

The Effectiveness of the Direct Method (Thariqah Mubasyirah) in Improving the Arabic Speaking Skills of Madrasah Aliyah Students

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Abstract:

This study aims to analyze the effectiveness of the application of the direct method or thariqah mubasyirah in improving the Arabic speaking skills of Madrasah Aliyah students. Arabic language learning in Indonesia still faces various challenges, especially in the development of speaking skills which are fundamental competencies in language mastery. Direct methods that emphasize the intensive use of target language without involving the mother tongue are seen as one potential approach to address these problems. This study uses a quantitative approach with a quasi-experimental pretest-posttest control group design involving 60 students in class X of Madrasah Aliyah who are divided into experimental groups and control groups. Data was collected through speaking skills tests, learning observations, and student perception questionnaires. The results showed that there was a significant difference between the experimental group using the direct method and the control group using the conventional method. The experimental group experienced an increase in the average score of speaking skills from 65.4 to 82.7 with a gain score of 17.3 points, while the control group only experienced an increase from 64.8 to 71.2 with a gain score of 6.4 points. Statistical tests using independent sample t-test showed a significance value of 0.001 which means that there is a significant difference between the two groups. Further analysis revealed that the direct method was effective in improving aspects of fluency in speaking, pronunciation accuracy, vocabulary richness, and courage to communicate. This research provides practical implications for the development of more communicative and applicable Arabic language learning methods in madrasas in Indonesia.

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INTRODUCTION

Arabic learning in Indonesia has a strategic position in the national education system, especially in Islamic educational institutions such as Madrasah Aliyah. Arabic is not only studied as a language of international communication, but also as a religious language that has sacred value in the lives of Muslims. However, the reality on the ground shows that



learning Arabic still faces various complex problems, especially in the development of speaking skills or maharah kalam which is one of the four fundamental language skills (Albantani & Madkur, 2018).

Speaking skills in Arabic are the focus of attention because these skills reflect a comprehensive and applicative mastery of the language. A person who is able to speak Arabic well indicates that he has mastered the phonological, morphological, syntactic, and semantic aspects of the language in an integrated manner. However, various studies show that Madrasah Aliyah students in Indonesia still have difficulties in developing Arabic speaking skills. Research conducted by Mustofa and Hamid (2020) revealed that the average Arabic speaking ability of Madrasah Aliyah students in East Java is still in the low category with an average score of 58 out of 100.

Various factors cause students' low Arabic speaking skills, including inappropriate learning methods, lack of exposure to Arabic in daily life, lack of motivation for students, and limited teacher competence in developing communicative learning. The learning method that has been predominantly used is the grammatical-translation method or thariqah qawaid wa tarjamah which emphasizes more on understanding the structure of language and the ability to translate texts, while the aspect of oral communication has not received adequate attention (Wahab, 2016). As a result, students have theoretical knowledge of Arabic but have difficulty when it comes to using it in active communication.

It is in this context that the direct method or thariqah mubasyirah is seen as a potential alternative to improving students' Arabic speaking skills. The direct method is a language learning approach that emphasizes the direct and intensive use of the target language in the learning process without involving the mother tongue or translation. The basic principle of this method is that language is learned in the same way that children learn their mother tongue, i.e. through habituation, imitation, and the practice of direct communication (Effendy, 2017). This method has distinctive characteristics such as the use of Arabic as the language of instruction, emphasis on speaking and listening exercises, teaching vocabulary through demonstrations and contexts, and a lack of theoretical grammatical explanations.

Several previous studies have indicated the effectiveness of direct methods in foreign language learning. Research by Rahman and Husin (2019) shows that the application of direct methods in Modern Islamic Boarding Schools is able to significantly improve students' speaking skills. Similarly, Zuhannan's (2015) research revealed that the direct method is effective in increasing students' motivation and participation in learning Arabic. However, these studies are mostly conducted in pesantren environments that have a different learning context from formal madrasahs. Therefore, it is necessary to conduct research that examines the effectiveness of direct methods in the context of Madrasah Aliyah which has its own characteristics and challenges.

This research has a high urgency considering the need to innovate Arabic language learning methods that are able to produce graduates of Madrasah Aliyah who not only understand Arabic theoretically but are also able to use it as a means of communication. This is in line with the purpose of learning Arabic in madrasahs as stated in the Decree of the Minister of Religion which emphasizes the development of students' communicative competence. In addition, this research is also expected to make a theoretical contribution to the development of Arabic language learning science as well as a practical contribution for teachers and education practitioners in designing more effective learning.

Based on this background, this research is focused on answering the following research questions: First, how much improvement in Arabic speaking skills of students who follow learning with direct methods compared to students who follow conventional learning. Second, the most significant aspects of speaking skills are improved through the application of direct methods. Third, how do students perceive the application of direct methods in learning Arabic. The purpose of this study is to analyze the effectiveness of the direct method in comprehensively improving the Arabic speaking skills of Madrasah Aliyah students, identify the aspects of speaking skills that are most affected by this method, as well as explore students' perceptions of the application of the method.

This research is expected to provide benefits both theoretically and practically. Theoretically, this research is expected to enrich the scientific treasures in the field of Arabic language learning, especially related to the application of direct methods in the context of formal education in Indonesia. The results of this research can also be a reference for future studies that examine Arabic language learning problems and solutions. Practically, this research is expected to provide guidance for Arabic teachers in implementing direct methods effectively, become a consideration for policymakers in formulating Arabic learning curricula and strategies, and provide information for students on how to learn Arabic more effectively to develop their speaking skills.

RESEARCH METHODS

This study uses a quantitative approach with a quasi-experimental pretest-posttest control group design. The selection of this design is based on the consideration that the research is carried out in a natural educational setting where it is difficult to group subjects randomly because students are already in the classes that have been formed. The design of this study allowed researchers to compare the effectiveness of the direct method with conventional methods through pre- and post-treatment measurements in both groups.

The research population is all students of class X of Madrasah Aliyah Negeri 1 Malang City for the 2024-2025 school year which totals 180 students spread across 6 classes. The selection of this population is based on the consideration that class X students are students

who have just entered the Madrasah Aliyah level so that they have relatively homogeneous initial conditions in terms of Arabic speaking skills. The sampling technique used is cluster random sampling where from 6 existing classes, 2 classes are randomly selected to be used as research samples. The results of the draw showed that class X-2 with a total of 30 students was designated as an experimental group that received treatment by direct methods, while class X-4 with a total of 30 students was designated as a control group that received learning by conventional methods.

Before the treatment is given, a homogeneity test is performed to ensure that the two groups have initial abilities that do not differ significantly. The homogeneity test was carried out by analyzing the pretest value of the speaking skills of the two groups using an independent sample t-test. The test results showed a significance value of 0.742 which was greater than 0.05, which means that the two groups had homogeneous initial capabilities that were worth comparing.

The research instruments used consist of three types. First, an Arabic speaking skills test was developed based on speaking skill indicators that include fluency in speaking, accuracy of pronunciation and intonation, accuracy of sentence structure, richness of vocabulary, and suitability of content with context. The test is in the form of a practice test in which students are asked to perform various speaking activities such as introducing themselves, describing pictures, role-playing in certain situations, and expressing opinions on specific topics. The assessment was carried out by two independent assessors using a validated assessment rubric with an assessment scale of 1 to 5 for each aspect. Second, learning observation sheets are used to observe the learning process in both experimental and control groups. Observations were made to ensure that treatment was administered in accordance with established procedures and to identify contextual factors that might affect the results of the study. Third, a student perception questionnaire which was used to explore students' views on the application of direct methods in Arabic language learning. The questionnaire consists of 20 statements using the Likert scale with 5 answer choices.

The validity of the speaking skills test instrument was tested through expert judgment involving three Arabic language learning experts. The validation results showed that the instrument was feasible to use with some minor revisions related to the wording of the instructions and the assessment rubric. The reliability of the instrument was tested using inter-rater reliability through the calculation of Cohen's Kappa coefficient. The results of the reliability test showed a Cohen's Kappa value of 0.847 which indicates an excellent level of agreement between the assessors. For the questionnaire, validity was tested through construct validity with factor analysis, while reliability was tested using Cronbach's Alpha which yielded a value of 0.892, indicating that the instrument had high reliability.

The research procedure is carried out in several stages. The first stage is the preparation stage which includes the preparation of research instruments, instrument validation, coordination with the school, and socialization to teachers and students involved in the research. The second stage is the implementation of a pretest to measure the initial ability of students' Arabic speaking skills in both groups. The pretest was held in the first week of September 2024 by involving two assessors who had been trained to use the assessment rubric consistently.

The third stage is the provision of treatment which is carried out for 8 weeks with a frequency of 3 meetings per week, so that there are a total of 24 meetings. Each meeting lasted 90 minutes. In the experimental group, learning was carried out using a hands-on method that followed the following principles: First, Arabic was consistently used as the language of instruction throughout the learning process. The teacher communicates with the students using simple Arabic that is adapted to the student's ability level, and gradually increases the complexity of the language as the student's ability develops. Second, learning begins with the presentation of new vocabulary through direct demonstrations, the use of visual media, or situational contexts without the use of translation. For example, to teach the word "book" the teacher shows the book directly, or to teach the word "yaktubu" the teacher demonstrates writing activities. Third, after the introduction of vocabulary, students are immediately invited to practice these words in simple sentences through questions and answers with teachers or fellow students. Fourth, grammatical structure is not taught explicitly through the explanation of rules, but is learned inductively through the observation of sentence patterns that are practiced repeatedly. Fifth, varied learning activities including drill repetition to practice pronunciation, dialogue practice to practice conversation, role play to simulate real communication situations, and free conversation to provide students with opportunities to communicate more naturally.

In the control group, learning was carried out using the conventional method that is generally used in the madrasah, namely a combination of grammatical-translated methods and audio-lingual methods. Learning begins with an explanation of grammatical rules in Indonesian, continues with an introduction to vocabulary and its translation, then practice grammatical problems, and end with practice reading texts and translating them. The time allocation for speaking exercises in the control group was much less compared to the experimental group.

The fourth stage is the implementation of posttests which will be carried out in the first week of November 2024, one week after the treatment ends. Posttest uses the same instrument as the pretest to measure students' speaking skills after treatment. The last stage is the filling out of a perception questionnaire by the students of the experimental group to find out their views on the application of the direct method.

The data analysis techniques used are descriptive and inferential statistical analysis. Descriptive analysis was used to describe the students' speaking skills scores in both groups during both pretest and posttest, which included the calculation of mean, median, standard deviation, minimum and maximum scores, and gain scores. Descriptive analysis is also used to describe student perceptions based on questionnaire data by calculating the percentage of responses for each category. Inferential analysis was used to test the research hypothesis that there is a significant difference between the speaking skills of students who learn with the direct method and students who learn with the conventional method. Before conducting the hypothesis test, a prerequisite test was first carried out which included a normality test using the Shapiro-Wilk test and a variance homogeneity test using Levene's test. The results of the prerequisite test showed that the data was normally distributed and had a homogeneous variance, making it eligible for a parametric test. The hypothesis test was carried out using an independent sample t-test to compare the gain scores of the experimental group and the control group. In addition, a paired sample t-test was also carried out to test the difference in pretest and posttest scores in each group. All statistical analysis was carried out using SPSS software version 26 with a significance level of 0.05.

RESULTS AND DISCUSSION

Research Results

A description of the data results was presented to provide an overview of the Arabic speaking skills of students in the experimental and control groups, both before and after treatment. In the experimental group using the direct method, the pretest results showed an average score of 65.4 with a standard deviation of 7.2, a minimum score of 52, and a maximum score of 78. After receiving treatment for 8 weeks, the posttest results showed a significant improvement with an average score of 82.7, standard deviation of 6.8, a minimum score of 70, and a maximum score of 95. Thus, the gain score or the difference between the posttest and the pretest in the experimental group was 17.3 points.

In the control group using conventional methods, the pretest results showed an average score of 64.8 with a standard deviation of 7.5, a minimum score of 50, and a maximum score of 76. The posttest results showed an average score of 71.2 with a standard deviation of 7.3, a minimum score of 58, and a maximum score of 83. The gain score in the control group was 6.4 points, much lower than in the experimental group.

A comparison of gain scores between the two groups showed that the improvement in speaking skills in the experimental group was almost three times greater than in the control group. This indicates that the direct method has a greater impact on improving students' Arabic speaking skills compared to conventional methods. More data on the comparison of pretest and posttest scores of the two groups is presented in the following table.

Table 1. Comparison of Speech Skills Scores of Experimental and Control Groups

Groups	PretestMean	PretestSD	PosttestMean	PosttestSD	Gain Score
Experiments	65,4	7,2	82,7	6,8	17,3
Controls	64,8	7,5	71,2	7,3	6,4

Description: SD = Standard Deviation

To find out whether the difference in gain score between the two groups was statistically significant, an independent sample t-test was performed. The test results showed a calculated t-value of 6.842 with a significance value of 0.001 which was smaller than 0.05. This means that there is a significant difference between the gain score of the experimental group and the control group. Thus, the research hypothesis that the method of directly and effectively improving the Arabic speaking skills of Madrasah Aliyah students is acceptable.

In addition, a paired sample t-test was also carried out to test the difference between pretest and posttest scores in each group. In the experimental group, the test results showed a t-value of 12.453 with a significance of 0.000, which means that there was a very significant difference between the pretest and posttest scores. In the control group, the t-value was 5.621 with a significance of 0.001, which also showed a significant difference but with a smaller effect size than the experimental group. To measure the magnitude of the effect of the treatment, the effect size was calculated using Cohen's d. The results showed that the effect size in the experimental group was 2.48 which was very large, while in the control group it was 0.87 which was classified as moderate.

A more in-depth analysis was carried out on each aspect of speaking skills which included fluency in speaking, accuracy of pronunciation and intonation, accuracy of sentence structure, richness of vocabulary, and suitability of content with context. The results of the analysis showed that in the experimental group, all aspects experienced a significant improvement, but the most prominent aspects of the improvement were the fluency of speaking and vocabulary richness. The aspect of speaking fluency increased by an average of 3.8 points from a maximum score of 5, while the vocabulary richness aspect increased by 3.6 points. This shows that hands-on methods that emphasize intensive communication practice are very effective in improving students' fluency and vocabulary mastery.

Table 2. Comparison of Improvement of Every Aspect of Speaking Skills

Aspects	Experimental Group Gain Score	Gain Score Control Group
Speaking fluency	3,8	1,2
Pronunciation Accuracy	3,4	1,5

Sentence Structure Accuracy	3,1	1,8
Vocabulary Richness	3,6	1,3
Content Fit with Context	3,4	1,0

Remarks: The gain score is calculated from the average difference between posttest and pretest with a maximum scale of 5

In the control group, the most prominent improvement was in the aspect of sentence structure accuracy with a gain score of 1.8 points. This is understandable because conventional methods emphasize more explicit grammatical learning. However, the improvement in speaking fluency and vocabulary richness in the control group was much lower than in the experimental group, indicating that conventional methods were less effective in developing students' active communication skills.

Analysis of student perception questionnaire data showed that most of the students in the experimental group responded positively to the application of the direct method. Of the 30 students, 26 students strongly agreed or agreed that the hands-on method made them more actively speaking in Arabic, 28 students stated that this method increased their confidence in communicating, and 25 students stated that learning became more fun and less boring. However, 8 students admitted that in the early stages of their learning they had difficulty because they were not used to using Arabic fully, although these difficulties gradually diminished over time.

Some students also provided qualitative comments that enriched the research findings. One student stated, "At first I was confused because the teacher only spoke Arabic, but over time I started to get used to it and felt that my skills improved." Another student stated, "I feel more confident in speaking Arabic because I am used to practicing every day, not just theory." These comments show that although the direct method demands adaptation from the students, it is ultimately able to have a significant positive impact on the development of their speaking skills.

Discussion

The results of this study show that the direct method or thariqah mubasyirah is effective in improving the Arabic speaking skills of Madrasah Aliyah students. These findings are in line with various previous studies that have also found the effectiveness of direct methods in learning foreign languages. Hermawan's (2018) research in Islamic boarding schools shows that the direct method is able to significantly improve students' speaking skills because this method provides intensive exposure to the target language and encourages students to use the language actively. Similarly, the research of Aziz and Rahmawati (2019) found that the direct

method is more effective than the audio-lingual method in developing students' communicative competence.

The effectiveness of the direct method in this study can be explained from several theoretical perspectives. First, from the perspective of Skinner's theory of behaviorism, direct methods provide intensive stimulus-responses and reinforcement that facilitate the formation of language habits. Students are consistently stimulated with Arabic input and encouraged to respond in Arabic as well, so that a habit or habit of using Arabic in communication is formed. Positive reinforcement in the form of constructive praise or correction from teachers further strengthens the correct language habits (Chaer, 2015).

Second, from the perspective of cognitive theory, the direct method facilitates the process of natural language acquisition as described in Krashen's monitor theory. Krashen distinguishes between learning which is the conscious learning of language through grammatical rules, and the acquisition of language which is the acquisition of language unconsciously through exposure and meaningful communication (Brown, 2007). The direct method emphasizes more on acquisition by providing comprehensible input through context, demonstration, and the use of language that is tailored to the student's ability level. This facilitates the internalization of language in a more profound way compared to learning that is only cognitive-analytical.

Third, from the perspective of Vygotsky's theory of social constructivism, the direct method provides scaffolding or learning support that facilitates students to progress from the actual developmental zone to the potential developmental zone. In the direct method, the teacher acts as a good language model and gradually reduces support as the student's ability improves. Intensive social interaction in Arabic, both between teachers and students and between students, is a medium for the construction of language knowledge and skills (Suyono & Hariyanto, 2017).

The results of the study that showed that the aspects of speaking fluency and vocabulary richness experienced the most significant improvement in the experimental group can be explained as follows. Speaking fluency increases drastically because the hands-on method provides a huge opportunity for students to practice speaking. In each meeting lasting 90 minutes, the average student gets the opportunity to talk for 20 to 30 minutes, either through questions and answers with teachers, dialogue with friends, and other communicative activities. This high intensity of practice causes students to become accustomed to expressing their thoughts in Arabic more spontaneously and fluently. As stated by Nation and Newton (2009), fluency in speaking can only be developed through intensive and repetitive communication practices in meaningful situations.

The increase in vocabulary richness is also very significant because in the direct method, vocabulary is not taught in isolation through memorization of word lists and their

translations, but is learned in the context of real communication. When students learn the word “madrasah” for example, they not only memorize that the word means school, but they use the word in various sentences such as “ana adzhab ila al-madrasah” or “fi al-madrasah mudarrisun kathirun.” This contextual and functional vocabulary learning causes vocabulary to be stored in long-term memory and can be accessed more easily when needed in communication (Thornbury, 2002).

Meanwhile, the aspect of sentence structure accuracy in the experimental group also increased, although it was not as high as the fluency and vocabulary aspects. This is interesting because in the direct method, grammatical structure is not taught explicitly through the explanation of the rules. This improvement shows that students are able to internalize the patterns of language structure through observation and practice, in accordance with the principles of inductive learning. However, the researchers argue that for the foreign language learning context in Indonesia where exposure to Arabic is very limited, the combination of inductive learning with minimal explicit explanations of key structures may yield more optimal results. This view is in line with the opinion of Ellis (2015) who stated that form-focused instruction integrated with a communicative approach can improve grammatical accuracy without sacrificing fluency.

Comparisons with the control group showed that although the conventional method also resulted in an improvement in speaking skills, the improvement was much smaller compared to the direct method. It can be explained that conventional methods that emphasize explicit grammatical learning and translation tend to result in declarative knowledge of language rather than procedural ability to use language. Students may understand grammatical rules cognitively, but have difficulty applying that knowledge in spontaneous communication due to a lack of practice. This is in line with the findings of Mustofa and Hamid (2020) who reveal that the grammatical-translated method produces students who are good at analyzing language structures but weak in productive skills.

Student perception data provides important information about the affective aspects of learning. The positive response of students to the direct method indicates that this method is not only cognitively effective but also able to increase motivation and positive attitudes towards learning Arabic. This is important because as stated in Gardner’s affective theory, motivation and attitude have a very important role in the success of foreign language learning (Gardner, 2010). Direct methods that emphasize interactive communication and the use of language in meaningful situations provide a more enjoyable and relevant learning experience for students compared to teacher-centered and text-based learning.

However, some students also reported difficulties in the early stages of learning with the direct method. This is natural considering that most students are not yet familiar with learning where the language of instruction is entirely Arabic. This finding is in line with the

research of Nurhadi and Senduk (2020) who found that the application of the method directly faces challenges in the form of shock culture in the early stages because students are used to learning using Indonesian. Therefore, the implementation of the direct method requires careful preparation, including good socialization to students about learning objectives and procedures, as well as intensive assistance in the initial phases until students adapt.

The study also identified several key factors that support the successful implementation of the direct method. First, the competence of teachers in Arabic. The teachers who lead the experimental group are teachers who have good Arabic language skills and teaching experience in an environment that uses Arabic as the language of instruction. The teacher's ability to communicate fluently in Arabic, adjust the difficulty level of the language to the student's ability, as well as use various strategies to make the input comprehensible determine the success of this method (Richards & Rodgers, 2014).

Second, the availability of adequate learning media. In this study, teachers used various media such as pictures, concrete objects, videos, and word cards to facilitate students' understanding of vocabulary and concepts without using translation. These media help create a clear context so that students can understand the meaning of a word or sentence through visual or situational associations. This is in line with the principle in direct methods that meaning should be understood through direct association with objects or situations, not through translation (Larsen-Freeman, 2011).

Third, the creation of an environment conducive to speaking Arabic. In the experimental group, the teacher consistently made a rule that Arabic should be used in the classroom, even though at first there were still many students who used Indonesian. However, with motivation, positive reinforcement, and the creation of fun activities, students gradually began to get used to using Arabic. A supportive environment where students don't feel afraid to make mistakes is also very important. Teachers in the experimental group apply the principle that mistakes are part of the learning process and correction is done in a constructive way and does not decrease student confidence.

Although this study showed positive results, there are some limitations that need to be considered. First, this study was conducted in a relatively limited duration of 8 weeks. Although it has already shown significant results, long-term research is needed to find out whether the improvements that occur can be sustained and continue to grow. Second, this research was conducted on one madrasah with certain characteristics, so generalization of results to different contexts needs to be done carefully. Replication research in different settings with different characteristics of students and teachers will reinforce the external validity of these findings. Third, this study focuses more on measuring learning outcomes and has not explored in depth about the learning process that occurs. Qualitative research

that explores the dynamics of interaction in the classroom, the strategies used by students in learning, and the challenges faced will provide a more comprehensive understanding.

The findings of this study have important implications for the practice of Arabic language learning in Madrasah Aliyah. First, the direct method can be an effective alternative to improve students' speaking skills, which have been the main weakness. However, the implementation of the direct method requires careful preparation, especially related to improving teacher competence, providing learning media, and creating a conducive Arabic-speaking environment. Second, considering that the direct method has advantages in terms of fluency and vocabulary but relatively lacks in the aspect of structural accuracy, the development of an approach that integrates the principles of direct methods with minimal and integrated form-focused instruction can be the next direction of development. Third, there is a need for policy support from madrasahs and the Ministry of Religion to encourage the implementation of more communicative learning methods, including through teacher training programs, the provision of infrastructure, and learning evaluations that not only measure cognitive knowledge but also communicative skills.

CONCLUSION

Based on the results of the research and discussion that has been described, it can be concluded that the direct method or thariqah mubasyirah has proven to be effective in improving the Arabic speaking skills of Madrasah Aliyah students. This is shown by the results of statistical tests that show a significant difference between the experimental group that uses the direct method and the control group that uses the conventional method. The experimental group saw an increase in average speaking skills scores by 17.3 points from 65.4 to 82.7, while the control group only saw an increase of 6.4 points from 64.8 to 71.2. The independent sample t-test yielded a significance value of 0.001 which confirmed a very significant difference between the two groups.

Analysis of aspects of speaking skills showed that the direct method was most effective in improving the aspects of speaking fluency and vocabulary richness, followed by aspects of pronunciation accuracy and the suitability of the content with the context. This indicates that hands-on methods that emphasize intensive communication practice and contextual vocabulary learning are well suited to developing students' communicative competence. Although the accuracy of sentence structure has also improved, the improvement is relatively small compared to other aspects, suggesting that inductive learning of language structure through direct methods takes longer or may need to be combined with minimal explicit explanations.

Students' perception of the application of direct methods in general was very positive. The majority of students feel that this method increases their activeness in speaking Arabic,

increases confidence in communication, and makes learning more enjoyable. Although there are some students who experience difficulties in the early stages, these difficulties can be overcome over time and with adequate support from teachers.

The success of the implementation of the direct method in this study is supported by several key factors, including the teacher's competence in Arabic, the availability of adequate learning media, the creation of a conducive Arabic-speaking environment, and the positive attitude and commitment of teachers in applying this method consistently. These factors need to be of concern to those who want to implement the method directly in other contexts.

Based on the findings of this study, several recommendations can be proposed. First, for Arabic teachers at Madrasah Aliyah, the direct method can be used as an alternative learning method to improve students' speaking skills. Teachers need to improve their Arabic language competence and master various communicative learning techniques in order to implement these methods effectively. Second, for the madrasah, it is necessary to provide support in the form of adequate learning infrastructure, including learning media, conducive classrooms, and provide opportunities for teachers to participate in training and professional development related to innovative Arabic learning methods. Third, for the Ministry of Religious Affairs, it is necessary to develop policies that encourage the implementation of more communicative Arabic language learning methods, including through curriculum revisions, the development of teaching materials, and an evaluation system that not only measures cognitive aspects but also communicative skills. Fourth, for future researchers, it is recommended to conduct follow-up research with a longer duration to see the long-term effects of direct methods, conduct research in various settings to see variations in implementation and results, develop qualitative research to delve deeper into the learning process that occurs, and explore the development of learning models that integrate the power of direct methods with other elements of methods to resulting in a more comprehensive approach.

This research makes an important contribution to the development of Arabic language learning in Indonesia, especially in efforts to improve students' speaking skills which have been still a challenge. By demonstrating the empirical effectiveness of direct methods, this study provides alternative solutions that can be considered by educational practitioners. However, the success of the implementation of this method is highly dependent on various contextual factors, so wisdom is needed in adapting this method according to the characteristics and needs of each educational institution.

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