

The Implementation of Direct Method in Arabic Learning (Experimental Studies at Sahabat Qur'an Islamic Boarding School, Yogyakarta)

Marheni Br Maha^{1*}

¹Universitas Darussalam Gontor, Indonesia

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*Correspondence Address:

marhenibrmaha88@student.pba.unida.gontor.ac.id

Abstract: The student's Arabic language skills of class XII at Sahabat Qur'an Islamic Boarding School are still very low, even though they have been taught Arabic since they entered this school. In order for learning to get better results, it must be taught using the right method, and one of that is the Direct Method. This study aims to see the effectiveness of the direct method implementation in Arabic learning at this Islamic Boarding School. This study method employed the experimental concept that started by holding a pre-test, followed by giving treatment using the direct method. The pre-test was conducted to determine the student's ability in the Arabic language. After receiving treatment, students were given a post-test to determine the development of their Arabic language skills. The population in this study were all female students in class XII for the 2021-2022 academic year, which consisted of two classes and totaled 41 people. The sampling technique was done by random sampling, so the sample used in this study were female students of class XII A, amounting to 20 people. The results of this study indicate that the implementation of the direct method is effective in learning Arabic. This is in accordance with the post-test results of students who experienced an increase of 20.5% after using the direct method in learning Arabic than without it. The average score of the students on the pre-test was (4.95), while the average score of the students on the post-test was (7.45). In addition, the students are also well motivated to improve their Arabic language by using the direct method.

INTRODUCTION

Arabic is the language of the Qur'an and hadith which is a source of science, especially Islamic science (Surus, 2021). In addition, Arabic is also the third International language widely spoken by several countries from different parts of the world (Maturidi, 2021). Therefore, learning Arabic is very important and has even become a necessity today, be it in terms of education, trade, politics, medicine, information technology, etc. (Kusuma, 2018).

In addition to the majority of Indonesia's Muslim population, he also

realized the various advantages of learning Arabic. So it is not surprising that schools in Indonesia teach Arabic, both formally and non-formally (Koadhi, 2017). However, Islamic schools such as Madrasah and Islamic Boarding School require Arabic language learning and even make it an official language in their daily activities (Qudrotulloh, 2021).

One of them is Tahfidzu al-Qur'an, Sahabat-Qu Islamic Boarding School in Yogyakarta or often referred to as Sahabat-Qu Islamic Boarding School. Its vision and mission is to make its students mutqin memorizers of the Qur'an and understand

and animate every verse of the Qur'an that is memorized, not just memorizing without understanding. Therefore, in this Islamic Boarding School, Arabic lessons are taught to all students from the beginning of their studies there. It is hoped that the students will easily memorize and understand the verses of the Qur'an and be able to use Arabic in each of their daily activities.

However, their Arabic language skills are still very low, especially the skill in speaking (*maharatul kalam*). Speaking skills are one of the important aspects of teaching Arabic (Fauzi, 2019). Thus students are able to express their thoughts and ideas using good and correct Arabic (Aziz et al., 2019).

In addition to the internal factors of the students, which causes their low ability or skill to speak Arabic is also caused by several external factors (Indartiwi et al., 2020). One of them is the learning method. Learning methods in the world of education are very important because they will affect student learning outcomes (Rahman, 2017). If the method used is not interesting and boring, it will make students unable to follow the learning properly and have difficulty in understanding the material taught (Nur & Rini, 2017). In the end, the students will find learning Arabic difficult and unpleasant. In addition, this will also make learners passively speak Arabic and will affect their learning outcomes.

Based on the above problems and in order to realize its vision and mission, the Islamic Boarding School held Arabic language training for 6 days. This activity was carried out with a team of teachers from the Center for Education and Training (PUSDIKLAT) in Arabic, University of Darussalam (UNIDA) Gontor, Ponorogo. This activity is carried out to assist Sahabat Qur'an Islamic Boarding School in improving the Arabic language skills of its students and changing negative views on Arabic

language learning. In addition, this institution also plays a role in shaping the character of students who aim to improve human resources.

Learning must be taught correctly in order to achieve the greatest results (Pebrian et al., 2020), and one of them is the implementation of the Direct Method (Arif, 2019; Onishchuk et al., 2020). The direct method or *al-tharīqah al-mubāsyrāh* is a method that emphasizes learning by using the language of the goal or the target language in the learning process and it is the best way for the student who is a non-native speaker in learning Arabic (Xuan & Mei, 2018).

In the use of this method, the teacher applies the target language (Arabic) as the language of instruction without using the student's mother tongue (Indonesian) in the learning process (Bakri, 2017; Sari, 2018). This is done so that students can understand the teaching material using the destination language (Siregar & Nurhakim, 2018), so that students can and are able to apply it directly anytime and anywhere, in accordance with the nature of learning a language (Arsyad, 2019).

During this Arabic training, teachers who teach Arabic, be it *al-muhadastah* or *Durusul-lughah* materials, use direct methods in Arabic language learning. By using this method, students will be more active in Arabic teaching and learning activities will become more interesting, and fun (Marlina, 2016; Panjaitan, 2016). This is expected to improve the Arabic language skills of students at the Sahabat-Qur Islamic Boarding School.

Discussions or the research about the implementation of direct methods in Arabic language learning have been widely carried out in several previous studies. Such as research on the application of direct methods in Arabic language learning conducted at Muhammadiyah schools, DKI Jakarta (Abidin & Fauzi, 2022) and at MtsN Gresik (Nurhidayati, 2019). Then research on the use of this

method was also carried out at MA Sultan Hasanuddin in Gowa Regency (Abdillah, 2019). The results of this study state that the direct method is the right method in teaching Arabic *mufradat* or Arabic vocabulary and is recognized as being able to improve the Arabic speaking skills (*maharatul kalam*) of students.

In addition, research in the application of direct methods was also carried out in Uzbekistan (Sultonova & Khamroyeva, 2021) and direct method for teaching Arabic language in Tongxin Arabic Collage of Ningxia in China (Xuan & Mei, 2018). The results of this study show that most students and teachers found that the Direct Method is highly recommended to be applied in Arabic language learning and direct teaching method is highly encourage to be implement during Arabic class.

In this study, we will discuss how to implement direct methods in Arabic language learning at Sahabat Qur'an Islamic Boarding School, Yogyakarta. In addition, in this study will also be discussed about the effectiveness of using direct methods in improving Arabic language skills, especially in the speaking skills or *maharah kalam* of students. Thus, students' Arabic language skills are expected to improve for the better.

METHOD

The method used in this study is an experimental method. Experimental research methods are research methods used to determine the presence or absence of influences between one variable and another, namely the influence between free dependent and independent variables (Koadhi, 2017).

In this study, the application of the direct method is a dependent variable (x) and Arabic speaking skills is a independent variable (y). At the beginning of this study, a pre-test will be carried out, then given a treatment, and at the end a post-test will be carried out.

The design of this study can be seen as follows:

O1 X O2

Information:

O1 = *pre-test*

X = *treatment*

O2 = *post-test*

The design of this research is One-Group Pre-test and Post-test Design (Koadhi, 2017). This design is used because it is more accurate, and can compare the pretest and posttest. In the One-Group Pretest-Posttest Design experiment, the designs are as follows:

1. Pre-test used to see the initial capacity of students before using the direct method in Arabic learning
2. Treatment is using the Direct method in Arabic learning and treatment is used also to know the effectiveness of the Direct method
3. Post-test carried out to see the results before and after using the direct method in Arabic learning.

This study used data presentation with tables, average calculations, and percentages. This research is also called descriptive statistical research (Ahmad et al., 2019). The population is the subject of the study to be studied. The population used in this study was all class XII students at the Sahabat Qur'an Islamic Boarding School which consisted of two classes, namely class XII A and class XII B, and the total number was 41 students.

Meanwhile, the sample is a part of a population that has the same character as the population to be studied. Symple Random Sampling is a sampling technique used in this study (Nasution & Walad, 2022). In this technique, samples can be randomly drawn from the population used because they are homogeneous or have similar characteristics, meaning that the entire population has the opportunity to be sampled in the study. The sample used in this study was 20 people, namely students from class XII A.

Research instruments are media or tools used in data collection. The instruments used in this study were questionnaires and tests in the form of pre-test and post-test. To find out the influence between one variable and another, a t-test will be carried out using SPSS version 24.

After the data is obtained, the next thing to do is to analyze the data. The data analysis technique carried out in this study is a quantitative data analysis technique, which is research carried out by testing predetermined hypotheses. The data in this study was taken from observations about the situation or situation in the field.

RESULT AND DISCUSSION

The results of this study are based on the presentation and analysis of data on the implementation of direct methods at the Sahabat-Qu Islamic Boarding School, Yogyakarta. Previously, the teachers at this Islamic Boarding School taught Arabic using the grammar translation method or *Thariqat al-Qawaid wa al-Tarjamah*. This method is recognized as having succeeded in improving the ability of students in aspects of Arabic language rules, but not in improving the skills of students in Arabic (Koadhi, 2017).

Therefore, the teachers from the Arabic training team of Darussalam University will apply the direct method during this language training. One of the advantages of applying the direct method is that the teacher directly uses the destination language as the language of instruction during the learning without having to translate it into the student's mother tongue (Abidin & Fauzi, 2022). Thus, students are expected to be able to speak Arabic both orally and in writing.

The application of the direct method carried out during the Arabic training at this Islamic Boarding School is as follows:

1. Learning begins with a simple conversation that uses Arabic as the language of instruction.

Example:

المدرّسة : صباح الخير؟ التلميذة : صباح النور
المدرّسة : كيف حالكنّ؟ التلميذة : بخير والحمد لله

2. The material is delivered orally by the teacher using the target language.
3. Vocabulary is given by the teacher using body movements, dramatizations or image media and presented orally.
4. The teacher demonstrates the material that has not been understood repeatedly until all students understand the material presented.
5. The students say the material that has been heard and repeat it smoothly and clearly.
6. Students are directed to directly answer the teacher's questions using the Arabic vocabulary that has been learned, then the students practice the conversations that have been taught with their other friends in turn.

Example:

المدرّسة : المسجدُ أمامَ الفصلِ التلميذة : المسجدُ أمامَ الفصلِ
المدرّسة : أين المسجدُ؟ التلميذة : المسجدُ أمامَ الفصلِ

7. Grammatical materials or language rules are taught inductively, that is, the teacher provides examples that can stimulate the minds of students so that they can conclude for themselves.
8. At the end of the lesson, an exercise will be given in the form of a question and answer about material

and vocabulary that has been taught.

Arabic language learning is carried out at this Islamic Boarding School as many as 2 meetings a week and the duration of learning is held for 45 minutes at each meeting. However, during this Arabic training, Arabic language learning is carried out in 1 meetings every day and is held for 45 minutes in each meeting.

The materials taught during this language training are as follows:

١. التحية والتعارف
٢. الأسرة
٣. الهواية
٤. المهنة

During the learning process, students are directed to be more active in using Arabic and practicing it directly.

The effectiveness of the application of direct methods in Arabic language learning, especially in improving the speaking skills of students at Sahabat Qur'an Islamic Boarding School, can be seen from the pre-test and post-test results that have been given.

The results of the students' pre-test scores are as follows:

Table 1. Pre-test results

No	Result	Frequency	Percent
1	3	4	20%
2	4	2	10%
3	5	8	40%
4	6	3	15%
5	7	3	15%
	Total	20	100%

Based on the table above, it can be seen the results of the pre-test given to 20 students as samples in the study. The conclusion from the table above is that the dominant students get a score of 5 in the pre-test with a total of 8 people. And the

highest score achieved was a score of 7 as many as 3 people.

After conducting the pre-test, students will be taught using the direct method of learning Arabic during language training. Then at the end of the meeting, a pre-test will be carried out to see the development of students' abilities in learning Arabic.

The post-test scores achieved by students are as follows:

Table 2. Post-test results

No	Result	Frequency	Percent
1	5	1	5%
2	6	2	10%
3	7	6	30%
4	8	9	45%
5	9	2	10%
	Total	20	100%

Based on the table above, it can be seen the post-test results were given to 20 students as samples in the study. The conclusion from the table above is that the dominant students get a score of 8 in the post-test with a total of 9 people. And the highest score achieved was a score of 9 as many as 2 people. Thus it can be concluded that the scores of learners increase in the post-test or after being given treatment, namely the application of direct methods in Arabic language learning. This is in line with the following data:

Table 3. Average values

	Noun	Mean
Pre-test	20	4,95
Post-Test	20	7,45

The pre-test and post-test results of students can be seen to have increased by 20.5%. With a pre-test average score of 4.95 and a post-test average score of 7.45. It can be concluded that the value of students in Arabic learning increases after using the direct method.

In addition, the effectiveness of the direct method can also be seen in the results of the T-test. The basic for drawing conclusions on the T-test (Paired Sample Test) is as follows:

1. If the significance value (2-tailed) is lower than 0.05, then H_0 is rejected and H_a is accepted. This means that there is an influence in the application of direct methods to Arabic language learning
2. If the significance value (2-tailed) is higher than 0.05, then H_0 is accepted and H_a is rejected. This means that there is no influence in the application of direct methods to Arabic language learning

The results of the Paired Sample Test scores are as follows:

Table.3. Paired Sample Test

Pair 1	Mean	df	t	Sig.
Pre-test - Post-Test	-2.500	20	-9.050	.000

Based on the table above, it can be concluded that if the value of Sig. 2 tailed less than 0.05 then it can be stated that there is a significant influence between the application of the Direct Method in Arabic learning, especially in improving speaking skills or *maharatul kalam*.

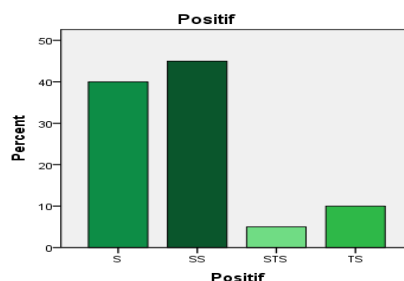
In addition to using tests in the form of pre-tests and post-tests, in this study, an assessment was also carried out based on questionnaires to assess the effectiveness of the application of direct methods in Arabic language learning. Questionnaires are given to learners to measure respondents' perceptions and interests in the application of direct methods.

In the questionnaire, 10 questions containing 5 positive questions and 5 negative questions were given to each respondent. The data collected through the questionnaire results will be analyzed based on likert scale measurements. This

liker scale measurement consists of two types of statements, namely negative statements and (positive statements).

The following is the percentage of the questionnaire data:

Chart.1

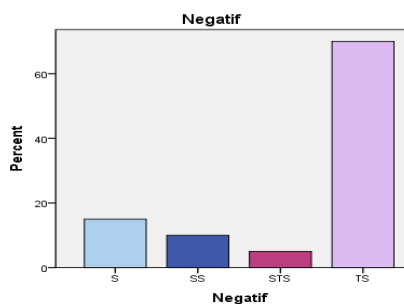


In (graph 1) above, 45% of learners stated that they strongly agreed with the application of the direct method and 10% of students expressed disapproval of the application of the direct method. Thus, it can be concluded that the application of direct methods in Arabic language learning, especially in improving speaking skills or *maharatul kalam* is very good and effective by looking at the high results of the percentage of learners who agree more than students who disagree.

In addition to positive statements about the application of the direct method, the questionnaire also gave negative questions about this method.

The percentage of questionnaire data is as follows:

Chart.2



In (graph 2) above, 65% of learners expressed disapproval that the application of direct methods was "not" effective in Arabic learning and only 15% of learners stated that the application of direct methods was "not" effective. Based on

these results, it can be concluded that the application of direct methods in Arabic learning is excellent and effective.

CONCLUSION

The application of direct methods at Sahabat Qur'an Islamic Boarding School Yogyakarta has a significant influence on improving students' Arabic language skills, especially in speaking skills or maharatu kalam. This is in line with the results of students' maharatu kalam values increasing after using direct methods in the Arabic learning process. With a post-test average score of 7.45 greater than the pre-test value of 4.95. In addition, the effectiveness of the direct method can also be seen in the results of the T-test with a sig value. (2 tailed) of 0.000 i.e. lower than 0.05. This proves that direct methods are very effective in improving learners' speaking skills. Finally, this study hope that modest work will create a new path in this regard, and benefit others who practice Arabic language teaching or wish to study the direct method completely and comprehensively.

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