

**IMPLEMENTATION OF THE ROLE PLAYING METHOD
IN LEARNING MAHĀRAH AL-KALĀM FOR CLASS XI STUDENTS
AT MAS SIMBANG KULON BUARAN PEKALONGAN**

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ABSTRAK

MAS Simbang Kulon merupakan salah satu madrasah dengan berlatar belakang salafi, bukan madrasah modern dengan lingkungan berbahasa. Dalam pembelajaran bahasa Arab *mahārah al-kalām*, peserta didik kelas XI MIPA 3 MAS Simbang Kulon masih banyak yang kurang percaya diri dalam berbicara bahasa Arab. Oleh karena itu, pendidik di sana menerapkan metode *role playing* dengan harapan peserta didik dapat lebih aktif dan berani dalam berbicara bahasa Arab. Tujuan dari penelitian ini adalah: (1) Untuk mendeskripsikan implementasi metode *role playing* dalam pembelajaran *mahārāh al-kalām* pada siswa kelas XI di MAS Simbang Kulon Buaran Pekalongan. (2) Untuk mendeskripsikan kelebihan dan kekurangan metode *role playing* dalam pembelajaran *mahārāh al-kalām* pada siswa kelas XI di MAS Simbang Kulon Buaran Pekalongan. Penelitian ini menggunakan jenis penelitian lapangan (*field research*) dan pendekatan kualitatif. Teknik pengumpulan data yang digunakan adalah observasi, wawancara, dan dokumentasi. Adapun teknik analisis data yang digunakan yaitu model *Miles and Huberman* yang terdiri dari reduksi data, penyajian data, dan penarikan kesimpulan. Hasil dari penelitian ini menunjukkan bahwa implementasi metode *role playing* dalam pembelajaran *mahārāh al-kalām* pada siswa kelas XI di MAS Simbang Kulon Buaran Pekalongan sudah baik, dibuktikan dengan pelaksanaannya sesuai langkah-langkah yang diterapkan dan juga sudah sesuai dengan teori. Ada beberapa tahapan dalam melaksanakan metode ini. Pertama yaitu tahap perencanaan, kedua yaitu tahap pelaksanaan, dan ketiga yaitu tahap evaluasi. Tetapi dalam penerapannya terdapat kelebihan dan kekurangan.

Kata kunci: *implementasi, role playing, mahārah al-kalām*

ABSTRACT

MAS Simbang Kulon is a school with a Salafi background, not a modern school with a language environment. In learning Arabic mahārah al-kalām, many students in class XI MIPA 3 MAS Simbang Kulon still lack confidence in speaking Arabic. Therefore, educators there apply the role playing method in the hope that students can be more active and brave in speaking Arabic. The objectives of this research are: (1) To describe the implementation of the role playing

method in teaching maharāh al-kalām to class XI students at MAS Simbang Kulon Buaran Pekalongan. (2) To describe the advantages and disadvantages of the role playing method in teaching maharāh al-kalām to class XI students at MAS Simbang Kulon Buaran Pekalongan. This research uses field research and a qualitative approach. The data collection techniques used were observation, interviews and documentation. The data analysis technique used is the Miles and Huberman model which consists of data reduction, data presentation and drawing conclusions. The results of this research indicate that the implementation of the role playing method in learning mahārāh al-kalām for class XI There are several stages in implementing this method. The first is the planning stage, the second is the implementation stage, and the third is the evaluation stage. But in its application there are advantages and disadvantages.
Keywords: *implementation, role playing, mahārah al-kalām*

INTRODUCTION

MAS Simbang Kulon is one of the Madrasah Aliyah with A accreditation in Pekalongan Regency which is a madrasa with a Salafi background, whose environment studies the yellow book, not a modern madrasa whose environment uses. Therefore, students there tend to be better able to read the yellow book than to speak Arabic directly. But in this case, the Arabic language educators there still maximize their learning. Like skills in Arabic that all need to be taught and tried to be applied.

Learning Arabic here is the same as learning Arabic in madrasas in general, namely using a student handbook from the Ministry of Religion (*Kemenag*) and assisted with School Worksheets (*LKS*), sometimes educators also ask students to bring the book *amsilatut taṣrīf* and a dictionary Arabic. In a lesson, there are many terms that educators will encounter, which if applied will all achieve a goal in a lesson (Larkin and Bose 2023).

In a language subject, there must be several skills taught. Just like in Arabic subjects, there are four skills including listening skills (*mahārah al-istimā'*), speaking skills (*mahārah al-kalām*), reading skills (*mahārah al-qirā'ah*) and writing skills (*mahārah al-kitābah*). And when learning Arabic at MAS Simbang Kulon, all these skills are taught by educators.

Mahārah al-kalām is a skill that is quite difficult to teach, because this skill is not only obtained by learning, but must be accompanied by application and this

skill cannot be obtained instantly, but requires habit. The learning of *mahārah al-kalām* at MAS Simbang Kulon is also implemented in a practical way so that the goal of *mahārah al-kalām* can be achieved, namely students have the courage to speak Arabic.

In learning *mahārah al-kalām* several methods can be applied. The more appropriate the method used, the more effective and efficient the learning process carried out by educators and students. This supports the success of students' learning and the success of educators in teaching. But of all methods, no method is perfect, each method definitely has its own advantages and disadvantages. Arabic language educators at MAS Simbang Kulon also apply several methods in their learning that adapt the material, learning objectives and characteristics of students.

The results of a simple interview with grade XI MIPA 3 Arabic language educators explained that in the *hiwār* material for which *mahārah al-kalām* is the basis, here the educator applies the role playing method. With this method, students are free to express themselves with plays that are played according to the learning theme. Apart from that, we also hope that students will be more active and communicative, can reduce feelings of embarrassment and can help increase their self-confidence to dare to speak Arabic (Wahyuni 2022).

The application of the role playing method in learning *mahārah al-kalām* by Arabic language educators at MAS Simbang Kulon can be said to be quite helpful as seen from students who are willing to learn and have the courage to speak Arabic (Aini and Furoidah 2021). Apart from that, it can also be seen from the achievements of MAS Simbang Kulon students who won several Arabic language competitions, as follows:

Table 1 Student Achievement

No	Year	Type of Competition	Level	Inf
1.	2017	Arabic Debate	Porsema X LP Maarif Regency Pekalongan	1 st place winner
2.	2019	<i>Khitobah</i> PARBARA	Province Jawa Tengah	3 rd place winner
3.	2019	<i>Taqdimul Qishoh</i> PARBARA	Province Jawa Tengah	3 rd place winner

The objectives that will be achieved by researchers include: To describe the implementation and advantages and disadvantages of the role playing method in learning *mahārah al-kalām* for class XI students at MAS Simbang Kulon Buaran Pekalongan.

This research is a type of field research. Researchers obtain data regarding the problem being studied by making direct observations of the research object (Nasution 2020). What is intended in this research is related to the implementation of the role playing method in learning *mahārah al-kalām* in class XI students at MAS Simbang Kulon Buaran Pekalongan. The data collection techniques used were observation, interviews and documentation. The data analysis technique used is the Miles and Huberman model which consists of data reduction, data presentation and drawing conclusions.

DISCUSSION

Role Playing Method

a. Understanding Role Playing Methods

Role playing is an effort by students to appreciate and develop imagination to master the teaching material. Acting as a character, whether a living character or an inanimate object, is one effort that can be used to carry out appreciation and develop imagination. One or more players can carry out this activity according to the theme displayed.

b. Purpose of the Role Playing Method

This role playing process can provide life examples of human behavior that are useful as a means for students to:

- 1) Explore his feelings.
- 2) Gain inspiration and understanding that influences attitudes, values and perceptions.
- 3) Develop skills and attitudes in solving problems.
- 4) Explore subjects in various ways. This will be useful for students when they enter society in the future because students will find themselves in situations where so many roles occur, such as in the family environment, neighbors, work environment (Indriawati et al. 2021).

- 5) Teach students to empathize with cases that will be discussed in the classroom learning process (Kimberly, Lestari, and Muhammadin 2021).

c. Steps to the Role Playing Method

The steps in implementing the role playing method are:

- 1) Educators prepare and create scenarios that will be carried out
- 2) Educators select several students to better understand the scenarios that have been prepared several days before the lesson
- 3) Educators gather several people to form groups of students
- 4) Educators provide an explanation of the abilities that will be achieved
- 5) Educators invite selected students to act out the scenarios that have been prepared
- 6) Each student is in their group while observing the scenario that is being carried out
- 7) After the performance ends, each student is given a Student Worksheet (LKS) to discuss
- 8) Each group conveys the conclusions they understand
- 9) Educators share overall conclusions
- 10) Evaluation
- 11) Closing (Mahrus 2021).

d. Advantages and Disadvantages of the Role Playing Method

The advantages of the role playing method include:

- 1) Teach students to be brave and do something dramatically
- 2) More connected to student interests
- 3) Students understand the subject matter more deeply. Because as players, they also have to understand, appreciate and memorize the text of the story
- 4) Students are directed to be able to organize their thoughts systematically
- 5) Students are guided to be able to empathize and understand other people's positions
- 6) From the students' abilities, educators can see the true reality and
- 7) Students are trained to develop initiative and creativity (Putri 2023)

According to Zuhairini, et al., apart from having advantages, a method also has disadvantages (Sabeni 2020). The disadvantages of the role playing method are:

- 1) This method requires a short duration
- 2) Careful and mature preparation is very necessary (educators need to have a lot of creativity)
- 3) Because embarrassment makes students reluctant to act out a scene
- 4) Educational goals cannot be achieved if the dramatization fails, because we are unable to draw any conclusions
- 5) Finding students who have the appropriate characteristics to overcome this problem is very difficult
- 6) Difficulty in memorizing dialogue text
- 7) Students who have not had their turn will focus on their own preparations, making the situation less conducive
- 8) The targets to be achieved will not be fulfilled properly if students are not wise (Gunawan and Rahmania 2023).

Mahārah Al-Kalām Learning

a. *Mahārah Al-Kalām's Understanding of Learning*

The most important language skill is speaking skill. In foreign language learning, speaking is seen as the most basic component because it is one of the abilities possessed by educators (Suryani 2022). So that students are able to develop reading, listening, thinking and writing skills, they need to understand speaking skills. When they organize, design, explain more clearly, and simplify ideas, feelings, and thoughts to other people verbally, their thinking abilities will be trained (Hidayah 2017).

The ability to listen (receptive), the ability to speak (productive), as well as knowledge (relative) of sentence patterns and vocabulary are the basis of speaking ability (*mahārah al-kalām*) which allows students to communicate their thoughts (Malmström, Pecorari, and Warnby 2023).

b. *Mahārah Al-Kalām Learning Objectives*

In general, learning *mahārah al-kalām* has the aim of (Sa'diyah 2018): (1) Pronounce Arabic sounds, paying attention to intonation and emphasis; (2)

Identify the difference between the pronunciation of letters with short and long vowels; (3) Express ideas by obeying grammatical rules; (4) Apply Arabic language characteristics that suit the conversational context, including the use of male and female pronouns, which change according to the conversation; And (5) Communicative in conveying thoughts and views.

c. *Mahārah Al-Kalām* Learning Techniques

Mahārah al-kalām learning techniques can be carried out in three stages, namely:

1) Association and Identification Exercises

This association and identification exercise is intended to train students' spontaneity and accuracy in identifying and associating definitions of spoken or heard vocabulary.

2) Sentence Pattern Practice (pattern drill)

This pattern drill is an exercise format that is presented to students by presenting sentence patterns, so that their tongues become automatic in expressing Arabic sentence patterns, without any skepticism or doubt.

3) Conversation Practice (dialogue)

This conversation (dialogue) exercise is an exercise whose topics are taken from everyday life, marketable and actual so that it is interesting for students. The implementation process uses a communicative approach. In this way, it is interactive, and does not seem artificial (Ilyas 2018).

d. *Mahārah Al-Kalām* Learning Evaluation

Evaluation of *mahārah al-kalām* learning is carried out using an oral test. Evaluation at the basic level is carried out by assessing conversations directly on the *muḥādaṣah* topic being taught. The conversation starts with the most intelligent participant and then with participants at a lower level to give examples to the other participants. Evaluation at the *mutawassīṭ* and *mutaqaddim* levels is carried out by assessing the discussion process of students who are asked to come to the front of the class. Evaluation at this level is more monologue in nature, such as assessing storytelling activities or giving speeches in front of the class using Arabic with a free theme (Rohmah, Humairoh, and Mahbubah 2022).

Implementation of the Role Playing Method in Learning *Mahārah Al-Kalām* for Class XI Students at MAS Simbang Kulon Buaran Pekalongan

1) Planning Stage

Arabic language subjects at MAS Simbang Kulon Buaran Pekalongan are held one meeting a week, with a duration of two hours. In class XI MIPA 3, it is held every Monday at the first and second hours, starting at 07.15 and finishing at 08.45 special time..

Learning Arabic here is the same as learning Arabic in madrasas in general, namely using a student handbook from the Ministry of Religion (*Kemenag*) and assisted with School Worksheets (*LKS*), sometimes educators also ask students to bring the book *amṣilatut taṣrīf* and a dictionary Arabic. Learning Arabic means learning a second language, which is not a mother tongue, this makes educators have an important role to help students during the learning process.

Planning is an important part of a learning process. With planning, the learning process becomes clearer and more focused. Arabic language educators here create a Learning Implementation Plan (RPP) which is one part of the form of learning planning. The RPP is prepared by adjusting the achievements, materials, methods and objectives as well as assessment of the learning to be taught, there is also a RPP for *mahārah al-kalām* learning using the role playing method.

In accordance with the RPP, the learning material for *Mahārah al-kalām* uses the role playing method for students in class XI MIPA 3, namely in chapter four of the second semester about *الحج والعمرة*. This material was chosen because it is appropriate to what students are studying. What is taken from this material is the *ḥiwār* part. *Ḥiwār* is very suitable to be applied using the role playing method. The implementation of the role playing itself had been informed and prepared since the meeting the week before, this was also a form of planning.

2) Implementation Stage

As for the process of implementing *mahārah al-kalām* learning using the role playing method for class XI MIPA 3 students at MAS Simbang

Kulon Buaran Pekalongan, based on observations on January 15 2024 there are several stages, namely the preliminary stage, the core stage, and the closing stage.

a. Preliminary Stage

From observations carried out by researchers, the class XI MIPA 3 *mahārah al-kalām* learning activity begins with a greeting, that is, when the educator enters the classroom, the class leader gives a signal using Arabic to stand up to pay respects to the educator, then greets the teacher. After the greeting has been answered by the teacher, the students continue to read the prayer while still standing (Meyer and Forkman 2014). After that, the teacher gives a greeting and asks the students how they are and the students answer well using Arabic. After that, the class leader gave the signal to sit back down, and all students prepared to receive lessons from the teacher.

Before learning begins, don't forget to read *Basmallah* together and the teacher checks attendance by saying the names of the students one by one. After that, the educator begins the lesson by asking questions about last week's learning, especially asking about the mufradat that has been taught. This is done in order to recall what has been learned and further strengthen students' memories regarding mufradat material.

b. Core Stage

At this stage, the educator explains the content of the *ḥiwār* text in the الحج والعمرة chapter. Then the educator divides into groups, one group containing four children because later in the *ḥiwār* text there are four roles that must be played (Kormos and Wisdom 2023). Groups are chosen independently by students, for the reason that they have more freedom and enjoy the roles they play. Educators also ask students to prepare a setting that will be used for role playing later. After that, the educator gives a few minutes to memorize the text and prepare simple teaching aids. This had been informed and prepared

since the meeting the week before. So, students are ready to move forward with their group.

Based on observations made by researchers, the process of implementing *mahārah al-kalām* learning using the role playing method for class XI MIPA 3 students at MAS Simbang Kulon Buaran Pekalongan is as follows:

- 1) The educator explains the *ḥiwār* material that will be practiced
 - 2) The educator asks students to form groups consisting of four children
 - 3) Educators ask students to prepare a place for implementation
 - 4) Educators give students time to memorize the text and prepare teaching aids
 - 5) Students advance in group order to play roles from the *ḥiwār* material that has been explained
 - 6) For other groups who do not come forward, become spectators and remain calm
 - 7) Educators observe the implementation of role playing in each group
 - 8) After all the groups have progressed, the educator provides an evaluation
 - 9) Educators ask students several questions regarding the content of the *ḥiwār* text
 - 10) Students answer questions from educators
- c. Closing Stage

When class time is over, learning is over. Before the educator says *hamdallah* and gives greetings, the educator provides reinforcement on the material that has just been studied and provides motivation to the students. Educators also give appreciation to students for wanting to try to learn, paying attention to explanations from educators and actively participating during the learning process.

According to Salma Nabila, as a class XI MIPA 3 student at MAS Simbang Kulon, she responded that learning *mahārah al-kalām* using the role-playing method is very fun, because it can train mentally in speaking Arabic (Anditiasari 2020).

3) Evaluation Stage

Evaluation is an important part of the learning process. With evaluation, educators will know their level of success in teaching. With evaluation, it can also be a benchmark for students to know how far they understand the lessons they are learning. The evaluation that has been carried out will make learning better than previous learning.

Evaluation in learning *mahārah al-kalām* also takes place, namely asking several questions related to the content of the *ḥiwār*, to test the extent to which students understand the content of the *ḥiwār* and have the courage to answer using Arabic. Other evaluations take the form of assessments in the form of numbers. The assessment aspects of this role playing method include attitude assessment, performance assessment, cognitive assessment in the form of understanding the material, *makhraj* accuracy, fluency in speech, intonation and activeness (Ainiyah and Miftahul Himmah 2023). The following are the results of evaluations carried out from role playing practice, the data obtained are as follows:

Tabel 2

List of Role Playing Practice Values for Class XI MIPA 3 Students

No.	Name	Value
1.	Alfina Salsabila	80
2.	Alifa Naura Ahmad	81
3.	Alisa Ainurrohmah	83
4.	Asna Tsabita	80
5.	Awalinda Syaska Adila	78
6.	Ayyuna Ayuningtyas	83
7.	Chilyatul Mufidah	83
8.	Dara Mulan Saskia	80

9.	Dewi Aisyah	83
10.	Dewi Anisa	78
11.	Dini Fika Kamalia	83
12.	Faizah Hikmah Miladia	79
13.	Falikhatul Ikroma	83
14.	Fatimah Alisya Qotrunnada	81
15.	Fia Naili	78
16.	Fina Rahmatul Maula	81
17.	Fulla Affuana	80
18.	Hanimatul Luna Fatimah Abas	85
19.	Hasna' Nur Aufa	81
20.	Himmatul Azka	82
21.	Inayatul Maula	79
22.	Khodijatus Tsani	79
23.	Marsella Ismayla	82
24.	Maziyatul Aqila	84
25.	Meisya Gita Fadillah	82
26.	Melia Shofa	83
27.	Musyafaatu Alfi A'malina	80
28.	Nadhifah Azzahra	81
29.	Naila Jazila	80
30.	Nathanya Nahwa Kirana Ramadhani	80
31.	Naviul Laely Syifa'	80
32.	Revaneza Bunga Aulia Mirta	78
33.	Sabrina Alovina Rosada	80
34.	Salma Nabila	81
35.	Salma Sari Muzana	80
36.	Salsa Rahma Sabila	78
37.	Savira Meirina Diana	81
38.	Septia Azahra	81
39.	Sita Dewi Aulia	80

40.	Siti Hajar	79
41.	Sofa Zahrotul Aulia	79
42.	Tahta Mutiara	80
43.	Wafiq Azizah	80
44.	Wulan Kurniasih	80
45.	Yeni Istakhsanal Ulya	81
46.	Yulia Nur Karimatul Aqiqoh	81

1. Advantages and Disadvantages of Implementing the Role Playing Method in Learning *Mahārah Al-Kalām* for Class XI Students at MAS Simbang Kulon Buaran Pekalongan

Everything has advantages and disadvantages, just like methods. Each method definitely has advantages and disadvantages because basically no method is perfect (Jayant et al. 2022). Likewise, the role playing method is applied in learning *mahārah al-kalām* for class XI MIPA 3 students at MAS Simbang Kulon Buaran Pekalongan. Based on observations on January 15 2024, the advantages of this method are as follows:

- 1) Increase students' Arabic vocabulary
- 2) Students are more active in learning Arabic
- 3) Sharpen students' Arabic speaking skills
- 4) Sharpen students' mental courage and self-confidence
- 5) Practice style and expression in conversation

Apart from having advantages, the role playing method also has disadvantages, including the following:

- 1) Learning is not conducive
- 2) There are still some students who are embarrassed to come forward and recite Arabic sentences
- 3) Many students still feel nervous and nervous
- 4) Still having difficulty memorizing Arabic conversation texts
- 5) Requires preparation and quite a long time

CONCLUSION

Based on the results of research and data analysis regarding the implementation of the role playing method in learning *mahārah al-kalām* in class XI students at MAS Simbang Kulon Buaran Pekalongan, the researchers drew the following conclusions:

1. The implementation of the role playing method in learning *mahārah al-kalām* for class XI students at MAS Simbang Kulon Buaran Pekalongan is good, proven by its implementation according to the steps applied and also in accordance with the theory and students' grades which are above the minimum completeness criteria (KKM). There are several stages in implementing this method. The first is the planning stage, Arabic language educators create a Learning Implementation Plan (RPP) that adapts the material and methods. The material used in this method is text *hiwār* regarding the chapter *الحج والعمرة*. The second is the implementation stage, which consists of the preliminary stage, core stage and closing stage. All students have the opportunity to speak Arabic in front of their friends. Third, namely the evaluation stage, the educator gives several oral questions using Arabic and is answered by the students regarding the contents of the *hiwār* text that has been memorized and displayed.
2. The implementation of the role playing method in learning *mahārah al-kalām* for class XI students at MAS Simbang Kulon Buaran Pekalongan still has several advantages and disadvantages. The advantages and disadvantages of a learning method are normal. These advantages and disadvantages should always be addressed wisely by educators as facilitators. Therefore, educators must continue to innovate and be creative in order to create fun learning, make it easier for students to learn, and be able to improve learning outcomes for the students themselves.

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