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Development of a Psychosociolinguistics-Based Role Play Model in Arabic Language Learning

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Abstract: *This study seeks to investigate the current practices in Arabic language instruction and to formulate a role play-based instructional model grounded in a psychosociolinguistic framework, with the objective of enhancing students' speaking proficiency (maharah al-kalam). Employing a qualitative descriptive methodology, data were gathered through classroom observations, in-depth interviews, and document analysis. The participants consisted of Arabic language teachers and junior secondary school students. The findings reveal that instructional activities remain predominantly conventional, characterized by lecture-based delivery and text-centered exercises. Students' oral communication skills are notably underdeveloped, primarily due to the absence of communicative and context-driven speaking opportunities. Furthermore, while teachers are generally unfamiliar with the theoretical construct of psychosociolinguistics, they intuitively acknowledge the significance of psychological and social factors in fostering effective language learning. In response to these conditions, a role play instructional model was designed, comprising three integrated stages: preparatory activities (psycholinguistic), role simulation within authentic social contexts (sociolinguistic), and post-activity reflection. This model is deemed pedagogically viable and relevant for broader implementation in Arabic language instruction, particularly in facilitating the development of students' speaking competence through interactive, contextualized, and student-centered learning experiences.*

Keywords: *Role Play, Psychosociolinguistic, Communicative Competence*

INTRODUCTION

Arabic language learning in Indonesia continues to face fundamental challenges in improving students' active language skills, particularly in the area of speaking proficiency (maharah al-kalam). (Evi Nurus Suroiyah and Dewi Anisatuz Zakiyah 2021). Traditional instructional methods, which remain

predominantly teacher-centered, tend to limit students' active participation in the classroom. (Salay 2019). Fundamentally, in foreign language learning, students' active engagement is a key factor in the success of language acquisition (Sholeha and Al Baqi 2022). This lack of engagement contributes to the low communicative

competence of students in using Arabic in a natural and contextual manner.

Speaking proficiency is the most complex aspect of foreign language mastery. Many students face limitations in confidence, vocabulary range, and understanding of linguistic structures, which hinder their ability to express ideas orally (Sholeha and Al Baqi 2022). These challenges are further exacerbated by the limited opportunities to practice speaking in supportive and authentic environments (Manan and Nasri 2024). In this context, instructional approaches that rely solely on grammar exercises and vocabulary memorization are insufficient to develop effective speaking skills.

To address these challenges, the psychosociolinguistic approach offers a promising alternative (Nasution et al. 2025). This approach integrates theories of language acquisition from both internal psychological and external social dimensions, positioning learners not merely as individuals who study linguistic structures but also as social beings who use language within real-life contexts (Achmad Hafi, Izzatun Naimah, and M. Yunus Abu Bakar 2024). By accommodating affective factors such as motivation, self-confidence, and the social context of learning, the instructional process becomes more holistic. (Muhammad 2017)

One instructional model that aligns well with this approach is the Role Play method. This model provides students with opportunities to engage in simulations of social roles while using Arabic as the medium of communication (Achmad Hafi, Izzatun Naimah, and M. Yunus Abu Bakar 2024). In addition to enhancing speaking proficiency, Role Play also fosters contextual understanding of vocabulary and sentence structures, as well as increases students' confidence in expressing themselves in front of others (Purwana et al. 2021). This method is also effective in facilitating social and cultural interaction among learners, which is essential for successful language acquisition.

However, the implementation of the Role Play method in secondary schools has not yet been optimized. Many Arabic language teachers still lack the competence or references required to integrate this method systematically into lesson plans and instructional practice (Yulianto 2022). In fact, the development of structured learning models grounded in scientific approaches such as psychosociolinguistics is crucial to ensure that this method is not merely used as an entertaining classroom activity, but rather as a strategy that effectively strengthens learning outcomes.

Innovative learning models that are integrated with theoretical approaches have

been shown to more effectively enhance students' learning motivation and academic outcomes (Muhammad 2017). Therefore, it is necessary to develop a psychosociolinguistics-based Role Play learning model that teachers can use as both a practical and academic guide in managing effective and engaging Arabic language instruction. Such a model will encourage students to participate actively, think critically, and use the language as a communicative tool within real-life contexts (Nasution et al. 2025)

Thus, the development of a psychosociolinguistics-based Role Play model in Arabic language instruction offers a solution that addresses not only the cognitive dimension but also the affective and social dimensions of learners. It is expected that this model will enhance the overall quality of Arabic language teaching and respond to the challenges of foreign language learning in the era of active and competency-based education (Zayuda et al. 2024).

METHOD

This study employs a qualitative descriptive approach, which aims to provide a comprehensive and in-depth depiction of the phenomena occurring in the field, particularly those related to the development of a psychosociolinguistics-based Role Play learning model in Arabic

language instruction. This approach was selected because it aligns with the research objective of holistically uncovering the perceptions, practices, and learning experiences of both teachers and students (Creswell and Poth 2016)

The research was conducted at Salafiyah Wustha Campus 2 of the Islamic Center Binbaz Yogyakarta, an institution that implements Arabic language instruction. The research subjects consisted of: (1) Arabic language teachers, who act as instructional practitioners and key informants regarding the design, methods, and challenges of the learning process; (2) eighth-grade students, who serve as recipients of the instructional process and participants in the implementation of the Role Play method; and (3) instructional documents, such as lesson plans, textbooks, and student worksheets, which were analyzed in depth.

Data were collected using several techniques. First, participant observation was employed to directly observe the Arabic language learning process in the classroom, with a focus on the implementation of active learning methods, student interaction, and the socio-psychological context of teaching and learning activities (Miles and Huberman 1994). Second, in-depth interviews were conducted with teachers and purposively selected students to obtain

data on their understanding, experiences, and challenges related to the implementation of the Role Play method. Third, document analysis was carried out to examine relevant instructional materials, including syllabi, lesson plans, assessment instruments, and classroom activity records.

The data were analyzed interactively using the Miles and Huberman model, which consists of three main stages. The first stage, data reduction, involved simplifying, selecting, and focusing raw data that were relevant to the research objectives. The second stage, data display, was carried out through descriptive narratives, tables, and informative excerpts from interviews and documents. The final stage, conclusion drawing and verification, was conducted iteratively to ensure the validity of the findings and their alignment with psychosociolinguistic theory as well as the implementation of the Role Play method.

To ensure the validity and reliability of the data, the researcher employed both technique and source triangulation. In addition, member checking was conducted by inviting respondents to review the interview transcripts and the researcher's interpretations to verify the accuracy of the intended meanings. This study focuses on several core aspects, namely describing the current practices of Arabic language

instruction, particularly in speaking skills, identifying learning needs from the perspectives of students and teachers, examining the relevance between the psychosociolinguistic approach and the Role Play method, and formulating the fundamental components of a psychosociolinguistics-based Role Play model that can be practically implemented in classroom settings.

RESULT AND DISCUSSION

Conventional Arabic Language

Learning Practices

Classroom observations revealed that instruction is still dominated by conventional methods, particularly the lecture-based approach. The teacher functions as the central source of information, while students primarily take notes and memorize content. Activities such as discussions, open questioning, and speaking practice are rarely implemented. Most exercises assigned to students are mechanical in nature, such as translation tasks or grammatical drills, providing little opportunity for verbal interaction among learners. As a result, the learning process becomes static and does not adequately foster functional language skills.

Students who were interviewed expressed that they often felt bored with such learning patterns. They hoped to learn through more engaging activities, such as

role-playing or dialogue practice, yet these activities had never been introduced in their classes. When asked about speaking activities during instruction, most students admitted that they were not accustomed to them because they were rarely given opportunities to practice.

On the other hand, the teachers reported that limited instructional time and curriculum demands were the primary reasons for relying on lecture-based methods. Moreover, most teachers had not received training in active or communicative teaching methods, leading them to depend on traditional approaches that are perceived as practical and efficient. This condition highlights the urgent need for a new, applicable instructional model that can bridge the gap between students' expectations and the challenges faced by teachers in classroom practice.

Overall, these conditions indicate that Arabic language instruction has not yet been oriented toward the development of communicative competence. In fact, in the context of foreign language learning, language skills develop more optimally when students are given opportunities to use the language within relevant social contexts. Students' Speaking Skills Remain Weak

Interviews with both students and teachers revealed that speaking proficiency

is the most challenging aspect to develop in Arabic language learning. Students are not accustomed to speaking in Arabic, and most of them feel comfortable only when responding to written questions. When asked to speak spontaneously, they often feel nervous and afraid of making mistakes. This indicates that they have not yet developed the habit of thinking and expressing ideas directly in Arabic. Students' anxiety arises because they have not been given sufficient space to practice speaking. The formal and minimally communicative classroom atmosphere further aggravates this condition. Students expressed that they need an environment that encourages them and builds their confidence so they can speak more freely. Without adequate psychological support, their speaking abilities are unlikely to develop effectively.

Teachers acknowledged that they also face challenges in developing students' speaking skills. They lack practical strategies or examples of activities that can be effectively implemented in the classroom. As a result, instruction tends to focus primarily on reading and writing skills, with minimal attention given to oral activities. This situation indicates the need for an instructional method that enables students to speak in a safe, relevant, and enjoyable environment. Role Play serves as an

effective alternative, as it engages students in contextual and natural communication practice without creating a sense of intimidation.

The teachers interviewed were not familiar with the term “psychosociolinguistics,” yet they demonstrated an intuitive understanding of the importance of creating a psychologically and socially supportive learning environment. They observed that students tend to be more active when the learning material is connected to real-life experiences, and that they become more confident when given opportunities to speak in pairs or small groups.

Teachers also observed that students grasp the material more quickly when learning is delivered in a contextual manner. For example, when lessons are presented through everyday dialogues, students are better able to absorb and use the language. This indicates that integrating social context into instruction has a positive impact on both the learning process and students’ overall learning outcomes.

Psychological factors, such as self-confidence and emotional comfort, were found to significantly influence students’ success in learning Arabic. Teachers acknowledged that students who feel supported and not judged tend to progress more rapidly in speaking skills.

Conversely, those who feel pressured are more likely to remain silent and reluctant to participate. Thus, although the teachers did not explicitly understand the term psychosociolinguistic approach, they had, in practice, already implemented several of its underlying concepts. This serves as a strong foundation for developing a systematic and structured instructional model grounded in the principles of psycholinguistics and sociolinguistics.

Design of the Psychosociolinguistics-Based Role Play Model

Based on the analysis of field data, the researcher developed a Role Play learning model grounded in the psychosociolinguistic approach. This model consists of three main stages: preparation, implementation, and reflection. In the preparation stage, students are first engaged in light introductory activities such as pronunciation drills, vocabulary introduction, and ice-breaking tasks aimed at building their confidence. In the implementation stage, students are assigned roles within specific social scenarios. They interact in groups and practice using Arabic according to the roles and situations provided, such as simulations of buying and selling, introductions, or school-related consultations. These activities enable

students to use the language naturally and freely within real-life communicative contexts.

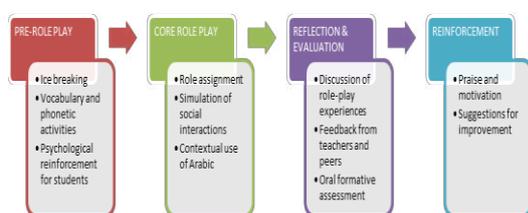
The final stage is reflection, during which both students and the teacher evaluate the learning process. Students are encouraged to share their experiences, the challenges they faced, and the insights they gained from the role-play activities. The teacher provides positive feedback to foster motivation and offers linguistic corrections in a constructive manner.

This model is flexible and can be adapted to different educational levels and students' proficiency. Teachers are provided with implementation guidelines and practical scenario examples. By integrating psychological and social dimensions into instructional practice, this model is expected to significantly enhance students' motivation and speaking competence.

memorization. This pattern aligns with previous research suggesting that teacher-centered methods lead to one-way and passive learning, leaving students with little opportunity to practice the language actively. When language instruction does not involve direct communicative practice, students' communicative competence becomes difficult to develop naturally. In the context of foreign language learning, the opportunity to use the language in real-life situations is essential for fostering communicative competence.

Previous studies have shown that active learning methods exert a strong influence on learning success because they simultaneously engage students' cognitive, affective, and psychomotor dimensions. However, in actual classroom practice, teachers tend to continue using traditional approaches because they feel they lack practical and measurable alternative methods. This reinforces the urgency of developing an instructional model that can promote active student participation while maintaining a systematic teaching structure.

Figure 1



Limited Use of Active Methods and Their Impact on Learning

The findings indicate that Arabic language instruction in the classroom remains heavily dependent on lecture-based methods and vocabulary

The findings of this study also align with Rahmawati (2024) who states that students require methods that can activate them both psychologically and socially. When instruction does not provide opportunities for speaking, dialogue, or role-playing, students lose the chance to

use Arabic in meaningful and dynamic contexts. Therefore, the solution lies not only in the content of the material but also in the instructional approach used to deliver it. In this context, a psychosociolinguistics-based Role Play model can serve as an alternative strategy that meets the demands of active learning. Role Play provides opportunities for interaction, communicative simulation, and emotional engagement, all of which are essential prerequisites for successful language learning. This model is also aligned with the principles of the *Merdeka Curriculum*, which emphasizes active, collaborative, and contextual learning.

Limitations in the Development of *Maharah al-Kalam*

Speaking skills (*maharah al-kalam*) represent the highest level of language proficiency, yet they remain the most challenging aspect of Arabic language learning in the classroom. Previous studies reinforce this by noting that teachers often neglect the development of speaking skills because they are perceived as difficult to assess and require specialized methods. In reality, speaking is a crucial productive skill essential for daily communication. Sholeha dan Al Baqi (2022) emphasize that the primary obstacles students face in speaking are not merely limitations in vocabulary, but

psychological conditions such as fear, anxiety, and low self-confidence. Therefore, teaching speaking skills cannot rely solely on memorization-based dialogue exercises; instead, it must involve activities that gradually build students' confidence and communicative habits.

In this context, context-based speaking practice is highly needed. When students are provided with simulations of real-life situations such as conversations in a marketplace or group discussions, they are encouraged to use Arabic in meaningful communication. This is the primary strength of the Role Play method: it offers students authentic experiences in using the language as a tool for communication. A Role Play model developed on the basis of the psychosociolinguistic approach helps students express themselves verbally within a supportive environment. Students feel more at ease because role-playing is perceived as an enjoyable activity rather than an evaluative one. Consequently, this method provides students with the space to develop their speaking skills gradually and naturally.

The Importance of Integrating Psychological and Social Dimensions in Learning

Effective Arabic language learning cannot be separated from the influence of

students' psychological and social factors. Hymes (1974) asserts that language learning must take into account communicative competence, which includes the ability to use language appropriately within social contexts. In school-based Arabic instruction, this approach has not yet been implemented optimally. Sultan and Yahya (2019) explain that motivation, self-confidence, and learning comfort are key determinants of success in foreign language acquisition. When students are placed in a supportive learning environment, they become more willing to attempt speaking and to express their ideas. Therefore, a democratic and dialogic classroom atmosphere needs to be fostered by the teacher.

From psycholinguistic perspective, as explained by Field (2003), the process of language acquisition is strongly influenced by learners' mental readiness. When students feel pressured, the mental processes involved in accessing vocabulary and sentence structures do not function optimally. Therefore, instruction that takes psychological readiness into account will accelerate the language acquisition process.

The psychosociolinguistic approach integrates both psychological and social aspects inclusively. Through the Role Play model developed in this study, the psychological dimension is strengthened

through pre-role play activities such as language games or positive reinforcement, while the social dimension is fostered through contextual and simulated scenarios. This model bridges the need for learning that is human-centered, adaptive, and grounded in real interaction.

Contribution of the Model to Arabic Language Teaching Practice

The psychosociolinguistics-based Role Play model developed in this study successfully addresses various challenges encountered in Arabic language learning. With its three-stage structure (preparation, implementation, and reflection), the model offers a clear yet flexible framework that can be applied across different grade levels and classroom conditions. This aligns with the communicative approach proposed by Richards and Rodgers (2001) in *Approaches and Methods in Language Teaching*.

This model encourages teachers to move beyond the role of content transmitters and become facilitators of interactive learning processes. During the implementation stage, students are assigned roles within relevant social contexts, enabling them to practice the language in more authentic forms rather than merely memorizing it. These activities also enhance students' critical and creative thinking skills in using the language. The

reflection stage incorporated into the model serves as an essential component of experiential learning. Students are not only engaged in performing activities but are also encouraged to reflect on their experiences what they felt, what they learned, and how they can improve their communicative performance. Teachers, in turn, can provide feedback in a supportive and constructive environment.

Overall, this model makes a significant contribution to improving the quality of Arabic language instruction. It offers an approach that is not only theoretically grounded but also practical and relevant to classroom dynamics. The model is expected to serve as a reference for developing Arabic language learning that is based on communicative competence and the psychosocial needs of students in the twenty-first century.

CONCLUSION

Based on the research findings and data analysis, it can be concluded that Arabic language instruction at the junior secondary level is still dominated by conventional approaches oriented toward memorization and the mastery of grammatical structures. Speaking skills, as one of the core *maharah*, have not received sufficient practice in terms of methods, media, or learning atmosphere. This condition has resulted in students' low

ability to communicate in Arabic actively and contextually. The integration of the psychosociolinguistic approach has proven to be relevant in designing more effective and communicative learning strategies. This approach emphasizes the importance of psychological factors such as motivation, self-confidence, and mental readiness and social contexts, including real communicative situations and cultural values, in the process of language acquisition. Therefore, it provides a strong theoretical foundation for developing learning models that are more human-centered and applicable in practice.

The Role Play model developed in this study successfully addresses the challenges identified in the field. The model consists of three main components: pre role play (psychological and linguistic preparation), core role play (contextual social simulation), and post role play (reflection and evaluation). The implementation of this model demonstrated increased student participation, greater confidence in speaking, and improved understanding of how to use Arabic in everyday communicative situations. Thus, the psychosociolinguistics-based Role Play model is suitable for broader implementation in Arabic language learning, particularly for strengthening students' speaking skills. This model not

only activates language use but also fosters a learning environment that supports the development of students' personality and social abilities. Psychosociolinguistics, as an integration of psychology, sociology, and linguistics, serves as an essential approach for understanding how psychological and social factors influence language use within educational contexts.

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