



Direct method in learning speaking skills in extracurricular activities: AFL student's perspectives

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ABSTRACT

Developing Arabic speaking skills is essential in foreign language education, especially in effectively supporting students' communication abilities. However, teaching Arabic in educational institutions often challenges practicing active conversation. One of the methods considered effective in overcoming this obstacle is the direct method, which emphasizes the intensive use of the target language without translation. This study aims to explore students' perceptions of the application of direct methods in learning Arabic speaking skills in the extracurricular activities of MA Persis Tarogong. The research method is qualitative with a case study approach, involving 26 students actively participating in extracurricular activities for one semester. Data are collected through a Likert scale questionnaire and in-depth interviews. The results show that most students feel comfortable and confident with the method and report increased vocabulary. However, the main challenges students face are the application of grammar in conversation and the lack of confidence in speaking outside the classroom. The implications of this study suggest the need for further support through grammar exercises and strategies to increase student's confidence in using Arabic spontaneously.

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ABSTRAK

Pengembangan keterampilan berbicara bahasa Arab menjadi fokus penting dalam pendidikan bahasa asing, terutama dalam mendukung kemampuan komunikasi siswa secara efektif. Akan tetapi, pengajaran bahasa Arab di lembaga pendidikan sering menghadapi kendala dalam praktik percakapan aktif. Salah satu metode yang dianggap efektif untuk mengatasi kendala ini adalah metode langsung, yang mengutamakan penggunaan bahasa target secara intensif tanpa penerjemahan. Penelitian ini bertujuan untuk mengeksplorasi persepsi siswa terhadap penerapan metode langsung dalam pembelajaran keterampilan berbicara bahasa Arab pada kegiatan ekstrakurikuler di MA Persis Tarogong. Metode penelitian yang digunakan adalah kualitatif dengan pendekatan studi kasus, melibatkan 26 siswa yang aktif berpartisipasi dalam kegiatan ekstrakurikuler selama satu semester. Data dikumpulkan melalui kuesioner skala Likert dan wawancara mendalam. Hasil penelitian menunjukkan bahwa mayoritas siswa merasa nyaman dan percaya diri dengan metode tersebut, serta melaporkan adanya peningkatan kosakata. Namun, tantangan utama yang dihadapi siswa adalah penerapan tata bahasa dalam percakapan dan kurangnya rasa percaya diri untuk berbicara di luar kelas. Implikasi penelitian ini menunjukkan perlunya dukungan lebih lanjut melalui latihan tata bahasa dan strategi untuk meningkatkan kepercayaan diri siswa dalam menggunakan bahasa Arab secara spontan.

Kata Kunci: bahasa Arab; ekstrakurikuler; keterampilan berbicara; metode langsung; persepsi siswa

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INTRODUCTION

Language is an essential communication tool in human life (Mailani et al., 2022), and it is used to interact and build social relationships. Language also plays a crucial role in education as most of the subject matter is delivered through language. Four primary skills must be mastered in language learning: listening, speaking, reading, and writing (Paputungan, 2020; Taubah, 2019). Speaking skills are considered the most important among the four skills, especially in foreign language learning, such as Arabic, because the primary purpose of learning a foreign language is to use the language learned in daily communication (Bahruddin et al., 2021; Ritonga et al., 2024).

However, learning to speak Arabic often faces various obstacles in the classroom. Some problems often encountered include students' difficulties in understanding the material presented by the teacher, lack of confidence in speaking, and the influence of mother tongue and regional languages that dominate students' daily lives (Saifudin et al., 2022). This condition impacts students' low speaking skills, which hinders the optimization of the learning process (Karima, 2020). Speaking activities should be exciting and interactive. However, these activities are often dull, do not encourage student participation, and create a tense atmosphere so that students are afraid to convey their thoughts, and learning is hampered (Ramadani & Baroroh, 2020). One of the causes is the lack of effective Arabic speaking practice or exercises, thus reducing the opportunity for students to internalize Arabic structures and vocabulary fluently and build confidence in communicating with Arabic orally (Al-Ghozali & Wahyudi, 2021). These problems indicate the need for more interactive and exciting learning methods to encourage students to participate and practice speaking actively. Speaking skills are optimally developed through continuous practice and rehearsal. Therefore, teachers who want to create communicative learning must proficiently use learning methods to improve speaking practice (Amaris et al., 2023; Insani et al., 2021).

One method recognized as effective in improving speaking in the target language is the direct method (Arif, 2019). The direct method is a language teaching approach that utilizes Arabic's direct and intensive communication. This method emphasizes using the target language, verbal interaction, and contextual learning materials (Rubini, 2020). With this approach, students internalize the language structures and vocabulary learned more naturally and effectively, thus improving their speaking skills (Hady, 2019).

Previous studies show that the direct method improves students' speaking skills and contextual understanding. For example, research by Nurhidayati finds that using direct methods can significantly improve students' speaking skills compared to traditional methods (Nurhidayati, 2019). Similarly, research by Mutmainnah and Marlina concludes that the direct method can improve students' speaking skills (Mutmainnah & Marlina, 2020). In addition, research by Zahro et al. finds that the direct method is efficacious in improving students' understanding of the Arabic language on the material 'Adad and Ma'dud because this method allows students to use and pronounce numbers directly, thus facilitating understanding and making learning more meaningful (Zahro et al., 2020). As well as research by Mulyani et al. found that this method increases students' interest and confidence in Arabic lessons, especially in learning to speak (Mulyani et al., 2021).

Based on a review of previous research, the direct method shows positive results in Arabic language learning. This method applies to any foreign language, including Arabic, one of the languages taught in Indonesia. In public schools, Islamic boarding schools, madrasas, and universities, Arabic is taught as an extracurricular activity and as a main subject (Nurjannah & Heronica, 2023; Sari & Taufik, 2024).

Utilizing a search on the Publish or Perish application, several studies have been found on the direct method of learning Arabic speaking skills. However, no research has been found that explicitly examines its application to Arabic extracurricular activities. The novelty of this study lies in its focus, which investigates students' perceptions of the application of direct methods in extracurricular activities. This

area is still rarely researched. Most previous studies have discussed the effectiveness of the direct method in the context of formal classroom learning. In contrast, this study focuses on students' perceptions of applying the method in extracurricular activities. According to [Kurnianto \(2022\)](#), extracurricular activities provide space for students to practice Arabic more freely and interactively without the pressure of formal assessment, thus allowing students to be more confident and active in speaking. In addition, the object of this study, namely students who participate in Arabic extracurricular activities, tend to have higher motivation and interest in language. This allows this study to provide a new perspective on the effectiveness of direct methods in a different context from intracurricular learning. This research is expected to provide a deeper understanding of how students respond to the direct method in a more flexible environment and whether this method can significantly improve their speaking skills.

MA Persis Tarogong is one of the educational institutions that implement the direct method in extracurricular activities to improve students' speaking skills in Arabic. Based on an interview with the extracurricular teacher, Mrs. NH, in February 2024, the use of this method is driven by several reasons, including the lack of practice in using Arabic in daily life outside of school, as well as the focus on intracurricular learning, which centers on basic grammar and vocabulary. This method helps develop students' abilities in Arabic and creates an interactive learning atmosphere to make the learning process more meaningful. However, no research explicitly investigates students' perceptions of applying direct methods to improve speaking skills.

Understanding students' perceptions of the direct method is essential in evaluating the effectiveness of Arabic language teaching and learning at MA Persis Tarogong. By understanding how students respond to this method, the institution can identify the strengths and weaknesses in its application and adjust the learning approach according to students' needs. Feedback from learners is considered for teachers to improve teaching methods and students' Arabic speaking skills ([Wahdah et al., 2024](#)). Therefore, this study examines students' perceptions of applying direct methods to improve speaking skills in extracurricular activities at MA Persis Tarogong to understand the use of direct methods in learning speaking skills.

LITERATURE REVIEW

Arabic as a Foreign Language (AFL)

Arabic as a foreign language (AFL) refers to the process of learning Arabic outside the context of its use as a mother tongue. Arabic holds an essential position in Indonesia, particularly in religious education and Islamic studies, leading to its teaching in various institutions, from madrasas and pesantrens to universities, both as a main subject and in extracurricular activities ([Kurnianto, 2022](#); [Sa'diyah & Abdurrahman, 2021](#)). As one of the major international languages, Arabic has a broad role as a means of communication and a rich religious and cultural language. Teaching Arabic in Indonesia faces challenges due to the limited exposure to the language in daily life and the lack of opportunities for students to interact with native speakers ([Takdir, 2020](#)).

Teaching Arabic as a foreign language requires appropriate strategies to assist students who do not have a Semitic language background. Arabic has significant differences in aspects of grammar, phonology, and morphology, which often make it difficult for students. According to [Sa'diyah and Abdurrahman](#), the main goal of teaching Arabic in Indonesia is to enhance students' communication skills in Arabic and to foster an understanding of the inherent cultural and religious values ([Sa'diyah & Abdurrahman, 2021](#)). Therefore, the right approach to learning Arabic is crucial for students to master this language well.

Speaking Skills in Language Learning

Learning a foreign language involves four primary skills that students must master: listening, speaking, reading, and writing. These four interconnected skills are essential for language competence (Taubah, 2019). In language learning, listening and reading skills are receptive skills, where students receive and understand information from the target language. Meanwhile, speaking and writing are productive skills that allow students to actively express their ideas and thoughts (Irfansyah, 2022). Speaking is the most essential of the four skills needed in learning a foreign language since it enables students to communicate in daily situations. By mastering speaking skills, students can interact directly with the language they are learning. Thus, speaking ability is one of the leading indicators of proficiency in Arabic. This is because language serves as the primary tool for oral communication. Therefore, the main goal of language learning is to understand the structure of the language and convey ideas through conversation (Basith & Setiawan, 2022; Nurhidayati, 2019).

Speaking skills are defined as a person's ability to convey ideas, views, desires, or advice through spoken language so the listener can understand them. This skill requires mastery of grammar and vocabulary and the ability to communicate effectively (Amin, 2023). It also involves the attitude and ability to express what is thought and felt with good, correct, and precise language. Thus, lexical, grammatical, semantic, and phonetic skills are tightly linked to speaking ability (Irfansyah, 2022).

Direct Method in Language Learning

The method is a systematic and planned approach that facilitates the implementation of activities to achieve the expected goals and plays an essential role in education as a bridge between educators, learners, and learning materials. Educators can deliver material effectively with the proper method, making the teaching and learning process more efficient and directed (Mustofa, 2023). Learning methods support knowledge transfer according to the curriculum or lesson plans, ensuring that each learning session meets the established standards and achieves the desired educational goals. Therefore, methods are essential in teaching and learning activities to achieve results that align with the curriculum (Ramdani et al., 2023).

Teaching Arabic as a foreign language in Indonesia generally uses several teaching methods, such as the grammar-translation method, the audiolingual method, and the direct method. Each method has different approaches and goals in teaching Arabic to students. For example, the grammar-translation method focuses on learning grammar and translating texts, which is usually suitable for understanding the structure of the language. On the other hand, the audiolingual method emphasizes listening and speaking practice through repetition so that students can naturally understand language patterns (Hady, 2019). However, the direct method is considered more effective in teaching speaking skills. The direct method is a way of teaching Arabic that extensively uses the language in everyday interactions. This approach strongly emphasizes verbal engagement, contextual learning resources, and target language use (Rubini, 2020). With this approach, students can internalize the language structures and vocabulary learned more naturally and effectively, thus improving their speaking skills (Nurjannah & Heronica, 2023).

The direct method encourages students to speak directly in Arabic, putting them in a situation where the language being listened to and spoken is the same. This helps students familiarize themselves and increase confidence in using the language (Arif, 2019). The direct method in Arabic language learning aims for learners to communicate with the Arabic language they learn like the owner of this language. To achieve this ability, the learners received intensive practice. These exercises involve direct association between words or sentences and their meanings through demonstrations, movements, facial expressions, etc. (Sudjani & Gunadi, 2020).

Students' Perception

Slamet, in the book titled “*Belajar dan Faktor-Faktor yang Mempengaruhi*” mentioned that students' perception is a process of organizing and interpreting stimuli received by students so that it becomes something meaningful and an activity that integrates within the students with indicators of stimulus reception or objects absorbed from the outside by the individual (reception), understanding after the brain forms images and impressions and judgment occurs after the individual forms understanding. Walgito says that perception is the process of processing and giving meaning to information received through the five senses, which involves three stages: reception, understanding, and assessment, influenced by experience, knowledge, and personal values (Yeni & Syahrul, 2021).

METHODS

The research method used is a qualitative method, which is a form of step or method when conducting research in the context of real life to investigate and understand phenomena, including questions about what happened, why it happened, and how it happened (Fadli, 2021). This study employs case studies to investigate natural phenomena in real life in depth to obtain a clear and holistic view of the events' systematics (Nurahma & Hendriani, 2021). This method describes in detail and depth the results of the analysis regarding student perceptions of applying direct methods in learning speaking skills in extracurricular activities at MA Persis Tarogong.

The research population was MA Persis Tarogong students with a purposive sampling technique, with the criteria of students who actively participated in Arabic extracurricular activities and had participated in this activity for at least one semester. The sample size for the questionnaire was 26 students, who were all Arabic extracurricular participants, while for in-depth interviews, 13 students were selected from the population who met these criteria. Data collection techniques are a way or strategy to get the data needed to answer questions through questionnaires and in-depth interviews. The questionnaire contained items with a Likert scale. In-depth interviews were conducted to explore their views on the direct teaching method. Data analysis was conducted using source triangulation techniques to test the credibility of the data. Sugiyono in his book “*Metode Penelitian Kualitatif*” mentioned that this process involved verifying information obtained from various sources, including interviews, archives, and other documents. The analysis process includes the stages of data collection, data reduction, data presentation, and conclusion drawing.

RESULTS AND DISCUSSION

Results

The data is obtained through interviews and questionnaires with students related to the research variables; some of the findings are shown in **Table 1**.

Table 1. Student Perceptions of the Direct Method

No	Question Items
1	I am comfortable with the use of Arabic in learning
2	The use of Arabic (direct method) in learning makes learning more interesting
3	The classroom atmosphere is more interactive when the direct method is applied
4	I participate more actively in learning Arabic through the direct method
5	The direct method is effective in improving my speaking skills
6	I understand the material taught with the direct method

Source: Research 2024

The results of student responses on experiences while learning Arabic in extracurricular activities with variable student perceptions of direct methods show that most students had a positive response, demonstrating a high level of agreement. Furthermore, the statement item "The use of Arabic (direct method) in learning makes learning more interesting" received the highest agreement among students. This is because many students feel that this method increases their vocabulary and makes it easier to practice speaking directly. For example, some students stated that this method made them feel more confident because they could apply the new vocabulary in conversation practice.

On the other hand, the statement with the lowest level of student engagement was "I participate more actively in learning Arabic through the direct method." This is because some students feel less confident and are not used to communicating in Arabic, especially outside the classroom.

Table 2. Teacher's Application of Direct Method

No	Question Items
7	The teacher uses Arabic in the explanation during the lesson
8	The teacher gives live speaking practice in Arabic
9	I communicate directly with my friends in Arabic during the lesson
10	My teacher encouraged me to speak in Arabic at every learning opportunity
11	My teacher helps me when I have difficulty speaking in Arabic
12	The material taught is relevant to everyday situations

Source: Research 2024

The results of students' responses to the experience of learning Arabic in extracurricular activities with the teacher's variable application of direct methods (**Table 2**) reveal generally positive perceptions, with high levels of agreement overall. Furthermore, "The teacher helps me when I have difficulty speaking in Arabic" had the highest agreement among students, showing that many feel the teacher provides concrete assistance, such as translating difficult words or providing additional instruction when students struggle.

Conversely, the statement with the least agreement was "I often communicate directly with friends in Arabic during learning." This reflects that some students are still accustomed to using Indonesian with their friends despite the teacher's encouragement to use Arabic.

Table 3. The Effect of Direct Method on Speaking Skills

No	Question Items
13	My speaking ability in Arabic improved after the direct method was implemented
14	I am more fluent in speaking Arabic after participating in learning with the direct method in Arabic extracurricular activities
15	My Arabic vocabulary has increased with the direct method
16	I can choose the right words to express my thoughts in Arabic
17	The direct method helped me speak in Arabic with better sentences
18	I am confident in the grammar I use when speaking

Source: Research 2024

The results of students' responses to the direct method's effect on speaking skills (**Table 3**) in extracurricular activities show high levels of satisfaction and positive impact, particularly regarding vocabulary acquisition and sentence construction. The statements "My Arabic vocabulary increases a lot with the direct method" and "The direct method helps me speak in Arabic with better sentences" received the highest levels of agreement, showing that this method enriches students' vocabulary and helps them practice the vocabulary directly.

The statement that received the lowest agreement was "I am confident in the grammar I use when speaking." This reflects that some students feel less confident applying grammar when speaking, especially in more complex sentences.

Students generally agreed strongly with statements reflecting improved speaking ability and confidence through the direct method. However, challenges in applying grammar and habituating to speaking in Arabic still require more attention.

Discussion

Application of Direct Method in Learning Speaking Skills in Extracurricular Activities

The direct method is a language teaching approach that utilizes Arabic's direct and intensive communication use. The delivery of subject matter using the direct method avoids, as much as possible, the activity of translating the meaning of each vocabulary from Arabic to Indonesian (Sudjani & Gunadi, 2020). This approach aims to put students in situations where they have to use the target language in daily communication, either through conversation exercises, listening exercises, or exercises to express ideas spontaneously in the language (Qomarudin & Haq, 2023).

At MA Persis Tarogong, applying direct methods in extracurricular activities focuses on speaking skills. Based on the results of the questionnaire and interviews, the majority of students appreciate this approach. This is mainly because the teacher consistently uses Arabic in learning, indicating consistency in applying this method. Language learning through direct methods is indicated by the dominance of language learning through speech, emphasizing mastering vocabulary in everyday life (Pakuna & Damhuri, 2024). Therefore, teachers provide speaking exercises directly to students, such as conversation practice and practice expressing ideas in Arabic. Many students state that teachers always provide opportunities for them to speak Arabic during extracurricular activities. One of the students interviewed mentioned, "The teacher always encourages us to speak in Arabic, so even though it was difficult at first, over time, I got used to it." This shows that applying the direct method is effective and consistent. This aligns with research results from Mutmainnah and Marlina, which state that the direct method can significantly improve students' speaking skills through intensive conversational practice (Mutmainnah & Marlina, 2020).

In applying this method, the teacher delivers the material entirely in Arabic. When students encounter vocabulary that is difficult to understand, the teacher does not immediately translate it but uses various strategies such as props, demonstrations, or descriptions to help students understand (Arif, 2019). The interview results show that many students feel helped by this approach. For example, teachers often provide hints or synonyms if vocabulary is difficult to understand, which is helpful in learning. However, although teachers encourage using Arabic every occasion, some students still feel less used to communicating with friends in Arabic. The item "I communicate directly with friends in Arabic during learning" received relatively low agreement. Some students admit they are more comfortable using Indonesian when interacting with friends outside of extracurricular activities. During student interviews, it is mentioned that some students still rarely speak Arabic with friends because they are still accustomed to using Indonesian. This condition aligns with Qomaruddin and Haq, who find that using the mother tongue is still a significant barrier in applying direct methods, especially outside formal classes (Qomaruddin & Haq, 2023).

Teachers use everyday contexts to help students internalize Arabic better in terms of learning materials. Many students state that the materials taught are relevant to everyday situations, which makes it easier for them to understand and practice Arabic. The use of contextual materials benefits students, as expressed in the interview results: "The material taught is relevant to everyday life, so it is easier to understand and practice." This finding aligns with Qudrotulloh, which states that using everyday contexts in the direct method effectively improves students' understanding of the target language (Qudrotulloh, 2021). Overall, the direct method's application in extracurricular activities at MA Persis Tarogong is going well. However, there are still challenges regarding consistency in using Arabic in communication between

students. Teachers play an essential role in facilitating the use of Arabic through direct exercises and selecting materials relevant to the student's context, accelerating the language acquisition process.

Students' Perception of Direct Method in Learning Speaking Skills in Extracurricular Activities

Rahmat explains that student perception involves experiencing objects, events, or relationships formed by interpreting messages and inferring information. This perception shapes how students understand and respond to their educational environment. These interpretations influence students' attitudes and behaviors toward learning (Jundi, 2020). Student perception is an essential factor in evaluating the effectiveness of a learning method (Deriyanto & Qorib, 2019; Khaira et al., 2023). Based on the results of this study, students' perceptions of the direct method's application in learning Arabic speaking skills in extracurricular activities are very positive. Many students reported feeling comfortable with this method, mainly because the direct method helps them be more confident in speaking Arabic. The item "The use of Arabic makes learning more interesting" received exceptionally high agreement.

One of the main reasons students feel comfortable with this method is the teacher's approach to explaining complex vocabulary. Student interview results stated, "The teacher always helps when vocabulary is difficult to understand, so it is easier for me to follow the lesson." In addition, Robbins states that the direct benefits felt by students also form this positive perception (Jundi, 2020). Another student mentioned, "This method helps increase vocabulary, which is important for speaking in Arabic so that when there is an assignment to deliver a speech, I feel more confident." This finding aligns with the research of Nurhidayati, which shows that the direct method effectively enriches students' vocabulary and increases their confidence in speaking Arabic (Nurhidayati, 2019).

However, although most students feel comfortable and motivated with this method, some still feel less confident speaking actively. For example, a student admits, "I still feel less confident because I cannot speak Arabic fluently." This condition is in line with the research of Wijaya and Usmoni, which states that psychological factors such as shyness and fear of being wrong are still obstacles to learning speaking skills (Wijaya & Usmoni, 2023). Challenges also arise regarding students' confidence in speaking Arabic outside of class. Some students feel less confident speaking Arabic outside of class because they worry about being wrong or judged by other friends. Speaking anxiety is often caused by students' fear that their mistakes will be heard and judged by others (Azzahra & Muhajir, 2023; Wahdah et al., 2024). Some students admitted that although he was more confident speaking in the extracurricular environment, he was still reluctant to use Arabic outside of class for fear of being considered strange by his friends.

The direct method was considered very helpful in enriching students' vocabulary. Many students stated that their vocabulary increased after participating in learning with this method in extracurricular activities. The item "My Arabic vocabulary increased a lot with the direct method" received high agreement. Students felt that they had gained much new vocabulary from this activity. "My vocabulary has increased, and it helps in regular class lessons, too," said one student. This study aligns with the research results of Mutmainnah and Marlina, who found that the direct method can significantly increase students' vocabulary (Mutmainnah & Marlina, 2020). However, aside from that, one of the biggest challenges that students still face is the application of grammar in conversation. The item "I am confident in the grammar I use when speaking" received the lowest level of agreement, which shows that students still feel less confident in applying correct grammar when speaking. Some students state that they often worry about being wrong when applying grammar, especially when using it. This is in line with the previous research, which states that mastery of grammar is still one of the main challenges in learning Arabic, especially in the context of speaking skills (Mappiara et al., 2023).

Overall, students at MA Persis Tarogong positively perceive the direct method used in extracurricular activities, particularly for enhancing their vocabulary and confidence in speaking Arabic. Most students find this method effective and beneficial for expanding their vocabulary. However, some obstacles persist in its application. The interview results find several obstacles to learning speaking skills in students. First, challenges in the application of grammar. Some students struggle to apply grammar rules when speaking spontaneously. Intensive grammar practice and continuous evaluation can help overcome this problem (Dama, 2019). Second, lack of confidence. Some students still feel less confident speaking Arabic, especially outside of class, despite showing progress in class. To increase self-confidence, students need to be accustomed to speaking in various situations with support and motivation from the teacher (Wijaya & Usmoni, 2023).

Therefore, optimizing efforts in developing this learning process is necessary because of its essential role in mastering speaking skills. These efforts can be made through several strategies, including regular conversation practice in various situations, the use of visual aids such as vocabulary concept maps on the classroom wall, outdoor learning to provide a more relaxed and interactive atmosphere, and continuous evaluation of students' mastery of grammar and vocabulary (Dama, 2019). The role of the teacher is crucial in optimizing these efforts so that classroom learning can proceed effectively and align with the intended goals (Dzuriansyah & Zainuddin, 2024).

The findings from this study show that the direct method effectively improves students' speaking skills, especially in terms of vocabulary acquisition and self-confidence. Therefore, teachers and educational institutions should consider implementing the direct method in extracurricular activities and formal classes to strengthen the impact of learning. In addition, it is essential to provide further support in the form of intensive grammar practice and increased speaking opportunities outside the classroom environment in order for students to become more accustomed to using Arabic in everyday life. This method can also be combined with other learning approaches and media to overcome the psychological barriers that some students experience, such as shyness and fear of being wrong.

CONCLUSION

Based on the research and discussion results, it can be concluded that applying the direct method in learning speaking skills in the extracurricular activities of MA Persis Tarogong has a positive impact, especially in increasing students' vocabulary and confidence in speaking Arabic. Most students reported feeling the benefits of this method, stating that it made speaking Arabic easier for them. Many students also acknowledged that their vocabulary expanded significantly after participating in extracurricular activities with the direct method. Teachers also play a significant role in supporting the learning process through diverse strategies, such as using props and descriptions to explain complex vocabulary.

Despite this method's success in enriching students' vocabulary, some obstacles remain, such as difficulties in applying grammar and a lack of confidence in speaking Arabic outside the classroom. Many students still feel unsure of the grammar they use when speaking. Optimization efforts are needed to overcome these obstacles through more intensive conversation practice, teacher support, and various indoor and outdoor learning methods. The implications of this study suggest that educational institutions can effectively implement the direct method in diverse language learning contexts. Additional support through grammar exercises and strategies to boost students' confidence is recommended to enhance its effectiveness. These efforts are crucial for ensuring students' speaking skills develop optimally inside and outside the classroom.

AUTHOR'S NOTE

The authors assert that there are no conflicts of interest regarding the publication of this article and confirm that there is no plagiarism in the article's data or content.

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