



Study of Analysis of The Implementation of Behavioristic Learning Theory in Arabic Language Learning at Unity Theory with Direct Method for Beginner

Junaedi

UIN Sunan Ampel Surabaya Indonesia

Email: junaedi@uinsa.ac.id

Abstract. This study analyzes the implementation of behavioristic learning theory in learning Arabic. It is an all-in-one method for beginners with direct methods. A literature study was used to collect qualitative data from literature relevant to behavioristic learning theory and direct methods in learning Arabic Unity theory. The study results indicate a strong suitability between Behavioristic theory and learning Arabic Unity theory. Behavioristic theory emphasizes the importance of repetition, reinforcement, and association, which are the core of direct methods in learning Arabic Unity theory. It is hoped that the results of this study can provide valuable contributions in developing learning strategies that can improve students' understanding of Arabic Unity theory.

Keywords: Arabic. Unity Theory. Direct Method. Behavioristic

INTRODUCTION

Learning Arabic in Indonesia is generally done in two ways, namely traditional and modern learning. Each has a different purpose. Traditional Arabic learning aims to expect students to be able to read and understand the books taught (reading skill), while modern Arabic learning students are expected to have the skills to speak, listen, read, and write in Arabic according to their level.

Traditional Arabic learning, which is a characteristic of learning in *salaf* Islamic boarding schools, is carried out using the sorogan method with

the *halaqoh* model, where the *ustadz* or teacher as a resource person reads a book in bare Arabic (without harokat) along with its meaning in Javanese in grammar surrounded by students as students who listen while writing in the book being studied. Meanwhile, modern Arabic learning is usually used in contemporary Islamic boarding schools (the term for non-*salaf* Islamic boarding schools) and in madrasahs, both private and state madrasahs.

The objectives of learning Arabic in Madrasah as a foreign language are regulated by the Minister of Religious Affairs of the Republic of Indonesia no. 2 of 2008 concerning the Competency Content Standards and Content Standards of Islamic Religious Education and Arabic. The contents of the regulation include:

1. Developing the ability to communicate in Arabic both orally and in writing, which includes four language skills, namely listening (*istima*), speaking (*kalam*), reading (*qira'ah*) and writing (*kitabah*).
2. Raising awareness of the importance of Arabic as a foreign language to be the main tool for learning, especially in studying the sources of Islamic teachings.
3. Understanding the challenges of the interrelationship between language and culture and expanding cultural horizons. Thus, students are expected to have cross-cultural insights and engage with cultural diversity.¹

The learning objectives above can be understood as Arabic being a foreign language, so learning it uses a foreign language learning system in terms of objectives, materials, methods, media, and evaluation. Arabic is not taught separately as four language skills (listening skill maharoh istimak,

¹ Subyakto Nababan. (1993). *Metodologi Pengajaran Bahasa*. Jakarta. Gramedia Pustaka Utama., Fatima Khan, Importance of Arabic Language in Studying Islamic Scriptures. *Journal of Arabic Literature and Culture*, Volume 7, Issue 4, 2020.

speaking kalam, reading qiroah, and writing kitabah) but is taught simultaneously or through unity theory.

Language is a means of communication used in social interactions or relationships.² This definition includes all ways of communicating, where thoughts and feelings are expressed in oral, written, or sign, gesture, or movement using words, symbols, emblems, pictures, or paintings. Through language, humans can learn about themselves, others, the environment, science, and moral or religious values.

In psycholinguistic studies, the behaviorism school highlights that language is an aspect of behavior that can be observed directly and the relationship between stimuli and reactions (responses). Effective language behavior is making the right reaction to stimuli. If the reaction is justified, it will become a behavior or habit. So, the basic assumption regarding behavior according to this school is that behavior is completely determined by rules, can be predicted, and can be determined.³

Behaviorist theory in learning activities is applied from several things such as learning objectives, learning materials, student characteristics, media and learning facilities available in schools in general. Learning that is guided by behaviorist theory views knowledge as objective, certain, fixed, and unchanging. Knowledge has been neatly arranged, so that learning is the acquisition of knowledge, while teaching is transferring knowledge to the person who is learning or the student. "Students are expected to have the same understanding of the knowledge being taught. Thus, Arabic as a means of

² Pei, M A. & Gaynor, F. (1954). A Dictionary of Linguistics. New York: Phsophysical Library., Diehl, David K. "Language and interaction: applying sociolinguistics to social network analysis" published in Quality & Quantity in 2019, Vol 53, Issue 2, p757.

³ Asrori. (2020). *Psikologi Pendidikan Pendekatan Multidisipliner*. Jawa Tengah: CV : Pena Persada.

Coleman, H., Sutherland, K. S., Xu, Y., & Mason, H. (2020). Verbal Mand Interventions for Young Children with Autism:A Review of the Literature. Volume 7 Number 4

communication is very appropriate for teaching it using behaviorist learning theory.⁴ As the behaviorist learning flow, the direct method assumes that the process of learning a foreign language is the same as learning a mother tongue, namely by using it directly and intensively in communication. According to this method, students learn a foreign language by listening and speaking, while reading and writing can be developed later.⁵

The direct method with the Drill Technique is closely related to the theory of behaviorism, which emphasizes a habit that is done repeatedly in order to form an answer (response) from the stimulus given by the teacher. This method is considered good and appropriate in language learning because continuous repetition helps language learners get used to what they hear and say. According to Albert Scholz, speaking ability determines whether someone who learns a foreign language has been said to be successful or not.⁶ For example, a teacher asks a student who has completed his studies in England for four years, studied Italian for three years, and Spanish for two years, but he cannot speak any of the languages he has studied. So, it is very natural if the teacher then concludes that if learning a foreign language only relies on the theory given in class, it will not be able to make students able to speak a foreign language, so training students to speak is the most important part of language learning. Because the ability to write and read will go hand in hand with the

⁴ I Nyoman Sudana Degeng. (2006). *Ilmu Pengajaran Taksonomi Variable*. Depdikbud: Jakarta.

Taylor Marie Lauer (2021). *Content Validity of ABA Language Assessments in the Totality of Skinner Skinner's Verbal*. MSU Graduate Theses. 3606..

<https://bearworks.missouristate.edu/theses/3606>

⁵ Shellma Deu Shandi, Rizky Mirani Desi Pratama (2024). Developing Student' Speaking and Listening Skills through Modern Technology. *English Education: Jurnal Tadris Bahasa Inggris* Vol.17 (01): 36-48 (2024)

⁶ Chuang Wang, Ting Sun.(2020). *Relationship between self-efficacy and language proficiency: A meta-analysis*. DO - 10.1016/j.system.2020.102366. From:

https://www.researchgate.net/publication/345126411_Relationship_between_self-efficacy_and_language_proficiency_A_meta-analysis

ability to speak.⁷ From this background, it is worth examining how behavioristic learning theory is implemented in learning Unity theory Arabic using the direct method.

The research method in this article is library research, which is a method of collecting data by understanding and studying theories from various literatures related to the research. There are four stages of library research: preparing the necessary equipment, preparing a working bibliography, organizing time, and reading or recording research materials.⁸ The data collection method involves finding and constructing from various sources, such as books, journals, and research. Library materials obtained from various references are analyzed critically and in-depth to support their propositions and ideas.

The analysis technique in this study uses the Miles and Huberman model analysis technique, which states that qualitative data analysis activities are carried out interactively and continue continuously until complete so that the data is saturated." Data analysis activities include reduction, display, and conclusion drawing/verification.⁹

Data Reduction Reducing data means summarizing, selecting the main points, and focusing on the critical points. Reduced data will provide a clearer picture and make it easier for the writer to collect further data. Data Display

⁷ Hartini Agustiawati, Wulandari Berliani (2023). Using Story Completion to Increase Students' Ability in Speaking skill at MTs Mardhatillah. *Jurnal Pendidikan, Bahasa, Sastra dan Linguistik* Vol. 4 No. 2 Desember 2023. file:///C:/Users/Lenovo/Downloads/997-Article%20Text-2089-1-10-20231119.pdf

⁸ Anisya Hanifa Dinda, et.al.(2022). Metode Penelitian Kualitatif Studi Pustaka.Edumaspul - *Jurnal Pendidikan* 6(1):974-980.DOI:10.33487/edumaspul.v6i1.3394. From: https://www.researchgate.net/publication/363264772_Metode_Penelitian_Kualitatif_Studi_Pustaka.

⁹ Miles, M.B., Huberman, A.M., & Saldaña, J. (2014). *Qualitative Data Analysis: A Methods Sourcebook* (3rd ed.). SAGE Publications., Saldaña, J. (2021). *The Coding Manual for Qualitative Researchers* (4th ed.). SAGE Publications. https://books.google.com/books/about/Qualitative_Data_Analysis.html?id=p0wXBAAQB

(Data Presentation): After the data is reduced, it is data display or data presentation. In this writing, data presentation is done in the form of a short description in the form of narrative text.¹⁰

Data Exposure and Data Analysis

Behaviorism Theory in Language Learning

Behaviorism comes from the word behave, which means to behave, and ism, which means flow. This school studies human behavior. In psycholinguistic studies, the behaviorism school highlights aspects of linguistic behavior that can be directly observed and the relationship between stimuli and reactions (responses). Effective language behavior is making the proper reaction to stimuli. This reaction will become a behavior or habit if the response is justified. So, the basic assumption regarding behavior according to this school is that behavior is entirely determined by rules, can be predicted, and can be determined.¹¹ Thus, children can learn their first language through habituation. According to the behaviorist school, children's ability to speak and understand language is obtained through environmental stimulation. Children are considered passive recipients of environmental pressure and do not have an active role in developing their verbal behavior. Behaviorists not only do not recognize the child's active role in the language acquisition process but also do not recognize the child's maturity. The process of language development is mainly determined by the length of training given by the environment. Behaviorists do not recognize the view that children master language rules and can abstract important language features in their environment. They argue that stimuli from certain environments strengthen children's language abilities. Their language development is seen as a progression from random verbal

¹⁰ Sugiono. (2005:95). *Memahami Penelitian Kualitatif*. Bandung: Alfabeta.

¹¹ Asrori. (2020). *Psikologi Pendidikan Pendekatan Multidisipliner*. Jawa Tengah: CV : Pena Persada.

expressions to the actual ability to communicate through the principle of S-R relationships and imitation processes. The behaviorism movement was pioneered by several theories including I.P. Pavlov, Edward Lee Thorndike, J.B. Watson, B.F. Skinner.

Pavlov's Classical Habituation Theory (1848-1936)¹²

This classical habituation theory is the first theory in the stimulus-response theory. This theory was discovered by Ivan P. Pavlov (1848-1936). Pavlov's theory developed from laboratory experiments on dogs. In this experiment, dogs were given conditional stimuli so that conditional reactions occurred in dogs. When Pavlov experimented on the animal digestive process, he found that before a dog started eating food, its saliva came out first. Every time the dog was observed seeing food, the dog's saliva came out. For the next experiment, he rang a bell before the dog was fed. Previously, just ringing the bell, without being followed by giving food, never made the dog salivate. However, by giving food, the dog salivated. Here it means that the dog has "learned" that the sound of the bell means that food will appear and therefore, its saliva will come out. The dog has learned to associate the sound of the bell with food. The sound of the bell becomes a stimulus with conditioning, and the dog's salivation is called a response with conditioning. Pavlov's experiment with dogs consists of four separate elements that always appear in classical conditioning theory, namely:

1. Unfamiliar stimulus (STD) such as food that always evokes a certain reaction, namely salivation.
2. Unfamiliar response (RTD) such as, the reaction of salivating which always comes out when STD appears.

¹² <https://opentextbc.ca/introductiontopsychology/chapter/7-1-learning-by-association-classical-conditioning/>

3. Habitual stimulus (SD) such as, the sound of a bell, which is an event that initially before being habituated does not evoke the desired response.
- d) Habitual response (RD) such as, salivating after only hearing the sound of a bell, which is a behavior learned by dogs after the occurrence of habituated stimuli.

From this experiment, Pavlov assumed that learning is a long series of habituated responses (RD), but in the application of language learning that learning is not a series of habituated responses, but rather the result of efforts that are cooperatively regulated by all institutions involved in learning. The concept of this response, called classical development theory, will continue to be referred to as an example of comparison.

Thorndike's Connection Theory (1874-1949)¹³

The theory expressed by Thorndike is called "trial and error learning", individuals who learn to do activities through the process of "trial-and-error" in order to choose the right response to the stimulus. So learning is the process of forming connections between stimulus and response. In his experiment, Thorndike tested a cat trapped in a large cage. The cage can be opened from the inside by pressing a hinge. In an attempt to get out, the cat scratched here and there; then by chance his foot stepped on the hinge so that the cage door opened and he could get out. The experiment was repeated by Thorndike and the cat behaved the same. After the experiment was carried out several times in a row, the amount of time needed by the cat to open the cage door became less; and finally he was able to open the cage door immediately without having to scratch here and there first. From experiments on these animals, Thorndike put forward the law of learning, which can also be applied in language learning:

¹³ <https://www.encyclopedia.com/psychology/encyclopedias-almanacs-transcripts-and-maps/thorndike-edward-1874-1949>

1. Law of readiness, namely if the reaction to a stimulus is supported by the readiness to act or react, then the reaction becomes satisfying.
2. The law of exercise states that the more the stimulus-response relationship is practiced or used, the stronger the relationship. Practice needs to be accompanied by a "reward."
3. Law of effect, namely the stimulus-response relationship, tends to be strengthened if the result is satisfying and tends to be weakened if the result is not satisfying³) Watson's Behaviorism Theory (1878-1958)¹⁴

Watson's behaviorism theory continues Pavlov's classical habituation theory in a new and more detailed form and is supported by new experiments with animals (rats) and small children (babies). Watson argues that learning is a process of responses through substitute stimuli. Watson experimented on Albert, an 11-month-old baby. At first, Albert was not afraid of animals such as white, fluffy mice. Albert loved playing with the beautiful white mice. In this experiment, Watson began the habituation process by hitting an iron bar with a hammer every time Albert wanted to approach and hold the white mouse. As a result, it didn't take long for Albert to become afraid of the white mouse and rabbit, even of all white furry objects, including the white-bearded Santa Claus jacket and mask. With this experiment, Watson stated that he had proved that habituation can change a person's behavior to become real.

4) Skinner's Operant Habituation Theory (1957)¹⁵

The theory of operant habituation can be explained by Skinner's experiment on a mouse. Inside a box called the Skinner box, there was a can of food, and outside the box, there was a tool to drop food grains into the can.

¹⁴ Watson, J. B., & Rayner, R. (1920). Conditioned emotional reactions. *Journal of Experimental Psychology*, 3(1), 1–14. <https://doi.org/10.1037/h0069608>:
<https://psycnet.apa.org/doiLanding?doi=10.1037%2Fh0069608>

¹⁵ B. F. Skinner (1904-1990). *The Behavior of Organisms: An Experimental Analysis*. B. F. Skinner Foundation, 2019.
https://books.google.co.id/books?id=S9WNCwAAQBAJ&lr=&hl=id&source=gbs_navlinks_s

Every time a food grain fell into the can, a loud "ting" sound would be heard, and if the sound "ting" is heard, it means that food has fallen into the can. A mouse is put into the Skinner box. Food grains will fall into the can if the mouse steps on an iron bar inserted in the box. When the mouse is hungry, the iron bar is accidentally stepped on by it, and the food grains fall into the can. After several times, the mouse "learns" that food will fall into the can if it presses the iron bar. The food grains are the reinforcer; pressing the iron bar is called a reinforcing event; the appearance of food is called a reinforcing stimulus, while the mouse's behavior is conditioned (conditioned response).

Habitual behavior is "operant" in that this behavior causes food grains to appear. Operant behavior influences the environment, and the environment that is influenced provides a reward as reinforcement to the actor who carries out the behavior. This reward as a reinforcer (which in the experiment above is in the form of food grains) causes the mouse to be more inclined to press the iron bar. From the experiment, Skinner (1957) concluded that reinforcement always increases the likelihood of a behavior repeating itself. Therefore, he argued that reinforcement must be done quickly before other behaviors interfere and to obtain maximum results. Furthermore, because the emphasis on the need for reinforcement also underlies this theory, this instrumental habituation theory is often characterized as the S-R-R model, namely stimulus-response-reinforcement. In the experiment above, the habituated behavior of pressing the iron bar has been instrumental in obtaining a reward, namely food seeds or the possibility of punishment. For Skinner (1957), behavior in language is more influenced or caused by the presence of external stimuli, which are then reinforced by Psycholinguistic Studies (reinforcement) of the stimuli. He also did not accept the existence of "innate intelligence" in language learning, which is solely obtained from stimulation and reinforcement of the stimulus. Regarding children's acquisition or acquisition

of the mother tongue, Skinner argued that the acquisition occurs gradually following certain events.¹⁶

Direct Method in Language Learning

The direct method was developed by Berlitz, a language teaching expert, in Germany towards the 19th century. The driving factor for the emergence of the direct method was the rejection or dissatisfaction with the grammar and translation teaching methods. Grammar and translation were popular second and foreign language teaching methods at that time. The basic principle of this method is that second language learning should be more like first language learning, with lots 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, and students try to guess the language rules with the examples given. Teachers interact a lot with students, asking them questions about relevant topics and trying to use everyday grammatical structures in conversation.¹⁷

The direct teaching method is one of the teaching methods commonly used in second language learning, where all constituents involved (teachers and students) in the second language learning process do not use a native language other than the second language being taught, for example, learning Arabic for Indonesian students. Educators and students use Arabic, not Indonesian in the Arabic language learning process. The direct method is based on the understanding that teaching a foreign language differs from natural sciences.

¹⁶ Skinner, R. I., Kelly, J. M., & Heine, A. J. (1974). Hysteretic dampers for earthquake-resistant structures. *Earthquake engineering & structural dynamics*, 3(3), 287-296. From: <https://onlinelibrary.wiley.com/doi/abs/10.1002/eqe.4290030307>

¹⁷ Stephen D Krashen. We Acquire Vocabulary and Spelling by Reading: Additional Evidence for the Input Hypothesis. *The Modern Language Journal*. Volume 73, Issue 4, Winter 1989. Pages 440-464. <https://onlinelibrary.wiley.com/doi/10.1111/j.1540-4781.1989.tb05325.x>

In language learning, students are not required to memorize formulas. Still, they are trained directly to practice pronouncing certain words or sentences, even though, at first, the words or sentences feel foreign and are not understood by the students. In teaching using the direct method, the ability that is prioritized is the ability to communicate using the language being studied (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.¹⁸ The direct method has the following characteristics: (1) Teaching is done inductively. Students learn the rules through the presentation of adequate linguistic forms in the target language; (2) The mother tongue is not allowed to be used; (3) There is a direct association between words and sentences with meaning, which is meant through demonstrations, movements, facial expressions, pictures, even real nature. On this basis, the learning process can be carried out both in class and outside the classroom; (4) To strengthen students in mastering the foreign language being studied, teachers provide repeated exercises with examples and memorization; (5) focused on spoken language including pronunciation; (6) Mistakes that occur are immediately corrected during learning. Teaching with the direct method uses the following steps: (1) lessons begin with dialogue or humor in the target language with an informal language style; (2) material is presented orally with movements, signs, dramatizations, or pictures; (3) Material is initially presented orally with movements, signs, dramatizations, or pictures; (4) grammar is taught inductively, namely by providing examples that stimulate students' minds to draw their conclusions; (5) Words are used in conversation and affixes at other meetings; (6) Advanced students are given

¹⁸ Tontini, N. V. D. R. (2023). English, please! Oral production in a project-based language learning context: teacher's perception on the implementation of systematized language teaching. From: <https://repositorio.ufsc.br/handle/123456789/251707>

reading materials for understanding, not for structural or systematic analysis; and (7) relevant culture in the target language aspect is also introduced inductively.¹⁹

The use of direct methods in language learning cannot fully improve students' skills in communicating effectively. When viewed from the characteristics and principles of direct methods that prioritize listening and speaking skills, reading and writing skills are less or not accommodated. This, of course, makes students' language skills incomplete because communication skills certainly do not only involve oral communication but also written communication. Written communication skills are not accommodated by using direct methods. However, the methods or steps taken by this direct method can effectively teach vocabulary through pronunciation exercises guided by teachers/instructors.

In this way, students can pronounce vocabulary or simple sentences with pronunciation. This direct method can be effectively implemented in small classes, meaning the number of students is not significant. However, this method becomes less or even ineffective when applied in large classes, where the number of students is large, more than twenty people, while the classroom is small. Other factors that can cause this method (direct method) to be ineffective are educators and students. Not all students have the same attention and motivation in learning. Therefore, if, in this case, the teacher cannot arouse their learning motivation, then it isn't easy to expect the use of the direct method to be effective. In addition, teachers are also required to be more creative, more skilled, and more proficient in the target language.

¹⁹ Ag. Bambang Setiyadi (2020:35-40). *Teaching English as A Foreign Language*. 2nd Ed. – Yogyakarta: Graha Ilmu. From: <http://repository.lppm.unila.ac.id/23179/1/Teaching%20English%20as%20a%20Foreign%20Second%20edition-final%20%282%29.pdf>

Implementing Behavioristic Learning Theory in Learning Arabic Unity Theory with Direct Method for Beginners.

How can a teacher effectively apply behavioristic theory to beginners learning Arabic Unity theory using the direct method? What is necessary for teachers and students in their learning process in class is to recognize the characteristics of the direct method according to Behavioristic theory. The main characteristics of the Direct method that distinguish it from other methods are:

1. This method prioritizes listening and speaking skills, reading and writing skills.
2. Avoids the use of translation, instead prioritizing target language expressions.
3. Eliminates mother tongue.
4. Using the al-taqlid wa shift technique or following/imitating in pronouncing sentences or dialogue expressions and then memorizing them.²⁰
5. The learning material consists of words and sentence structures that are widely used in everyday life.
6. Grammar is taught through situations and is done verbally, not by memorizing grammatical rules.
7. From the beginning, students are trained to "think in a foreign language."²¹

Learning Example:

²⁰ Fauzi, Razi, A. Muslem, D. Fitriasia. Teachers' Strategies In Teaching Speaking Skill To Junior High School Students. *English Educational Journal (EEJ)*/ [Vol 12, No 3 \(2021\)](https://jurnal.usk.ac.id/EEJ/article/view/19136).
<https://jurnal.usk.ac.id/EEJ/article/view/19136>

²¹ Muljanto Sumardi. (1975:33). *Pengajaran Bahasa Asing: Sebuah Tinjauan dari Segi Metodologi*. Cet. II; Jakarta: Bulan Bintang.
Meli Damayanti. The Principles of Language Teaching. *Holistics Journal*, Volume 14, Number 1, June 2022, p-ISSN 2085-4021 | e-ISSN 2657-1897.
<https://jurnal.polsri.ac.id/index.php/holistic/article/view/4943>

Based on the special characteristics above, an Arabic teacher nadzoriyyatull wahdah for beginners who will teach using the direct method prepares the learning tools that will be used in the learning that will take place.

- 1) Complete lesson plan for one face-to-face meeting which is used as a reference for arranging the time and steps of activities along with the methods and techniques of delivery from the beginning to the end of activities, learning media to be used and textbooks. All are available on the table or on the laptop.
- 2) The teacher conditions students to be ready to receive the material. Make sure students only pay attention to the teacher, no one opens the teaching material book or notebook.
- 3) Next, the teacher stands straight in front of the class and starts the lesson with the language of instruction being Arabic and not translated even though they don't understand yet. Before starting to speak, the teacher always precedes his words with qollidu ba'di or ajib su'alii (jamaatan or fardiyyan)
- 4) Start with greetings, Classroom arrangement and conditioning....

السَّلَامُ عَلَيْكُمْ وَرَحْمَةُ اللَّهِ وَبَرَكَاتُهُ

صَبَّاحُ الْخَيْرِ.....

كَيْفَ حَالُكَ.....

مَاذَا تَرَسْنَا الْآنَ.....

Etc.

The teacher also uses the following instructional expressions, for examples:

- اسْتَمِعْ جَيِّدًا - Listen well!
- اقْرَأْ بِصَوْتٍ عَالٍ - Read out loud!
- كَرِّرْ بَعْدِي - Repeat after me!
- اِكْتُبْ فِي الدَّفْتَرِ - Write in a book!
- فَعْمِ بِالنَّشَاطِ - Do activities!
- اقْرَأِ الْجُمْلَةَ (*Iqra' al-Jumlat*) - Read the sentence!
- اجْلِسْ مَكَانَكَ (*Ijlis Makanaka*) - Sit where you are!
- افْتَحِ الْكِتَابَ (*Iftah al-Kitaba*) - Open a book!

- إِسْأَلٌ سُؤْأَلًا (Is'al Su'alan) - Ask questions!
 - أَنْظُرْ إِلَى السَّبُّورَةِ (Unzhur ila al-Sabbura) - Look at the blackboard!
 - Etc.....
- 5) Practice vocabulary drills at the first meeting (*maharotul istimak and maharotul kalam*)
 - 6) The teacher begins the presentation of the material orally, saying one word by pointing to the object or picture of the object, demonstrating a movement or facial expression, and gestures. Students imitate repeatedly until they pronounce it correctly and understand the meaning.
 - 7) Each sentence is drilled 3x to 5x (followed by all students, don't forget the teacher always gives praise if they are correct in saying or carrying out orders) if it is deemed sufficient the teacher points to several students to say the word.
 - 8) The next exercise is Q&A with the question words "*ma, hal, aina, limadza*" and others according to the students' level of difficulty. The interaction model varies, it can start with classical, then group, and finally individual.
 - 9) In explaining difficult words and sentences, it is sufficient to use Arabic with various models, such as *syarhul al-makna, muradif* (synonyms) or using *mudladad* (antonyms) or with other *syiaq*.
 - 10) If students have mastered the material, the teacher then asks students to open books and teach the reading with drills as they teach vocabulary (*maharotul qiroah*).
 - 11) At the end of the meeting, the teacher asks students to work on the questions in the teks book (*maharotul kitabah*).
 - 12) In the dialogue and reading materials, students are directed to be disciplined in listening to the dialogues in the material, then imitating the dialogues that.

13. In this method, for beginners, nahwu is not taught specifically, but through what is called functional grammar (*al-nahwu al-wazhifi*) as in the following example:

1. كَبِيرٌ - أَكْبَرُ
2. صَغِيرٌ - أَصْغَرُ
3. طَوِيلٌ - أَطْوَلُ
4. جَمِيلٌ - أَجْمَلُ
5. سَرِيعٌ - أَسْرَعُ

14. If students are considered to have mastered the material, both pronunciation and meaning, at this step, the teacher can also ask them to open textbooks, provide examples of correct reading, and then ask them to read in turns.

15) Next, students are guided to apply the dialogues with their friends in turns. Students who have advanced are allowed to hold other dialogues analogous to the examples the teacher gave. If, at this step, students are given readings, then the next step is to answer verbally the questions or exercises in the reading, followed by working on them in writing. (arba' maharoh)

16) The next meeting can follow the stages of the textbook *Durus al-Lughah al-Arabiyyah Volume One*, by Imam Zarkasyi and Imam Syubani which is used at the Gontor Modern Islamic Boarding School

Table 1: The Chapters In The Durus al-Lughah al-Arabiyyah Volume One, by Imam Zarkasyi and And Imam Syubani

هذا، ذلك	الدرس الأول	1
هذه، تلك	الدرس الثاني	2
هذا، هذه، ذلك، تلك	الدرس الثالث	3

4	الدرس الرابع	هنا، هناك
5	الدرس الخامس	فوق، تحت، على، في، بين، وراء، أمام
6	الدرس السادس	لك، لك، لي، لها، له
7	الدرس السابع	ي، ك، لك، ه، ه، ها
8	الدرس الثامن	الأعداد (١ - ٠)
9	الدرس التاسع	مفرد، مثنى، جمع (للمؤنث)

Analysis of the Relationship between Direct Method Learning and Behaviorist Theory

No.	Activity	Analysis of Behaviorist Theory
1	Complete lesson plan for one face-to-face meeting which is used as a reference for arranging the time and steps of activities along with the methods and techniques of delivery from the beginning to the end of activities, learning media to be used and textbooks. All are available on the table or on the laptop	<ul style="list-style-type: none"> ✓ Prepare lesson plan and materials: The teacher prepares a complete lesson plan and learning media. This shows that learning is structured, in accordance with behaviorist principles that emphasize the arrangement of a conducive and structured learning environment. This arrangement aims to facilitate teacher control over the learning process and ensure that students receive the right reinforcement at the right time. ✓ Skinner (1957) in the context of education, the behaviorist approach emphasizes the importance of teacher control over the learning environment. Teachers play a role in: <ul style="list-style-type: none"> a) Designing the learning environment: Teachers create an environment conducive to learning, including compiling adequate learning materials and activities. b) Managing student behavior: Teachers use reinforcement to

		<p>encourage desired behavior and reduce unwanted behavior.</p> <p>c) Providing timely feedback: Teachers provide reinforcement immediately after desired behavior occurs to ensure effective reinforcement.</p>
2	<p>The teacher conditions students to be ready to receive the material. Make sure students only pay attention to the teacher, no one opens the teaching material book or notebook</p>	<p>✓ This reflects the behaviorist principle of stimulus control, where the teacher controls the environment to focus the students' attention. The behaviorist principle of stimulus control in education is closely related to the work of Ivan Pavlov and B.F. Skinner. Pavlov with classical conditioning emphasized the association between stimulus and response, while Skinner with operant conditioning emphasized the use of discriminative stimuli to direct and control behavior through reinforcement. Both of these principles can be applied by the teacher to control the classroom environment and focus the students' attention.</p>
3.	<p>The teacher, standing straight in front of the class, begins the lesson with the language of instruction which is all Arabic and is not translated even though they don't understand it. Before starting to speak the teacher always precedes his words with قلدوا بعدى follow me or اأب على سؤالي answer my question Together or alone (جماعتا او فرديا)</p>	<p>✓ This is an example of verbal conditioning, where students learn through repetition and imitation. Salutations and greetings are part of the ritual that reinforces positive social behavior.</p> <p>✓ This method is in line with John Watson's theory which emphasizes the development of habits through direct reinforcement. The use of Arabic without translation forms the habit of speaking Arabic consistently through stimulus-response repetition.</p>

<p>4.</p>	<p>Drill and Repetition Learning vocabulary through the drill method. Here are the steps taken: a. Word Introduction: The teacher introduces the new word to the students, usually with clear pronunciation and examples of its use in sentences. b. Repetition: The students are asked to imitate the word many times until they can pronounce it correctly. c. Positive Reinforcement: Each time the student successfully pronounces the word correctly, the teacher gives praise, rewards, or other forms of positive reinforcement. d. Structured Practice: The teacher may design increasingly difficult exercises to ensure that the students not only memorize the word, but also understand and can use it in different contexts</p>	<ul style="list-style-type: none"> ✓ Teaching activities through practice and repetition in learning Arabic vocabulary with the *direct* method are closely related to the principles of behaviorist theory. ✓ The introduction of new words by the teacher can be linked to Ivan Pavlov's Classical Conditioning theory, where new words function as stimuli that, through repetition, become conditioned responses for students. ✓ Repetition of words requested by the teacher is related to B.F. Skinner's Operant Conditioning theory, which emphasizes that consistent repetition reinforces the desired response, namely the correct pronunciation of the word. Positive reinforcement given by the teacher, such as praise or rewards, is also at the heart of Operant Conditioning, where desired behavior is reinforced through positive consequences, increasing the likelihood that the behavior will be repeated in the future. ✓ In addition, structured exercises designed by the teacher to gradually increase in difficulty are in accordance with Edward Thorndike's Law of Effect, which states that responses that produce satisfying consequences tend to be repeated. This overall approach reinforces vocabulary learning through behaviorist principles, ensuring that students not only memorize but also understand and
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		<p>apply vocabulary in various contexts.</p>
	<p>Gesture and Reinforcement Practice. The teacher uses gestures, pictures, and movements to clarify the meaning of the word.</p>	<ul style="list-style-type: none"> ✓ Thorndike (1874-1919) <ul style="list-style-type: none"> a) The teacher uses gestures, pictures, and movements to clarify the meaning of the word. This is a form of associative learning where students associate the word with a particular object or movement. b) Repetition of sentences and drilling with variations such as "Hadzihi" and "Hadzha" also reinforce learning through repetition. ✓ Albert Bandura, through his social learning theory, emphasizes that learning occurs in a social context and often through observation and modeling. Bandura suggests that humans can learn many things by observing the behavior of others, including using gestures, image media, and movements. According to him, the application in learning is; <ul style="list-style-type: none"> a) Observation: Students learn by observing teachers or other models, b) Imitation: Students imitate what they observe, and c) Reinforcement: Reinforcement can occur either directly or indirectly. <p>In teaching vocabulary as in the example above, teachers can use various</p>
	<p>Contextual Teaching: The teacher uses other media and objects in the</p>	<ul style="list-style-type: none"> ✓ Explanation of word meanings with synonyms or antonyms is a way to

	<p>classroom for drills. This shows the use of contextual reinforcement, where learning occurs in a context that is relevant to the students' daily lives.</p>	<p>reinforce students' understanding through additional associations. ✓ The contextual reinforcement approach to language learning and the use of synonyms or antonyms to reinforce students' understanding is more related to Lev Vygotsky's social constructivism theory and Jerome Bruner's cognitive learning theory than to behaviorist theory. However, behaviorist principles such as positive</p>
	<p>After students have mastered the material, the teacher asks them to open their books and practice reading (maharotul qiroah).</p>	<p>✓ New reinforcement through reading is in line with Skinner's Operant Conditioning, where new stimuli (texts) reinforce previous learning, ensuring continued reinforcement of the desired response</p>
	<p>The teacher asks students to work on the problems in the textbook (maharotul kitabah) and correct mistakes interactively</p>	<p>✓ Interactive error correction supports the theory of *Operant Conditioning*, where negative reinforcement (correction) is used to reduce the likelihood of similar mistakes in the future.</p>
	<p>Students are asked to listen to the dialogue, imitate it, and then ask questions related to the reading and dialogue</p>	<p>✓ This exercise is in line with Bandura's *Observational Learning*, where students learn by imitating dialogue and engaging in interaction to strengthen their understanding.</p>
	<p>Students are asked to practice the dialogue in front of the class in pairs and develop it in their own language.</p>	<p>✓ The practice of dialogue in front of the class supports *Operant Conditioning*, where positive reinforcement is given through active participation, encouraging students to apply and develop the material learned.</p>
	<p>Nahwu is taught functionally (al-nahwu al-wazhifi) through practical</p>	<p>✓ Teaching nahwu through practical examples is supported by the principles of *Operant Conditioning* and *Observational</p>

	examples without specific theories.	Learning*, where students learn grammar through real applications and behavioral reinforcement.
	The next meeting follows the stages of the textbook "Durus al-Lughah al-Arabiyyah Volume One"	✓ Structured stages ensure consistency in response reinforcement, in line with Skinner's theory which emphasizes the importance of consistent and continuous reinforcement in learning.

CONCLUSION

The implementation of behaviorist learning theory in learning Arabic Nadzoriyyatul Wahdah with direct method shows strong suitability. This is because behaviorist theory emphasizes learning through repetition, reinforcement, and association which are the core of direct method in language learning, this is because:

1. Behaviorist learning theory has the following characteristics:

- a) Repetition and Practice: Behaviorist theory emphasizes the importance of repetition and practice to form learning habits. In language learning, repetition of words, phrases, and sentence structures is the key to mastering a new language.
- b) Reinforcement: Rewards and punishments are used to strengthen learning behavior. In the context of language learning, praise or positive feedback can increase students' motivation to continue learning.
- c) Association: Learning occurs through association between stimulus and response. For example, hearing a new word and associating it with a particular image or object.

2. Direct Method in Learning Arabic Nadzoriyyatul Wahdah has Learning Steps:

- a) **Direct Use of Language:** This method requires the use of the target language (in this case, Arabic) directly in the teaching and learning process. This means that students will hear and use the language frequently, which supports the principle of repetition in behaviorist theory.
 - b) **Oral Interaction:** Students are encouraged to speak and interact in Arabic from the start. This is in accordance with the behaviorist approach where direct practice and repeated interaction help internalize the language.
 - c) **Immediate Response and Feedback:** In the direct method, the teacher provides immediate feedback on students' language use, be it correction or praise, which is a form of reinforcement in behaviorist theory.
3. Suitability of Implementation:
- a) The combination of behaviorist learning theory and direct methods creates a learning environment that is conducive to language learning. Repetition and reinforcement applied through the direct method accelerate the learning process and strengthen students' language skills.
 - b) This approach also ensures that students are actively and continuously involved in using the language, so that they can build habits and automatic responses in speaking Arabic.
3. Arabic Language Learning at Unity Theory

Learning four language skills at once (listening, speaking, reading, and writing) at the initial stage using a direct approach. Teaching four language skills in an integrated manner is in line with B.F. Skinner's Operant Conditioning theory. In this context, each language skill is learned through consistent positive and negative reinforcement. Each language skill becomes a continuous stimulus and response in the learning process.

- a) **Listening (*maharotul istimak*):** The teacher gives instructions and delivers material orally, and students listen without translation. The

listening activity relies on Pavlov's Classical Conditioning* principle, where Arabic sounds and language become stimuli that condition students to associate sounds and meanings in an understood context. Repetition strengthens this association.

- b) Speaking (*maharotul kalam*): Students are invited to imitate words and sentences delivered by the teacher, and practice dialogues. In speaking, Skinner's Operant Conditioning is clearly visible. Students receive positive reinforcement (e.g., praise or encouragement) every time they successfully imitate a word or sentence correctly, which reinforces the behavior of speaking in Arabic.
- c) Reading (*maharotul qiroah*): Students read Arabic texts after understanding the context through listening and speaking. | Reading activities are reinforced by the principle of Classical Conditioning, where the text becomes a stimulus that activates the comprehension and pronunciation responses that have been conditioned through previous listening and speaking activities.
- d) Writing (*maharotul kitabah*): After understanding the reading and dialogue, students are asked to write in Arabic. | In writing, Operant Conditioning applies by providing positive reinforcement (such as constructive feedback) when students write correctly, so that they are motivated to improve and enhance their writing skills. |

Integrated learning between listening, speaking, reading, and writing is carried out gradually and repeatedly until students master every aspect of the language functionally. This integrative approach reflects Bandura's Observational Learning theory, in which students learn not only through repetition, but also through observation, practice, and complementary interactions. Reinforcement of each skill contributes to overall language acquisition.

Thus, the implementation of behaviorist learning theory is very suitable to be applied in learning Arabic Nadzoriyyatul Wahdah for beginner with the direct method because both complement each other in creating an effective and efficient learning process.

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