

Implementation of Direct Correction Technique in Improving Students' Motivation towards Arabic Language Learning at MTs Muhammadiyah Pasui

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Abstrak: Teknik *direct correction* merupakan bagian dari metode evaluasi yang memiliki peranan penting dalam meningkatkan penguasaan berbahasa, serta berimplikasi pada peningkatan motivasi siswa. Penelitian ini bertujuan untuk menganalisis apakah *direct correction* dapat meningkatkan motivasi belajar siswa pada pembelajaran bahasa Arab dengan objek penelitian di MTs Muhammadiyah Pasui. Maka terdapat dua rumusan masalah. Pertama, apa saja faktor atau kendala yang mempengaruhi pembelajaran bahasa arab di MTs Muhammadiyah Pasui. Kedua, Bagaimana *direct correction* meningkatkan motivasi belajar kosakata bahasa Arab siswa MTs Muhammadiyah Pasui. Untuk menjawab problem penelitian tersebut, maka penelitian ini menggunakan metode Kuantitatif deskriptif dengan metode pengumpulan data menggunakan wawancara dan angket. Adapun teknik analisis menggunakan uji validitas dan uji reabilitas. Penelitian ini menyimpulkan bahwa pertama, kendala siswa dalam pembelajaran dipengaruhi oleh kurangnya perbendaharaan mufradat dan mayoritas siswa mengalami kesulitan dalam membaca Al-Qur'an, yang berdampak pada ketidakmampuan mereka dalam mengidentifikasi huruf. Kedua, kurangnya minat siswa dipengaruhi oleh tingkat pemahaman siswa yang rendah terhadap materi, dengan penerapan *direct correction* guru dapat mengukur tingkat pemahaman siswa dan siswa dapat langsung memperbaiki kesalahan setelah kegiatan evaluasi. Ketiga, dengan penerapan *direct correction* guru mampu menumbuhkan motivasi belajar siswa, indikatornya adalah siswa aktif dalam pembelajaran, siswa lebih memperhatikan pembelajaran, siswa jadi lebih bersemangat dan merasa dimudahkan.

Kata kunci: Koreksi langsung, Motivasi belajar, Pembelajaran bahasa arab.

Abstract: Direct correction technique is part of the evaluation method that has an important role in improving language mastery, and has implications for increasing student motivation. This study aims to analyse whether Direct correction can increase students' learning motivation in Arabic language learning with the object of research at Islamic Junior High School (MTs) Muhammadiyah Pasui. Then there are two problem formulations. First, what are the factors or obstacles that affect Arabic language learning at MTs Muhammadiyah Pasui. Second, how Direct correction increases the motivation of learning Arabic vocabulary of MTs Muhammadiyah Pasui students'. To answer the research problem, this research uses a descriptive Quantitative method with data collection methods using interviews and questionnaires. The analysis technique uses validity test and reliability test. This study concluded that first, students' obstacles in learning are influenced by the lack of mufradat vocabulary and the majority of students' have difficulty in reading the Qur'an,

which has an impact on their inability to identify letters. Second, students' lack of interest is influenced by students' low level of understanding of the material, with the application of Direct correction teachers can measure students' level of understanding and students' can immediately correct mistakes after evaluation activities. Third, with the application of Direct correction the teacher is able to foster student learning motivation, the indicators are that students' are active in learning, students' pay more attention to learning, students' become more excited and feel facilitated

Keywords: *Direct correction, motivation, Arabic learning*

INTRODUCTION

The direct correction technique is part of an evaluation method that has an important role in improving language mastery, and has implications for increasing student motivation. This can be seen from its advantages, direct correction can make it easier for teachers to find out the constraints of students', so that teachers are able to find solutions to learning problems, which in turn can minimise language problems and foster student motivation. According to Tarigan, to reduce language errors, two kinds of feedback techniques can be applied, namely direct correction and indirect correction techniques.¹ In this context, the technique applied is direct correction on the basis that students' are still less able to correct language errors. Therefore, the evaluation of student learning outcomes is expected to be a process of collecting information about students' and their learning outcomes that is carried out systematically.

To date, research related to direct correction techniques is minimal, but existing studies can be mapped into three trends. First, studies that focus only on the effect of using direct correction techniques. For example, Siregar in his research explored the effect of direct correction techniques on poetry writing skills.² Second, research that focuses on the effect of using direct correction techniques and indirect correction on certain aspects. For example, Sabarudin in his research that relates to the quality of English writing,³ Sivaji in his research that

¹ Santi Pratiwi Tri Utami and Ahmad Syaifudin, "Penerapan Teknik Koreksi Tidak Langsung Untuk Meminimalkan Kesalahan Berbahasa Dalam Penyusunan Karya Ilmiah Pada Mahasiswa Nonjurusan Bahasa," *Lembaran Ilmu Kependidikan* 41, no. 1 (2012), accessed January 14, 2024, <https://journal.unnes.ac.id/nju/index.php/LIK/article/view/2230>.

² Sultiah Siregar, "Pengaruh Penggunaan Teknik Koreksi Secara Langsung Pada Keterampilan Menulis Puisi Siswa Kelas X Di Sma Negeri 1 Siabu," *Linguistik: Jurnal Bahasa Dan Sastra* 8, no. 3 (August 28, 2023): 499–513.

³ Ahmad Sabarudin, "Pengaruh Balikan Tulis Koreksi Kesalahan (Langsung Dan Tidak Langsung) Terhadap Hasil Belajar Kualitas Tulisan Siswa Smp Yang Memiliki Sikap Berbeda / Ahmad Sabarudin" (doctoral, Universitas Negeri Malang, 2016), accessed January 14, 2024, <https://repository.um.ac.id/63692/>.

relates to the accuracy of writing grammar,⁴ and Eslami in his research that relates to student writing.⁵ Third, research that focuses on the use of direct correction and indirect correction techniques in improving students' skills. For example, Hariyanto in his research that relates to improving poetry writing skills,⁶ Setiowati and Istanti in their research that relates to improving childrens story reading skills.⁷ So research on the application of direct correction techniques specifically in the review of increasing student motivation in Arabic language learning has not been studied before.

This study aims to fill the empty space in previous studies by analysing whether direct correction can increase student learning motivation aimed at learning Arabic with the object of research at Islamic Junior High School (MTs) Muhammadiyah Pasui. Then there are two problem formulations. First, what are the factors or obstacles that affect student motivation in Arabic language subjects at MTs Muhammadiyah Pasui. The detected problems are viewed from the perspective of teachers and students'. Second, how direct correction fosters student motivation in Arabic language subjects at MTs Muhammadiyah Pasui. This review can be seen through student responses from the results of data collection. These two questions became the foundation of this research.

This study departs from one basic argument, that the direct correction technique can increase students' learning motivation, especially language learning. The implementation of language teaching, evaluation has an important role that is directly related to students', even an integral part of the teaching process.⁸ Teachers should form an effective learning environment, so that teachers can manage the teaching and learning process efficiently, which will result in student learning outcomes at the expected level.⁹ By applying direct correction techniques in learning evaluation, teachers can find out the constraints on students', so that teachers are able to find

⁴ Karuna Sivaji, "The Effect of Direct and Indirect Error Correction Feedback on the Grammatical Accuracy of Esl Writing of Undergraduates," *Journal of Humanities* 7 (2012).

⁵ Elham Eslami, "The Effects of Direct and Indirect Corrective Feedback Techniques on EFL Students' Writing," *Procedia - Social and Behavioral Sciences* 98 (May 1, 2014): 445–452.

⁶ Imam Hariyanto, "Peningkatan Kemampuan Menulis Puisi Dengan Metode Inquiry Siswa Kelas V Sdn Ellak Daya I Kecamatan Lenteng Kabupaten Sumenep Tahun Pelajaran 2014/2015." (University of Muhammadiyah Malang, 2016).

⁷ Fita Setiowati and Wati Istanti, "Peningkatan Keterampilan Menceritakan Kembali Cerita Anak Bermuatan Pendidikan Karakter Dengan Metode Sq3r," *Lingua: Jurnal Bahasa dan Sastra* 11, no. 2 (2015).

⁸ Ubaid Ridho, "Evaluasi Dalam Pembelajaran Bahasa Arab," *An Nabighoh* 20, no. 01 (June 24, 2018): 19–26.

⁹ Utami and Syaifudin, "Penerapan Teknik Koreksi Tidak Langsung Untuk Meminimalkan Kesalahan Berbahasa Dalam Penyusunan Karya Ilmiah Pada Mahasiswa Nonjurusan Bahasa."

solutions to learning problems, and can minimise errors in learning outcomes which have implications for increasing student learning motivation.

METHODS

This research applies qualitative methods, with descriptive research types. The object of research is based on population and population samples. The population in this study was all students' of class VIII Islamic Junior High School (MTs) Muhammadiyah Pasui Enrekang district which amounted to 61 students', while the population sample was students' of class VIII B which amounted to 18 students'. The selection of class VIII B as a population sample due to the low interest and enthusiasm of students' in participating in Arabic learning compared to other classes, for it to be used as a reference in equalisation.¹⁰ The data collection methods used were interviews and questionnaires. In the interview sheet, this instrument contains a list of statements addressed to the Arabic language subject teacher with topics around learning and the condition of students'. It aims to find out the learning evaluation methods used when learning Arabic as well as the enthusiasm and motivation of students' in the learning process.

In the questionnaire sheet, the instrument contains a list of questions which are adjustments to the indicators in learning motivation according to Maehr and Mayer, associated with students' views on the implementation of direct correction techniques. This aims to obtain information or data related to the effectiveness of the use of direct correction in increasing students' learning motivation in Arabic language learning. This questionnaire uses a Likert scale which is stated in table I as follows:

Table I. Likert scale

No.	Description	Score
1	Totally Agree (TA)	5
2	Agree (A)	4
3	Undecided (UD)	3
4	Disagree (DA)	2
5	Totally Disagree (TDA)	1

¹⁰ Islamic Junior High School, hereinafter referred to as (MTs)

A study requires data analysis techniques, in this context used as a technique to determine the relationship between two variables and identify differences between data groups.¹¹ In more detail, the data analysis techniques applied in this study are validity tests and reliability tests. The validity test uses the product moment formula,¹² as in the following figure:

$$r_{xy} = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{(N \sum x^2 - (\sum x)^2)(N \sum y^2 - (\sum y)^2)}}$$

Description:

r_{xy} = correlation coefficient

N = number of items

$\sum x$ = pre-test score

$\sum y$ = post-test score

$\sum x^2$ = square value of X

$\sum y^2$ = square value of Y

While the reliability test uses the Cronbach's alpha formula,¹³ as in the following figure:

$$r_{11} = \left(\frac{n}{n-1} \right) \left(1 - \frac{\sum \sigma_t^2}{\sigma_t^2} \right)$$

Description:

r_{11} = correlation coefficient

n = many items

σ_t^2 = total variance

$\sum \sigma_t^2$ = mean squared

The validity test and reliability test were measured using SPSS software. The steps set out in this paper are expected to answer the research problem.

¹¹ Imam Santoso and Harries Madiistriyatno, *Metodologi Penelitian Kuantitatif* (Indigo Media, 2021).

¹² Desinta Purba and Mardaus Purba, "Aplikasi Analisis Korelasi Dan Regresi Menggunakan Pearson Product Moment Dan Simple Linear Regression," *Citra Sains Teknologi* 1, no. 2 (January 30, 2022): 97–103.

¹³ Eka Selvi Handayani and Hani Subakti, "Pengaruh Disiplin Belajar Terhadap Hasil Belajar Bahasa Indonesia Di Sekolah Dasar," *Jurnal Basicedu* 5, no. 1 (2021): 151–164.

RESULTS AND DISCUSSION

1. Evaluation Methods and Constraints of Arabic Language Learning at MTs Muhammadiyah Pasui

In general, evaluation aims to find data that indicates the level of ability and success of students' in achieving curriculum goals. On the other hand, it also aims to measure the effectiveness of the teachers teaching methods and learning activities carried out by students'.¹⁴ While the function of evaluation is to find out the elements of success and failure as well as student obstacles in the learning process, so that solutions can be formulated and how to improve them.¹⁵ Following the research, data was found through interviews conducted with Mrs Sri Dewi as the teacher of Arabic language subjects at MTs Muhammadiyah Pasui (hereinafter referred to as: SD).¹⁶ In this context, the evaluation method used is in the form of memorisation and assignments, which are corrected directly (direct correction).

Student activeness also affects the success of a method. The contribution of students' in terms of activeness, stated by SD that most students' are active in class, but some students' pay less attention to the lesson. This may be influenced by obstacles that have an impact on student motivation in learning, especially Arabic language subjects. Then the researcher asked what were the obstacles for educators in applying the evaluation method. Referring to the responses given by the informants in Arabic learning activities, there are several obstacles faced by students'. First, the majority of students' cannot read the Qur'an, which has an impact on the inability to identify letters. This makes it difficult for students' to mention Arabic vocabulary. Secondly, the lack of Mufradat vocabulary owned by students'.

Regarding the factors that cause students' low motivation, SD explained that the main factor influencing the lack of interest in learning Arabic is based on students' low level of understanding of the material. Previously, SD mentioned that the direct correction technique is part of the evaluation method applied. Then the researcher asked about the teachers response to the direct correction technique. Based on the interviewee's response, direct correction provides

¹⁴ Aini Zulfa Izza, Mufti Falah, and Siska Susilawati, "Studi Literatur: Problematika Evaluasi Pembelajaran Dalam Mencapai Tujuan Pendidikan Di Era Merdeka Belajar," *Prosiding Konferensi Ilmiah Pendidikan 1* (2020): 10–15.

¹⁵ Akhmad Riadi, "Problematika Sistem Evaluasi Pembelajaran," *Ittihad* 15, no. 27 (September 22, 2017), accessed July 27, 2024, <https://103.180.95.17/index.php/ittihad/article/view/1593>.

¹⁶ Interview conducted on 2 December 2021.

convenience for students' in learning Arabic. Teachers can find out the level of understanding of students' related to the material taught, on the other hand students' can also correct mistakes made after evaluation activities, so students' can make improvements directly. This is in line with the research, that direct correction can increase student learning motivation, especially in Arabic language learning.

2. Validity and Reliability Test of Direct Correction in Increasing Student Motivation at MTs Muhammadiyah Pasui

The questionnaire data generated in this study was measured through validity and reliability tests. The validity test stage is used to measure the level of validity of the instrument in this study. in more detail, the validity test is used to analyse the questionnaire items, namely correlating the score of each item with the total score which is the sum of the scores on each item. The number of respondents used in this instrument test is 18 students' and the amount of r table is 0.468, the following are the results of the validity test analysis stated in table II:

Table II. Validity test results

Item Number	R Table	R Count	Description
Item 1	0.497	0.563	Valid
Item 2	0.497	0.593	Valid
Item 3	0.497	0.498	Valid
Item 4	0.497	0.474	Valid
Item 5	0.497	0.553	Valid
Item 6	0.497	0.526	Valid
Item 7	0.497	0.775	Valid
Item 8	0.497	0.580	Valid
Item 9	0.497	0.791	Valid
Item 10	0.497	0.680	Valid

Table II presents the results of the validity test, where it can be seen that the 10 statement items tested are in the valid category. These results can be seen from R count greater than R table, so that the item is said to be valid. Based on the results shown in the table above, it can be

concluded that the 10 statement items used are valid and the questionnaire instrument distributed is valid, so the questionnaire can be used as a data measurement tool in this study.

Furthermore, the questionnaire reliability test stage is carried out to measure variable indicators or constructs presented in the questionnaire. Question items are categorised as reliable if the responses given by respondents to the statements presented in the questionnaire are consistent. Reliability is measured using the Cronbach alpha formula. The variable is said to be reliable if the result of the Cronbach alpha value that has been analysed is greater than 0.6. data management in this paper uses SPSS software, the results of the variable calculation are stated in table III as follows:

Table III. Reliability test results

Item Number	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
item_1	38.89	25.046	.632	.865
item_2	39.22	25.830	.271	.895
item_3	39.06	23.467	.623	.864
item_4	39.44	21.791	.727	.855
item_5	38.89	24.810	.572	.868
item_6	39.00	25.176	.449	.877
item_7	38.94	24.526	.613	.865
item_8	39.33	23.294	.745	.855
item_9	39.17	22.735	.840	.848
item_10	39.06	24.056	.698	.859

Based on table III of the results of the Cronbach alpha reliability test with SPSS software, it can be concluded that the data that researchers have collected is reliable when used as a reference in this study. This can be seen from the reliability value greater than 0.497, namely 0.877.

1. Questionnaire Results: Analysis of Direct Correction in Increasing Student Motivation at Mts Muhammadiyah Pasui

To find out the impact given by the direct correction technique in learning, researchers conducted an analysis by distributing questionnaires to students' of class VII B MTs Muhammadiyah Pasui totalling 18 students', the results of the questionnaires that researchers have distributed to students' are stated in table IV as follows:

Table IV. Questionnaire results

Number	Assessment	TA	A	UD	DA	TDA	Total
1	By using direct correction, I am facilitated in the learning evaluation process.	61%	33%	6%			100%
2	I like it when my assignments are corrected directly.	55%	11%	34%			100%
3	Having my assignments corrected directly makes me more active in learning.	61%	16%	23%			100%
4	By being corrected directly, I am more motivated and eager to learn.	33%	44%	11%	12%		100%
5	When my assignment is corrected directly, it is easier for me to understand the lesson.	66%	22%	12%			100%
6	I am more enthusiastic about listening and paying attention to learning when my assignments are corrected directly.	66%	22%	12%			100%
7	Having my assignments corrected directly increases my willingness to learn.	61%	27%	12%			100%
8	Having my assignments corrected directly makes me like reading textbooks more.	33%	38%	29%			100%
9	When my assignments are corrected directly, I am always on time when submitting my assignments.	44%	44%	12%			100%
10	I gain confidence when my assignments are corrected directly	50%	38%	12%			100%

Number 1 in table IV, the researcher measured the level of ease produced by the direct correction technique for Arabic language learning. In this statement, the majority of students' showed agreement with the statement conveyed by the researcher, which was 66%. This makes the direct correction technique help students' to improve mastery of the material. The next aspect at number 2 listed in table IV, the researcher measured whether students' liked the direct correction technique. The majority of students' really like learning with direct correction techniques, judging from the number of students' who agree with the statements given by

researchers, namely 55%. Which makes the direct correction technique make students' like learning Arabic.

In Number 3 table IV, the aspect that researchers measure is student activeness when participating in learning. In this aspect, the majority of students' answered strongly agree, namely 55%, which makes the direct correction technique can make students' active in learning. Furthermore, number 4 in table IV, the researchers measured the motivation and enthusiasm of students' when participating in learning with direct correction techniques. At this point students' who agree with the statement given by the researcher reach 44%, which shows that direct correction can foster students' motivation and enthusiasm for learning Arabic. At number 5 in table IV, researchers measured how students' understanding when learning with direct correction techniques. Students' find it easy to understand lessons when learning using direct correction techniques, which can be seen from the majority of students' who strongly agree with the researcher's statement, reaching 66%.

At number 6 listed in table IV, researchers measured the level of student enthusiasm when learning with direct correction techniques. Students' who answered strongly agree reached 66%, which shows that students' are very enthusiastic when learning Arabic with the application of direct correction techniques. Furthermore, number 7 in table IV researchers measured the willingness of students' to learn when learning with direct correction techniques. As a result, students' strongly agree with the statement, which is 61%, which shows that the direct correction technique can foster students' willingness to learn Arabic. Number 8 in table IV researchers measured how students' interest in reading books after the application of direct correction techniques. The majority of students' agreed with the statement that the researcher gave with the acquisition of 38%.

In number 9 in table IV, the researchers measured the accuracy of students' in collecting assignments. In the study, researchers obtained 44% of students' who agreed with the statement given by the researcher. The last point at number 10 of table III researchers conducted research on student confidence when learning Arabic with direct correction techniques. At this point the researcher concluded that students' were more confident when learning using direct correction techniques, this can be seen from the majority of students' strongly agreeing with the statement on the last item, namely as much as 50%.

Based on all the responses given by students' in table IV, it can be seen that the examination by applying the direct correction technique has a positive impact on student learning motivation. as evidenced by the overall response of students' who chose strongly agree on the questionnaire statement, which was 67%. Students' feel helped when learning by being corrected directly, besides that students' can be more active and confident when following Arabic language subjects. Today, direct correction can increase student learning motivation.

1. Discourse Analysis of Direct Correction in Fostering Student Learning Motivation

Learning activities at school must run effectively and in accordance with the needs of students'. Although the problems that arise in the learning process cannot be avoided, each child has their own weaknesses, strengths and talents. For this reason, it is important to formulate learning methods to relevant evaluation methods.¹⁷ This research, which focuses on the direct correction technique, in more detail is considered effective in supporting students' learning motivation, especially in language learning. According to Ferris, direct correction is the provision of the correct linguistic form or structure by the teacher to students' on a linguistic error. Furthermore, Ferris explains its implications into three positive forms, namely: Firstly, it can help students' to avoid the type of language merging if students' fail to understand or remember what the teacher said. Second, it provides students' with enough information to correct the errors. Third, it provides quick feedback on hypotheses that students' have made.¹⁸

The effectiveness of direct correction was also shown in Van Beuningen et al's study, which attempted to highlight the debate on the effects of direct correction and indirect correction based on short-term and long-term comparisons with control treatments for students'. The control treatments were a treatment that offered students' extra opportunities to practise their writing skills and a treatment where students' self-corrected their errors without feedback available. The results showed that in the short term, both correction techniques can be effective in improving students' accuracy, while the long-term effect was found that for both direct

¹⁷ Maulana Akbar Sanjani, "Pentingnya Strategi Pembelajaran Yang Tepat Bagi Siswa," *Jurnal Serunai Administrasi Pendidikan* 10, no. 2 (2021): 32–37.

¹⁸ John Bitchener and Ute Knoch, "The Relative Effectiveness of Different Types of Direct Written Corrective Feedback," *System* 37, no. 2 (2009): 322–329.

correction and indirect correction feedback, only direct correction was shown to have a significant long-term effect. None of the control treatments had a significant effect.¹⁹

In the evaluation process, feedback is important to assess and measure something according to predetermined rules and procedures. In the evaluation process-direct correction- usually information is obtained about the attributes or properties possessed by the individual or object being evaluated.²⁰ Connected to this research, direct correction techniques can increase students' motivation to learn Arabic. In accordance with the results of interviews that researchers conducted with Arabic language subject teachers MTs Muhammadiyah Pasui, who stated that direct correction makes it easy for students' in learning Arabic because the teacher can measure the level of student understanding of the material and students' can immediately correct mistakes after evaluation activities.

While from the numerical data that researchers conducted through the distribution of questionnaires to students' of class VII B MTs Muhammadiyah Pasui totalling 18 students', all students' stated that the direct correction technique provided by the teacher fostered motivation in themselves to learn Arabic based on a Likert scale. From the results of the questionnaire validity test, ten items were declared valid and continued with the questionnaire reliability test which showed that the data that the researcher put forward earlier was reliable when used as a reference in this study. judging from the reliability value greater than 0.497, namely 0.877. Based on all the analyses and research activities conducted, it can be concluded that the implementation of the direct correction technique went well. If reflected, the advantage of the direct correction technique is that students' do not need to find the solution of the problem again, but only discuss the solution of the teacher's feedback on their test result sheet. On the other hand, teachers do not need to discuss homework in class, so they can optimise learning time.²¹

A teacher must know how to create learning motivation in students', which makes the teacher must know the motivation in learning. With an understanding and knowledge of learning

¹⁹ Catherine van Beuningen, Nivja de Jong, and F. Kuiken, "The Effect of Direct and Indirect Corrective Feedback on L2 Learner's Written Accuracy," *Itl - International Journal of Applied Linguistics* 156 (December 31, 2008): 279–296.

²⁰ Agustanico Dwi Muryadi, "Model Evaluasi Program Dalam Penelitian Evaluasi," *Jurnal Ilmiah Penjas (penelitian, Pendidikan Dan Pengajaran)* 3, no. 1 (January 1, 2017), accessed January 18, 2024, <http://ejournal.utp.ac.id/index.php/JIP/article/view/538>.

²¹ Mei Astuti, Kartono Kartono, and Nuriana Rachmani Dewi, "Peran Direct Corrective Feedback Dalam Pembelajaran Means-Ends Analysis Terhadap Kemampuan Berpikir Tingkat Tinggi," in *Prosiding Seminar Nasional Pascasarjana (Prosnampas)*, vol. 2, 2019, 1056–1060.

motivation, teachers can encourage behaviour, and have the influence and ability to change one's behaviour. According to Sukmadinata, motivation has two functions, namely directional function (directing) and activating and energizing function (activating or increasing). The first function explains that motivation plays a role in directing goals according to what the individual wants. The second function indicates that activities that are not based on motivation will be carried out without clear direction and most likely will not be optimal.²² This has implications for learner achievement. Nowadays, direct correction can increase students' learning motivation in language learning, especially Arabic. Given that students' have different capacities in absorbing lessons, so that teachers can find out and find a way out of learning problems.

CONCLUSION

Direct correction is a technique of checking the results of learning evaluation implemented in Arabic language subjects at MTs Muhammadiyah Pasui and was able to increase students' learning motivation. This study concluded that first, students' obstacles in learning are influenced by the lack of mufradat vocabulary and the majority of students' have difficulty in reading the Qur'an, which has an impact on their inability to identify letters. Secondly, students' lack of interest is influenced by students' low level of understanding of the material, with the application of direct correction teachers can measure students' level of understanding and students' can immediately correct mistakes after evaluation activities. Third, with the application of direct correction the teacher is able to foster student learning motivation, the indicators are that students' are active in learning, students' pay more attention to learning, students' are enthusiastic about learning, students' are more confident to do assignments, students' are more excited and feel easier.

The identification of direct correction in increasing students' learning motivation is generated through interviews and questionnaires which are reviewed based on the validity test with the product moment formula and the reliability test with the Cronbach's alpha formula. This concept can be used as a reference for research that wants to express the validity and consistency of data. However, this paper limits only the direct correction feedback technique and the object

²² Yuli Supriani, Ulfah Ulfah, and Opan Arifudin, "Upaya Meningkatkan Motivasi Peserta Didik Dalam Pembelajaran," *Jurnal Al-Amar: Ekonomi Syariah, Perbankan Syariah, Agama Islam, Manajemen Dan Pendidikan* 1, no. 1 (2020): 1–10.

of research at Mts Muhammadiyah Pasui. It is possible that in measuring the complexity of student motivation, other dimensions can be found by expanding the methods, techniques and objects of research. So that further research can be a reinforcement or criticism of the conclusions of this research.

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