



Implementation of Roleplay Technique Based on Sociocultural Theory in Learning Maharoh Kalam at Dauroh Ocean Pare

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ABSTRACT Maharah Kalam is one of the most important skills in Arabic language learning, because speaking skills are the real application of language mastery. One of the relevant theories in improving this skill is Lev Vygotsky's sociocultural theory, which emphasizes the importance of social and cultural interaction in language development. This study aims to describe the application of Role-Play technique based on sociocultural theory in learning Maharah Kalam in Dauroh Ocean Pare program, as well as identify the supporting and inhibiting factors in the learning process. This research uses a qualitative approach with the type of case study. The data collection techniques used include observation, in-depth interviews, and documentation. Data analysis techniques were carried out through the stages of data reduction, data presentation, and conclusion drawing of the Miles, Huberman & Saldana model. The results showed that the application of Role-Play technique in learning Maharah Kalam at Dauroh Ocean Pare was carried out through several stages, namely the interaction stage, the thinking stage and the tamsiliyah stage. Role-Play proved to be effective in improving students' speaking skills, especially in the aspects of speaking courage, fluency, accuracy of language structure, and the ability to interact according to the context of Arabic culture. The main supporting factors in the success of this learning include teacher professionalism, a conducive Arabic language environment, and flexible material provision by the teacher. The inhibiting factors found are students' different language abilities, lack of supporting media and limited learning space. Keywords: <i>Lev Vygotsky, Role-Play, Speaking Skills</i>			

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INTRODUCTION

Mahārah kalām is one of the four basic skills in Arabic language learning that focuses on speaking or oral communication. This skill reflects the extent to which a person is able to express ideas, feelings, and information verbally in Arabic fluently and correctly. In the Arabic language learning process, maharah kalam occupies a very important position because it is one form of productive skill that shows students' mastery

of the language they learn (Ahmad Asse and Hijriana 2022: 36). This explains that *maharah kalām* not only requires an understanding of vocabulary and language structure, but also emphasizes aspects of fluency, intonation, fluency in composing sentences, and the ability to adjust the context of the conversation.

However, in the context of foreign language learning such as Arabic, *maharah kalam* is often a major challenge because it demands spontaneous reactions, structural accuracy, and vocabulary breadth in a short time. Therefore, the development of this skill requires intensive and continuous practice through various interactive learning strategies ranging from the introduction of basic expressions, habituation, to the ability to argue or express opinions in a complex manner. Thus, it can help students build confidence in speaking, improve their ability to think critically in formulating opinions, and familiarize them with using Arabic actively and communicatively in daily life and in academic situations.

One technique that is considered capable of answering these needs is the Role-Play technique. This technique involves students to play a role in a certain situation that resembles real life. Through dialog simulations, short dramas, and various other role plays, students are invited to speak actively with more natural and less rigid expressions. As Ahmed Zaki Badawi defines that the roleplay technique is one of the techniques in education and training that represents real behavior in artificial situations, where participants play the roles given to them automatically, and indulge in their roles until they make the situation appear as reality (Alali t.t.: 676) .

This Roleplay technique also builds a fun learning atmosphere, so that students are more motivated to engage in the learning process. In the context of Arabic language teaching, the use of Role-Play not only improves linguistic skills, but also helps students understand the social and cultural context of language use better. This explanation is supported by research conducted by mutia mawardah and regina titan puri which shows that roleplay techniques significantly contribute to the increase in self-confidence , ability to work together in groups, and speaking skills of children. Children became more able to express themselves, understand emotions, and establish positive social relationships with peers. Thus, this method can be recommended as one of the effective learning strategies in children's education (Mawardah and Puri 2025:2283) .

The implementation of the Role-Play method in Arabic language learning involves careful preparation in designing scenarios, proper distribution of roles, as well as structured and teacher-guided practice. This process not only helps students to apply vocabulary and language structures in real communicative contexts, but also increases their creativity and confidence in using Arabic. This is supported by the results of research conducted by Dwi Handayani and Imam Asrofi which states that there are differences in Arabic speaking ability after the application of the role playing learning method, this is because with the application of the rolplay technique the learning process becomes varied and is able to improve the ability to learn to speak Arabic students (Handayani and Asrofi 2023: 197) .

The application of Role-Play in learning maharoh kalam at Dauroh Ocean Pare emphasizes that a person's cognitive and language development is strongly influenced by their social interaction and cultural environment. This practice is in line with the sociocultural approach theory introduced by Lev Vygotsky. In this sociocultural theory, it is explained that learning is not an individual process, but occurs through interactions between individuals and their environment, including interactions with others as a result of collaboration and communication with others (Suardipa 2020:83) . Therefore, the sociocultural approach is very relevant to be used in learning speaking skills, where the teacher acts as a facilitator and students are encouraged to be active in communicating through meaningful activities.

Ocean Pare as an intensive-based Arabic language course institution is a strategic place to implement this approach. The communicative learning environment, tight learning time, and the diversity of students' backgrounds create unique dynamics in the learning process. Through initial observations, it was found that the use of Role-Play technique in this institution is quite varied and interesting, but it has not been documented and analyzed systematically. Therefore, this research is important to explore more deeply how the technique is implemented, how effective it is, and what are the supporting and inhibiting factors in its implementation. Besides aiming to understand the process of implementing Role-Play in Dauroh Ocean Pare, this research also tries to examine the sociocultural values that emerge during the learning process.

RESEARCH METHODOLOGY

This research uses a qualitative approach with a case study design to deeply understand the application of *Role-Play* technique in learning *maharah kalam* based on *sociocultural* theory at Dauroh Ocean Pare. According to John W. Creswell, case study is a type of research that focuses on in-depth exploration of a particular phenomenon, such as a program, activity, event, process, institution, or social group, within a certain time span (Assyakurrohim et al. 2022:3) . This approach was chosen because it is able to explore social interactions, learners' emotional experiences, and the meaning behind their actions during the learning process.

Data collection techniques include unstructured interviews, participatory observation and Documentation (Ardiansyah, Risnita, and Jailani 2023:9) . Interviews were conducted with several parties to explore information about the effectiveness and implementation strategies of the *Role-Play* method that support the improvement of students' speaking skills. Meanwhile, observation was carried out with researchers directly involved in learning activities to understand social dynamics, environmental conditions, and interactions between institutional residents. Observations also included observations of the structure of the institution, Arabic language discipline, and the enthusiasm of teachers and students in the language learning process. The researcher was actively involved in the learning process to gain a full understanding of the context and implementation of the *Role-Play* technique in the institution.

To ensure the validity of the data, data triangulation techniques were used. Norman K. Denzin defines triangulation as a merger or combination of various methods used to analyze interrelated phenomena from different points of view and perspectives (Mamik 2015: 110) . Triangulation is done by comparing the results of interviews, observations, and documentation from various sources in order to obtain consistent and valid data. The data analysis technique follows the interactive model of Miles, Huberman, and Saldana which includes the process of *data condensation*, *data presentation*, and *verification* (Abdussamad and Sik 2021:176) . Data were analyzed continuously during the data collection process. The researcher critically reflects on the meanings that emerge from the field data, to understand the patterns of interaction and the application of the *Role-Play* technique in learning based on Sociocultural theory. This whole process aims to describe the application of the *Role-Play* method as a whole, as well as identify its contribution to the development of students' maharoh kalam in the context of meaningful social interaction.

RESULT AND DISCUSSION

Application of Role-Play Technique Based on Sociocultural Theory in Learning Maharah Kalam

Basically, the application of the Role-Play technique in the learning process is one of the methods used to develop students' speaking skills actively and contextually. This technique does not only focus on sentence repetition exercises, but prioritizes interaction and collaboration between students in various communicative situations. This is supported by the results of research conducted by Muchamad Arif that Role play is a dynamic and effective method for learning to speak and offers various benefits, ranging from practical language application to soft skill development such as improving communication skills, expanding vocabulary, and increasing motivation. (Arif 2023:564)

The concept or foundation of sociocultural theory proposed by Lev Vygotsky emphasizes the value of social interaction, collaboration and culture as the main factors in individual cognitive development. Therefore, when applied in the learning process, this theory encourages the creation of an interactive, collaborative and contextual learning environment, where students can build understanding through meaningful social and cultural experiences. This approach makes students as active subjects in the learning process, with full involvement in real situations that support the development of their language and thinking skills. This is supported by research conducted by Salsabia and Muqowim that the application of sociocultural theory proposed by Lev Vygotsky can create a learning environment that supports students' cognitive development and problem-solving skills. (Salsabila and Muqowim 2024: 825)

In the context of learning at Dauroh Ocean Pare, it can be seen that the application of the Role-Play technique is collaborated with sociocultural theory which is designed in a structured manner through planning, implementation, and evaluation. This can be seen from the stages and emphasis in learning that researchers found, that the value of collaboration,

interaction and cultural values play a major role in improving students' maharoh kalam. The full application of roleplay in duroh ocean can be seen in the following 3 stages:

Stages of At-tafa'ul (التفاعل)

At the At-tafa'ul (التفاعل) stage, At-tafa'ul means interaction with the main focus of the activity being *muhādatsah* which involves active conversation between students. At this stage, students are encouraged to interact with each other using Arabic in certain situations that have been prepared through Role-Play scenarios, where they can interact, dialogue, and share opinions in Arabic directly, thus strengthening students' speaking skills by providing opportunities to apply expressions, vocabulary, and sentence structures naturally in a natural and meaningful context.

The application of *muhādatsah* in this lesson is included in the *Role-Play* category because the process is not carried out completely freely, but most of the material in *muhādatsah* has been determined by the teacher. The determination of this material aims to focus on deepening the language within the scope of certain relevant topics. In addition, this approach is also intended to emphasize the cultural values to be built through language interaction, so that students not only practice speaking skills, but also understand the social and cultural contexts behind them.

This is in line with sociocultural theory which emphasizes the importance of social cultural values in the learning process as a means to facilitate students to develop language proficiency. Through this approach, students interact with expressions that they often use in real life, making it easier for them to apply Arabic naturally and contextually in daily activities (Etnawati 2022: 135) . Similarly, the concept of *Zone of Proximal Development (ZPD)* refers to the distance between students' actual abilities-that is, what they can do independently-and the potential abilities that can be achieved through assistance from others (Insani 2025:3) .

The purpose of this activity is to increase students' courage in speaking Arabic spontaneously, familiarize them with thinking quickly in responding to conversations, and train their listening and speaking skills in a balanced manner. In addition, this stage aims to form students' habits in using Arabic as a means of daily communication. In the Dauroh Ocean Pare environment, the mandatory application of Arabic in every activity is an important part of the learning culture. Through *muhādatsah* activities that utilize materials about culture and social life, students are encouraged to familiarize themselves with daily vocabulary naturally. This approach does not only make Arabic a theoretical subject, but as a living communication tool that shapes students' readiness to interact actively and contextually in real life. This is in line with the opinion of Hatch (1978) that the ability to speak is something that grows because of experience so that people can learn how to interact verbally by how to participate and directly in conversation (Hanisa 2024: 9) .

Based on the researcher's findings, this stage was chosen as the first stage because it can overcome some of the main problems in learning maharoh kalam such as:

Lack of confidence: lack of confidence can be overcome with this stage because students will be trained to speak with a smaller scope, namely one communication partner. So that students will find it easier to learn to build their confidence.

Fear of being wrong: Fear of being wrong is one of the factors that students are reluctant to speak, so with this stage students are trained to use known vocabulary on material that has been limited by the teacher so as to motivate students to try to speak based on their abilities.

In addition to overcoming obstacles in learning maharoh kalam, this stage also provides several benefits that can be obtained by students. Through active interaction, students can improve their speaking fluency, enrich their vocabulary, and develop social skills such as cooperation, mutual respect, and the ability to understand other people's perspectives. This stage also contributes greatly to building students' confidence to speak in front of others, while strengthening the link between language acquisition and cognitive development through meaningful social and cultural experiences.

This is supported by research conducted by Farid Qomaruddin and Haq that *muhādatsah* activities are able to build students' maharoh kalam more optimally, both in terms of fluency, accuracy of language structure, and courage to communicate (Qomaruddin and Haq 2023: 96).

Stages of At-tafkir (التفكير)

In this At-tafkir (التفكير) stage, it means thinking with the main focus of the activity being debate in Arabic. Students are given the opportunity to practice their ability to express opinions, organize arguments, and defend their ideas in a communicative and dynamic discussion atmosphere. Through this activity, students are not only trained to use Arabic effectively, but also taught to speak with a more formal, polite language structure, and in accordance with the norms that apply in the debate room.

The application of debate in Arabic is classified into the category of *Role-Play* because its implementation begins with the division of groups and the determination of material and sub-discussion by the teacher. With these provisions, students are directed to stay focused on the material and submaterial that has been determined, so that the questions and answers raised in the debate do not get out of the limits set by the teacher (Yunus 2023: 15). This approach aims to deepen the mastery of language in a particular context and train students in expressing ideas in a directed manner. In addition, the use of themes or cases that are viral or widely discussed in real life is also intended to make it easier for students to follow the course of the debate, increase the relevance of the material to the actual situation, and foster critical and argumentative thinking skills in Arabic.

The main purpose of this debate is to hone students' critical and analytical thinking skills, expand their ability to build and defend arguments, and increase their confidence in public speaking. Through debate, students are also trained to be active listeners, able to respond to other people's opinions with relevant arguments, and develop a sportsmanlike attitude in conveying and accepting different opinions. This approach is synonymous with the concept of scaffolding in sociocultural theory proposed by Lev Vygotsky, where

students' knowledge and language skills can be developed through collaboration, dialogue, and exchange of ideas in a real context, thus accelerating their cognitive development optimally (Salsabila and Muqowim 2024: 822) .

Learning activities with this roleplay technique support the achievement of the main objectives of teaching *maharah kalam*. According to Sunendar, there are five main goals of maharoh kalam that each individual needs to achieve, including: (One) *ease of speaking*, which is the ability to speak fluently, without fear, and the use of proper intonation, accent, and pronunciation. (Two) *clarity of speech*: the ability to convey messages clearly and easily understood, including choosing the right words. (Three) *Responsibility in speaking*: i.e. paying attention to etiquette, not hurting the other person, not spreading misinformation, and speaking at the right time. (Four) *Listening skills*: critically this aims to understand and respond appropriately to *the* interlocutor. (Five) *Forming Speaking Habits*: This is through consistent practice in various situations and with various people (Amin 2023:46) .

Based on the researcher's findings, this debate stage was chosen to be the second stage because it is considered to be able to overcome some of the main problems in learning Mahārah al-Kalām, such as: (One) students' lack of courage to speak in public. (Two) Limited ability to organize arguments coherently. (Three) Weak ability to think critically in responding to the topic of conversation. (Four) Low formal Arabic language skills appropriate to the context of academic discussions.

In addition to overcoming obstacles in learning maharoh kalam, this stage also provides several benefits that can be obtained by students, including increasing vocabulary and mastery of formal expressions in Arabic, developing systematic and logical thinking skills, and increasing the ability to interact effectively in formal situations. In addition, this experience shapes students' characters to be more critical, open, and confident, all of which are very important to support the continuous development of their language and social skills.

This is supported by research conducted by mausalaldianto et al which shows that the debate method in learning maharoh kalam significantly contributes to vocabulary development, increased self-confidence, and critical thinking skills, all of which are essential for effective communication in Arabic. (Aldianto, Nurlaila, and Rifki 2025: 46)

Stages of At-tamstil (التمثيل)

At this stage At-tamstil (التمثيل), means representation with the main focus of drama performance activities that use Arabic as the main means of communication. The main focus of this activity is to introduce and train students to play roles in a scenario that has been completely prepared beforehand. This activity not only involves mastering Arabic vocabulary and structures, but also honing students' ability to express themselves verbally and non-verbally according to the role given. Thus, this drama performance activity becomes a means to enrich language experience in a contextualized social and cultural context.

In drama activities, the improvement of students' speaking skills is obtained from the process of preparing for the performance to the start of drama activities. Where the

improvement is obtained from the results of collaboration, discussion, and role repetition exercises to adjust language expression and intonation to the context being played. This approach is synonymous with the concept of scaffolding in sociocultural theory proposed by Lev Vygotsky, where students' knowledge and language skills can be developed through collaboration, dialogue, and exchange of ideas in a real context, thus accelerating their cognitive development in an optimal (Salsabila and Muqowim 2024: 823) .

The main purpose of the Representation stage is to improve students' Arabic speaking skills within the scope of dialect and intonation in pronunciation. This activity aims to enable students to apply the vocabulary and sentence structures they have learned in a more lively and dynamic situation, and build confidence in communication. In addition, through the representation of characters in the drama, students can understand more about the cultural context associated with the language.

Based on the researcher's findings, this stage of Arabic drama was chosen to be the last stage after muhadasah and debate because it is considered to be able to overcome some of the main problems in learning Mahārah al-Kalām, such as:

Inappropriate Dialect and Intonation with Language Context: In communicating, students are sometimes only concerned with the expression and selection of vocabulary and structure. However, dialect and intonation are not considered important. In the drama stage, students are given roles with different conditions and situations. In preparation, students are given the opportunity to practice the use of language so that dialect and intonation match the given context. This helps them to overcome limitations in the use of unnatural language, which often occurs in previous stages.

Use of Rigid Language Structures: Drama provides freedom of expression in speaking, which allows students to use Arabic in a more dynamic and contextualized context. Here, students learn to express ideas more flexibly, avoid overly rigid or formal sentence structures, and place more emphasis on fluency of communication as well as the appropriateness of Arabic structures to fit the context of the play.

In addition to overcoming barriers in learning maharoh kalam, this stage also provides some significant benefits for students. In addition to improving speaking skills, the emotional and social involvement in drama helps students develop social skills through group interaction. Drama performance also allows students to apply language in real contexts, enriching their understanding of Arabic culture and social norms. Through teamwork, students are trained to collaborate and communicate effectively and encourage students' creativity and imagination in performing roles.

This is supported by research conducted by Rizky Fitri et al (2022) which shows that the use of drama strategies in Arabic language learning provides a pleasant experience for students and increases students' creativity and innovation in exploring various aspects of Arabic, such as self-confidence, vocabulary, sound structure, and sentences independently. (Fitri, Gunayasa, and Saputra 2022: 63).

Contribution of Sociocultural Theory Developed by Lev Vygotsky in the Application of Technique

Based on the research findings obtained from the interview process, observation and documentation of the concept of sociocultural theory developed by (Lev Vygotsky provides an important role in the application of roleplay techniques in dauroh ocean, researchers divide it into 2 forms, namely theoretical contributions and practical contributions:

Theoretical Contribution

The sociocultural theory developed by Lev Vygotsky provides a strong conceptual foundation in understanding the learning process as a social activity. In the context of Arabic language learning with Role-Play technique, this theory provides the following theoretical contributions:

Strengthening the Zone of Proximal Development (ZPD) Concept: This theory explains that effective learning occurs when students are guided within the zone of proximal development, which is the distance between the ability they have independently and the ability that can be achieved through the help of teachers or peers. In the Role-Play technique, students are directed to go beyond their limits through intense and contextualized interactions.

Application of Scaffolding in Language Learning: Scaffolding is the main approach in the implementation of the Role-Play technique, where teachers or other students provide relevant temporary assistance to support students' maharoh kalam development. This shows that the social role in the learning process is crucial to students' academic success.

In line with the contributions that have been described, the application of Lev Vygotsky's theory in Arabic language learning with Role-Play technique underlines the importance of learning centered on social interaction. The learning process developed not only focuses on improving students' linguistic abilities, but also involves various social and cultural aspects that shape the way students interact in the target language. Thus, the application of scaffolding and Zone of Proximal Development (ZPD) provides opportunities for students to develop further than the abilities they can achieve independently, with support from teachers and peers. These concepts become a bridge that allows students to practice effectively in a contextualized and collaborative context, and provide a thorough and meaningful learning experience.

Practical Contribution

The research findings show that Lev Vygotsky's theory not only contributes in the conceptual realm, but also has a real implementation in learning the Role-Play technique. The practical contributions include:

Improving Speaking Skills Naturally: Role-Play allows students to speak in a real context, so learning becomes more meaningful and closer to the use of language in everyday life.

Improving Student Self-Confidence: By interacting directly using Arabic, students become more confident in expressing their ideas and thoughts, both inside and outside the classroom.

Fostering Collaboration and Cooperation: The Role-Play technique based on social interaction creates a collaborative learning atmosphere. Students learn from and with their peers in a fun and productive atmosphere.

Promotes Social and Affective Development: Learning is not only oriented towards cognitive aspects, but also helps students to form social attitudes, empathy, and effective communication skills.

The above contribution is supported by some research results conducted by Dessy Meteorina, that the application of scaffolding theory as one of the principles of educational psychology helps teachers in providing a positive learning environment, motivating students, and creating an environment that supports their academic and emotional growth. Thus, the application of scaffolding theory and the principles of educational psychology become key in building a solid foundation for academic and personal development (Meteorina 2023: 38). It is also reinforced by the results of research by I Putu Suardipa that the *Zone of Proximal Development (ZPD)* theory is very suitable for learning models where social interaction occurs between students and students and between students and teachers. Thus, the learning environment becomes an effective means in shaping meaningful learning experiences and allowing students to develop not only knowledgeably, but also socially and affective (Suardipa 2020: 90).

In conclusion, the application of Lev Vygotsky's theory in Arabic language learning using Role-Play technique makes a significant contribution in practice, this technique successfully improves students' speaking ability naturally, builds confidence, fosters collaboration, and encourages students' social and affective development. This is in accordance with the principles of scaffolding and Zone of Proximal Development (ZPD) emphasized in the theory, where social interaction and assistance from teachers or peers play an important role in achieving students' academic and personal development.

Supporting and Hindering Factors in the Application of Role-Play Techniques Based on Sociocultural Theory

In the process of learning Arabic language based on Role-Play with a sociocultural approach, there are various factors that play a role, both those that support and those that hinder the course of learning. Supporting factors can help optimize the learning process. However, this learning process is also inseparable from various obstacles in its application.

Supporting Factors

In applying the *Role-Play* technique in Arabic language learning, the concept of sociocultural theory developed by ليفيغوتسكي Lev Vygotsky becomes the main foundation in directing the learning process. Through this approach, collaboration, social interaction, and real context become important characteristics in the implementation of *Role-Play* at Dauroh Ocean Pare. These three characteristics not only encourage students' active involvement, but also accelerate the development of maharoh kalam (*Mahārah al-Kalām*) more effectively. With the application of these sociocultural principles, learning becomes more meaningful, as students learn to build shared understanding through hands-on practice that is relevant to their lives.

Based on the results of observations that researchers found that the successful application of the Role-Play method based on sociocultural theory in learning is highly dependent on the professionalism of the teacher. This can be seen from the active role of teachers who are ready and able to provide answers to students' questions about vocabulary or sentence structures related to the material chosen in the learning process, as well as the teacher's knowledge in choosing the appropriate partner so that there is a transfer of knowledge and experience in the roleplay process. THIS Explains that the teacher has a deep understanding of the material being taught, the needs and ability levels of the students. So that the teacher is not only in charge of delivering the material, but also becomes a facilitator in guiding students to develop maharoh kalam in Arabic more effectively and confidently.

This is in line with Lev Vygotsky's theory, which states that with the help of teachers, learners who have deficiencies in understanding can be guided until their abilities increase and are equivalent to learners who have higher ability capacity (Risaaldi and Widyawati 2024: 111) .

The next supporting factor that researchers found during the observation was the flexible learning materials. It can be seen that the teacher chooses materials based on viral cases, related to daily life, students can innovate to choose materials in the drama. Providing materials with this approach provides opportunities for students to develop their knowledge of current issues, as well as train their maharoh kalam in more real and contextual situations. It also facilitates more active student engagement, as they are already familiar with the topic and can more easily participate in discussions. This enriches their learning experience, improves their understanding, and encourages them to be more creative in using language.

This is in line with the concept of Vygotsky's theory, which emphasizes that human development, especially in the context of science, is strongly influenced by social interactions and the cultural environment in which the individual is located. (Etnawati . 2022:136)

In addition, based on the results of observations that the supporting factors that researchers encountered were a supportive learning environment, which was the key to the maximum success of the application of roleplay. This supportive environment is reflected in the students' strong passion and goal to learn Arabic, so that the roleplay technique can be applied optimally. This is also inseparable from the fact that Ocean Pare Institute is a course institution that focuses on students who want to learn Arabic. In addition, the activeness and attention of the teacher in monitoring Arabic language obligations outside the classroom are also important supporting factors, as a form of implementation of the learning that has been given in the classroom.

Based on the previous explanation, it can be concluded that the supporting factors for the application of the Role-Play technique in Arabic language learning at Dauroh Ocean Pare involve three main aspects that support each other, namely teaching professionalism, flexible learning materials, and a supportive learning environment. These three aspects play an important role in achieving effective sociocultural theory- based

learning objectives, which aim to improve students' Mahārah al-Kalām (speaking skills). Collaboration, social interaction, and relevant material contexts have a positive impact on vocabulary deepening, habituation of proper pronunciation, effective knowledge transfer, and strengthening students' maharoh kalam in more real and contextual situations. It also contributes to the development of students' confidence in using Arabic in daily life.

Inhibiting Factors

Based on the observations that the researcher made, the researcher found that in the application of Role-Play technique based on sociocultural theory, there are several inhibiting factors that need to be considered to ensure learning runs effectively and achieve the desired goals. One of the main challenges faced in implementing the Role-Play technique is the difference in students' language abilities, especially in composing sentence structures and memorizing vocabulary. This varied language ability becomes an obstacle in the process of collaboration and interaction in learning. This is in line with the findings obtained by Pebriyanti in her research that one of the obstacles that need to be addressed in learning is that students have variations in understanding and ability, so traditional evaluation methods are not always appropriate or fair for all students (Pebriyanti 2023: 92) .

The difference in student abilities is categorized by researchers as an obstacle because it is an additional task for teachers to pay special attention, because if special attention is not given, the application of roleplay techniques will not run effectively. Even so, the application of the scaffolding concept can be a solution to this obstacle because by providing encouragement through other students to students who have deficiencies can be a means of transferring knowledge and abilities.

The difference in student abilities is categorized by researchers as an obstacle because it is an additional task for teachers to pay special attention. If this is not considered, the application of the Role-Play technique will not run effectively. However, the application of the scaffolding concept can be a solution to overcome this obstacle. By providing encouragement and support through interaction with other students, students who have deficiencies in language skills can be helped to improve their skills. This scaffolding concept is part of the sociocultural theory proposed by Lev Vygotsky), where social support from more experienced people or classmates can accelerate the development of the abilities of students who are still in the learning stage.

The second factor that inhibits Arabic language learning using the Role-Play technique is the lack of supporting media, such as audio-visual and loudspeakers, which are very important to support the student learning process. When these facilities are limited, learning experiences obstacles in achieving maximum goals. Audio-visuals and loudspeakers have a significant role in supporting the implementation of the Role-Play technique, especially in creating a more lively and interesting learning atmosphere. For example, through audio-visual media, students can more easily understand the context of the situation being acted out, and loudspeakers can ensure every student hears clearly, so that effective collaboration and interaction in the Role-Play technique can be achieved.

Without these supporting media, learning becomes less interactive and students find it difficult to participate optimally in Arabic language learning.

This is consistent with the findings of the needs analysis presented in the research of Anil Yusuf et al that one of the obstacles in learning in general is due to the lack of learning media that can increase students' interest and motivation towards learning (Yusuf, Suardana, and Selamat 2021: 72) . From the results of the needs analysis, it can be understood that the limitations of learning media are a situation that must be overcome because learning media plays an important role in helping achieve learning objectives.

The last factor that hinders the implementation of the Role-Play technique is the limited learning space. The availability of adequate classrooms is very important to support the optimization of the learning process, especially in the use of the Role-Play technique. In this learning, students are required to play an active role, interact, and collaborate according to the roles and rules that have been set. Since one of the main objectives of Role-Play is to develop students' abilities through an active and dynamic classroom atmosphere, the limited classroom space will directly impact the achievement of this goal. The narrow space limits students' movement, interaction, and expression, so the effectiveness of learning with the Role-Play technique is not maximized.

This is consistent with the results of research conducted by Damaiyanti, N ..That a good classroom is very influential on student learning comfort because effective learning can start from a climate that can create an exciting learning atmosphere. Therefore, the classroom environment needs to be formed so that it allows active interaction between students and teachers, and between students and students. (Damaiyanti 2023:8)

Based on the previous discussion, it can be concluded that the main factors that become obstacles in the application of Role-Play technique based on sociocultural theory in Arabic language learning include differences in students' language abilities and limitations of learning support media and limited learning space. The difference in ability, especially in sentence structure and vocabulary mastery, is a challenge in creating effective interaction and collaboration, so it requires special attention from the teacher and the application of the concept of scaffolding to help students develop. In addition, the lack of media availability and limited learning space also hinder the creation of an interactive and contextual learning atmosphere, which affects students' active involvement in the learning process using roleplay techniques. These three factors need to be overcome so that the application of the Role-Play technique can run optimally and the learning objectives can be achieved well.

This is in line with the results of Syaipuddin Ritonga's research which states that the importance of overcoming obstacles in learning Arabic, especially in the era of modern technology. Arabic teachers need to innovate by developing adaptive strategies, and utilizing technology such as e-learning, interactive media, and learning applications. With this step, challenges in teaching can be overcome and learning becomes more effective, relevant and interesting for students. The use of technology not only helps overcome limitations, but also improves the quality and engagement of students in the learning process (Ritonga . 2023:393)

CONCLUSION

The application of the *Role-Play* technique in learning *maharah al-kalām* at the Ocean Pare Institute shows that the learning process is carried out systematically through three main stages. The three stages are interrelated and focus on developing students' maharoh kalam actively with a communicative and contextual approach. The stages of *Role-Play* activities in learning *maharah kalām* are:

The At-Tafā'ul stage in Mahārah Kalām learning at Dauroh Ocean Pare is a key stage to build students' maharoh kalam foundation actively and naturally. By focusing on muhādatsah activities based on Role-Play scenarios, students are trained to interact using Arabic in meaningful contexts, thus helping them to apply expressions, vocabulary, and language structures contextually. This approach not only overcomes psychological barriers such as lack of confidence and fear of making mistakes, but also enriches students' social skills through cooperation, respect for others' opinions, and openness in interaction.

The At-tafkir stage is the second stage in the application of the Role-Play technique which focuses on debate activities in Arabic. Through this activity, students are trained to organize arguments, express opinions in a structured manner, defend ideas logically, and speak using formal Arabic language according to academic norms. The application of this debate is designed based on a directed scenario with a relevant theme, so that students are able to think critically, expand formal vocabulary, improve speaking fluency, and form a sportsmanlike attitude in discussion.

The At-tamstil stage is the third stage in the application of the Role-Play technique which focuses on Arabic drama performance activities. In this stage, students are trained to apply vocabulary, sentence structure, dialect, and intonation contextually through the role played. This activity combines verbal and non-verbal aspects, enriching Arabic language skills in real social and cultural contexts. The process of collaboration, discussion, and repetition of expressions and intonation according to the scenario supports the development of maharoh kalam more naturally and dynamically.

The application of *Role-Play* technique in Arabic language learning based on *sociocultural* theory has various significant supporting factors. First, the professionalism of teachers greatly determines the success of learning. Teachers not only deliver the material, but also guide students according to their abilities and needs. Second, flexible and contextualized learning materials, such as current issues, provide space for students to actively participate, think critically, and strengthen their speaking skills in a real context. Third, a supportive learning environment, including student enthusiasm and institutional policies in making the use of Arabic compulsory, provide a strong foundation for the success of this technique.

On the other hand, there are also some inhibiting factors. First, the difference in language ability between students is a challenge in creating an even and effective interaction. Second, the lack of supporting media such as audio-visual and loudspeakers limits the attractiveness and effectiveness of learning. Third, the limited learning space inhibits students' freedom to express and interact optimally.

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