

Use of Direct Method in Arabic Vocabulary Learning for Arabic Language Teachers at Muhammadiyah Schools in DKI Jakarta

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ABSTRACT

Language has four components including sound, vocabulary, structure and meaning. In learning foreign languages, especially Arabic, these four components must be taught to students. In order for learning to get better results, it must be taught using the right method. Each language component already has a learning method. As for learning Arabic vocabulary, one of the methods is the direct method. The purpose of this community service activity is so that Arabic language teachers in Muhammadiyah schools in DKI Jakarta can increase their pedagogical competence in learning Arabic vocabulary so that the resulting learning can be better. The target of the service is Arabic language teachers in Muhammadiyah schools throughout DKI Jakarta. The activity will be carried out online on Thursday, December 23, 2021, at 08.30 to 11.45 WIB. The stages of the activity include answering pretest questions, training insights related to the direct method, teacher panel discussions from the material presented, answering posttest questions. The results of the teacher's activities can understand Arabic vocabulary learning by using the direct method. The continuation of the program implementation is by monitoring the teachers to apply it in learning Arabic vocabulary in the classroom. Implementing the activities of lecturers and students and assisted by the DKI Jakarta PWM Educational Council.

Keywords: direct method, learning, vocabulary, arabic language.

INTRODUCTION

The Muhammadiyah Jakarta Regional Leadership Primary and Secondary Education Council is one of the assemblies within the Jakarta Province Muhammadiyah organization that manages schools. Based on the previous interview conducted by the head of the proposing team, the partners revealed that there was still minimal knowledge of methods in learning Arabic vocabulary, especially in developing Arabic language skills. This has implications for the quality of students in communicating both orally and in writing. Therefore, training on the use of the direct method in learning Arabic vocabulary for Arabic teachers at Muhammadiyah schools in DKI Jakarta is important. By holding this training, it is hoped that teachers will have the ability to teach in terms of learning Arabic vocabulary to students.

Learn the language of Muh. Naim Madjid (Madjid, 2020) cannot avoid obstacles and difficulties. As he explained that learning difficulties can be characterized by certain obstacles in order to achieve learning outcomes and can have psychological, sociological, and physiological characteristics, for example language anxiety that arises when someone is going to learn a foreign language. On the other hand, the problems and challenges in learning a language can be caused by the learning methods used by teachers are less fun, less varied, conventional, and even boring. If we try to re-examine, the method itself according to Lathifah Nur Salsabila and La Ode Amril (Amril, 2021) is defined as a method used to convey and achieve goals. The use of the right and correct method will certainly have an influence on the child's response in learning Arabic.

According to Ernawulan Syaodih (Kurniawati, 2020) a prospective teacher must master basic teaching skills and have pedagogic abilities. One of the pedagogic competencies is this ability, including understanding the educational foundation for learning purposes which includes understanding the educational foundation, applying learning and learning theory, determining

learning strategies or methods by considering the characteristics of children, competencies to be achieved, and teaching materials, as well as preparing learning designs. based on the selected steps or strategies. For example, in learning Arabic vocabulary there are several learning objectives as stated by Abdurochman (Abdurochman, 2017), including:

- a. Provide new vocabulary for students or students, both in the form of qiraat material and listening skills material.
- b. Training students and students to be able to pronounce new vocabulary correctly is also appropriate, because pronouncing it correctly and correctly will have speaking and reading skills correctly.
- c. Knowing the meaning of vocabulary, either denotatively or lexically or when used in a particular sentence context.
- d. Can appreciate and utilize the vocabulary both orally and in writing based on the correct context.

According to Effendy (Effendy, 2005) in learning Arabic vocabulary, there are six techniques for learning Arabic vocabulary, including:

1. Listen to the word. This includes the initial step, namely by providing opportunities for students to listen and listen to words pronounced by the teacher or other media tools, both in the form of words that stand alone or in sentences. If the components of the sound of the word can be mastered by students, then students will be able to listen correctly.
2. Pronounce the word. In this stage, the teacher gives students the opportunity to pronounce the words they have heard. Pronouncing a new word will help students remember the word for a very long time.
3. Get the meaning of the word. At this step the teacher should not provide word translations to students, because if that happens there will be no direct communication in the language being taught, while the meaning of words will be easily forgotten by students. There are techniques that can be used by teachers to avoid translation in getting the meaning of a word, namely by providing sentence context, simple understanding, using pictures / photosynonyms, opposite words, showing the shape of the object, demonstrating body movements, and translation is only a last resort if a Words are really difficult for students to understand.
4. Read the word. After the stages of listening, pronouncing, and knowing the meaning of the new vocabulary, the teacher writes the vocabulary on the blackboard. Then students have the opportunity to read it aloud.
5. Write the word. Students' proficiency in vocabulary will be really helped if students are directed to write the words they have just learned (hear, speak, understand, read) because the characteristics of these words are still fresh in students' minds.
6. Make simple sentences. The final stage of this vocabulary learning process is to use new words into a perfect sentence, both spoken and written sentences. The teacher is also creative in presenting various examples of sentences and students are asked to follow them.

Widi Astuti (Astuti, 2016) classifies Arabic vocabulary learning strategies based on their levels as follows:

Basic level vocabulary learning strategies (mubtadi') can be done by:

1. Using a song. With songs, student boredom will disappear during learning and provide fun for students so that vocabulary mastery can increase or vocabulary vocabulary can be increased.
2. Bringing the object in question, such as giving an example or the original object.
3. Students are asked to read repeatedly.
4. Students listen, imitate, repeat and write readings until students really understand and master it.

Intermediate level vocabulary learning strategies (mutawassid) can be pursued, among others:

1. Using body demonstrations, the teacher can give the meaning of words by demonstrating them

2. Writing words, students' mastery of vocabulary will be really helped if students are advised to write them
3. By role playing
4. Give the word equation.
5. Mention the opposite.
6. Presenting meaning associations.
7. The teacher mentions the root words and various word changes, this can help students know the vocabulary based on the sentence changes

At an advanced level, Arabic learning strategies can be pursued, among others:

1. Explaining the meaning of the word while explaining its meaning
2. Look up the meaning of the word in the dictionary
3. Shuffle the vocabulary to make the correct word order
4. Put the word in the sentence.
5. Asked to give vowel to the word.

The target of this community service program is Arabic language teachers at Muhammadiyah schools in DKI Jakarta. Targets and results achieved after the implementation of community service, Arabic teachers at the DKI Jakarta Muhammadiyah Schools can find out the various methods of teaching Arabic vocabulary and can use the Direct Method in teaching Arabic vocabulary to students. One of the factors behind this community service is that there are still obstacles in learning Arabic, especially in mastering Arabic vocabulary. This is due to the lack of knowledge about the use of Arabic vocabulary learning methods. The next problem that needs attention is that teachers have never used a special method used in teaching Arabic vocabulary to students so that students find it difficult to learn and memorize Arabic vocabulary given by the teacher.

METHOD

Community Partnership Program Activities with the theme "Training the use of direct methods in learning Arabic vocabulary for Arabic teachers at Muhammadiyah schools in DKI Jakarta" uses training methods presented online with the zoom application. The stages in the implementation of the activities are: 1. Answering the pretest questions, 2. Training insights related to the direct method 2. Delivery of provisions in measuring student achievement 3. Teacher panel discussion of the material presented, 4. Answering posttest questions. The training participants are Arabic language teachers in Muhammadiyah schools throughout DKI Jakarta. The time for the service will be on Thursday, December 23, 2021, at 08.30 to 11.45 WIB. The continuation of the program implementation is by monitoring teachers to apply the direct method in learning Arabic vocabulary in the classroom.

RESULTS

This community service activity was attended by 25 Arabic language teachers at Muhammadiyah schools in DKI Jakarta. The trainees before and after the training were given the same 5 questions. The questions given are as follows:

- a. Arabic Vocabulary Learning Techniques after Listening to the word is Getting the meaning of the word.
- b. The last stage of the vocabulary learning activity is to use new words in a perfect sentence, both orally and in writing.
- c. Giving equivalent words (synonyms) is an intermediate level vocabulary learning strategy.
- d. Effective demonstration methods and direct methods are used at the intermediate level.
- e. The direct method avoids the use of mother tongue in interpreting vocabulary.

From the results of the data analysis of the competency test results, it was found that there were differences in the results before and after the training was carried out. Of the 5 competency test questions that were given, only 36% of the number 1 answered correctly, only 40% of the number 2 answered correctly, only 32% of the number 3 answered correctly, only 20% of the number 4 answered correctly, and the question number 5 who answered correctly only 40%.

The training was conducted using lecture, discussion, and question and answer methods. The results of the final evaluation obtained after the training were question number 1 which answered 92% correctly, question number 2 answered 80% correctly, question number 3 answered correctly 84%, question number 4 answered 88% correctly, question number 5 answered correctly 80%.

DISCUSSION

Vocabulary learning methods based on the educational level of students according to Febry Ramadani S and R. Umi Baroroh (Baroroh, 2020) include the Mim-Mem method (imitating and memorizing), the singing method and the appropriate Total Physical Response (TPR) method. applied at the initial / basic level (mubtadi'). Effective demonstration methods and direct methods that are appropriate for use at the intermediate level (mutawasit), as well as reading methods and cognitive methods that are suitable for use at advanced levels (mutaqaddim)

The direct method (al-tariqah al-mubasyarah) said Hermawan (Hermawan, 2014) is a learning method initiated by a language teaching expert in Germany named Carles Berlits in the 19th century. the pioneers of this method assume that language is essentially speaking. Chaidar Alwasilah (Alwasilah, 2011) said the direct method has the aim of making students able to communicate skillfully using the target language that students have learned as the owner of the language. Al-Khuli (Khuli, 2010) considers this method very good and effective to use in vocabulary learning with pronunciation exercises guided by the teacher. If there are words that are still difficult for students to understand when the teacher delivers the material, the teacher will give their meaning by using visual aids, giving cues, demonstrating directly, describing, giving synonyms or antonyms. As for interpreting vocabulary directly into the mother tongue, it is something that must be avoided. According to Febry Ramadani S and R. Umi Baroroh (Baroroh, 2020) some things that are recommended in teaching vocabulary using this method are that the teacher does not translate, but the teacher explains the vocabulary by presenting examples, the teacher does not speak vocabulary but uses sentences and provide opportunities for students to speak more. The vocabulary learning with the direct method uses the following steps:

1. Learning begins with a simple conversation in the target language.
2. The material is orally delivered by the teacher using the target language.
3. Vocabulary material is given by the teacher using movement, gestures, dramatization or image media and presented orally.
4. Students are asked to be disciplined when listening to the material presented.
5. The teacher demonstrates the material that has not been understood repeatedly until all students understand.
6. The students catch the symbols of the vocabulary being taught.
7. Students pronounce and imitate the vocabulary that has been heard and repeat it until it is fluent.
8. Grammar material is taught inductively, namely the teacher gives examples that can stimulate the minds of students so that they can conclude for themselves.
9. Students are tried to make sentences according to the vocabulary that has been learned as a form of answer to the teacher's questions.
10. Students are directed to apply the vocabulary in the form of dialogue, then practice the conversations that have been taught with their other friends in turn.
11. At the end of the lesson, exercises are given in the form of questions and answers about the material and vocabulary that have been taught

Muhammadiyah University Community Service Team Prof. Dr. Hamka (Uhamka) consisting of Zainul Abidin and Amin Fauzi, as well as a student provided training to Arabic language teachers in Muhammadiyah schools throughout DKI Jakarta on the use of direct methods in learning Arabic vocabulary. The training event was attended by twenty-five participants from Arabic teachers at the SD, SMP, and SMA Muhammadiyah levels throughout DKI Jakarta.

In the implementation of the training, it was guided by a moderator named Fildza Waty Hany, a student of the Faculty of Islamic Religion at UHAMKA. The event began with the opening and filling of the attendance list and continued with the participants answering 5 pretest questions that had been prepared by the team. The event was continued with the main activity, namely the delivery of training materials by Zainul Abidin, as the head of the Uhamka community service team.

Zainul explained one by one to the trainees about the objectives of learning vocabulary, techniques for learning Arabic vocabulary, strategies for learning Arabic vocabulary, various methods of learning Arabic vocabulary, direct method steps in learning Arabic vocabulary. After Zainul finished delivering the material, it was followed by a question and answer session. There were several training participants who asked questions including Mrs. Titin from SMA Muhammadiyah 12 Jakarta and Mr. Muhammad Sadir from SD Muhammadiyah Bojonggede. Before the training event was closed, the training participants answered the posttest questions with the same questions at the pretest.

That there has been a change in the competence of the trainees before and after being given training on the use of direct methods in learning Arabic vocabulary. This is known from the results of the pretest and posttest of the trainees. The pretest results of the trainees were very low. The results of all 5 questions answered correctly are below 50%. While the results of the posttest answers of all 5 questions that were answered correctly were above 70%.

This shows that there was a significant increase in the posttest results of the trainees after they attended the training. This means that the majority of participants already know and understand the use of direct methods in learning Arabic vocabulary delivered by the speaker.

CONCLUSIONS AND RECOMMENDATIONS

With the training that has been carried out by Zainul Abidin and Amin Fauzi, the training participants consisting of Arabic language teachers at Muhammadiyah schools in DKI Jakarta can know and understand about learning Arabic vocabulary using the direct method. Teachers were suggested by the UHAMKA Community Partnership Program Team to apply the direct method in learning Arabic vocabulary in the classroom.

ACKNOWLEDGMENTS

We thank God for the presence of Allah Subhanahu Wa Ta'ala, for the facilities provided by the DKI Jakarta PWM Educational Education Council so that this Community Service can run smoothly. This community service can be carried out properly with the support of (1) the Chairperson of the DKI Jakarta PWM Educational Education Council, (2) the Principals of Muhammadiyah Elementary, Middle, and High School Levels throughout DKI Jakarta, (3) Arabic Language Teachers for Elementary, Middle School, and Middle School Levels. and Muhammadiyah high schools throughout DKI Jakarta. May Allah Subhanahu Wa Ta'ala reward you all with goodness.

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APPENDIX

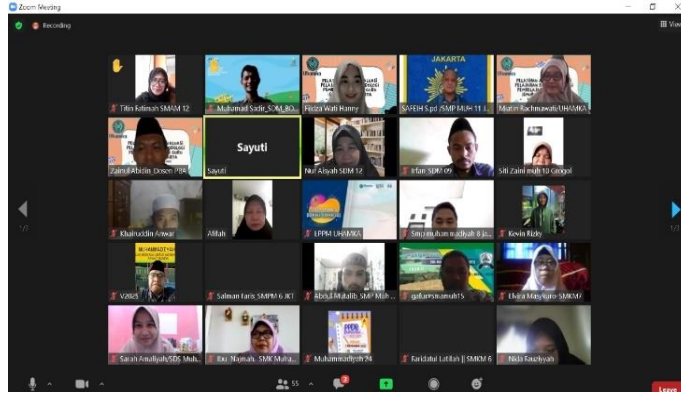


Figure 1. Training participant documentation

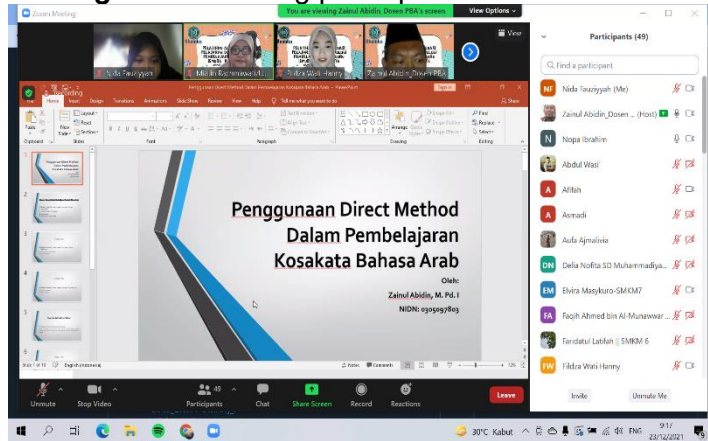


Figure 2. Delivery of training materials