

## The Implementation of The Role-Playing Learning Method in Improving Students' Mastery of Arabic Vocabulary At Smpit Nur Hidayah Surakarta

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### Abstract

Some students experienced difficulties in understanding the material delivered. This was due to the teaching method used by the Arabic language teacher at SMPIT Nur Hidayah Surakarta, which relied on lectures and memorization. This learning strategy was applied continuously in every Arabic language lesson, resulting in boredom and low student motivation. This type of research is classroom action research (CAR) using the Kurt Lewin model. The research subjects were 35 eighth-grade students (class VIII A) of SMPIT Nur Hidayah Surakarta. The study consisted of two cycles, and each cycle included four stages: planning, implementation, observation, and reflection. Data collection techniques involved observation, documentation, tests, and interviews. The findings of this study show that the use of the role-playing method can improve the mastery of Arabic vocabulary (mufradat) among class VIII A students at SMPIT Nur Hidayah. This is evidenced by an increase in vocabulary mastery, with the class average score rising from 74.8 in cycle I to 83.4 in cycle II. This indicates that students experienced an improvement of 8.6%. The improvement occurred after the researcher implemented several stages of action, namely: (1) the teacher explained the implementation technique and assigned students to play roles, (2) the teacher divided students into small groups consisting of four members, (3) each student acted out their assigned role referring to the material *a'dhā'ul jism*, and (4) each group performed alternately. The advantages of this method include students showing greater enthusiasm for learning because they were directly involved in role-playing activities. They did not only memorize vocabulary but also practiced it in real conversational contexts. However, the weaknesses include students' limited vocabulary mastery; many still mispronounced words or could only use simple vocabulary. Teachers also faced challenges in maintaining a conducive classroom environment, as some students considered the activity merely a game.

**Keywords:** Important, specific, or representative two to four word(s) or phrase(s) for the article

### Abstrak

Sebagian anak mengalami kesulitan dalam memahami materi yang disampaikan. Hal tersebut dikarenakan metode yang digunakan oleh guru bahasa Arab di SMPIT Nur Hidayah Surakarta adalah metode ceramah dan menghafal. Strategi pembelajaran tersebut diaplikasikan secara terus menerus setiap pembelajaran bahasa Arab sehingga menimbulkan kejenuhan serta motivasi siswa juga rendah. Jenis penelitian ini adalah penelitian tindakan kelas (*classroom action research*) dan menggunakan model Kurt Lewin. Subjek penelitian adalah anak kelas VIII A yang

berjumlah 35 siswa SMPIT Nur Hidayah Surakarta. Penelitian terdiri dari 2 siklus. Setiap siklus terdiri dari empat tahap yaitu perencanaan, pelaksanaan, pengamatan, dan refleksi. Teknik pengumpulan data menggunakan observasi, dokumentasi, tes, dan wawancara. Hasil penelitian ini menunjukkan bahwa penggunaan metode *role playing* dapat meningkatkan penguasaan *mufrodad* bahasa Arab siswa kelas VIII A SMPIT Nur Hidayah. Hal ini dibuktikan dengan adanya peningkatan penguasaan *mufrodad* dalam pembelajaran bahasa Arab dengan rata-rata 74,8 pada siklus I meningkat menjadi 83,4 pada siklus II. Artinya siswa mengalami kenaikan nilai sebesar 8,6%. Peningkatan terjadi setelah peneliti memberikan tindakan yang dilakukan melalui beberapa tahapan dan proses, yaitu: 1) guru menerangkan terlebih dahulu teknik pelaksanaan, dan menentukan siswa memainkan peran. 2) guru membagi siswa menjadi kelompok kecil yang terdiri dari 4 siswa. 3) tiap siswa berperan sebagai peran nya masing masing merujuk pada materi *a`dhoul jism`*. 4) tiap kelompok maju bergantian dengan kelompok yang lain. Kelebihan metode ini adalah siswa tampak lebih antusias mengikuti pembelajaran karena dilibatkan langsung dalam permainan peran dan mereka tidak hanya menghafal *mufrodad* tetapi juga mempraktikkannya dalam konteks percakapan nyata adapun kekurangannya adalah penguasaan *mufrodad* siswa masih terbatas, banyak yang salah menyebutkan kata atau hanya mampu menggunakan kosakata sederhana. Guru juga masih menghadapi tantangan dalam menjaga kondisi kelas agar tetap kondusif.

**Kata kunci:** *Mufrodad*, penerapan,, penguasaan, *role playing*

## INTRODUCTION

Language is a crucial aspect of human life, as it enables people to communicate and express their ideas and thoughts.(Nuha 2012) In the *Kamus Besar Bahasa Indonesia* (KBBI), language is defined as a system of arbitrary sound symbols used by members of a community to cooperate, interact, and identify themselves.(“Arti Bahasa - Kamus Besar Bahasa Indonesia (KBBI) Online.”.)

Learning Arabic cannot be separated from learning *mufrodad* (vocabulary), since vocabulary learning is one of the essential components of Arabic language acquisition itself.(Mustofa 2011) Therefore, it is important to begin Arabic instruction by teaching vocabulary.(Ghifari et al. 2024) (Mursyidan et al. 2025)

However, in the implementation of teaching strategies,(Susetiyo 2022) students are often not encouraged to develop their critical thinking skills.(Ghifari et al. 2024) Classroom learning tends to be directed toward rote memorization, where students' minds are forced to retain and accumulate information without being required to understand or relate it to real-life contexts. As a result, when students graduate,

they may be theoretically knowledgeable but lack the ability to apply what they have learned.

The application of the role-playing method invites students to take an active part in the learning process. This method includes several techniques that help create a more effective, efficient, and enjoyable learning environment. Such a strategy is highly appropriate for teaching Arabic, particularly in lessons focusing on *mufrodat*.

Nevertheless, some students still experience difficulties in understanding the material. This occurs because Arabic language teachers at SMPIT Nur Hidayah Surakarta predominantly use lecture and memorization methods. These strategies are applied repeatedly in every Arabic lesson, leading to boredom and low student motivation. This issue became evident during evaluations, where many students scored below the minimum passing grade (KKM) and demonstrated weak mastery of vocabulary.

In light of these conditions, the researcher is interested in conducting a study at SMPIT Nur Hidayah Surakarta, specifically in class VIII A of Arabic lessons. Based on the explanation above, the researcher intends to carry out an educational study entitled: “The Application of the Role-Playing Method in Improving Students’ Mastery of Arabic Vocabulary at SMPIT Nur Hidayah Surakarta.”

## METHOD

This type of research is field research, in which the data are obtained directly from field activities and primary sources. Classroom Action Research (CAR), which has a reflective nature, is conducted to improve the rational capacity of actions taken. In addition, it aims to improve conditions in which teaching and learning practices are carried out, through a collaborative process.

Action research was first introduced by Kurt Lewin. The main concept of Classroom Action Research according to Lewin consists of four components: planning, acting, observing, and reflecting. The relationship among these four components is viewed as a cycle. (Coghlan and Brydon-Miller 2014)

To overcome a problem, more than one cycle is often required. These cycles are interconnected and continuous, where the second cycle is conducted if there are still shortcomings in the first cycle. A third cycle may also be carried out if the objectives are not yet achieved in the second cycle, and so on. To maximize the process, this study will be conducted in two cycles.

The explanation of the stages of Classroom Action Research (CAR) based on Kurt Lewin's model is as follows: Stage 1: Planning, At this stage, the researcher plans the actions based on the research objectives. The researcher prepares the lesson plan (RPP) and research instruments. The instruments used include observation sheets, students' daily journals, interviews, and test items for the end of the cycle. Stage 2: Acting. The second stage is the implementation of the designed actions, namely carrying out the lesson plan in an actual classroom situation. This includes opening activities, core activities, and closing activities.

Stage 3: Observing. At this stage, the researcher observes the classroom activities, including students' behavior during the learning process and their level of understanding regarding the learning material designed in line with the CAR objectives. Stage 4: Reflecting. At this stage, the researcher records the results of the observations, evaluates them, analyzes the findings, and identifies weaknesses to be used as input for the next cycle until the objectives of CAR are achieved.

In this study, the researcher collaborates with the Arabic language teacher to assist in conducting observations and monitoring the research process.

## Data Collection Methods

### Test

Data obtained through tests were conducted twice, namely the test in cycle I and the test in cycle II. The test results were used to reveal students' understanding of the material taught, as well as to measure the extent of their comprehension of the material that had been delivered.

### Observation

In terms of the process of data collection, observation was carried out in several forms: Participant Observation: In this observation, the researcher was directly involved in the daily activities of the subjects being observed or used as data sources. While conducting the observation, the researcher also participated in the activities performed by the subjects, experiencing their challenges and successes. Through participant observation, the data obtained were more complete, in-depth, and meaningful, reaching the level of interpretation of each observed behavior. Non-Participant Observation: Unlike participant observation where the researcher is directly involved, in non-participant observation the researcher did not participate but only acted as an independent observer.

From the perspective of instrumentation, observations can be distinguished into structured and unstructured.

**Unstructured Observation:** Unstructured observation is an observation not systematically prepared regarding what will be observed. This was done because the researcher did not know precisely what would be observed. During the process, the researcher did not use standardized instruments, but only observation guidelines. Thus, the researcher could conduct free observations, take notes on interesting findings, perform analysis, and then draw conclusions.

#### Interview

**Structured Interview:** Structured interviews were used as a data collection technique when the researcher already knew precisely what information needed to be obtained. For this purpose, the researcher prepared research instruments such as written questions, alternative answers, tape recorders, pictures, brochures, and other materials. Each respondent was asked the same questions, and the researcher recorded the responses.

**Unstructured Interview:** Unstructured interviews were more open, where the researcher did not use a systematically arranged set of questions for data collection. Instead, only general guidelines were used, allowing flexibility in exploring answers.

#### Documentation

Documentation involved records of past events, which could be in the form of writings, images, or monumental works of individuals. In this research, documents such as student report cards and test results (post-tests) were used to reveal evidence of progress and improvement.

#### Data Analysis Methods

The data analysis used in this study was both qualitative and quantitative.(Moleong 2016)

**Qualitative Analysis:** Data were analyzed descriptively using non-statistical methods with inductive reasoning. The researcher began with empirical facts by studying processes and natural findings, recording, analyzing, interpreting, and reporting them, and finally drawing conclusions. The process began with interviews and documentation, followed by data reduction—summarizing the data collected in the

field by selecting the most essential information and organizing it systematically so that it was manageable.

**Quantitative Analysis:** Quantitative data were analyzed using percentage techniques, with the following formula:

$$\text{Percentage (\%)} = \frac{\text{Score obtained}}{\text{Maximum score}} \times 100\% \\ \text{Percentage (\%)} = \frac{\text{Score obtained}}{\text{Maximum score}} \times 100\%$$

Indicators of students' activity achievement were as follows:

- < 50% = Poor
- 50% - 60% = Fair
- 61% - 75% = Good
- 75% = Excellent

The success indicator of this research was that students' mastery of Arabic vocabulary (mufrodat) through the role-playing method was expected to increase above 65%, as evidenced by improvements in students' learning outcomes.

## Data Triangulation

In data collection, triangulation is defined as a technique that combines various data collection methods and sources. When the researcher used triangulation, data collection was carried out while simultaneously testing the credibility of the data by cross-checking the data with different techniques and sources.

This study employed source triangulation, in which the researcher conducted interviews with several different sources.

## RESULTS AND DISCUSSION

### Implementation of the Role Playing Method

The implementation of the role playing method to enhance Arabic vocabulary mastery among Grade VIII A students was conducted in two cycles. Each cycle consisted of one meeting with a duration of 2 × 30 minutes. The learning material focused on *a'dhōul jism* (parts of the body), which comprised ten vocabulary items. In each cycle, the researcher introduced only five vocabulary items. The following

describes the learning activities in each cycle, consisting of the stages of planning, implementation, observation, and reflection.

#### *a. Report of Cycle I*

The first cycle was carried out on Saturday, July 26, 2025, in Grade VIII A of SMPIT Nur Hidayah Surakarta, from 08.00 to 09.00 WIB. Observation data revealed that a considerable number of students had not yet achieved the Minimum Mastery Criterion (KKM), which was set at 75 for Arabic language instruction at the school. Out of 35 students, 24 successfully reached the KKM, while 11 students did not. The class average score in Cycle I was 74.8, with the lowest score of 20 and the highest score of 100.

#### *b. Report of Cycle II*

The second cycle was conducted on Saturday, August 2, 2025, in the same class and at the same time. The results indicated a notable improvement in students' performance compared to the first cycle. Of the 35 students, 30 achieved the KKM, while only 5 students remained below the threshold. The class average increased to 83.4, with the lowest score of 60 and the highest score of 100.

The findings of Cycle II suggest that the remedial actions implemented by the researcher effectively met the success criteria. The data showed significant progress in students' vocabulary mastery compared to Cycle I. Specifically, in Cycle I, 24 students achieved the KKM while 11 students did not, with an average score of 74.8. In Cycle II, 30 students achieved the KKM, while only 5 students did not, with the class average rising to 83.4.

## 2. The Effect of Implementing the Role Playing Method

The results of Cycle I indicated that students' vocabulary mastery remained below expectations, as many were unable to achieve the minimum score of 75. Only 24 students succeeded in reaching the KKM, while 11 students failed to do so. The average score was 74.8, ranging from 20 to 100. ("Observasi Peneliti Dari Lembar Capaian Hafalan Kosakata.") In Cycle II, the researcher refined the instructional process to address the limitations identified in the first cycle. These improvements were intended to maximize the effectiveness of role playing in enhancing Arabic vocabulary acquisition among Grade VIII A students of SMPIT Nur Hidayah Surakarta.

The improvements implemented in Cycle II proved effective, as evidenced by an increase in students' participation and vocabulary mastery. Observation data confirmed that 30 students successfully reached the KKM, with only 5 students remaining below it. The class average also increased to 83.4, with scores ranging from 60 to 100. ("Hasil Lembar Observasi Penilaian Capaian Kosakata")

### 3. Strengths and Weaknesses of the Role Playing Method

#### Strengths:

Students demonstrated greater enthusiasm due to direct involvement in role play activities. Vocabulary was not only memorized but also practiced in authentic conversational contexts, facilitating retention and meaningful use. The learning environment became more engaging, with a lively classroom atmosphere. Collaboration among students improved as they were required to assist each other in role enactments.

#### Weaknesses:

Some students remained shy or passive, lacking confidence to perform in front of their peers, while more active students tended to dominate classroom activities. Vocabulary mastery was still limited, as many students mispronounced words or used only simple vocabulary. Teachers encountered challenges in maintaining classroom order, as some students perceived the activity merely as a game rather than a structured learning strategy.

### CONCLUSION

Based on the comprehensive discussion of the research conducted on the eighth-grade students (class VIII A) of SMPIT Nur Hidayah Surakarta, the researcher draws the following conclusions: The role-playing method has been proven to improve students' mastery of Arabic vocabulary (mufrodat), as evidenced by the increase in students' understanding of Arabic vocabulary at SMPIT Nur Hidayah Surakarta. The application of the role-playing method significantly influenced the improvement of Arabic vocabulary mastery in class VIII A students at SMPIT Nur Hidayah Surakarta. This can be seen from the results of the students' vocabulary memorization achievement sheets, which showed improvement in each cycle. The observation results indicated that in cycle I, the average class score was 74.8, and in cycle II, it increased to 83.4. The advantages of applying the role-playing method in



enhancing students' Arabic vocabulary mastery in class VIII A include students showing greater enthusiasm in participating in the lessons, as they were directly involved in role-playing activities. They not only memorized vocabulary but also practiced it in real conversational contexts, making the vocabulary easier to remember and more meaningful. In addition, the learning process became more enjoyable, the classroom atmosphere more lively, and cooperation among students improved, as they needed to help one another in carrying out their roles. However, the implementation of this method also had some weaknesses. Some students were still shy or passive and thus reluctant to perform in front of the class, while active students tended to dominate. Vocabulary mastery was still limited; many students mispronounced words or could only use simple vocabulary. Teachers also faced challenges in maintaining a conducive classroom environment, as some students considered the activity merely a game.

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