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THE EFFECTIVENESS OF THE DIRECT METHOD IN THE PROCESS OF ACQUIRING ARABIC AS THE SECOND LANGUAGE OF THE STUDENTS OF MAMBAUS SHOLIHIN BOARDING SCHOOL (Review of B.F. Skinner Theory)

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ABSTRACT

In order to learn a foreign language, in this instance Arabic, the direct technique is used in this study to describe the effectiveness of the outcomes. B.F. Skinner claimed that language originates from the stimulus-response (S-R) between speakers and listeners using the operand theory. Researchers employ pre-test, treatment, and post-test instruments as part of the experimental research methodology. The study's findings were based on the percentage of Mambaus Sholihin Islamic Boarding School test results that indicated improved performance on the post-test compared to the pre-test following Muhadatsah activities. Second Language Acquisition (SLA) is the process of learning a second language. The aim of this study is not to assert that this approach is the most correct and effective in SLA, but rather to show that this method and theory is one of the most effective ways. Do not exclude the possibility that other approaches and theories could also be used successfully.

Keywords: Direct Method, Skinner Operant Model, Pondok Mambaus Sholihin, Muhadatsah Activities

ABSTRAK

Untuk mempelajari bahasa asing, dalam hal ini bahasa Arab, teknik langsung digunakan dalam penelitian ini untuk menggambarkan keefektifan hasilnya. B.F. Skinner menyatakan bahwa bahasa berasal dari stimulus-respon (S-R) antara pembicara dan pendengar dengan menggunakan teori operan. Para peneliti menggunakan instrumen pre-test, treatment, dan post-test sebagai bagian dari metodologi penelitian eksperimental. Temuan penelitian ini didasarkan pada persentase hasil tes Pondok Pesantren Mambaus Sholihin yang menunjukkan peningkatan kinerja pada post-test dibandingkan dengan pre-test setelah kegiatan Muhadatsah. Pemerolehan Bahasa Kedua (Second Language Acquisition/SLA) adalah proses belajar bahasa kedua. Tujuan dari penelitian ini bukan untuk menyatakan bahwa pendekatan ini adalah yang paling benar dan efektif dalam SLA, tetapi lebih untuk menunjukkan bahwa metode dan teori ini adalah salah satu cara yang paling efektif. Tidak menutup kemungkinan bahwa pendekatan dan teori lain juga dapat digunakan dengan sukses.

Kata Kunci: Metode Langsung, Model Operan Skinner, Pondok Mambaus Sholihin, Muhadatsah

INTRODUCTION

As we know, humans use language as a means of communication. In communication, he uses different languages depending on the interlocutor. With friends at home or in the clan, the mother tongue or first language is usually used. With new friends from different neighbourhoods, regions and even countries, he uses his second language. In fact, few people know more than one category of second language. [1]

Many educational institutions offer foreign language courses, and not a few schools use foreign languages as the language of instruction. In general, they must use English. Not only is English used as the language of instruction in Islamic institutions, but Arabic is also an important language of instruction. For Indonesians, Arabic is undoubtedly their second language, although it is not the second language - the first language spoken. One of the educational institutions that uses Arabic as the language of instruction and becomes the second language of its students is the Mambaus Sholihin Islamic Boarding School in the Gresik area which is a boarding school owned by a kyai who has an alma mater Pondok Modern Darussalam Gontor Ponorogo. Besides English, Arabic is also the language of their daily communication.

So how do they learn a second language after learning their first language? In applied linguistics research we are familiar with the term 'Second Language Acquisition' (SLA), where SLA aims to examine a person's ability to acquire a second language in late childhood, adolescence and adulthood in monolingual, bilingual and multilingual cases to learn and acquire a second language.[2] In this case we must be able to distinguish between language learning and language learning. According to D. Krashen, language learning in Syamsiah refers to language skills acquired naturally, while language learning is defined as a conscious process that is the result of a formal learning situation with a programmed context.[3]

One of the supporting activities for second language acquisition in this case is for students is the Arabic muhadastah activity at the Mambaus Sholihin Islamic Boarding School, which is an extracurricular activity not part of formal learning related to their language/language skills, which is certainly included in the process of language learning activities there.

Different models are used for language acquisition. Saryono (2010) mentions that there are approximately 24 models of language acquisition theory, which are then divided into four models, namely: The behavioural family, the cognitive family, the nativist family and the humanistic family.[4] This article will take the behaviourist family, which evolved from behaviourist psychology, one of the psychologists being Skinner. [5] Skinner's theory of verbal behaviour is what we used in this study.

Previously, the researchers also found several studies that support the direct method as well as B.F. Skiner's verbal behaviour theory used in the study 'Direct method in Arabic language teaching' conducted by Muhammad Ali Bakr in the form of descriptive qualitative

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[1] Mudini and others, *Mata Pelajaran Bahasa Indonesia Sekolah Menengal Pertama (SMP) 2016)* (Jakarta: Direktorat Jenderal Guru dan Tenaga Kependidikan Kementerian Pendidikan dan Kebudayaan., 2016).

[2] Muh. Rijalul Akbar, "Teori Pemerolelian Bahasa Anak (Pengertian Dan Jenisnya)', RIJAL AKBAR. 2019 Https://Www.Rijalakbar.Id/2019.06/Teori-Pemerolelian-Baliasa-Anak Hitml," n.d.

[3] Selinker L., *Interlanguage : Review of Applied Linguistic*, 1972.

[4] Syahid, *Bahasa Arab Sebagai Bahasa Kedua (Kajian Teoritis Pemerolehan Bahasa Arab Pada Siswa Non Native)*, n.d.

[5] Tadkiroatun Musfiroh, *Pemerolehan Balasa Kedua (Kasus Berbahasa Jawa Di TK)* (Tempel, 2004).

research.[6] The results obtained are detailed explanations and also various direct methods through the presentation of examples of one of the teaching materials Durusullugah Volume 1 by Imam Zarkasy and Imam Syubbani used in the Modern Pesantren Darussalam Gontori. In addition, researchers also found research by Tarbiyah student Shafan STAIN Samarinda entitled 'Acquisition of language theory and its impact on learning'. The results obtained are a detailed qualitative explanation of the theory of language acquisition, which includes Skinner's behaviourism theory.[7]

What distinguishes these two studies from the article written by the researcher is that the method used is quantitative, with data presented in the form of numbers and graphs, and uses the theory of 'verbal behaviour' which is a development of operant conditioning that represents learning in relation to theories in the world of behavioural psychology. Based on American empirical philosophy and structural linguistics,[8] that language is the result of stimulus-response (S-R) between the speaker and the listener, which is then applied with direct methods to Muhadatsah activities at Mambaus Sholihin pesantren.

We hope that this article expands our view that every theory and method used has its own effectiveness and usefulness according to the intent and purpose of the theory and method used. [9] Moreover, the existence of this article does not claim that those theories and methods are the most effective, but that those theories and methods are effective in second language acquisition by deviating from other theories and methods.[10] This article can provide ideas and creativity for further research and develop it better.

LITERATURE REVIEW

Definition of Language Acquisition

The term 'acquisition' comes from the English equivalent, viz. 'acquire', which is the language acquisition that children naturally do in their mother tongue. Second Language Acquisition (SLA)/Foreign Language Acquisition (FLA) research can be understood as an interdisciplinary discipline that aims to discover non-linguistic learning factors of a second (foreign) language and also psychological and social factors. Such factors are majors in psycholinguistics, sociolinguistics or neurolinguistics, which influence the process of second (foreign) language acquisition.

Language learning is usually separated from language learning. Language learning refers to the process that occurs when a child learns a second (foreign) language, of course, after acquiring his or her first language skills. [11]

Fromkin and Rodman explain that there are two concepts of language acquisition. Firstly, language learning begins abruptly, suddenly. Second, language learning begins

[6] Tatat Hartati, *Pemerolehan Dan Perkembangan Bahasa Anak* (Bandung: Universitas Pendidikan Indonesia, n.d.).

[7] Abdul Aziz bin Ibrahim al-Ushaily, *'Ilm Lughoh An-Nafsi* (Riyadh : Jami'ah al-Imam Muhammad bin Su'ud al-Islamiyah, 2006).

[8] and Lili Herawati ParapaT Aritonang, Devinna Riskiana, Sofi Nisma, "HUBUNGAN PSIKOLINGUISTIK TERHADAP PEMEROLEHAN DAN PEMBELAJARAN BAHASA ANAK," *JURNAL PENELITIAN PENDIDIKAN BAHASA DAN SASTRA* 7 No.1 (2022).

[9] Hanna Aris Bandara, *Pemerolehan Dan Pembelajaran Bahasa Berbasis R & D*, *Universitas Halu Oleo Press* (Kendari: Universitas Halu Oleo Press, 2020).

[10] H. Douglas Brown, "PRINCPLE of LANGUAGE LEARNING AND TEACHING," *Encyclopedia of the Sciences of Learning*, 2007.

[11] Henry Guntur Tarigan, *Pengajaran Pemerolehan Bahasa* (Bandung: Angkasa, 1988).

gradually with pre-linguistic motor, social, and cognitive activities. In line with Fromkins and Rodman's understanding, Yukio also states that in the process of second language acquisition, students acquire a language while trying to learn the language. [12]

There are usually several explanations of the concept of language competence in the mother tongue or in the mother tongue learning process. However, humans go through a learning phase in their development. In this phase, people have to master a second/foreign language. Of course, mastery comes more through learning, but in language learning there is a process where you acquire a second/foreign language while learning it. Hence the term second language acquisition or foreign language acquisition was born which is rooted in the theory of first language acquisition and distinguishes language learning from language learning. However, the process of second/foreign language acquisition begins with the learning process.

Language Acquisition Theories

As linguistics developed, so did research on language skills. Initially, theories of language acquisition focused more on children's first language acquisition. Two of them are important theories that are still debated, namely behaviourism theory and mentalism theory.

In the behaviourist school there is a personality who distinguishes two types of behaviour related to learning, namely B.F. Skinner, one of the figures of the behaviourist school with his major theory of operant habituation. Meanwhile, in the mentalist stream there is a famous figure with the theory of universal grammar or linguistics, namely Avram Noam Chomsky.

The two main theories of language acquisition research can be used to look at the process of language acquisition, especially second language acquisition.

1. Operant Habituation Theory (School of Behaviourism)

Operant conditioning was developed by a scientist named B.F. In mid-2017, Skinner focused on the theory of language acquisition using the S-R (stimulus-response) model. The S-R model in operant habituation theory examines the relationship between stimuli that come from outside the organism and responses or responses that come from within the organism and occur when stimuli enter from outside the organism. An example of the process of learning a foreign language is a person being a language learning organism. He receives stimuli from outside himself, such as the environment, books, and others, which are responded to by humans as organisms by generating responses to these stimuli, such as responses by using the target language in daily conversation. Skinner also explains that stimuli such as rewards and chastisement are concepts from the S-R model of language acquisition that can influence the frequency and intensity of a response to a greater extent, in a theory called the 'law of influence'.

In developing his theory, Skinner conducted an experiment on a rat to describe the S-R (stimulus, response) model. Similar to his teacher, Pavlov who used a dog in understanding the concept of language acquisition.

[12] Nurul Hidayah, "Peluang Dan Tantangan Pemerolehan Bahasa Arab Sebagai Bahasa Kedua (Kajian Psikolinguistik Pada Pembelajaran Bahasa Arab)," *Taqdir : Jurnal Pendidikan Bahasa Arab Dan Kebahasaraban* 5 No.2 (2020): 65–76, https://doi.org/https://doi.org/10.19109/taqdir.v5i2.4922.

When he saw a rat, he conducted an experiment where he put the rat in an iron grate. Then he put two levers in the cage and two bowls behind the cage. He filled the first bowl with food and the second bowl with itching powder. When the rat stepped on the first lever, the rat got food, but when the rat stepped on the second lever, the rat got itchy powder. In this experiment, the rat can learn from experience by trying to step on the two sticks in the cage, then the rat always steps on the first stick and gets food. The rat no longer steps on the second stick with the itchy powder.[13]

In operant habituation theory, stimulus means anything related to changes in the environment. Aly Muhammad Khauly says that stimuli can come from outside the organism or from within. From outside the body, such as loud noises, speech, lights and others. At the same time, stimuli that come from within the body or person, such as hunger, the desire to eat or even the desire to speak.

In operant habituation theory, Skinner divides language learning into two behaviours. The first is response behaviour. what grows This expression can be referred to as positive repetition when the action is repeated more often. However, when the action is not repeated, it is called negative reinforcement.

Behaviourist theory, the operant habit model developed by Skinner, has a very wide and deep impact on the discourse of language acquisition in both first and second language acquisition. This model is representative in the field of language acquisition and learning.

METHOD

This research uses experimental research methods (Borg & Gall, 1983, Jaedun) said that experimental research is the most reliable scientific research because it is carried out through strict control of experimental variables. With experimental research, the effect of treatment on variables can be variable effects are determined.[14]

Because experimental research is causal research, the proof is by comparison/comparison: 1). Experimental group (treated) with control group (untreated) or 2). This time the researcher applied the second point in the experimental process.[15]

This research is conducted by giving special treatment to the subject to accentuate the situation to be studied as an outcome. The instruments needed to achieve the research objectives, namely: Pre-test - treatment - post test. [16]

The data obtained from the results of this study were analysed quantitatively and presented in the form of a percentage diagram. To measure the effectiveness of the direct method in second language acquisition, in this case the Arabic language of Mambaus Sholihin santri, Skinner's Operant theory is used and the results are calculated and displayed before and after the test in the form of points which will be displayed in the form of pie charts.

[13] Olfat Darwiche Fedda, "The Effect of Diglossia on Arabic Vocabulary Development in Lebanese Students," *Educational Research and Reviews* 7, no. 16 (2012): 351–61, https://doi.org/10.5897/err11.022.

[14] Jamora Gani Nasution, "METODOLOGI PENELITIAN: KUALITATIF DAN KUANTITATIF," 2020.

[15] Pinton Setya Mustafa et al., *Metodologi Penelitian Kuantitatif, Kualitatif, Dan Penelitian Tindakan Kelas Dalam Pendidikan Olahraga*, *Program Studi Pendidikan Olahraga Fakultas Ilmu Keolahragaaan Universitas Negeri Malang 2020*, vol. 53, 2020.

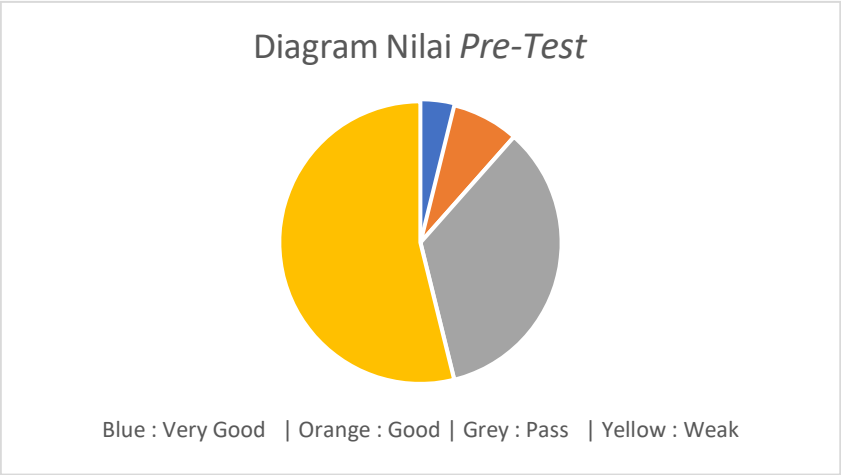
[16] Sugiyono., *Metode Penelitian Kuantitatif,Kualitatif Dan R & D*, 19th ed. (Bandung: ALFABETA, 2013).

RESULT

This study was conducted with the main purpose of knowing how effective the direct method is in improving the ability to acquire Arabic as a second language in the students of Pondok Pesantren Mambaus Sholihin. To that end, researchers used a quantitative approach with a simple experimental design, namely through measuring the pre-test and post-test scores given to 26 students before and after they received treatment in the form of intensive muhadatsah activities.

At the initial stage, namely the pre-test, the data shows that the initial ability of students in speaking Arabic is still relatively low. Based on the results of the initial test, out of a total of 26 students, 13 people or 50% were in the 'bad' category. They showed very limited ability in the use of vocabulary, sentence structure, and fluency in communicating using Arabic. Then, there are 8 students or around 30.7% who are in the 'good enough' category. They have begun to show mastery of the basics of Arabic, but have not been consistent and tend to stammer in composing sentences. Only 3 students (11.5%) are in the 'good' category, and 2 students (7.7%) are in the 'very good' category.

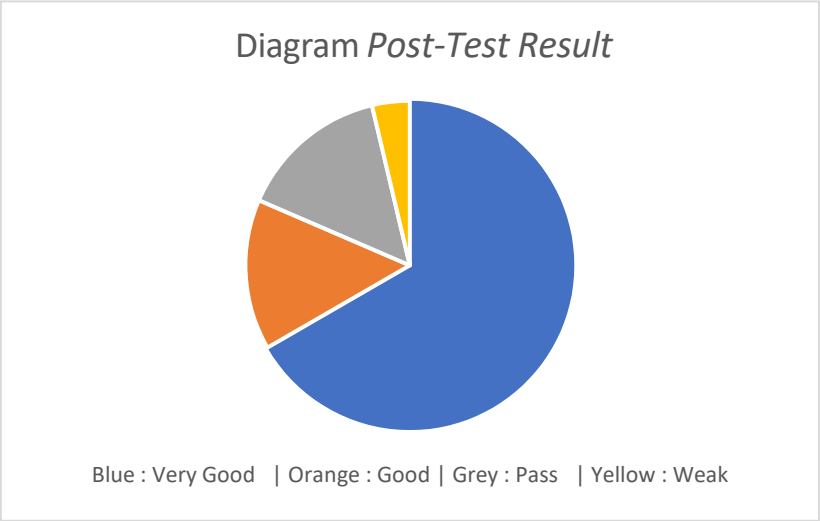
Picture 1. Diagram of Pre-Test Score Results



After the implementation of the treatment in the form of direct methods through muhadatsah activities carried out in a structured and repetitive manner over a certain period, the post-test was then carried out. The results of the post-test showed a very significant improvement in the students' linguistic performance. A total of 19 students (73%) managed to achieve the 'very good' score category. This shows that the majority of them have been able to use Arabic fluently, structurally correct, and fluent in speaking.

Furthermore, as many as 3 students (11.5%) were in the 'good' category, 3 other students remained in the 'good enough' category, and only one student was still in the 'bad' category. When compared to the condition before treatment, there was a drastic shift from the low category to the high category. The number of students in the 'very good' category increased from 2 to 19 people, while the 'bad' category dropped dramatically from 13 to only 1 person.

Picture 1. 1 Diagram of Post-Test Score Results



This data generally shows a significant effect of using direct methods in the context of Arabic language acquisition. Students who were previously unaccustomed to using Arabic in conversational practice became more active, responsive and confident in using the language after being exposed to learning methods that encourage direct practice and repetition.

DISCUSSION

Second language acquisition (SLA) has two meanings, general and specific. In general,[17] SLA is a term that describes the process of second language learning, and in a more specific sense, it is a term for the theory of the process by which we acquire or acquire that second language. First and foremost, it is a process that happens unconsciously when we focus on communication.[18] Although it is impossible to get precise information about when SLA research first emerged as a research area, there is a general consensus that it happened around the late 1960s. At the same time, a theoretical case for verifying SLA was presented.[19]

Acquiring a second language requires a variety of skills including syntax, phonetics and vocabulary. If first language learning examines the acquisition of a child's mother tongue, then second language learning is the human process by which the child acquires the ability to form words, grasp them and use them unconsciously to communicate. And this Second

[17] Andri Warseto, Hani Nurlaeli Wijayanti, Cahya Edi Setyawan, "Pandangan Stephen Krashen Dalam Pemerolehan Bahasa Dan Implikasinya Dalam Pembelajaran Bahasa Arab," *Jurnal Ihtimam* 2, no. 1 (2021): 75–105, https://doi.org/10.36668/jih.v2i1.213.

[18] Endang Setyowati Azza Aulia Ramadhani, Nurwakhid Muliyono, "PEMBELAJARAN DAN PEMEROLEHAN BAHASA KEDUA MAHASISWA ASING PROGRAM DARMASISWA DI IKIP BUDI UTOMO MALANG," in *Prosiding Conference on Research and Community Services*, vol. 1, 2019.

[19] Nishevita Jayendran, Anusha Ramanathan, and Surbhi Nagpal, *Language Acquisition and Language Learning*, *Language Education*, 2021, https://doi.org/10.4324/9781003054368-4.

language learning. can refer to any language, it can also be referred to as a third, fourth, etc., or also as a target language {target language}.[20]

McDonough (1981) further culminates with Maharan and ingenious, in both first and second languages, about the role of the environment as a stimulus for language learning because this environment affects them and helps them improve their language ability. In general, the environment is divided into two parts: the formal environment, where formal forums are located, and language learning takes place in the classroom, says Krashen (1981): 'Most of it is found in the classroom'. The second is the informal environment where the environment is natural and allows natural communication. Therefore, it is this informal environment that is responsible for most of the linguistic discourse of language systems. An example of an informal environment is the dormitory system.

Mambaus Sholihin Islamic boarding school is one of the salafi modern boarding schools. It is known that this educational institution applies a bilingual system in its learning system and also in the daily life of its students. The use of dormitories or boarding schools. In addition, many programmes and agendas are planned for students, including Al-Muhadatsah (Morning Discussion). This programme is a way to make it easier for students to acquire a second language. The following is a more detailed explanation of the use of Direct Method in second language acquisition in pesantren mambaus sholihin, based on Skinner's behavioural theory.

Operant Conditioning Model

This theory in B.F. Skinner's theory develops and expands the theory of language acquisition from the behavioural family, which he wrote about in his famous book, Verbal Behaviour. This theory is an advancement of operant conditioning learning theory in the world of behavioural psychology, based on American empirical philosophy and structural linguistics, which entails that language is the result of stimulus-response (S-R) between speakers and listeners.[21]

The current figure of behaviourism in the world of psychology is John B. Watson (1878-1958), who is also known as the father of behaviourism. In his theory, Watson emphasised the directly visible aspects of language behaviour and the relationship between stimulus and response to the environment. If the stimulus is observed and known, then the response can also be predicted. He firmly rejected the influence of instinct and consciousness on behaviour and argued that any behaviour could be learned according to stimulus-response. [22]

According to this theory, as passive and reactive learners, people connect with external stimuli and reinforcement or reaction. This also applies to human verbal behaviour that is reinforced by others. According to Skinner, the goal of operant conditioning is to reinforce operant responses by providing a reinforcing stimulus when the response occurs. [23]

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[20] Luh Tri Jayanti Swastyastu, "Manfaat Media Pembelajaran Dalam Pemerolehan Bahasa Kedua Anak Usia Dini," *Jurnal Pendidikan Anak Usia Dini* 5, no. 1 (2020): 52–59, https://www.ejournal.ihdn.ac.id/index.php/PW/issue/archive.

[21] Norbahira Mohamad Nor and Radzuwan Ab Rashid, "A Review of Theoretical Perspectives on Language Learning and Acquisition," *Kasetsart Journal of Social Sciences* 39, no. 1 (2018): 161–67, https://doi.org/10.1016/j.kjss.2017.12.012.

[22] Debi Febianto, "Implikasi Fase Pemerolehan Bahasa Siswa Sekolah Dasar Terhadap Proses Pengajaran Bahasa Indonesia," *Jurnal Tarbiyah Al-Awlad* 9, no. 1 (2019): 1–108.

[23] Syahid, *Bahasa Arab Sebagai Bahasa Kedua (Kajian Teoritis Pemerolehan Bahasa Arab Pada Siswa Non Native)*.

Arti dari respon operan itu sendiri adalah respon yang ditimbulkan oleh rangsangan tersembunyi. Skinner percaya bahwa perilaku dapat dikendalikan oleh proses pengkondisian operan. Dengan demikian, terjadinya perilaku respons operan dikendalikan berkat perilaku sebelumnya. Skinner membagi perilaku respons operan dalam pemerolehan bahasa menjadi enam jenis, yang disebutnya: dan achoic, tekstual, intraverbal, taktil dan autolitik.

The meaning of the operant response itself is a response triggered by a hidden stimulus.Skinner believed that behavior could be controlled by the process of operant conditioning.Thus, the occurrence of operant response behavior is controlled by previous behavior.Skinner divided operant response behavior in language acquisition into six types, which he called: echoic, textual, intraverbal, tactile, and autotelic.

First, Mand is a verbal operant response that is reinforced by certain consequent properties and conditioned by the functional control of conditions related to the stimulus.Mand begins when children produce random sounds, and some of those sounds elicit reinforcement or rewards.The form of Mand varies according to Skinner B.Requests, commands, prayer requests, questions, advice, warnings, permissions, offers, and invitations, all these cues are not preceded by a stimulus that determines a specific form of response.

Second, echo is an operant response in the form of a sound pattern that resembles the stimulus.Verbal stimuli elicit responses that are the same as the verbal stimuli.[24]

For example, when a child imitates their parent's words.Each mother gives a glass of milk while saying "drink," the child imitates the mother saying the word "drink," and so on.In other words, echoing is the learner's effort to imitate the verbal stimulus presented to them.

Third, we move on to echoic, which is a textual operant response determined by a previous written stimulus.According to Skinner,[25] [26] orthographic stimulation/orthography can guide the verbal operations performed by learners.For example, when someone learns to read, they try to remember and repeat what they read.Remembering and repeating reading is a form of operant response to text, while reading itself is an initial orthographic stimulus. [27]

The fourth is the interword operant response.Its main characteristic is pronunciation or memorization, and it can even be said that Interverbal is recitative or verbal response.For example: 'afwan, syukran 'ala al-wajib, response to the Harvest Festival incentive; Why?Is there a prompt for answers that start with the word "he"? etc.

The four parts above the previous stimulus are verbal stimuli.In addition to verbal stimuli, there are also non-verbal stimuli, which Skinner divided into two parts, namely tapping, or you can refer to it as the fifth operant response.The operant response of wisdom is a verbal operant whose response is elicited by a nonverbal stimulus.For example, if there is a blue stimulus, the learner understands that the object is blue.In this case, the expression seems to respond by saying "blue!"And the listener spoke correctly!, which then acted as a confirmation stimulus. [28]

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[24] E Ratnaningsih, "An Analysis of the First Language Acquisition: A Two Years Girl," *Ahmad Dahlan Journal of English Studies* 4 (1) (2017), https://doi.org/https://doi.org/10.26555/adjes.v4i1.6249.

[25] N. B. Gleason, J. B. & Ratner, *Psycholinguistics* (New York: Harcourt Brace College Publishers, 1993).

[26] S. D. Krashen, *The Natural Approach: Language Acquisition in the Classroom* (Oxford: Pergamon Press, 1983).

[27] Marcin Koszowy et al., "From Theory of Rhetoric to the Practice of Language Use: The Case of Appeals to Ethos Elements," *Argumentation* 36, no. 1 (2022): 123–49, https://doi.org/10.1007/s10503-021-09564-0.

[28] Muhammad Aditya Wisnu Wardana, Kundharu Saddhono, and Ani Rakhmawati, "Peningkatan Pemerolehan Dan Pembelajaran Bahasa Pada Siswa Disleksia Melalui Metode Team Games Tournament Dengan

The last one, the sixth, is the autoclitic verbal operant, which is determined by grammar and syntax.This autokinetic includes negation, definition, quantification, and the most important sentence structures.Additionally, it also refers to the depiction of the situation or the strength of the reaction that occurs, for example, "I believe, I think, I suppose."In addition, it also refers to what is expected in the form of a situation.

For example, the speaker's feelings are expressed in different ways.I hope you don't think, so to speak, etc.From this, it can be concluded that autoklitic is characterized by the quality of response, expression of relationships, and provision of grammatical frameworks. [29]

The explanation above states that the language acquisition theory with Skinner's operant conditioning model emphasizes stimulus, response, and reinforcement.Depending on the process and outcome of stimulus-response reinforcement.

Direct Method

The direct method or al-Tariqah al-Mubasyarah assumes that the process of learning a foreign language is similar to learning a mother tongue, namely, to use it directly and intensively in communication.[30] for example.Through this method, students learn a foreign language by listening and speaking.In its application, foreign languages (in this case, Arabic) are used directly in conversations, supported by evidence or images that help explain the meaning of words orAccording to Azhar Arsyad in Bakri (2017), the direct method originated in response to the rejection of the Grammar-Translation method, which treats language as a lifeless object without any element of life.[31]

The Muhadatsah activities conducted every morning by the students use that method because the teaching method is Ilqa'iyyah (throwing).Students follow the words or phrases spoken by the teacher and show their meanings.Repeat the word or phrase up to three times to help students understand and remember a word or phrase.[32] The teacher then asked each student to create another sentence with the same pattern using the learned words or phrases, after which the students were asked to introduce it in the form of a conversation with their friends. [33]

In the process of Muhadatsah, there is a stimulus-response process carried out by the students.The students follow the speech in the form of Arabic words or sentences (S) given by the teacher or ustadzah, then the students imitate and repeat it as (R), and at the end, the

Menggunakan Media Pembelajaran Berbasis Quizizz," *JDMP (Jurnal Dinamika Manajemen Pendidikan)* 7, no. 1 (2022): 71–82, https://doi.org/10.26740/jdmp.v7n1.p71-82.

[29] Ahmad Abdul Karim Al-khulli, "PEMEROLEHAN BAHASA ARAB MENURUT Diajukan Kepada Fakultas Tarbiyah Dan Ilmu Keguruan Institut Agama Islam Negeri Purwokerto (IAIN Purwokerto) Untuk Memenuhi Salah Satu Syarat Memperoleh Gelar Sarjana Strata Satu Pendidikan (S . Pd .) PENDIDIKAN BAHASA A," 2021.

[30] Alif Cahya Setiyadi Dan Mohammad Syam'un Salim, "Pemerolehan Bahasa Kedua Menurut Stephen Krashen," *At-Ta'dib* 8, no. 2 (2013), https://doi.org/10.21111/at-tadib.v8i2.504.

[31] Helty Helty et al., "Tahapan Dan Perbandingan Pemerolehan Bahasa Pada Anak Laki-Laki Dan Perempuan Usia 18 Bulan: Kajian Psikolinguistik," *Deiksis: Jurnal Pendidikan Bahasa Dan Sastra Indonesia* 7, no. 2 (2021): 84, https://doi.org/10.33603/deiksis.v7i2.3650.

[32] Nurlaila, "KONSEP PEMEROLEHAN BAHASA DAN IMPLIKASINYA TERHADAP PEMBELAJARAN BAHASA," *Fitrah : Jurnal Studi Pendidikan* 12 No. 1 (2020): 45–57.

[33] Ulfa Khusnatul Hidayah, Mohamad Jazeri, and Binti Maunah, "Teori Pemerolehan Bahasa Nativisme LAD," *BELAJAR BAHASA: Jurnal Ilmiah Program Studi Pendidikan Bahasa Dan Sastra Indonesia* 6, no. 2 (2021): 177–88, https://doi.org/10.32528/bb.v6i2.5539.

students will be asked to repeat the S-R result with the friend next to them. [34] The results of this study indicate that the direct method in the process of second language acquisition, in this case Arabic, using Skinner's Operant Conditioning theory is effectively utilized. [35] This is evident from the performance scores of the students when conducting Muhadastah as a direct method in the second language acquisition process, where the post-test scores were higher than the pre-test scores.

The findings of this research indicate that the use of the direct method in muhadatsah activities has proven to make a significant contribution to the improvement of the students' Arabic language skills.This success can be viewed from the perspective of behaviorist learning theory, particularly through the operant conditioning approach introduced by B.F. Skinner.In this theory, the learning process is considered the result of the interaction between stimulus and response, which is reinforced through reinforcement.

In the context of learning Arabic at Pondok Pesantren Mambaus Sholihin, the stimulus can be in the form of words or phrases given by the teacher or instructor during muhadatsah activities.Responses then emerge from the students who imitate or respond to the utterance with other answers or sentences.If this response is correct or meets expectations, the teacher provides reinforcement in the form of praise, constructive correction, or repetition that helps the students remember the correct language patterns.

This basic principle is clearly evident in the implementation of the muhadatsah activities.In each session, the teacher uses the ilqa'iyyah approach—namely, delivering words or sentences that are then repeated by the students.This process is carried out repeatedly, where the students not only memorize but also practice the language structure directly.Thus, learning becomes active and contextual, not passive and theoretical.

Furthermore, Skinner's theory on the six types of verbal behavior—namely mand, echoic, textual, intraverbal, tact, and autoclitic—can all practically be found in muhadatsah activities.For example, when students are asked to respond to commands or invitations, that is a form of mand.When they imitate the teacher's speech, it is considered echoic.When they read and repeat the given text, they demonstrate textual.Spontaneous dialogue between fellow students is an example of intraverbal.Responses to certain objects or images are tact, and the use of complex sentence structures that are contextually appropriate indicates the presence of autoclitic.[36]

The success of this method is inseparable from the environment of the pesantren itself.The boarding system approach allows students to be exposed to Arabic not only in formal activities but also in daily interactions.Arabic is not just learned, but also used as a tool for daily communication.This supports achieving optimal SLA (Second Language

[34] Rasna Basso Pallawagau, "View of Pemerolehan Bahasa Asing Sebagai Bahasa Kedua (Kajian Pemerolehan Bahasa Arab)," *JAEL : Journal of Arabic Education And Linguistic*, no. 2 No.2 (2022): 2022.

[35] I Made Astu Mahayana Warmadewi, Anak Agung Istri Manik, "Pemerolehan dan Pembelajaran Bahasa Kedua Pemandu Wisata Lokal di Desa Bongkasa Pertiwi : Hipotesis Krashen," *LINGUA : Jurnal Bahasa, Sastra, Dan Pengajarannya* 18 (1), (2021): 174–84, https://doi.org/https://doi.org/10.30957/lingua.v18i1.692.

[36] Ahmad Mohammad Atouf Aldershawi et al., "استراتيجيات تعلّم مهارة الكلام لدارسي اللغة العربية في تركيا للمبتدئين / Strategies for Learning Speaking Skill for Arabic Language Learners in Turkey for Beginners," مجلة الدراسات اللغوية والأدبية *(Journal of Linguistic and Literary Studies)* 13, no. 2 SE-Linguistic Studies (November 29, 2022): 5–19, https://journals.iium.edu.my/arabiclang/index.php/jlls/article/view/990.

Acquisition) because it occurs in a naturalistic setting, as Krashen stated that informal environments play a significant role in language acquisition.[37]

Aside from the environmental and methodological aspects, this success also demonstrates that the direct method can address the challenges of second language acquisition, which is often considered difficult.Learning with this method places students as active participants in the communication process.They not only become recipients of the material but also active language users, both in receiving stimuli and in providing responses.

Considering all these findings, it can be concluded that the application of the direct method based on Skinner's operant conditioning theory has a significant impact on second language acquisition.This method not only improves verbal skills quantitatively but also fosters good language habits through habituation, positive reinforcement, and contextual learning.This serves as concrete evidence that the behavioristic approach in language learning is still very relevant and effective in the context of modern bilingual pesantren education.

CONCLUSION

According to B.F. Skinner's operant conditioning model theory, people are viewed as passive and reactive learners bound by external stimuli and reinforcement or response.This also applies to human verbal behavior that has been confirmed by other human mediators.According to him, the goal of operant conditioning is to strengthen the operant response by providing a reinforcing stimulus (S-R) when the response occurs.Using the direct method in this case is the action of Al-Muhadatsah as a way to implement this theory.The Al-Muhadatsah method used to implement Skinner's theory is an effective way to help students acquire and learn a second language/Second Language Acquisition (SLA), as can be seen from the recognizable pre- and post-test results. Context: The Al-Muhadatsah method used to apply Skinner's theory is an effective way to help students acquire and learn a second language/Second Language Acquisition (SLA), as can be seen from the recognizable pre- and post-test results.

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