



Research Article

Analysis of the Role of Sociolinguistics in Arabic Language Learning Using a Communicative Approach at Innovative Junior High School Cianjur

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Abstract. Humans are always involved in the use of language when interacting with others, and its relation to language is studied in the interdisciplinary field of linguistics called sociolinguistics. This study aims to observe the role of sociolinguistics in Arabic language learning by applying a communicative approach at a school in Cianjur. The methodology used is qualitative descriptive. The research data were obtained from the Arabic language learning process through the communicative approach. Data collection techniques included observation and interviews with teachers and students. The results show that Arabic language learning is well implemented using a communicative framework. Furthermore, sociolinguistics plays an important role in various aspects of learning, from

the preparation of learning tools, the implementation of activities, to the use of language during the teaching and learning process. Based on the results and analysis of this study, it can be concluded that Arabic language learning contributes significantly to the study of sociolinguistics, especially in the application of the communicative framework in the classroom. This research contributes to the development of Arabic language pedagogy by offering a contextual model that integrates sociolinguistic principles with communicative teaching strategies, particularly in secondary education settings. It also provides practical insights for educators in designing language learning tools that are responsive to students' social and linguistic environments.

Keywords: Arabic Language, Communicative, Sociolinguistics

INTRODUCTION

Humans naturally have an inherent potential to assert their presence, express their emotions, channel their ambitions, communicate their opinions, and influence others for personal gain, group interests, and common welfare (Habibah dkk., 2023). Language is a set of symbols used to convey ideas. Language is called a symbol because it expresses the identity of sociocultural communal groups (Abdurrahman, 2005). Humans are always involved in the use of language when interacting with others. Viewed from its purpose, language is a tool to convey ideas, feelings, and thoughts to others. Therefore, language is a social phenomenon that is of interest to social scientists. Because language is a social phenomenon, it is natural that external elements such as community, education, economic status, gender, age, environment, and others have an impact.

The relationship between language and society is studied in the interdisciplinary field of linguistics known as sociolinguistics (Trihandayani & Anwar, 2022). Sociolinguistics is an interdisciplinary science between sociology and linguistics, two empirical fields of study that are closely related. Sociology seeks to understand how societies emerge, originate, and continue to exist. Social studies largely focus on how humans interact with their environment and how they learn to speak and write (Hasnitah, 2023). Unlike social morphology, which studies geographic realities, social psychology studies mental realities, social cultural sciences study cultural realities, and sociolinguistics studies linguistic realities. Language has its own term for sociology. The first term, sociolinguistics, is more consistent with our behavior (Basyar, 1997). Sociolinguistics is the study of how language and social phenomena interact or influence each other. According to sociolinguistics, language can change as a result of many social purposes, in which it truly determines its roles and boundaries. Sociolinguistics also focuses on language types, language learning, and gender-specific language (Farkhan, 2008).

Likewise in schools, the learning interactions that occur within the school environment inevitably use language. Language becomes the source of all activities around the people in that environment. The structure of language is very orderly from every angle, and its use is related to social and cultural purposes. Therefore, we need to pay great attention to how phrases or names are used as topics in this discussion (Daud, 2001). Learning is the process of students developing to achieve their growth.

A learning approach is the path taken by both the teacher and students to achieve certain competencies (Trihandayani & Anwar, 2022).

The use of language by students and teachers is inevitably influenced by the language use in the environment around the school or their respective residential areas. Based on this, there is a connection between Arabic language learning and language use, as well as the language variations of students and teachers. Arabic language learning still needs to be developed with other linguistic studies in order to design learning that will achieve competencies (Trihandayani & Anwar, 2022). Sociolinguistics plays a role in developing Arabic language learning, especially speaking skills, because it links language with the environment surrounding teachers and students. Sociolinguistic aspects and communicative schemes can be effectively applied in second language learning at schools, including Arabic (Nuha, 2024). The integration of a communicative approach in Arabic language learning is very relevant, especially in speaking skills, as it helps students express their thoughts and feelings accurately, and improves communication abilities in real social contexts.

Several previous studies were found that can support the research conducted by the researcher, including the study conducted by (Trihandayani & Anwar, 2022) entitled "*Peran Sosioliinguistik dalam Pembelajaran Bahasa Indonesia di Sekolah*". In that study, the research focused on the Indonesian language, analyzing how social elements in language (such as dialect, register, and language variation) influence the learning process in schools. The level of education examined was still general (not specific to a particular educational level), and the method used was theoretical and analytical. Subsequently, a study was carried out by (Habibah dkk., 2023) entitled "*Sosioliinguistik dalam Proses Pembelajaran Bahasa Serta Kaitannya dengan Pendidikan Bahasa Arab*." The study presents a general discussion, covering the principles of sociolinguistics within the context of Arabic language learning, without specifically addressing the communicative approach or focusing on any particular language skill. Subsequently, a study was carried out by (Nuha, 2024) entitled "*Sosioliinguistik dalam Pembelajaran Bahasa Arab Melalui Maharah Kalam dengan Pendekatan Komunikatif*". This study is closely related to the research conducted by the present researcher, as it focuses on the teaching of speaking skills (*maharah kalam*), the Arabic language, and employs a communicative approach. However, it does not provide a contextual explanation of how these elements are implemented in a specific secondary education institution or within a particular local context.

Thus, from the aforementioned studies, a novelty can be identified. This research offers a new contribution by combining sociolinguistic and communicative approaches in a contextual and applicative manner within Arabic language learning at the junior high school level. By taking SMP Innovative School Cianjur as the locus, this study explores more specifically how language variation, social context, and verbal interaction influence students' speaking skills in Arabic. This aspect has not been widely or deeply examined in previous studies, which tend to be theoretical, limited to the Indonesian language or university students, and have not explored actual classroom practices at the secondary education level.

Sociolinguistic studies have so far been minimally translated into direct teaching practices (Sagita, 2019). Based on this, the researcher is interested in

examining the role of sociolinguistics in Arabic language learning using a communicative scheme in the classroom. This study aims to identify the contribution of sociolinguistics to Arabic language learning through a communicative approach in classroom interaction.

RESEARCH METHOD

This study uses a descriptive-qualitative method. According to Moleong's perspective, the qualitative approach aims to describe social realities along with the perspectives surrounding them, including concepts, behaviors, perceptions, and views of the subjects studied. The nature of this research is descriptive because the data presentation is done in the form of words or phrases to illustrate the observed phenomena. The main focus of this study is the skills in Arabic language learning using a communicative approach examined through a sociolinguistic lens.

The data sources come from the Arabic language learning process that applies a communicative approach. The data collection techniques used are direct observation and interviews with teachers and students. During the learning activities, the teacher chooses to use media in the form of dialogue text sheets relevant to the material. The selection of this media is based on considerations of practicality and time efficiency. These text sheets allow students to study independently without relying on limited projector facilities in the classroom. Additionally, this media gives students the freedom to reread the material as needed without disturbing other students' learning process, thus supporting effectiveness and independence in understanding the lesson material.

RESULTS AND DISCUSSION

The Basic Concept of Sociolinguistics

Sociolinguistics is a branch of linguistics that studies the relationship between language and society. The term originates from the combination of "sociology" and "linguistics," generally referring to the discipline that examines the connection between language and its community of speakers. As an interdisciplinary field that combines linguistics and sociology, sociolinguistics explores how language is influenced by social factors within a speech community (Chaer & Agustina, 2004). Sociolinguistics is not limited to the analysis of language structures such as phonology, morphology, and syntax; it also focuses on the diversity in language use, known as linguistic heterogeneity. This aspect reflects the existence of language variation influenced by social background, culture, and the context of use.

According to Harimurti Kridalaksana, sociolinguistics is the study that examines the differences in language varieties and the relationship between speakers and the forms of language used within a society (Kridalaksana, 2009). Thus, sociolinguistics can be understood as the study of the social aspects of language, particularly related to language variation that arises due to the influence of social factors (Nahaban, 1984).

Sociolinguistics views language as a social phenomenon influenced by various social factors such as social status, level of education, age, gender, social distance, context, and so on (Setiyadi, 2016). Therefore, the main focus of sociolinguistics is on how language is used within the context of social life. Since humans are social beings

as well as language users, language use cannot be separated from their social activities and interactions with others. Given the broad scope of human social life, the scope of sociolinguistic study is likewise extensive.

In daily practice, it is common for one speech community to interact with another. In such interactions, social relationships, cultural exchange, and language contact occur. In the context of language contact, it is often found that individuals are proficient in two or more languages, a phenomenon known as bilingualism (the ability to use two languages) and multilingualism (the ability to use multiple languages) (Subur, 1970). This language contact can give rise to various linguistic phenomena such as interference (the influence of one language on another), integration, code-switching (shifting from one language to another in certain situations), and code-mixing (using elements from two or more languages within a single utterance). These phenomena are essential aspects of sociolinguistic study (Habibah dkk., 2023).

In relation to language use, sociolinguistics has a close connection with sociology. Sociology is the study of all aspects of society, including social structure, social organization, social groups (such as families, tribes, sub-ethnic groups, and nations), social stratification, social behavior, and social interaction. In social interaction, language is used as a means to express ideas and messages so that they can be understood by other members of the community. This is where sociolinguistics, which studies language in its relationship with society is closely linked to sociology.

Factors and Variables in Language Learning

There are several variables involved in language teaching and learning, both linguistic and non-linguistic. The following explanation outlines the relationships and interconnections among the various language learning variables (Chaer & Agustina, 2004). The environment is one of the most important variables in the development of Indonesian students. In practice, students are expected to think and respond critically, understand others' language, express thoughts, feelings, and skills in an organized manner, comprehend linguistic rules, and develop a positive attitude toward the language they are learning.

Resources serve as complementary variables in the development of Arabic language learning in schools. Teachers play a crucial role in the learning process and are often referred to as "facilitators" (Paramita, 2017). In fulfilling this role, teachers need appropriate teaching methods. Findings in sociolinguistic studies encourage language teachers to be more thoughtful and cautious in judging students' language use as errors, as it must be understood that language is not monolithic, and speech communities (linguistic communities) are diverse. This variation arises from differences in region, social status, profession, and the speakers' backgrounds.

In addition, sociolinguistic research also highlights the issue of societal attitudes toward language, which is closely related to motivation in language learning. Thus, insights from sociolinguistic studies are highly valuable in explaining the connection between language planning and education. Language teaching can be seen as part of the implementation of language planning, while also serving as a source of knowledge

and motivational support in both the learning process and the formulation of language policies. Sociolinguistics plays a significant role in language teaching because language is used in social contexts, and the goals of language learning are rooted in the needs and usage of language within society. Specifically, the modern teaching approach known as the “communicative approach” emerged from sociolinguistic research and thinking. One of the key features of this approach is its emphasis on meaning in language use, where meaning is shaped by the situational context in which the language is used.

Therefore, the main contribution of sociolinguistics to language teaching lies in its emphasis on the importance of language itself in the learning process, a broader understanding of linguistic diversity, the determination of learning objectives based on real-life language use, and teaching methods that reflect the way language is used in social life.

The Application of Sociolinguistic Principles in Arabic Language Learning through the Communicative Approach

The application of sociolinguistic principles in Arabic language learning involves understanding the social and cultural contexts in which Arabic is used. An educator must recognize the diversity of Arabic language varieties, including the differences in usage across various regions of the Arab world. Given the significant dialectal variations from one area to another, it is essential for teachers to adapt the form of Arabic used to match the students’ language proficiency level. Sociolinguistics also plays a role in providing insight into the social and cultural aspects related to the Arabic language, such as the distinction between formal and informal language varieties, Arab culture, and its social traditions. Therefore, these sociocultural aspects should be integrated into the Arabic language curriculum to make the learning process more relevant and effective. This approach is expected to increase students’ interest and motivation in learning Arabic, while also developing their language skills. Several sociolinguistic principles can be applied in Arabic language instruction (Al-shabaanah, 2016) These principles include:

1. Arabic Language Variation Must Be Respected and Understood

Arabic exhibits diversity in the form of dialects and regional variations across different areas and countries, such as Egypt, Saudi Arabia, and Morocco. Therefore, these differences must be taken into account in the Arabic language learning process. Understanding Arabic language variation is a key aspect of the sociolinguistic principles that should be mastered in language teaching. The variety in Arabic can be influenced by factors such as geographical location, social background, and the speaker’s gender. This variation may involve differences in pronunciation, vocabulary choices, grammatical structures, or the use of specific dialects. For this reason, students should be guided to recognize and appreciate this diversity without viewing one dialect as superior or more correct than another.

2. Communicative Needs

Arabic language learning based on sociolinguistic principles should be directed toward optimally accommodating students’ communicative needs. In other words, the learning process must be contextual so that it can address the language demands

students face in real-life situations. Therefore, it is important to teach Arabic by adapting the learning materials to communication situations and contexts, whether in daily life, social interactions, or professional work environments.

3. Culture and Social Context Must Be Considered

In learning Arabic, it is essential to take into account the social and cultural contexts in which the language is used. Mastery of Arabic should not be limited to grammar and vocabulary; it must also be accompanied by an understanding of the traditions, norms, values, and ethics that prevail in Arab societies.

4. Language Skills Development Should Be Context-Based

This approach will help students understand how Arabic is used in various social contexts, both formal and informal such as interacting with friends, attending events, or speaking with elders. Through such instruction, students can become familiar with the vocabulary and expressions commonly used in different social situations.

5. A Conducive Learning Environment Must Be Created

The process of learning Arabic should foster a supportive and comfortable atmosphere for students, where they feel respected and are encouraged to express their thoughts freely.

6. Use of Arabic in Real Life Situations

Arabic teachers should provide students with opportunities to practice the language in authentic situations, such as through role-plays, debates, or group discussions. This approach will help students expand their vocabulary and improve their speaking skills in Arabic (Abdullah, 2019).

7. Application of Theories Related to Sociolinguistic Interests

The application of theories related to sociolinguistics, such as the concepts of native speakers and standard language, code-switching, and diglossia, is very important in Arabic language learning. Teachers need to understand these concepts in order to teach Arabic more effectively.

Based on the sociolinguistic principles outlined above, it can be concluded that effective Arabic language learning must consider the social and cultural contexts inherent to the language, as well as pay attention to the diversity of language variations across different dialects.

Sociolinguistic Concepts in Language Teaching

Many linguists have made significant contributions to language teaching methods in various countries, including in our own. Between the 1920s and the 1970s, the structural linguistic approach was highly dominant in the field of language education. However, the influence of sociolinguistic theory began to emerge from the 1970s onward and continues to this day. The cognitive code theory proposed by Chomsky, which was later further developed by Hymes through the introduction of the concept of communicative competence, brought about a shift in style and tone that reshaped language teaching practices on a global scale (Hasnitah, 2023). Here are several methods and approaches that focus on sociolinguistic studies:

1. Competency-Based Teaching

Since the 1970s, language learning has focused on developing language skills relevant to workplace demands and survival abilities, particularly for adult learners

(Richards, 2002). Competency-Based Language Teaching is grounded in the philosophy that language should be used functionally and interactively in real-life situations. This method emphasizes the mastery of communicative competence with the aim of developing practical language skills. CBLT shares many similarities with the Communicative Language Teaching (CLT) approach.

2. Communicative Language Teaching

In response to (Dittmar, 1976) perspective view that many people consider language teaching methods focused solely on linguistic structure to be philosophically outdated, Hymes' (1987) theory of communicative competence offers a different perspective. He argues that language is a means of communication that involves various ways of exchanging information to achieve mutual understanding. According to Hymes, communicative competence includes not only the ability to understand the linguistic system, but also the ability to use it effectively in everyday communication (Richards, 2002). Meanwhile, Chomsky defines competence as an individual's ability to communicate effectively with others (Fasold, 1984). Hymes' approach serves as a foundation for language teaching that emphasizes communication. In language learning, the principle of communication is essential and includes the following key aspects: (1) effective learning activities are those that involve real communication; (2) the task-based principle, which emphasizes learning through meaningful activities using the language; and (3) the meaning-focused principle, which is the core of communication and understanding. The success of language learning in schools is measured by how well students are able to use the language meaningfully. Additionally, communicative language teaching is often implemented as a communicative approach or as part of a competency-based curriculum (Fasold, 1984).

3. Natural Approach

The main principle of the Natural Approach to language learning is similar to that of the communicative approach, in that it views language as a means of communication. This naturalistic approach emphasizes the application of natural principles, focusing on direct exposure to the target language. Language learning is conducted by providing students with opportunities to engage in direct communication using the language.

4. Cooperative Language Learning

The concept of being "born to talk" serves as the foundation for cooperative language learning (Dittmar, 1976). Language plays a vital role in social interaction within society, as people use language to communicate in their daily lives. In addition, discussions among members of a community are closely related to shared rules and commonly agreed-upon values (Richards, 2002). The structure of a language is greatly influenced by the social values prevailing at a given time and place. There are various methods for learning a new language, with four of the most commonly used methods being widely recognized. In addition, other approaches based on sociolinguistic theory continue to be developed, although many still refer to some fundamental principles of structural theory. These methods include content-based instruction, task-based teaching, and more recent methods that are grounded in sociolinguistic theory while departing from certain assumptions of structuralist theory.

From these four approaches, teachers may be encouraged to move away from a purely structural role in Arabic language instruction. Learners will be guided to acquire the language through their surrounding conditions, environment, and community. Arabic language learning will naturally blend with the languages present in the learners' and teachers' environments. As the primary facilitator of Arabic language instruction, the teacher helps students connect Arabic with the language acquisition they experience in both the school setting and their broader environment, treating Arabic as a second language. Thus, learning is not limited to the structural aspects of the language, but is also linked directly to real-life situations.

The Relevance of Sociolinguistic Principles in Arabic Language Education

Sociolinguistic principles play an important role in Arabic language education. In the context of language teaching, these principles help educators understand the relationship between language and society, while taking into account social and cultural aspects when teaching Arabic to students. Some of the benefits include: facilitating the understanding of Arabic as a social and cultural phenomenon; recognizing the variations of Arabic across different regions; adapting teaching methods to students' social backgrounds; appreciating the linguistic and cultural differences between Arab regions; deepening teachers' understanding of regional diversity and integrating Arab culture into instruction; enhancing communication and interaction between teachers and students; and managing language differences between Arab and non-Arab students in diverse classrooms.

Therefore, sociolinguistic principles are highly relevant in Arabic language learning, as they help educators understand the social and cultural factors that influence the learning process, provide effective teaching strategies, guide the adaptation of suitable curricula, and improve communication and interaction within the learning environment (Hasnitah, 2023).

Selecting Teaching Materials Relevant to Social and Cultural Contexts

Choosing Arabic language learning materials that align with social and cultural contexts is essential, as language functions not only as a tool for communication but also as a representation of the culture and identity of its speakers. In the journal titled "Teaching Arabic as a Foreign Language: Challenges and Future Prospects," the author states that Arabic language instruction that takes social and cultural aspects into account can enhance students' ability to understand cultural diversity and develop intercultural competence (Kabli, 2016). For example, when students learn vocabulary related to food, they can also be introduced to traditional dishes in Arab culture and how Arab communities enjoy them. This helps students realize that food is not merely a physical necessity, but also an important part of a group's culture and identity.

In addition, selecting culturally relevant and contextual materials also has a positive impact on students' motivation to learn. A study by (Alqaisi dkk., 2017) in an article titled "*The Relationship between Student's Motivation and Their Achievement in Learning Arabic Language*," found that students who learn using materials directly

related to their interests and social backgrounds demonstrate higher levels of motivation and achieve better outcomes in learning Arabic.

These findings indicate that selecting appropriate learning materials can enhance students' interest in learning Arabic. The relevance of instructional content to the social and cultural context in Arabic language education highlights the importance of considering the social and cultural factors that influence the learning process. Materials that align with students' social and cultural backgrounds can promote more effective mastery of Arabic language skills. According to research conducted by (Alasadi & Mansor, 2013) the Arabic language is closely tied to cultural elements. Therefore, choosing teaching materials that reflect social and cultural realities will help students learn Arabic more effectively. This is particularly important because Arabic not only serves as a means of communication but also reflects the culture and values of Arab societies.

In addition, selecting learning materials that are appropriate to the social and cultural context also plays a role in helping students develop a deeper understanding of Arab society and daily life. For example, materials that explore Arab customs, habits, and traditions can encourage students to better understand and appreciate the cultural diversity of the Arab world. Research conducted by (Aqib & Hidayat, 2002) shows that socially and culturally relevant teaching materials can also foster students' sensitivity to various social issues, such as poverty, social inequality, and discrimination. Therefore, materials that incorporate these social issues can broaden students' perspectives on the various challenges faced by Arab communities (Aqib & Hidayat, 2002).

When designing learning materials that are aligned with social and cultural contexts, Arabic language teachers can collaborate with local communities and native speakers to identify relevant socio-cultural topics and situations. In addition, they can make use of digital resources such as television programs or educational videos that depict Arab life and culture, and involve students in activities like games or role-play simulations. These activities allow students to practice the language in authentic social and cultural contexts.

By selecting contextual and meaningful teaching materials, Arabic language teachers not only enhance the effectiveness of instruction but also foster students' social and cultural awareness.

Design of Sociolinguistics-Based Learning Tools Using a Communicative Approach at SMP Innovative School Cianjur

Teaching materials must be prepared in advance before the learning process takes place. In the Merdeka Curriculum, the materials developed by educators include teaching modules and Learning Objective Pathways. The development of these materials must be tailored to the students' needs. There are several important aspects to consider when designing teaching modules for Arabic language learning using a communicative approach.

First, teachers need to pay attention to the time allocation for each learning session. The duration of each meeting and the number of sessions required to achieve

one learning outcome in speaking skills significantly influence the selection of content, teaching media, and methods used (Yunita & Pebrian, 2020).

Time constraints demand that teachers manage time efficiently and choose appropriate learning strategies. Therefore, it is advisable for teachers to avoid media that consume excessive time or overly complex learning models that could dominate the session's duration. Every minute of the learning process should be used optimally by adjusting the material, media, model, and learning methods applied.

Second, teachers must consider students' needs. In addition to time allocation, the selection of teaching content, media, methods, and models must align with what the learners require. In Arabic language instruction, students need learning activities that encourage them to actively participate and directly interact, both with the teacher and their peers in line with the communicative approach. Learning should also be designed to support the students' development in a second language. Thus, through the process of learning speaking skills, they not only practice speaking but also make broader progress in mastering the second language.

After considering time allocation and students' needs, the next step for the teacher is to determine the teaching material, appropriate media, as well as the learning model and methods. The teacher then selects learning media that support this process. Once the teaching materials and media are established, the teacher decides on the models and methods to apply. One model used is CIRC (Cooperative Integrated Reading and Composition), which is chosen because it integrates reading and writing activities into a single learning sequence. In practice, students are asked to read a text prepared by the teacher, then continue with activities such as retelling the content of the text in line with the learning objectives. In addition, the teacher also applies cooperative learning methods, question-and-answer techniques, and demonstrations to help optimize the students' competency achievement.

The Process of Arabic Language Learning Using a Communicative Approach at SMP Innovative School Cianjur

1. Opening Activities

When the teacher entered the classroom, students were still moving around, and there was some noise at the back of the room. Observing the situation, the teacher promptly addressed the students using Indonesian. This indicates that the teacher initially used an informal language variety to communicate with students before the lesson formally began. Once the class was under control, the first activity carried out was the students greeting the teacher, and the teacher responding to the greeting.

Then, the teacher opened the lesson by asking about the students' well-being, and the language shifted into formal Arabic as the instruction began. Following this, the teacher conducted attendance to record any absences for that day's session. After taking attendance, the teacher began asking the students questions about what they had learned in the previous meeting, starting with a question about what a narrative text is. After several students responded, the teacher stated the learning objective, which was for students to retell the content of a story they had read or listened to.

2. Core Activities

The core activities began with the teacher dividing students into several groups. This grouping took into account the diversity of the students, aligning with the principles of the CIRC (Cooperative Integrated Reading and Composition) model, which emphasizes heterogeneous group composition. After the groups were formed, each student was given a sheet of paper containing a story text about *muhadatsah* (dialogue) aligned with the lesson material.

The teacher instructed the students to take turns reading the text, one sentence at a time. After each sentence was read, the teacher asked another student to translate it into Indonesian. If a student encountered difficulty, the teacher either offered assistance directly or asked another student to help. This process continued until the entire text was read and translated. Once all students had read and translated the text together, the teacher asked them to identify and explain the main idea or the core message of the story.

During the question and answer session, some students struggled to express their thoughts in Arabic, so the teacher allowed them to explain first in Indonesian and then helped them translate their responses into Arabic. The students were then asked to repeat their statements in Arabic. After rewriting the *muhadatsah* content into narrative form, a few students were asked to come forward and read their work aloud. This activity continued until the final ten minutes of class.

3. Closing Activities

During the last ten minutes, the teacher asked a student to summarize the day's lesson. Since no student volunteered, the teacher appointed one to come forward. The selected student then delivered a summary of the lesson, with input and support from classmates. Following this, the teacher informed the students of the material to be covered in the next session. The lesson concluded with the teacher and students exchanging farewells.

CONCLUSION

Language learning, particularly Arabic, cannot be separated from the social and cultural contexts in which the language is used. Sociolinguistics, as a branch of linguistics that examines the relationship between language and society, makes a significant contribution to language education by fostering an understanding of language variation, social contexts, and the cultural values embedded within them. In the context of Arabic language learning, sociolinguistic principles such as appreciation for dialectal variation, awareness of communicative context, cultural integration, and the use of language in real-life situations form a critical foundation in the design of teaching methods and materials.

The communicative approach rooted in the theory of communicative competence positions language as a meaningful tool for communication in social settings. As such, language instruction no longer focuses solely on linguistic structure but emphasizes the functional use of language in everyday life.

The selection of socially and culturally relevant teaching materials is a key factor in the effectiveness of language instruction. Materials that connect with students' real-life experiences such as food, customs, or social issues can enhance learning motivation, broaden perspectives, and develop students' intercultural competence. In

the implementation of the Merdeka Curriculum, lesson planning through the development of teaching modules and Learning Objective Pathways (ATP) must take into account the students' socio-cultural context, time constraints, and an approach that emphasizes language skills in real-life interactions. Learning models such as CIRC and cooperative methods support students in learning actively and contextually.

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