

## BOOK REVIEW

أثر استخدام الطريقة المباشرة ( *Teaching Speaking Skills in Arabic Language for Non-Arabic Speakers: Effects of Using Direct Method*). Authors: Rohaizaf Mizani Mat Zain, Rosni Samah, Azlan Saiful Bahrum. Negeri Sembilan: USIM Press, 2018. 128 pages. ISBN 978-967-440-489-5.

Arabic language learning issues are constantly addressed by scholars and researchers. Arabic language learning has touched on various angles such as student, syllabus, learning method, reference material, teaching aids, environment and teacher. There are researchers who study past and present teaching methods. The result showed that Arabic language learning methods are still unchanged in many institutions such as schools and universities. They are still student-centered and still using a one-way translation approach from teachers only. The Arabic book is a book that throws the revolutionary ideas into the current method of learning. It attempts to introduce student-centered methods through activities and interactions by using target languages.

The objectives of this book are to 1) uncover the special features of direct methods in Arabic language learning for non-native speakers, 2) provide a learning approach that is compatible with direct methods in Arabic language learning for non-native speakers and 3) analyze the level of achievement of study samples in speaking skills before and after the method test continue. This book uses a sample of level one Arabic students from IIU.

From this point of view, this book is divided into four main chapters. The first chapter discussed in general about direct methods in language learning. It also discussed the definition of the method and the scholars' views on it. During the discussion direct method of discussing in foreign language learning are used. This book represents Arabic scholar's point of view about the use of this method, such as Rusdi To'imah's (1986), who has explained the benefits of this method. One of the benefits is a natural arrangement of the language learning skills that begin with listening, speaking, reading and ending with writing. It also starts with vocabulary learning in a daily conversation and uses the target language completely.

The specialty of this chapter is the discussion of Ibn Khaldun's point of views on language learning and its relationship with direct methods. Ibn Khaldun (2002) found that language is a skill that can be obtained through training. Those language skills can be mastered by anyone who has perfect speech skills. The key to mastery a language is by listening. Ongoing listening and training can be integrated into the language environment. He has suggested that the language environment should be built to enable students to interact using the language in real situations. This book concluded that Ibn Khaldun's point of view is in line with the concept of direct method as suggested by Rosni Samah.

The second chapter described about the implementation of direct method by introducing the special features for Arabic language learning and the steps of implementing direct method in Arabic language learning. Among the benefits of this method are to prioritize the target language: Arabic, to prioritize in listening and speaking skills, to increase dialogue, functional vocabulary and learning beginning with voice, vocabulary and phrases. This chapter also described the learning activities that need to be included into the learning process such as reading and writing task, interaction through question-and-answer session and repetition. It also discussed about the use of teaching aids which can activate the learning process.

The third chapter described about the steps in learning Arabic using direct method such as course outline preparation, learning activities, units and learning content and assessment. This chapter focused more on description of the learning steps. Among the steps of listening learning skills are by training students to listen the examples of the correct pronunciation of vocabulary, sentence and phrase. Each

of these pronunciations is discussed until the students can understand its meaning.

One of the steps in learning the speaking skills is to train the students to make question and answer paragraph in order to form the correct sentence structure and phrase. Students are trained to pronounce and construct sentences correctly which begins with simple sentence and ends with a phrase. Same goes to the students who are trained to listen to well-informed explanations. Steps of speaking skills are speaking and repeating sentences using target language. The tasks can develop sentences by constructing a new sentence from the words that had been learned. In the beginning, the practice of developing phrases to answer the questions that were asked. Then a verse to describe the situation is unveiled. Students are also trained to create a dialogue with their friends about a situation.

Steps of learning skills such as reading the correct pronunciation of the text after the discussion of the meaning of the vocabulary and the phrase and also its function. Reading tasks should be given to all students so that they can pronounce correctly. Likewise, teachers should correct the mistakes of students' pronunciation and train them until they can pronounce correctly.

The steps in writing skills include students using vocabulary and phrases that they have learned and discussed in new sentences and phrases. Students are trained to develop writing skills by developing new sentences that begins with one sentence that are connected to other sentences until ending with a phrase. This writing task can be done through dialogues, filling up forms, depicting environmental situations, pictures and movie reviews.

This discussion concludes with the steps of learning syntax method. Among these steps is the exposures of practical grammar in the form of sentence templates without exposing the difficult terms and issues. Students are trained to use complete template sentence with proper grammar such as verb and adverb phrases.

The discussion of this chapter concludes with a description of the preparation of a course outline that has activities and syllabuses in the learning management . Among the features of the report are 1) the objective of the title, such as at the end of the lesson, students can develop dialogue about the topic, 2) learning steps that begin with introduction, vocabulary and phrase discussion, text reading, text discussion, activities, question and answer session, and ends with task and assessment. These learning steps vary according to the objectives, 3) the role of the teacher is defined as the only one who is moving and operating the classroom. All class activities are carried out by students, 4) activities of the students need to be planned to provide opportunities for all students to interact in class. They are the ones who determine the courses and its success, and 5) teaching aids and extra sources or support. The requirements and types of teaching aids and these sources are based on the objectives and the topics that have been taught. This book also encouraged the use of current materials such as the internet which is used to browse additional reading material.

This book concludes with the fourth chapter which described the findings of the experimental group. The findings indicate that the experimental group had a significant increase in the acquisition of speaking skills through activities that are conducted in this direct method compared to the control group. There are also students who have shown good achievement after getting involved in practicing the activities in the classroom. Their interaction and engagement during activities become more fun and comfortable. They are willing to use Arabic sentences even though it is not proper. Practice and activities in this method may provide the opportunity for the students to use the language in the proper surrounding and reduce the fear of speaking.

Overall, this book has its specialty in discussing direct methods for Arabic learning. It provides opportunities for students and teachers to carry out activities in the classroom and to produce student-centered learning that is suitable with the 21st-century learning objectives (PAK21). This book is well-

read by Arabic language learners, teachers and researchers so that the method of Arabic language learning methods can be revitalized and revamped from the tradition methods which are focused on teacher-centered learning and translation method.

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