





INVESTIGATING ATTITUDE TOWARDS ROLE PLAY AND ITS SUBJECTIVE VALUE IN PREDICTING ARABIC LANGUAGE PROFICIENCY AMONG UiTM STUDENTS

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ABSTRACT

Role play activities contribute to learners' performance if they actively participate in a group. Learners may gain confidence when given a proper and clear role in role play which enhances their motivation levels. This study adopts Byram (2004) resultative and motivational hypothesis and Eccles *et al.* (1983) Expectancy-Value theory as underlying theories to investigate the relationship between attitude toward role play and subjective role play value to account for Arabic language proficiency. The data were analyzed using more recent confirmatory analysis which is now available in SmartPLS 3.2.6 called consistent PLS (PLSc). Using a sample of 331 students from UiTM campuses at Kelantan, Terengganu and Pahang, the analysis showed that these theories support a sound framework for predicting Arabic language proficiency. Additionally, Arabic language proficiency was significantly influenced by attitude towards role play and subjective role play value. Attitude toward role play and subjective role play value are found to be positively influencing Arabic language proficiency. The R^2 was measured as 0.308 for Arabic language proficiency. Therefore, it is believed that these findings will be considered as a useful source of information to lecturers, teachers, institutions, and management in supporting role play practices and thus enhancing Arabic language proficiency among UiTM students.

Contribution/Originality: This study is one of the very few that have investigated motivational factors regarding Arabic language proficiency through active participation in role play activities. The application of recent confirmatory analysis in SmartPLS 3.2.6 provides more reliable results, contributing to the existing body of literature with empirical evidence on language proficiency.

1. INTRODUCTION

Learning and teaching of a language is a process different from acquisition of a language. In this research study, the emphasis is on understanding the difference between three terms: learning, teaching and acquisition of language. These three terms are very important in the context of language education, especially of the Arabic language. An understanding of these key terms will open new horizons and concepts that are closely aligned to each other in learning Arabic language in the context of Malaysia.

First, the concept of learning refers to a process that involves cognitive (intellectual), affective (attitude) and psychomotor (treatment) attributes. The process of learning also involves teachers, students, curriculum to be taught and time duration. Both teachers and students play a significant role in supporting the learning process, who interact with each other to create understanding, new knowledge, skills and attitudes.

When a student learns a language, the interaction with the teacher helps in understanding the content of language lessons delivered, new language information and understanding of aspects of language use and language attitude. These interactions are created with the use of curriculum related to the learning content. Usually these interactions occur within a limited time such as in the classroom, the duration of study (school, university, etc.) and ends at a certain period.

Teaching is also related to learning. Teaching involves the teacher as a presenter who acts as a model for students. Language teaching includes teaching approaches, teaching methods and teaching strategies. Moreover, in language instruction, language teachers need to have a specific approach for language learners in accordance with the teaching material and student background.

For example, communicative approach is used for Arabic speaking skills. The methods used should also be in line with communicative methods such as public speaking, group conversations and role play. While the strategy is the implementation of the chosen method such as public speaking, one can use memory strategy, emotional strategy and socio-strategy.

Contrary to these views is the acquisition of language, which involves the process of how one masters a language. Language acquisition varies from one another as in a class of say 15-30 students, there may be same teachers, same curriculum, and same learning duration, but acquisition of the language of each student varies.

Language acquisition is a self-evolving process that an individual attempts to achieve at a certain stage in language learning. The mastery of a language attained by individuals extends beyond formal learning and teaching sessions. However, in these efforts it can also be applied in formal learning and teaching processes.

The Malaysian Education Development Plan 2015-2025 (HE) (2015) (Higher Education) presented six attributes of language skills for students (PPPM2015-2025 (PT), 2015). Students are supposed to master and be proficient in Malay, English and an additional global language. As a world-famous language and derived from advanced civilization, Arabic is a global language which should be mastered by students in higher education, especially in Malaysia. Historically, Arabic language has given a huge contribution to Malay education, culture and thinking (Fikri, 2015). In addition, Arabic education through long experience in Malaysia has shown very positive growth especially in terms of approach such as communicative approach (Pa, 2006). Thus, Arabic language particularly has received a huge appreciation in education system. Many programs in various universities offer Arabic language as a third language. Therefore learning of Arabic becomes popular with several approaches especially for communicative purposes beyond a conventional approach, namely Grammar & Translation Approach.

2. MOTIVATION IN ROLE PLAY ACTIVITIES

Recent evidences have shown that successful people in learning a target language are exactly and directly influenced by what they think and how they evaluate that language (Hosseini and Pourmandnia, 2013). In this scenario, motivation contributes to learning process. In language learning, especially a foreign language, many studies have proved that highly motivated learners perform very well in acquiring language skills. Communicative approach regards a language as a tool for interaction. It means language must be spoken orally. The use of language in conversation is under perusal for every language learner. Among the methods used for communicative approach are public speaking, group discussion and role play.

Role play is considered as a part of drama activities. Drama provides a suitable environment to enhance learners' speaking skills (Ulas, 2008; Janudom and Wasanasomsithi, 2009). Teaching language through drama has a high potential because it gives a context for listening and meaningful language production, in which learners need

to use their language resources (Chauhan, 2004). In carrying out this activity, they need to be involved in preparation of a role play and act it out (Cockett, 2000). Drama-based role play has advantages on learners' communicative and affective skills. It creates learners' authentic conversation and allows them to act in a framework. Finally, they can overcome their fear of certain emotional, linguistic or social constraints (Brash and Warnecke, 2009). In addition to using of the language, they can also learn about communicative processes. Participation can be stimulated through interactive communication as well as cooperative group work among students (Dailey, 2009). With regard to cooperative learning, it encourages students' learning through group interaction that provides maximum opportunities for meaningful input and output in interactive and supportive environments (Ghaith, 2003).

There can be several factors namely participation, response to the task given, body and emotion contributing to motivation in language learning. Role play or drama drives motivation through these elements. In drama or role play activities, moreover, everyone has to contribute to the performance of a group. Hence, the teacher has to wisely deliver instructions to the group in order to ensure everyone has an opportunity to participate. When given a proper and clear role in drama, the learner may gain confidence; hence his/ her motivation increases by an active participation (Dörnyei, 2001). On the other side, students with a mission to make their performance achieve the learning objective will shoulder the task by heart. As Miccoli (2003) insisted, motivation increases because learners are responsible for tasks.

Likewise, Stern (1980) clearly argues that dramatic techniques restore the body and emotions to language learning, thereby restoring motivation. This notion is supported by Lauer (2008) who stated that communication on stage has a MORE "real" aspect than classroom exercises which seem "artificial." Wessels (1991) interestingly stated that in drama "we live the language".

Role play or drama also motivates teachers to use language in the context (Wessels, 1991). Through drama their self-confidence and self-esteem increases. It evokes "feelings of worth, both for students and the teacher" (Ralph, 1997).

3. THEORY AND HYPOTHESES DEVELOPMENT

This study is based on the integration of two theories that are related to motivation for language learning, resultative and motivational hypothesis (Byram, 2004) and expectancy-value theory (Eccles *et al.*, 1983). According to Byram (2004) resultative hypothesis claims that success experience gained by someone will affect attitudes to language, country and people while motivational hypothesis claims that successful language learning is a result of attitudes as stable to motive-like constructs. Attitude is considered as main factor influencing language performance and receives proper attention from both first and second language researchers. This construct also specifically explains linguistic behavior and language learning among students (Spolsky, 1969). Spolsky emphasizes that attitude is the inner character of a person that leads him or her to react positively or negatively towards something. Students with negative attitude will never show positive achievement on learning to speak a language. Negative attitude can cause learners to lose interest towards learning the language as it can produce an obstacle in the learning process and prevent them from obtaining new L2 knowledge. Some of the problems faced by the students in the ESL classroom are anxiety, afraid of making mistakes, low self-confidence and shyness which are related to attitude.

Expectancy-value theory (Eccles *et al.*, 1983) states that value of a subject affects the selection of an activity. Its effects on achievement are largely influenced by expectations for success in implementing such actions. However, Eccles and Wigfield (2002) in his latest model have directly linked the influence of task value to student achievement. This hypothesis is based on several series of research that produce positive findings on a direct relationship with the selection of courses and specific activities in learning.

Both the theories suggest that attitude and task value determine an individual's proficiency of a language. In the ESL classroom, students need to have positive attitude and high subjective task value towards a particular language. Gardner and Lambert (1972) explain that instrumental orientation as a part of subjective task value and attitude are significantly related to successful learning of a second language. According to linguistic experts, the higher level of motivation and more positive attitude will produce a more successful second language learner. Many students are not motivated to speak in the ESL classroom due to their own attitude, classroom setting, teaching method, teaching material, their background knowledge of English Language and L1 interference. According to these theories, these two constructs are of primary significance for language performance.

Attitude towards role play (ATR) is defined by Spolsky (1969) as the inner character of a person that leads him or her to react positively or negatively towards something. Eccles *et al.* (1983) defines Subjective Role Play value as (SRV) motivation that allows an individual to answer the question "Do I Want to do this activity" and "Why I do this activity". Based on these theories, we derived our research model as shown in Figure 1.

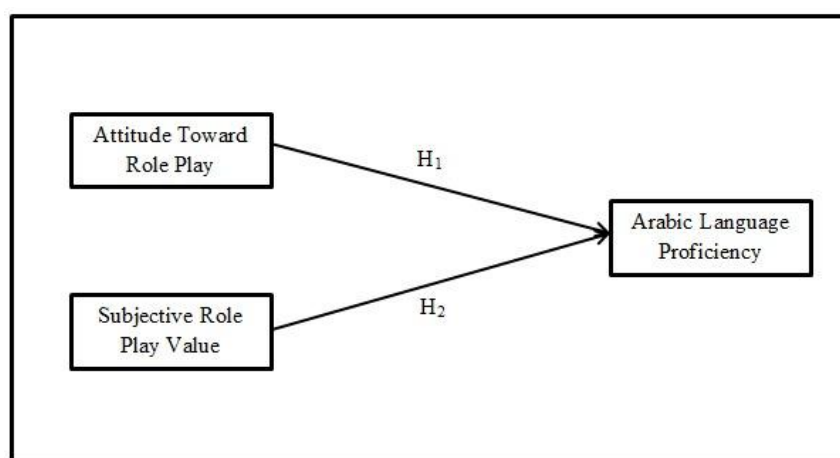


Figure-1. Proposed model.

3.1. Attitude toward Role Play

According to Myers (1987) attitude is a favorable or unfavorable evaluation toward something or someone exhibited in our beliefs, feelings or intended behavior. Students have positive or negative attitudes towards a language they want to learn or the people who speak it. Ellis (1994) reveals that learners' attitudes have a great impact on their level of L2 proficiency and they are themselves influenced by this success.

A few studies have also investigated the relationships between attitude and proficiency of a language (Malallah, 2000; Coleman *et al.*, 2003; Bidin *et al.*, 2009; Yusoff *et al.*, 2018). For example, Malallah (2000) investigated the attitudes of Arab learners towards English language. She found that these learners have positive attitudes towards the English language and their proficiency scores were positively related to their attitude towards English.

The current study is based on the premise that when students have positive attitudes towards role play or drama, they experience a positive energy which makes them perform in the role play task and also helps them improve the mastery of their Arabic language. Thus, we hypothesize that:

H1: Attitude toward role play will have a positive effect on Arabic language proficiency.

3.2. Subjective Role Play Value

Subjective role play value refers to the student's belief of how interesting, important and useful the task is Pintrich *et al.* (1991). According to Eccles, attainment value, utility value, and intrinsic value are three kinds of values relevant to achievement (Wigfield and Eccles, 1992). The attainment value refers to the extent the task fulfills a person's needs. In other words, it reflects the relevance of an activity to a person's self-concept. The utility

refers to the usefulness of a task and the intrinsic value relates to the feeling of enjoyment one gets for doing a certain task.

Several studies have been conducted to test relationship of task value with achievement (Obeidat, 2005; Al-Harthy *et al.*, 2010; Ahat, 2014) and other skills such as reading (Yusoff, 2016). Majority of studies support the finding that task-value is found to be correlated with academic achievement. A study conducted by Obeidat (2005) identified the influence of two motivational orientations (integrative and instrumental) on Arabic language learning among 173 Malaysian students at Al-Beit and Yarmouk, Jordan universities. The findings show that both motivational orientations influence students' Arabic learning with the influence of instrumental motivation (task value) higher than integrative motivation. Further analysis conducted by researchers found that the motivation to learn Arabic was more driven by the importance of Arabic subjects that is the goal of achievement, followed by the goal of getting a job. Students' assessment of Arabic language courses taken by them at the university was positive with the aim of preparing for further studies in the future.

In this study, it is assumed that when students believe that role play tasks are important, useful, and interesting, they may engage in learning process which can promote their Arabic proficiency. Thus, we hypothesize that:

H1: Subjective role play value will have a positive effect on Arabic language proficiency.

4. PROBLEM STATEMENT

In the Academy of Language Study, University Teknologi MARA (UiTM), learning Arabic through role play activities is compulsory for students to acquire their language skills. Apart from that, they must finish a video project based on role play within a group comprising 5-6 participants. Despite being in force for last two years, there are still many weaknesses and unresolved problems such as incomplete submission, linguistic errors in scripts presentation, personal problems among group members etc. In researcher's perspective, these problems have a strong influence on student's motivation.

Previous studies, Mat and Musilehat (2014), Mat *et al.* (2017) have demonstrated the usefulness of video projects in acquiring the Arabic language. However these studies have limitations in term of sampling number and directions of study. Furthermore, the scope of these studies is inclusive of one campus only, namely Dungun Campus. In addition, there are students who do not show proper preparation in completing video projects in Arabic. This raises questions about their motivation to carry out the task and thus achieve good results in their examination.

5. OBJECTIVES OF THE STUDY

The main objective of this study is to examine the contribution of attitude towards role play and subjective role play value on Arabic language proficiency.

6. METHODOLOGY

This study applies quantitative approach in nature. Three campuses were involved in this study, namely Pahang Campus, Terengganu Campus and Kelantan Campus. Students were selected as respondents based on the criteria that they must be Arabic students in level two and three, male and female respectively, while random proportionate sampling technique was followed.

6.1. Population and Sampling

Generally, these campuses offered Arabic language every semester for various schools. Therefore the number of students depends on the schools that offered Arabic for their students. Table 1 is the breakdown of the population

into sampling. Sampling technique used was proportionate sampling whereby the number of sample represented the population accordingly.

Table-1. Population and sampling.

Campus	Population	Sampling
Kelantan	677	238
Terengganu	112	44
Pahang	123	51
Total	912	333

In addition, to ensure that the sample of respondents selected fits the power of the analysis, the expected sample size required for this study was determined by looking at the number of variables and study items. To calculate the appropriate sample size, G * power 3.1 software (Faul *et al.*, 2009) was used at the following levels: $f^2 = 0.15$ (moderate), $\alpha = 0.05$ and predictor = 2 and power set at 80% (Gefen *et al.*, 2011). Using the above formula, the minimum sample size required to test this model was measured as 68.

6.2. Instruments

Questionnaires for this study were both self-developed and adopted. Self-developed questionnaires included two sections, one on attitude towards role play and the other on subjective role play value. On the other hand, adopted questionnaires are recommended for self- evaluation on language performance. Hence, a kind of entrance and exit survey form was used to assess the level of learning of the Arabic language. Overall, 20 items were used in this exit survey.

Each question item was framed and pre-tested to ensure its reliability. Respondents were asked to express their agreement or disagreement on a five-point Likert scale ranging from 1=strongly disagree to 5=strongly agree. The data collection was conducted in January of 2018. Although the sample size required to test this model was required to be 68, but out of 340 questionnaires distributed, 333 forms were obtained from the students pursuing semester March-July 2017. Out of this number, 331 forms were retained for purpose of analysis after a data cleaning process involving several tests such as detecting missing data and outliers.

6.3. Analysis

SmartPLS 3.2.6 software was employed to analyze the research model (Ringle *et al.*, 2015). Following the recommended two-stage analytical procedures by Anderson and Gerbing (1988) this structural modeling procedure was conducted, and which consisted of measurement model (validity and reliability of the measures) and structural model (testing the hypothesized relationship). In addition, beta value and the loadings were tested by using a bootstrapping method (5000 resamples) (Hair *et al.*, 2017).

6.4. Demographic Profile of Respondents

A total of 340 students from Arabic language courses from three UiTM campuses – Kelantan, Terengganu and Pahang were asked to complete the questionnaire. Out of this, 333 completed forms were obtained. After detecting missing data and outliers, 331 data were retained for further analysis. Of these 331 respondents, 259 or 78.2% were female and 72 or 21.8% were male. 236 or 71.3% respondents belonged to UiTM Kelantan, followed by 44 or 13.3% respondents from UiTM Terengganu and 51 or 15.4% respondents from UiTM Pahang. The result indicated that 249 or 75.2% had Arabic language background before joining UiTM while 82 or 24.8% respondents did not have any knowledge and background of the Arabic language.

7. MEASUREMENT MODELS

7.1. Assessment of Measurement Models

Table 2 illustrates the results of reliability testing and convergence validity. Convergence validity refers to the positive correlation of a scale with another scale in the same construct (Malhotra, 2002). It measures the extent to which a construct converges in its indicators by explaining the items' variance. It is usually ascertained by examining the loadings, average variance extracted (AVE) and also the composite reliability (Gholami *et al.*, 2013; Rahman *et al.*, 2015). The findings show that all items achieve high internal consistency (Nunnally and Bernstein, 1994; Chin, 1998) and the average variant extract (AVE) and sufficient composite reliability (CR) to confirm convergence validity (Hair *et al.*, 2017).

Table-2. Convergent validity.

Construct	Item	Loading	Cronbach	rhoA	CR	AVE
ATR	S1	0.729	0.896	0.900	0.895	0.682
	S2	0.866				
	S3	0.812				
	S4	0.888				
SRV	N1	0.773	0.904	0.905	0.904	0.653
	N2	0.795				
	N3	0.825				
	N4	0.847				
	N5	0.798				
ALP	PBA1	0.729	0.914	0.917	0.915	0.574
	PBA2	0.724				
	PBA3	0.770				
	PBA4	0.801				
	PBA5	0.755				
	PBA6	0.815				
	PBA8	0.786				
	PBA9	0.671				

ALP=Arabic language proficiency, ATR=Attitude toward role play, SRV=Subjective role play value, CR=Composite reliability, AVE=Average variance extracted.

The discrimination validity was obtained using the Fornell and Larcker (1981) criteria as described in Table 3. Referring to the discrimination validity test results, the square root of the AVE per construct was measured higher than that of other constructs. With this, discrimination validity for each construct could be achieved.

Table-3. Discriminant validity (Fornell and Larcker, 1981).

Variables	ALP	ATR	SRV
ALP	0.758		
ATR	0.478	0.826	
SRV	0.545	0.748	0.808

ALP=Arabic language proficiency, ATR=Attitude toward role play, SRV=Subjective role play value.

However, this criterion has been criticized for its inability to detect the lack of discriminant validity in common research situations (Henseler *et al.*, 2015). An alternative approach is often suggested, based on the value of HTMT. Heterotrait-Monotrait (HTMT) is the ratio used to derive discrimination validity in PLS 3 (Henseler *et al.*, 2015). As shown in Table 4, the discriminant legality between the study constructs was found below the prescribed value of 0.90. If the value of HTMT is 0.90 or greater than 0.90 (Gold *et al.*, 2001) this value indicates the existence of discrimination validity problems. However, in this study, all values obtained are below the HTMT level 0.90 (Gold *et al.*, 2001) and this indicates that the validity of discrimination has been achieved.

Table-4. Discriminant validity (HTMT Ratio).

Variables	ALP	ATR	SRV
ALP			
ATR	0.477		
SRV	0.544	0.748	

ALP=Arabic language proficiency, ATR=Attitude toward role play, SRV=Subjective role play value.

7.2. Structural Model Analysis

Before proceeding to test the model, model fit was tested by using two model fitting parameters, standardized root mean square residual (SRMR) and normed fit index (NFI). The SRMR is defined as the difference between the observed correlation and the model implied correlation matrix whereby values less than 0.08 are considered a good fit (Hu and Bentler, 1998). normed fit index (NFI) is an incremental fit measure which computes the Chi-square value of the proposed model and compares it against a meaningful benchmark (Bentler and Bonett, 1980). NFI values above 0.9 are considered acceptable fit. Result of the consistent PLS Algorithm revealed that SRMR value was 0.048 (< 0.08) and the NFI was 0.905 (> 0.90). The model fitting parameters are shown in Table 5.

Table-5. Model fitting parameter.

Parameter	Estimated model
SRMR	0.048
NFI	0.905

SRMR =Standardized root mean square residual; NFI=Normed fit index.

Quality of the model can also be assessed by reporting the R², beta (β), corresponding t-values, predictive relevance (Q²), effect sizes (f²) and goodness-of-fit index (GoF) (Hair et al., 2017). Then, bootstrapping analysis using a re-sampling method of 5000 was performed to answer the hypothesis of the study. Figure 2 shows the bootstrapping result.

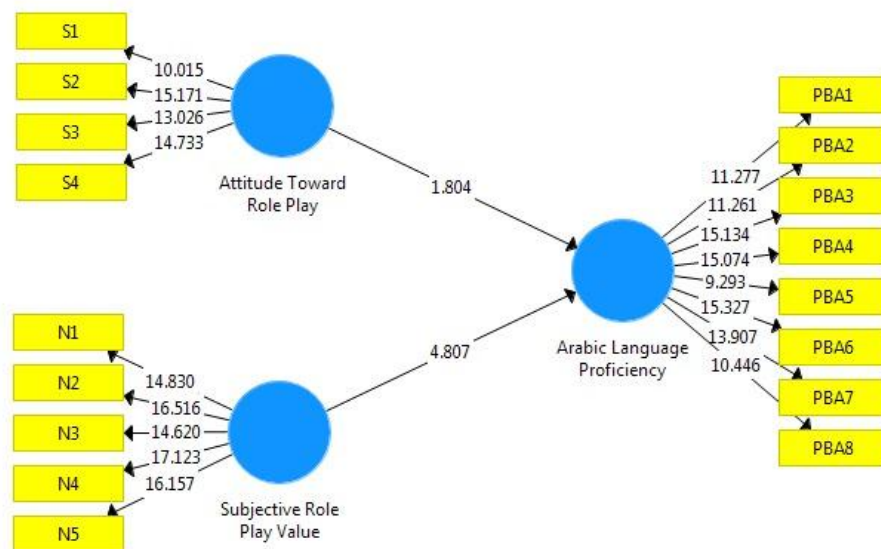


Figure-2. Bootstrapping results.

Table-6. Results of the quality of the model.

Variables	R ² variance explained	Q ² predictive relevance	F ² (Effect size)	
			ALP	Size
ATR			0.016	
SRV			0.115	Small
ALP	0.308	0.152		
GOF value	0.407			

ALP=Arabic language proficiency, ATR=Attitude toward role play, SRV=Subjective role play value, SE=Standard error., GOF-Goodness of fit.

Table 6 shows the R^2 , beta (β) corresponding t-values, predictive relevance (Q^2) and effect sizes (f^2). Attitude toward role play and subjective role play value influence the Arabic language proficiency among UiTM students with the subjective role play value has small impact on the Arabic language proficiency. The value of $R^2 = 0.308$ indicates that as much as 31% of the variants of Arabic language proficiency are explained by two variables (attitude and task value). The value of predictive relevant (Q^2) above 0 (0.152) shows that all dependent variables are able to predict Arabic language (Fornell and Cha, 1994; Hair *et al.*, 2017). The final criterion shows the quality of the model is the analysis of goodness-of-fit index (GoF) (Tenenhaus *et al.*, 2004). The GoF can be understood as the geometric mean of two types of R^2 values' averages: the average communality and the average R^2 of the endogenous latent variables (Esposito Vinzi *et al.*, 2008). The value obtained is high at 0.407, and this value has exceeded the recommended level of rating by Akter *et al.* (2011) namely GoFsmall = .01, GoFmedium = .25 and GoFlarge = .36. The findings show that both hypotheses of the study are supported. Hypothesis testing is shown in Table 7.

Table-7. Results of the hypothesis testing.

Hypothesis	Relation	Beta	SE	T-value	2.50%	97.50%	Decision
H1	ATR -> ALP	0.16*	0.088	1.804	0.026	0.323	Supported
H2	SRV -> ALP	0.425**	0.088	4.807	0.249	0.054	Supported

ALP=Arabic language proficiency, ATR=Attitude toward role play, SRV=Subjective role play value. SE=Standard error.
* $p < 0.05$, t value is greater than 1.645. ** $p < 0.01$, t value is greater than 2.33. N: 375.

8. FINDINGS AND DISCUSSION

The main objective of this study was to examine the effect of two motivational constructs, namely attitude and subjective role play value, toward role play task on Arabic language performance among UiTM student from its three campuses. Byram (2004) in terms of resultative and motivational hypothesis and Eccles *et al.* (1983) for expectancy-value theory, highlighted that attitude and subjective task value are considered as important factors influencing language performance among students (Eccles and Wigfield, 2002).

Attitude toward role play therefore in this study was hypothesized to influence Arabic language performance significantly. The findings supported the hypothesis ($\beta = 0.16$, $p < 0.05$) which was found consistent with the findings of prior studies (Malallah, 2000; Coleman *et al.*, 2003; Bidin *et al.*, 2009; Yusoff *et al.*, 2018). It is therefore concluded that the more positive the students' attitude toward role play task, the greater is likely to be their Arabic language performance. Students who perceive the importance of role play task as part of their learning process work harder to complete the role play assignment within a set time period. Role play task is preferable because students gain opinions and views from lecturers and team members in improving the quality of their assignment. Besides, students are in favor of the use of role plays because they experience improvements in Arabic language which increases their confidence in learning Arabic. Subjective role play value attributes Arabic language performance significantly. The results support the hypothesis of this study ($\beta = 0.425$, $p < 0.01$) and is in tandem with many previous studies (Obeidat, 2005; Ahat, 2014). In other words, this finding suggests that students' value the role play task and its intrinsic and utility value makes them enjoy the task and work harder to gain in-depth information through role-playing activities thus increasing their scores in exams. Therefore, this finding supports the expectancy-value theory which postulates that the importance of a subject affects the selection and engagement in particular activity (Eccles *et al.*, 1983; Eccles and Wigfield, 2002).

Findings further reveal that two constructs are found to be positively associated with Arabic language performance. However, it is important to note that attitude towards role play are second to subjective role play value in terms of strength of association with beta values of 0.16 (attitude toward role play) as compared to 0.425 (subjective role play value). The findings of this study support those of previous research studies which also found that subjective role play value was best predictor of language performance. These results reveal that UiTM students from three campuses sampled for this study are likely to perform well in language if they value role play task and have a positive attitude towards it. Although a direct relationship between attitude towards role play and

Arabic language performance is significant, its weakness may be an indicator of its impact on other variables such as engagement and effort (Eccles and Wigfield, 2002).

9. LIMITATIONS AND SUGGESTIONS

The study tested the effects of attitude toward role play and subjective role play task on Arabic language proficiency among UiTM students in Kelantan, Terengganu and Pahang campuses. There are several limitations that need to be acknowledged. First, there are a few factors that have not been included in this study which may alter the results of the study. The explanatory power for explaining Arabic language proficiency measured in this study is higher than expected (30.8%) This indicates that other factors are also predictors of Arabic language proficiency. For any future study, it would be prominent to include factors such as subjective norms and perceive behavior control. Second, the instrument used in this study relied on self-reports and findings of the respondents alone. As a result, there is the possibility of measurement errors (Zakaria *et al.*, 2016). This will affect their assessment of attitude towards role play and subjective role play tasks. Third, the findings cannot be generalized extensively in all UiTM campuses as the scope of the study is only limited to three campuses of UiTM namely Kelantan, Terengganu and Pahang. As such, caution needs to be taken when generalizing its findings to the entire population of UiTM. Therefore, this research can be improved further by incorporating the above mentioned suggestions in order to predict Arabic language proficiency in Malaysia.

10. IMPLICATIONS AND CONCLUSION

Theoretically, this study contributes to the body of literature that sheds light on how students get aware of the impact of role plays as a potential instructional tool for Arabic language proficiency. It also contributes to the evidence in support for determinants of Arabic language proficiency in UiTM context by taking into account two factors: attitude toward role play and subjective role play value. Byram (2004) resultative and motivational hypothesis and Eccles *et al.* (1983) expectancy-value theory proved to be suitable theories for predicting Arabic language proficiency via role play tasks. This study therefore supports these theories as it measures the perception of students about role play tasks. Though the influence of attitude toward role play in explaining Arabic language proficiency is not so great as subjective role play value, its importance in improving student Arabic achievement cannot be denied. Practically, the results indicate that attitude toward role play has a positive relationship with Arabic language proficiency. Therefore, institutions should cultivate students with positive attitude towards role play tasks and this would enable them to engage more actively in completing role play tasks. The students should be given opportunity to visualize a positive outcome from role play tasks before starting their study. Besides, lecturers should encourage students to replace negative thinking patterns with positive thinking. The more this occurs among students, the more positive are their thoughts, words, and actions. Hence, giving students the autonomy to speak and communicate in role play group is the best method to create a positive attitude of oneself towards role play. This activity is also related to their real life situation and enhances their active participation.

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