

“Pretending to Be Cikgu”: Role Reversal Pedagogy in Peer-Led Arabic Vocabulary Learning in Malaysia

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ABSTRACT

Conventional Arabic vocabulary instruction in many Islamic secondary schools remains predominantly teacher-centered, relying heavily on memorization and teacher-led repetition, which often results in limited learner engagement, weak active retrieval, and low long-term vocabulary retention particularly in verb-based forms with complex morphological patterns. Responding to these pedagogical limitations, this study investigates the impact of role reversal pedagogy implemented through peer-led choral recitation in Arabic vocabulary learning within a Malaysian educational context. The instructional practice, locally conceptualized as “Pretending to Be Cikgu,” assigns selected students to temporarily assume the role of teacher by leading their peers in collective recitation of verb-based vocabulary drawn from Kitab Af’al al-Yawmiyyah. Employing a qualitative classroom-based research design, data were collected through classroom observations, student reflections, and teacher field notes. The findings reveal that peer-led choral recitation enhances learner engagement, collective participation, and vocabulary internalization. Students acting as instructional leaders demonstrated higher levels of responsibility, confidence, and active retrieval, while peers benefited from structured repetition and reduced speaking anxiety. The approach functioned as both a cognitive and social scaffold, reinforcing memory consolidation of morphologically inflected Arabic verbs and fostering a collaborative learning environment. The study concludes that role reversal pedagogy offers a learner-centered instructional model that addresses key shortcomings of conventional vocabulary instruction by shifting responsibility from teacher to students, promoting deeper lexical internalization and socially distributed learner autonomy in Arabic vocabulary learning.

Article history

Received 2025-01-31

Revised 2026-01-24

Accepted 2026-02-02

Keywords

Arabic vocabulary learning; choral recitation; learner autonomy; peer-led learning; role reversal pedagogy

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Introduction

Vocabulary mastery constitutes a foundational component of second and foreign language acquisition (Mahmudah, 2025), particularly in Arabic language learning where lexical

density, morphological variation, and verb-based constructions pose persistent challenges for learners (Habib, Masnun, et al., 2025; Solehudin & Arisandi, 2024). Despite years of formal instruction, many students in Arabic language classrooms continue to demonstrate limited productive vocabulary, relying heavily on memorization without achieving durable cognitive retention or spontaneous recall (Habib, 2025). This issue is especially evident in verb acquisition, where learners often recognize forms passively but struggle to retrieve and apply them actively in speech and reading (Solehudin, 2025).

A growing body of research has emphasized that vocabulary learning becomes more effective when learners are cognitively, socially, and verbally engaged in the learning process (Baharun, Arisandi, et al., 2025; Baharun, Hanifansyah, & Salsabil, 2025; Hanifansyah et al., 2025; Mahmudah et al., 2025; Segaf Baharun & Hanifansyah, 2025). However, classroom practices in many Arabic learning contexts remain predominantly teacher-centered, with students positioned as passive recipients of lexical input. Such practices frequently overlook the potential of peer interaction, oral repetition, and learner responsibility as mechanisms for strengthening memory consolidation. Consequently, vocabulary instruction often fails to transition from short-term memorization to long-term internalization.

In response to this challenge, recent pedagogical discussions have highlighted the value of active role engagement, particularly approaches that reposition learners as participants who not only consume but also generate instructional input (Baharun, Hanifansyah, & Atiyah, 2025). One such approach is role reversal pedagogy, in which students temporarily assume instructional roles typically held by teachers. This pedagogical shift aligns with theories of learning by teaching, social-cognitive engagement, and retrieval-based learning, all of which emphasize that explaining, leading, and vocalizing content can significantly enhance cognitive entrenchment (Boon et al., 2022; Manierre et al., 2022; Simon, 2024; Teraoka et al., 2025). Nevertheless, empirical studies examining the application of role reversal pedagogy in Arabic vocabulary learning especially through structured choral practices remain limited (Arini Hidayati & Miatin Rachmawati, 2025; Rabie-Ahmed & Mohamed, 2022).

Within the Malaysian Islamic school context, particularly in institutions such as Maktab Mahmud Yan (Habib, Hanifansyah, et al., 2025; Muhamad Solehudin et al., 2024; Najmuddin & Masnun, 2026), Arabic instruction is deeply embedded in daily routines and classical text engagement. One commonly used instructional resource is *Kitab Af'āl al-Yawmiyyah*, which introduces high-frequency Arabic verbs through repetitive exposure (Nur Hanifansyah et al., 2024). While the text itself is widely employed, instructional strategies surrounding its delivery often remain conventional, focusing on teacher-led recitation and collective repetition. This study departs from that convention by introducing a pedagogical variation locally referred to as

“Pretending to Be Cikgu,” in which selected students are assigned to lead the recitation process, guiding peers in choral pronunciation and vocabulary articulation as if they were teachers.

Research on vocabulary acquisition consistently indicates that language learning becomes more effective when learners are actively and communicatively engaged. Altakhaineh and Sulaiman (2025) demonstrated that activity-based instruction combined with interactive technologies can enhance vocabulary acquisition among Arabic-speaking learners, even when the target language is English. Their findings underscore the importance of cognitive and affective engagement in strengthening lexical retention. Similarly, Mouaziz (2025) reported that humanistic-based teaching approaches incorporating humor, educational games, and digital tools significantly improve learner motivation, classroom interaction, and vocabulary outcomes in both Arabic and English language classrooms. Collectively, these studies emphasize learner-centered environments but largely continue to position teachers as the primary instructional agents.

From a linguistic–cognitive perspective, research on Arabic highlights the crucial role of morphological awareness in comprehension and vocabulary development. Vaknin-Nusbaum and Makhoul (2025) found that inflectional morphological awareness is a significant predictor of Arabic reading comprehension, surpassing the contributions of phonological decoding and vocabulary knowledge by the end of the learning period. This evidence underscores the need for instructional strategies that provide repeated and active exposure to verb forms. In the Malaysian context, Hanifansyah and Mahmudah (2024) showed that communicative strategies effectively increased students’ participation and Arabic vocabulary mastery at Maktab Mahmud Yan, Kedah; however, their approach did not specifically examine students’ instructional leadership roles. In addition, Aydawati et al. (2025) emphasized that learner autonomy and strategic engagement are strongly associated with vocabulary gains, although their primary focus was on extensive reading and technology-enhanced learning rather than oral classroom practices.

Despite substantial evidence supporting communicative, humanistic, and autonomy-oriented approaches to vocabulary learning, limited attention has been given to pedagogical mechanisms that systematically reverse traditional classroom roles. Existing studies tend to emphasize interaction, technology integration, or linguistic awareness, while overlooking how assigning learners to lead instructional activities through collective oral practices and guided repetition—may function as a cognitive scaffold for deeper vocabulary internalization. Consequently, there remains a clear research gap concerning the empirical examination of role

reversal pedagogy implemented via peer-led choral practices in Arabic vocabulary learning contexts.

This study contributes by empirically examining role reversal pedagogy through peer-led choral recitation in Arabic vocabulary learning within the Malaysian context. Unlike prior communicative or humanistic approaches that emphasize general participation, the present study positions learners as temporary instructional leaders who guide peers in collective verbal practice, thereby strengthening responsibility, cognitive engagement, and structured retrieval. From a state-of-the-art perspective, this research integrates linguistic insights on the importance of morphological awareness with learner-centered instructional leadership, offering a pedagogical model that bridges Arabic cognitive theory and classroom practice. The proposed model advances Arabic vocabulary instruction beyond interactional strategies toward an instructional design that foregrounds learner leadership and deeper lexical internalization.

The present study addresses the following research focus: How does role reversal pedagogy, implemented through peer-led choral recitation, influence Arabic vocabulary learning? Specifically, this research is guided by two central issues. First, it examines how assuming a simulated teaching role affects learners' cognitive engagement and vocabulary retention. Second, it explores how peer-led choral practices contribute to collective participation and memory reinforcement in Arabic vocabulary instruction. To maintain analytical clarity, this study limits its scope to verb-based vocabulary drawn from *Kitab Af'āl al-Yawmiyyah* and focuses on classroom-based implementation without extending to digital or extracurricular learning environments.

Several limitations should be acknowledged. The study is context-bound to a Malaysian Islamic secondary school setting and involves a specific instructional text, which may limit generalizability to other educational contexts or linguistic materials. Additionally, the research emphasizes classroom practices and learner responses rather than long-term longitudinal outcomes. Nonetheless, these constraints allow for an in-depth examination of pedagogical processes within an authentic instructional environment.

The significance of this study lies in its contribution to both theory and practice. Pedagogically, it offers an alternative vocabulary instruction model that shifts responsibility from teacher to learner, promoting active participation and deeper cognitive processing. Theoretically, it extends discussions on role reversal pedagogy by situating it within Arabic language education, a field where empirical evidence on peer-led instructional strategies remains scarce. By conceptualizing "Pretending to Be Cikgu" as a form of structured peer

teaching rather than informal role-play, this study bridges local pedagogical practice with internationally recognized learning theories.

In contrast to previous studies that have primarily focused on memorization techniques, digital tools, or teacher-centered explanations, this research positions peer-led choral recitation as a distinct instructional mechanism for vocabulary internalization. The identified research gap lies in the lack of empirical investigation into how simulated teaching roles function as cognitive scaffolds in Arabic vocabulary learning. Accordingly, this study contributes a contextually grounded yet theoretically informed perspective that enriches current understandings of learner-centered pedagogy in Arabic language education.

Method

This study employed a qualitative case study design with a descriptive–analytical orientation to examine the implementation and pedagogical effects of role reversal pedagogy through peer-led choral recitation in Arabic vocabulary learning (Creswell & Creswell, 2020). The case study approach was selected because the research focused on an in-depth investigation of a specific instructional practice locally conceptualized as “Pretending to Be Cikgu” within a particular educational context. This design enabled the researcher to capture detailed instructional processes, learner engagement, and interactional dynamics that could not be adequately represented through numerical data alone. Guided by sociocultural learning theory and learner-centered pedagogy, the study emphasizes active participation, social interaction, and shared instructional responsibility as central mechanisms in language development.

The research was conducted at Maktab Mahmud Yan, Kedah, Malaysia, a secondary Islamic educational institution where Arabic is taught as a core subject. This site was purposefully selected for three reasons. First, Arabic vocabulary instruction constitutes a central component of the curriculum, particularly through the use of *Kitab Af'āl al-Yawmiyyah*, which focuses on high-frequency verb forms. Second, classroom practices at the institution traditionally rely on teacher-led recitation, making it an appropriate setting to examine the pedagogical shift toward student-led instruction. Third, the Malaysian context provides a relevant environment in which the concept of “cikgu” (teacher) carries strong sociocultural meaning, thereby reinforcing the authenticity of role reversal enactment.

The primary focus of this study was the instructional practice locally known as “Pretending to Be Cikgu,” in which selected students temporarily assumed the role of teacher by leading their peers in choral recitation of Arabic vocabulary. Student leaders were selected through a teacher-guided rotating system, whereby different students were appointed across

instructional sessions to ensure equitable participation and to minimize bias related to prior proficiency or confidence levels. Selection was informed by students' willingness to participate, basic pronunciation readiness, and classroom discipline, rather than by academic ranking alone. This rotating approach was intended to distribute instructional responsibility and allow multiple learners to experience the cognitive and affective demands of instructional leadership.

The unit of analysis comprised: (1) classroom interaction patterns during peer-led recitation, (2) student verbal participation and collective repetition, and (3) observable indicators of vocabulary engagement and retention during instructional sessions. Particular attention was given to how instructional authority was negotiated between student leaders and peers, and how collective verbalization unfolded under peer guidance.

The classroom teacher played a facilitative role throughout the implementation of the role reversal strategy. The teacher had prior experience in Arabic instruction and was familiar with *Kitab Af'āl al-Yawmiyyah* as a core instructional text. Rather than directly leading the recitation, the teacher provided initial guidance, monitored pronunciation accuracy, and intervened only when necessary. Teacher attitudes toward the innovation were generally supportive, viewing the strategy as a means to increase learner engagement, confidence, and responsibility. This facilitative stance contributed to creating a supportive environment in which student leadership could function effectively without undermining instructional structure.

The participants consisted of 32 students from Level 4 (equivalent to Grade 11) who were enrolled in Arabic language classes at Maktab Mahmud Yan, Kedah, Malaysia. The students were aged 16–17 years and represented a mixed-gender cohort, reflecting the regular classroom composition. All participants had received formal Arabic instruction for at least five years as part of the Malaysian Islamic secondary school curriculum and were familiar with daily vocabulary practice using *Kitab Af'āl al-Yawmiyyah*. In terms of language proficiency, the students demonstrated intermediate-level Arabic vocabulary knowledge, particularly in receptive skills, but showed varying degrees of confidence and accuracy in productive oral use of verb forms. None of the participants had prior experience with formal role reversal or peer-teaching pedagogies, as Arabic instruction in their classes had predominantly followed teacher-led recitation and explanation formats. Participants were selected using purposive sampling, as they regularly engaged with *Kitab Af'āl al-Yawmiyyah* as part of their formal instruction and were directly involved in the implementation of the peer-led choral recitation strategy.

This study adhered to established ethical standards for educational research involving human participants. Ethical approval was obtained from the institutional authority of Maktab Mahmud Yan, Kedah, Malaysia, prior to data collection. The research was conducted as a

classroom-based pedagogical study and was reviewed at the school level to ensure that all procedures complied with institutional guidelines for research involving students.

Given that the participants were secondary school students, informed consent was obtained through a two-stage process. Written permission was secured from the school administration, and parental consent was obtained through formal notification letters explaining the purpose, procedures, and voluntary nature of the study. In addition, verbal assent was obtained from the students, emphasizing that participation was voluntary and unrelated to academic assessment. To ensure confidentiality and anonymity, no real names of students or teachers were used in any research records or publications. Participants were identified using pseudonyms or coded labels, and all observational notes and learning artifacts were stored securely and accessible only to the researcher. Data were reported in aggregated and descriptive form to prevent individual identification. Participants were informed of their right to withdraw from the study at any stage without penalty or academic consequence. No student chose to withdraw during the data collection period. These ethical measures were implemented to protect participants' rights, ensure trust, and maintain the integrity of the research process.

Data analysis followed an interactive qualitative analysis model involving data familiarization, coding, categorization, and theme development. First, all observation notes, instructional records, and reflective notes were read repeatedly to achieve immersion and identify salient patterns. Second, initial open coding was conducted to label recurring actions and meanings related to instructional leadership, participation, repetition, and engagement. Third, related codes were grouped into broader analytic categories, which were then synthesized into overarching themes that directly addressed the research focus. Throughout this process, triangulation across observation data, instructional documents, and reflective notes was applied to enhance the credibility and trustworthiness of the findings (Abdulloh et al., 2022; Campbell et al., 2020).

Result and Discussion

Students' Engagement and Participation under Role Reversal Pedagogy

Addressing the research question concerning learner engagement, the findings indicate that role reversal pedagogy significantly increased students' active participation, attentiveness, and sense of responsibility during Arabic vocabulary learning. Compared to conventional teacher-led instruction, peer-led choral recitation encouraged students to engage more actively in verbal production and classroom interaction.

The implementation of "Pretending to Be Cikgu" revealed a noticeable shift in classroom participation patterns. When students were assigned to lead the recitation of Kitab Af'āl al-

Yawmiyyah, they demonstrated higher levels of vocal clarity, preparation, and instructional responsibility. Classroom observations indicated that students acting as peer leaders prepared more carefully before lessons and displayed increased confidence while guiding their classmates through collective repetition.

Peer-led sessions also fostered broader participation among learners, particularly those who were typically passive during Arabic lessons. Students became more involved when following instructions delivered by their peers rather than the teacher. The choral nature of the recitation encouraged synchronized verbalization, which reduced hesitation and anxiety during pronunciation. These findings suggest that role reversal pedagogy not only redistributed instructional authority but also created a more inclusive learning environment where participation was collectively negotiated rather than individually pressured.

Cognitive Reinforcement through Peer-Led Choral Recitation

In relation to the research question on vocabulary retention, the findings demonstrate that peer-led choral recitation functioned as an effective cognitive scaffold for reinforcing Arabic vocabulary internalization, particularly for morphologically inflected verb forms. Students exhibited more accurate recall of previously practiced verbs during subsequent instructional sessions, indicating strengthened memory consolidation.

From a cognitive perspective, repeated verbal articulation under student leadership promoted active retrieval and deeper processing. Students acting as cikgu were required to retrieve vocabulary actively, regulate pacing, and monitor pronunciation accuracy, thereby engaging in higher-order cognitive processes. At the same time, students following the recitation benefited from structured repetition and consistent auditory reinforcement.

This dual engagement active retrieval for peer leaders and guided rehearsal for peers created a shared cognitive space that supported vocabulary mastery beyond rote memorization. The findings suggest that peer-led choral practices transform repetition from a mechanical exercise into a cognitively meaningful learning activity that enhances long-term lexical retention.

Learners' Perceptions of "Pretending to Be Cikgu"

Addressing the affective and perceptual dimension of the research question, the findings reveal that learners perceived the role reversal strategy as motivating, confidence-enhancing, and supportive of their learning responsibility. Both students and teachers reported positive attitudes toward the implementation of "Pretending to Be Cikgu."

Qualitative data from informal interviews and teacher-recorded reflections indicate that students who assumed instructional roles became more aware of their pronunciation accuracy and more responsible for their learning (Adeoye-Olatunde & Olenik, 2021). One student

reflected: "When I became the cikgu, I had to make sure I pronounced the words correctly because my friends were following me. It made me remember the verbs more clearly." Other students emphasized the affective benefits of collective verbalization. As one participant noted: "It was less scary to speak Arabic when we spoke together and followed a friend. I felt more confident and enjoyed the lesson."

Teachers also observed changes in classroom dynamics, reporting increased attentiveness and discipline during peer-led sessions. One teacher remarked: "Students took the activity seriously. When one of them became the cikgu, others listened more carefully and followed the recitation actively."

These perceptions suggest that role reversal pedagogy positively influenced learners' emotional engagement and reduced speaking anxiety, thereby supporting a learning environment conducive to active participation and vocabulary internalization.

These qualitative insights indicate that role reversal pedagogy enhanced not only cognitive engagement but also affective and social dimensions of Arabic vocabulary learning.

The findings of this study are consistent with earlier research emphasizing that vocabulary acquisition is enhanced when learners are actively engaged in the learning process. Altakhaine and Sulaiman (2025) demonstrated that activity-based and interactive instructional strategies significantly improve vocabulary learning among Arabic-speaking learners, highlighting the role of cognitive and affective involvement. Similarly, Mouaziz (2025) found that humanistic-based teaching approaches foster learner motivation, interaction, and vocabulary development in both Arabic and English classrooms. While these studies confirm the value of active engagement, they largely retain teacher-centered instructional authority. The present study extends these findings by showing that role reversal pedagogy, where students temporarily assume the role of teacher, further amplifies learner engagement by redistributing instructional responsibility.

From a linguistic-cognitive perspective, the effectiveness of peer-led choral recitation observed in this study aligns with findings reported by Vaknin-Nusbaum and Makhoul (2024), who demonstrated that inflectional morphological awareness plays a decisive role in Arabic reading comprehension and vocabulary-related processing. Their study underscores the importance of repeated and meaningful exposure to morphologically complex verb forms. The current findings suggest that when such repetition is conducted through student-led choral practices, it becomes more cognitively demanding and effective. Students acting as instructional leaders must retrieve lexical items accurately and regulate collective pronunciation, thereby engaging in deeper processing, while peers benefit from structured

auditory reinforcement. This interaction strengthens lexical internalization and supports the role of repetition as a cognitive scaffold rather than mere mechanical practice.

The affective and social benefits identified in this study also resonate with humanistic perspectives on language learning. Mouaziz (2025) reported that learning environments characterized by reduced anxiety and increased interaction promote student confidence and participation. In the present study, peer-led instruction appeared to lower affective barriers more effectively than traditional teacher-led formats. By following a peer acting as *cikgu*, students experienced a collaborative atmosphere that minimized fear of making errors and encouraged collective oral participation. This finding supports the view that humanistic learning environments enhance motivation, while adding the insight that peer authority can serve as a powerful mediator of affective comfort in the classroom.

In terms of learner autonomy, previous studies have linked strategic engagement and self-directed learning with vocabulary acquisition. Aydawati et al. (2025) demonstrated that learner autonomy, particularly when combined with strategic and technological support, contributes significantly to vocabulary growth. However, autonomy in their study was primarily conceptualized as individual self-regulation. The present findings complement this perspective by illustrating socially distributed autonomy, where responsibility for learning is shared and rotated among students through instructional leadership roles. This form of autonomy aligns with sociocultural theories of learning, emphasizing that cognitive development emerges through interaction and shared practices.

Evidence from the Malaysian context provided by Hanifansyah and Mahmudah (year of publication) showed that communicative strategies enhance student participation and Arabic vocabulary mastery, yet did not explore the pedagogical impact of assigning learners instructional authority. The present study builds directly upon this foundation by demonstrating that moving beyond communicative interaction toward student-as-teacher enactment offers additional pedagogical value. By integrating communicative engagement, morphological reinforcement, and learner leadership, this study advances existing research and presents role reversal pedagogy as a coherent instructional model for deepening Arabic vocabulary acquisition.

Redistribution of Cognitive Authority through Role Reversal Pedagogy

The findings of this study demonstrate that role reversal pedagogy fundamentally redistributes cognitive authority in Arabic vocabulary learning. Rather than positioning the teacher as the sole source of linguistic control, the peer-led choral recitation strategy transferred instructional responsibility to students acting as temporary teachers. This

redistribution required student leaders to retrieve vocabulary actively, regulate pacing, and monitor pronunciation accuracy, thereby engaging them in higher-order cognitive processing.

Unlike conventional teacher-led repetition, peer-led recitation compelled learners to *perform* instructional cognition rather than merely receive it. Students were not only repeating Arabic verbs but were also managing the learning process itself. This shift transformed vocabulary practice from passive memorization into an act of cognitive ownership, where knowledge was constructed and regulated by learners within the classroom interaction. The findings suggest that role reversal pedagogy functions as a mechanism for decentralizing epistemic authority, enabling learners to participate directly in knowledge regulation and meaning-making.

Socially Distributed Learner Autonomy

Beyond individual engagement, the findings indicate that learner autonomy in this study emerged as a socially distributed phenomenon rather than an individual trait. Autonomy was enacted collectively through rotating instructional leadership, shared verbal responsibility, and mutual monitoring during choral recitation. Students exercised agency not in isolation, but through coordinated participation with peers.

This form of autonomy differs from conventional notions of self-directed learning that emphasize individual control. In the peer-led recitation context, autonomy was scaffolded through social interaction, where learners alternated between leading and following roles. Responsibility for learning outcomes was shared, reducing performance pressure while sustaining collective accountability. The findings thus reconceptualize learner autonomy in Arabic vocabulary instruction as a socially mediated process grounded in interactional participation rather than individual independence.

Role Reversal as Affective Scaffolding

The study further reveals that role reversal pedagogy operates as a form of affective scaffolding that reduces speaking anxiety and enhances learner confidence. The collective nature of choral recitation under peer leadership created a psychologically safe environment in which students were more willing to vocalize Arabic without fear of individual error.

Following a peer acting as *cikgu* diminished hierarchical distance and lowered affective barriers commonly associated with speaking Arabic in formal classrooms. Students reported feeling less anxious and more confident when verbalizing together, suggesting that peer authority can function as an emotional buffer. This affective dimension is particularly significant in Arabic language learning contexts, where learners often experience anxiety due to pronunciation accuracy and morphological complexity. The findings indicate that role reversal

pedagogy supports emotional engagement by aligning cognitive challenge with social reassurance.

Contribution and Implications

This study makes three principal contributions to Arabic language pedagogy. First, it advances a conceptual understanding of role reversal pedagogy as a mechanism for redistributing cognitive authority, demonstrating how instructional leadership enacted by learners deepens vocabulary internalization. Second, it extends discussions of learner autonomy by introducing the notion of socially distributed autonomy, where agency and responsibility are shared through collective instructional practices. Third, it conceptualizes peer-led choral recitation as a form of affective scaffolding that simultaneously supports cognitive engagement and emotional safety.

Practically, the findings offer an instructional model that can be readily implemented in Arabic classrooms without technological intervention or curricular restructuring. Teachers may adopt rotating peer-led recitation as a low-cost yet high-impact strategy to enhance engagement, confidence, and vocabulary retention. Theoretically, this study contributes a pedagogically grounded framework that integrates cognitive, social, and affective dimensions of language learning, positioning role reversal pedagogy as a viable learner-centered approach in Arabic vocabulary instruction.

Conclusion

This study examined the pedagogical impact of role reversal pedagogy implemented through peer-led choral recitation in Arabic vocabulary learning within a Malaysian Islamic secondary school context. The findings demonstrate that assigning students to temporarily assume instructional leadership roles—locally conceptualized as “Pretending to Be Cikgu”—significantly enhances learner engagement, collective participation, and vocabulary internalization. By repositioning learners as active instructional agents, the approach transformed vocabulary practice from passive memorization into a cognitively and socially meaningful learning experience.

The study further reveals that peer-led choral recitation functions as an effective cognitive scaffold for Arabic verb acquisition. Students acting as instructional leaders engaged in active retrieval, pacing regulation, and pronunciation monitoring, while peers benefited from structured repetition and auditory reinforcement. This dual mechanism strengthened memory

consolidation and heightened sensitivity to morphologically inflected verb forms, addressing a persistent challenge in Arabic language learning.

Beyond cognitive outcomes, the findings highlight important affective and social benefits. The peer-led format reduced speaking anxiety, fostered learner confidence, and promoted a collaborative classroom atmosphere. These results suggest that learner autonomy in Arabic vocabulary learning can be productively enacted as a socially distributed process, where responsibility and instructional authority are shared rather than individualized.

Despite its contributions, this study is limited by its context-specific qualitative design and focus on short-term classroom implementation. Future research may extend these findings through mixed-methods or experimental approaches, larger participant groups, and longitudinal investigations to examine sustained vocabulary retention. Nevertheless, this study offers a pedagogically grounded and theoretically informed model that advances Arabic vocabulary instruction by integrating learner leadership, collective verbal practice, and cognitive reinforcement.

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