Direct Method: Concept, Characteristics, and Steps for Implementation in Arabic Language Learning

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Abstract: This study discusses the application of the direct method (mubasyarah) in learning Arabic. This method emphasizes the full use of Arabic without the involvement of the mother tongue. This method aims to form students' active communication skills in Arabic in a practical and functional manner. Its main characteristics include direct interaction, contextual learning, and inductive grammar teaching. The advantages of this method include high motivation of students, intensive pronunciation exercises, and the use of visual media to clarify meaning. Meanwhile, the disadvantage lies in the limited use in large classrooms and the dependence on high teacher competence.

Keywords: Direct method, arabic language, arabic learning.

INTRODUCTION

The direct method was developed by Berlitz, a linguist, in Germany in the early 19th century. The driving factor for the emergence of direct methods is rejection or dissatisfaction with grammar and translation teaching methods. At that time, the grammar and translation teaching methods were popular methods of teaching second and foreign languages. The basic principle of this method is that learning a second language should be more like learning a first language with a lot of active oral interaction, spontaneous use of language, no translation between the first and second languages, and little or no analysis of grammatical rules. Teachers teach grammar inductively, students try to guess the rules of the language with the examples given. Teachers interact a lot with students, asking them questions about relevant topics and trying to use everyday grammatical structures in conversations.

The direct teaching method is one of the teaching methods that is generally used in a second language learning, where teachers and students in the second language learning process do not use the original language other than the second language being taught, as an example of learning English for Indonesian students. In the English learning process, both educators and students use English instead of Indonesian. Rod Ellis also said that in learning a language the main thing is to communicate, so using the language you want to master in life is the right way to do it. The method is directly based on the understanding

that teaching a foreign language is different from the natural sciences. In language learning, students are not required to memorize formulas, but are trained directly to practice pronouncing certain words or sentences, even though at first the words or sentences feel foreign and not understood by students.

In teaching that uses direct methods, the ability to prioritize is the ability to communicate using the language learned (target language). Therefore, during the lesson, it is not allowed to use the native language. Grammar is only given through situations (contextual) and is done orally, not by memorizing the rules. The purpose of using the direct method in learning is that students can directly use the foreign language learned. Therefore, the condition of students before starting to participate in learning must be prepared to accept to communicate using foreign languages. Intensive practice is one of the strategies that can be used to make students accustomed to using the foreign language they learn. According to Azhar Arsyad, this method seeks to revive the use of language effectively and efficiently.

METHODS

This article was compiled using the library research method. Literature study is an activity of reviewing and reviewing various references or literature that have been written by previous researchers and have relevance to the topic being discussed. The sources studied can be in the form of reading materials that have been analyzed, both those that have been published and those that are still in the form of private collections. Literature studies are also closely related to the foundation of theory, which is a collection of theories used to support the analysis of research objects. Usually, the foundation of this theory is presented in the form of paragraphs that refer to the literature that is the basis for writing scientific papers (Hadi & Afandi, 2021). In this article, the data used as a reference comes from books, scientific articles, and several other sources of information that are considered relevant to the topic of the study. The focus of this article is to describe hands-on methods in learning Arabic.

RESULTS

The direct method is a translation of the English direct method, while in Arabic it is called al-tariqah almubasyarah. This method, according to Azhar Arsyad, emerged as a reaction to the rejection of the method of al-qawa'id wa al-tarjamah which is claimed to treat language as an inanimate object and has no living element. At the same time, there is a propaganda movement to make foreign languages more effective and efficient. The direct method is a translation of the English direct method, while in Arabic it is called al-tariqah almubasyarah. This method, according to Azhar Arsyad, emerged as a reaction to the rejection of the method of al-qawa'id wa al-tarjamah which is claimed to treat language as an inanimate object and has no living element. At the same time, there is a propaganda movement to make foreign languages more effective and efficient.

The direct method assumes that the process of learning a foreign language is the same as learning a mother tongue, i.e. by using it directly and intensively in communication. According to this method, learners learn foreign languages by listening and speaking, while reading and writing can be developed later. This method is called the direct method because during the lesson, the teacher directly uses the foreign language being taught (in this case Arabic), while the student's language should not be used. To explain the meaning of a word or sentence, pictures or demonstrations are used.

The direct method in learning Arabic aims to enable students to communicate in Arabic like native speakers. To achieve this goal, students are given intensive training. These exercises are carried out by directly associating words or sentences with their meaning, through demonstrations, movements, facial expressions, and so on. The direct method assumes that the process of learning a foreign language is the same as learning a

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The Direct Method (ṭarīqah mubāsyarah) is an approach to language learning developed by F. Gouin based on the process of language acquisition between mother and child. This method has been used since Roman times and emphasizes the use of the target language directly without translation, with the main goal of developing speaking and communication skills. In its application, teachers use Arabic orally without using the student's mother tongue. Comprehension is aided by props, pictures, and demonstrations. The learning process starts from concrete expressions that can be sensed, then progresses to dialogue and reading. Writing is taught as an advanced stage, through simple exercises such as completing sentences and composing sentences.

The direct method is one of the approaches in language learning that focuses on the direct use of the target language without going through the process of translating into the student's mother tongue. This method has a number of characteristics, namely: 1) The main purpose of applying the direct method is to train students to be fluent in Arabic, not fluent in their native language; 2) A person who is said to be good at language is a person who is able to speak using a foreign language. In learning, if a text is found in the form of reading, the teacher will present it orally; 3) From the beginning of learning, students are directed to familiarize their minds with using foreign languages in daily activities; 4) Giving high priority to speaking skills; 5) This method does not emphasize too much on mastering grammar rules, but rather focuses on direct application through example sentences. Students are not required to memorize or explain the definition of the rule; 6) Teachers must often provide repeated exercises and lectures so that students are faster in mastering Arabic; 5) Learning based on demonstrative techniques, which can be done with the teacher repeatedly demonstrating a word or sentence and then students memorize the word repeatedly. The other technique is by memorization, which can be done with association conversations, the context in an inductive way, namely by giving many examples and then conclusions are drawn; 6) Teachers must create an active learning atmosphere by presenting many examples of words and sentences, which can raise questions from students or respond; 7) More listening training portions to be imitated; 8) Concrete words can be explained by means of demonstrations, objects, or pictures. While difficult words in Arabic if interpreted in Indonesian, they can use the method of looking for the similarity of words/synonyms (muradif), explaining their meaning (al makna), using antonyms (mutbadlad), or with syiag; 9) The development of a high level of cognitive such as analysis and analogy is rarely used, in this method more emphasis on language training, storytelling and free composing.

The advantages or advantages of the direct method include: 1) Motivating students to always think about Arabic so that there is no mixing with the mother tongue. (Effendi, 2005); 2) Students are motivated to be able to pronounce and understand the words and sentences in Arabic taught by their teachers, because teachers use props and various fun media; 3) Arouse the enthusiasm of Arabic teachers to use Arabic as an intermediate language that can help achieve students' listening skills (maharah al istima') and speaking skills (maharah al-kalam); 4) Make it easier for students to capture foreign language symbols with simple words and colloquial language; 5) Provide students with hands-on and practical experience, even if the spoken sentences may not be fully understood; 6) Practice students' speech skills by often hearing and pronouncing words and sentences; 7)

The tongue of the student becomes trained if he receives speeches that were originally often heard and spoken.

Meanwhile, the disadvantages of the direct method include: 1) Perfect language mastery is usually difficult to achieve; 2) It is very difficult to apply to large classes, only effectively applied to small groups; 3) Not all words can be explained by associating words with objects, movements, images, or imitations; 4) Often a lot of time is wasted by only using foreign discussions, because the mother tongue is sometimes more effective in explaining various aspects; 5) Demand ideal teachers, in terms of language skills (having speaking skills like or close to native speakers), and agility in the presentation of lessons; 6) Wasting time explaining the meaning of an abstract word.

The techniques for applying direct methods in learning are very diverse and varied. Therefore, to apply the direct method in learning Arabic, it is necessary to first refer to the basic concepts of this method as explained earlier. After understanding the basic concepts, teachers can develop a variety of appropriate learning techniques. Because the direct method emphasizes the active use of language, students will automatically be directly involved in the learning process and be more proactive. In this case, teachers play the role of directors, facilitators, and mediators in the teaching and learning process.

In the application of the direct method, it is necessary to explain the concrete meaning and explain it with the help of props while the abstract meaning is explained through association. From the beginning, the student must be trained to think in Arabic. Practice can be started by listening and imitating so that language skills can develop systematically. The steps to use the mubasyarah method in learning Arabic are as follows: a) The educator begins the presentation of the material orally by saying one word while pointing to the object or image of the object, demonstrating movements, or displaying relevant facial expressions. Students imitate repeatedly until the pronunciation is correct and the meaning is well understood; b) Followed by a question and answer session using question words such as thing, ayna, and others, according to the difficulty level of the lesson and related to the vocabulary that has been taught. Interaction is carried out in a variety of ways, starting from classical, then group, to individual, both between educators and students as well as between students; c) After the educator ensures that the students have mastered the material in terms of pronunciation and comprehension, they are asked to open the textbook. The educator first provides examples of correct reading, then students read in turn; d) Next, students answer questions or exercises orally contained in the book, then continue with work in writing; e) In addition, general readings are given that are in accordance with the level of ability of the students, such as humorous stories, stories full of wisdom, or readings that contain beautiful expressions. Because it is entertaining and engaging, these readings are usually memorized out of the head.

In the implementation of the direct method, M. Abdul Hamid classified the application based on the level of ability of students. Each level has a different learning approach and strategy, as explained below: (a) Beginner Level. At this stage, learning activities are focused on active speaking training through the following steps: 1) The teacher starts the learning by asking questions that must be answered by the students; 2) During the learning process, students are trained to pronounce words, form sentences, and express their thoughts orally; 3) The teacher arranges and sequences the questions answered by the students systematically so as to produce a complete conversation theme; 4) Students can be given oral exercises (syafawiyah), asked to memorize conversations, or answer questions related to the content of the text that has been read. (b) Intermediate/Advanced Level. At this level, speaking skills are developed through more complex communicative activities, such as: 1) Role-play as a means of speaking practice; 2) Discuss certain themes; 3) Tell about personal experiences or events that have been experienced; 4) Relay information obtained from media such as television, radio, or other sources. (c) Advanced/Advanced Level. At this level, students are directed to speak more independently and creatively, with the following steps: 1) The teacher chooses a certain theme to be used as a speaking practice material; 2) The chosen theme should be

interesting and relevant to the lives of students; 3) The theme should be clear and limited so that the conversation remains focused; 4) Students are given the freedom to choose two or more themes, until finally they can decide for themselves the theme to be discussed based on their knowledge and experience.

DISCUSSION

In learning Arabic, it has been synonymous with traditional and teacher-centered learning methods. One of the methods that is quite dominant is the Direct method. The direct method is one of the approaches in language learning that focuses on the direct use of the target language without going through the process of translating into the language of the students. In the use of the direct method, it generally begins with short real dialogues, with the language that is commonly used in daily life that is constantly repeated, this material can be presented orally with movements, gestures or pictures.

The results of findings in various studies show that the use of direct methods in Arabic has a significant influence on making it easier for students to understand Arabic material. As in the research conducted by Abdul Aziz, it shows that the direct method has a significant influence on Arabic language learning at MUQ Pagar Air Banda Aceh. The researcher in the application of the direct method also uses one of the learning media, namely video media. The researcher used descriptive quantitative methods and pre-experimental design.

Thus, it can be concluded that the direct method has the advantage of making it easier to understand Arabic learning materials. In addition, the combination of direct methods and learning media is also a strategic solution to achieve effective, fun and applicable Arabic language learning.

CONCLUSION

The direct method (ṭarīqah mubāsyarah) is an approach to teaching foreign languages that emerged as a reaction to the weakness of grammar and translation methods. This method emphasizes the use of target language directly without the intermediary of the mother tongue, with the main goal of developing students' communicative skills, especially in listening and speaking skills. This approach is based on the principle of first language acquisition, where students are invited to absorb language naturally through intensive and contextual practice. In its implementation, the direct method has a number of distinctive characteristics, including: full use of the target language during learning, neglect of explicit translation and grammatical analysis, emphasis on oral exercises, and the use of media and visual aids in explaining the meaning of words or sentence structures. Grammar instruction is carried out inductively, and students are guided to interpret the rules from the examples provided.

The advantages of this method lie in its ability to create an active and fun learning atmosphere, increase students' motivation to think and speak Arabic, and strengthen practical communication skills. Nevertheless, this method also has limitations, such as being difficult to apply in large classes, not suitable for all types of vocabulary (especially abstract ones), and demanding high competence from teachers. As for its application, this method is classified based on the level of ability of students, ranging from beginners to advanced, with an approach that adjusts the characteristics and readiness of each level. The strategies used include demonstration techniques, dialogue, questions and answers, role-playing, discussion, and the development of talk themes. Thus, the direct method offers a holistic approach that integrates language learning functionally and communicatively, so that it is effective in actively and naturally improving Arabic language skills.

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