results of the analysis using the Mann-Whitney U non-parametric test, a significance value of less than 0.005 was obtained. In accordance with the basis for decision making, namely if the

significance value is < 0.05, then H_0 is rejected and H_1 is accepted, it can be stated that there is a significant difference in the increase in reading skills between the two groups. Thus, the role play method through a communication and critical thinking approach is more effective in improving students' reading skills than the conventional method.

Role play activities provide students with an opportunity to apply their reading comprehension skills in a real life communication context. The reading process does not stop at decoding the text, but develops into a process of negotiating meaning through dialogue between students. This is in line with the communicative approach, which emphasizes the use of language as a meaningful communication tool in social situations. Students are more active in conveying their understanding of the text, asking questions, and responding directly. This change proves that the role play method is able to overcome students' obstacles in reading activities that were previously mechanical and passive. These findings support the research of Oppy Eria Trisnawati and Achmad Fathoni, who stated that role playing improves students' reading comprehension. Similarly, Daifallah and Al-Sultan proved that role playing improves language skills in a communicative context.

The integration of text analysis activities before and after role play shapes students' critical thinking processes. They are asked to identify important information, connect ideas, and draw conclusions about the text's content in an argumentative manner. This activity makes students more thorough in understanding the text's message and not just imitating what they read. The results of the observation show that students are able to interpret roles and communicate according to the context of the story. This is in line with the research by Baihaqi et. al., that Arabic language learning can be a means of developing critical thinking. Thus, the application of role play has been proven to not only develop literal understanding, but also analytical and reflective skills, which are required for 21st-century learning.

Quantitative analysis shows that the experiment class experienced a significant increase in reading ability compared to the control class. The difference in scores shows that role play activities successfully facilitated the constructive learning process, in which students built understanding through direct experience. The conventional model in the control class, which still focused on lectures and *qawaid tarjamah* exercises, was not effective enough in encouraging students to experience the text in depth. The results of this study reinforce the findings of Ali Farhan et. al., that role play can hone Arabic reading skills.

Closing

This study confirms that the role play method through communicative and critical thinking approaches is more effective than conventional instruction in Arabic reading skills. The significant difference in learning outcomes between the experimental and control groups, supported by the Mann-Whitney U test (p < 0.05) and higher N-Gain scores, reinforces previous studies that highlight role play as an effective student centered learning strategy, while extendingits application to reading skills *(maharah qira'ah)*. These findings are important for Arabic language educators as they demonstrate that reading instruction can be transformed from a passive activity into acritical thinking of texts. This approach offers a realistic and applicable alternative for effective reading comprehension in secondary education. The study thus provides empirical evidence supporting innovative, communicative based reading instruction and encourages further research on its implementation across different contexts and educational levels.

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