



## Enhancing Arabic Language Learning Outcomes Through The Total Physical Response (TPR) Method

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**Abstract:** Madrasah Aliyah Negeri (MAN) is an Islamic educational institution under the Ministry of Religious Affairs aimed at developing students' Arabic language skills. However, the dominant use of the lecture method has made students passive and less motivated, which impacts their learning outcomes. This study aims to enhance the learning engagement and outcomes of Class X students at MAN 1 Kota Metro through the implementation of the Total Physical Response (TPR) method. We conducted the research using a Classroom Action Research (CAR) approach, which involved two cycles and a sample of 16 students. The results indicate that the use of the TPR method is effective in improving both student engagement and learning outcomes. Student engagement increased from an average score of 5.37 in the first cycle to 8.5 in the second cycle, showing an improvement of 3.13%. Meanwhile, student learning outcomes improved from 66.5% in the first cycle to 76% in the second cycle, with a 9% increase. Based on these findings, the researcher recommends the use of the TPR method in Arabic language teaching to create an interactive and participatory learning environment, as well as to enhance student motivation and achievement.

**Keywords:** Total Physical Response, Arabic learning, Outcome learning

### INTRODUCTION

Effective learning is the main key in improving the quality of education and holistic learner development. Learning is a fundamental aspect of education that is carried out consciously by educators and students to achieve certain goals (Febriani & Mahmudi, 2021). The success of the learning process does not only depend on the efforts of students, but is also influenced by the strategies and methods used by educators as systematic guidelines in managing learning (Sovinaz & Setiyawan, 2023). Ideally, learning is able to change the behaviour and attitudes of individuals or groups through appropriate training and teaching, including the development of cognitive, affective, and psychomotor aspects (Prihandini & Fahyuni, 2024). In the perspective of constructivist theory, learners will learn optimally when they are actively involved, both physically and mentally, in the learning process (Suryana, Aprina, & Harto, 2022). Therefore, the selection of appropriate learning methods is key in creating an effective learning environment, where

learners do not only passively receive information, but also build understanding through meaningful experiences and interactions.

Arabic, as an international language, is one of the important subjects in Indonesia. In addition to being a language of religion and culture, Arabic is also used as a tool for scientific communication and religious learning media (Azizah, Naifah, Afrianingsih, Hamidah, & Ramadlan, 2024). The objectives of Arabic language learning include linguistic competence (*al-kifayah al-lughawiyah*), communicative competence (*al-kifayah al-ittishaliyyah*), and cultural competence (*al-kifayah al-tsaqafiyah*). Linguistic competence includes the four main skills: listening, speaking, reading, and writing. Communicative and cultural competence are reflected in the students' ability to interact with native speakers or Arabic works that align with Arab culture and Islamic principles (Ritonga, Widodo, Munirah, & Nurdianto, 2021). This makes Arabic a compulsory subject at various educational levels in Indonesia, from madrasah ibtidaiyah

to madrasah aliyah. However, current facts show that students' abilities are still not categorized as good, indicating that the Arabic language learning process is not yet optimal (Zurqoni, Retnawati, Rahmatullah, Djidu, & Apino, 2020).

Arabic language learning faces various challenges. The challenges in Arabic learning stem from internal language challenges and challenges originating from the individual students. The internal language challenges include the fact that Arabic is still perceived as a complex language with its rules, such as nahwu and sharaf, where students feel that these are challenges, they must master. Without understanding these rules, learning Arabic can lead to misunderstandings. The second challenge comes from the students themselves. This challenge is particularly difficult for students, who must fight against and overcome (Muassomah, Hakim, & Salsabila, 2023). Putra Mandalika et al. add another challenge in the form of a lack of resources and effective teaching methods, which make learning more difficult (Putra Mandaka, Wachida Muhlis, Ibnu Hajar, Khairul Mizan, & Rohmatun Luluk Isnaini, 2023).

Madrasah Aliyah Negeri (MAN) 1 Metro, as an Islamic-based educational institution, faces challenges in learning Arabic due to teaching methods that are still dominated by the lecture approach, thus not involving students actively. The results of interviews with Arabic teachers show that the limited variety of learning methods causes the classroom atmosphere to become monotonous, which is reinforced by students' responses who find Arabic lessons boring and uninteresting, thus reducing their motivation to learn. The lack of interaction and involvement of students in the learning process has a direct impact on their understanding of the material, especially in aspects of grammar, vocabulary, as well as speaking and writing skills, which contributes to low learning outcomes, as reflected in unsatisfactory average scores. Therefore, innovation is needed in teaching methods with a more interactive approach, such as the use of digital media, project-based learning, or communicative methods that encourage active student participation, so that the classroom atmosphere becomes more dynamic and students' learning motivation increases, which in turn can improve their competence in Arabic.

Total Physical Response (TPR), proposed by James Asher, is considered an appropriate and effective method for introducing and reinforcing language. Asher (1968, p.7) suggested that direct utterances to children contain a command, which they respond to physically (body language) before they start to produce verbal responses (verbal language). This method is based on the process of first language acquisition through physical movement as a response to direct commands, and it works well for beginner language users (Ha, Trang, & Hue, 2020). By using this method, students learn and practice the

language simultaneously – learning by doing. Through TPR, the teacher can use real objects, posters, pictures, and flashcards in learning (Purwa & Yuwana, 2021). Astutik & Aulina (2018) state that The TPR method applied by the teacher aims to create a comfortable atmosphere so that students can enjoy learning and learn to communicate using a foreign language effectively." This is because the method is developed to reduce stress in the classroom and make the classroom atmosphere enjoyable.

The TPR method is not a new approach in language learning studies. Several previous studies have shown the effectiveness of this method in improving various aspects of language learning. Xie (2021) emphasizes that TPR can effectively increase student enthusiasm, trigger learning interest, reduce affective barriers, enhance motivation, and build confidence in learning English. Similar findings were reported by Celik, Cay, & Kanadli (2021) who affirmed that the TPR method not only improves active student participation but also helps in mastering vocabulary and improving communication skills effectively. In the context of Arabic language learning, research by Nimas Aulia, Rohmatun Lukluk Isnaini, & Agung Setiyawan (2023) shows that the application of TPR can enhance Arabic language proficiency and increase student interest in active learning. Through direct instructions from the teacher followed by physical responses, students are actively involved in the learning process, ultimately creating a more enjoyable and participatory learning environment. This research reinforces previous findings that TPR significantly improves students' language comprehension. Furthermore Kiswanto, Abidin, Holis, & Mahdi (2023) emphasize that TPR is effective in teaching receptive language comprehension, especially in mastering vocabulary. They explain that TPR-based learning utilizes the balanced cognitive functions of the left and right brain, creating an interactive and enjoyable learning experience, especially for beginners.

Based on the background above, this study aims to apply the TPR method in Arabic language learning at MAN 1 Metro, particularly in class X A. This research is expected to enhance student activity and learning outcomes, as well as contribute to the development of more effective and engaging Arabic teaching methods. In addition, the results of this study could serve as a solution to the challenges faced in Arabic language learning at madrasahs, particularly in creating an interactive learning atmosphere and motivating students to actively learn the language.

## **METHOD**

This study uses the Classroom Action Research (CAR) method with a qualitative-quantitative approach (Suharsimi Arikunto, 1992, p. 136). The CAR method was chosen to evaluate the application of the Total Physical Response (TPR) learning strategy in Arabic language

teaching. This research is designed to observe and improve students' learning activities and learning outcomes. The research subjects are students of class X A at Madrasah Aliyah Negeri 1 Metro.

The data collection techniques in this study include three main complementary methods: observation, interviews, and tests. Observation was carried out to record students' activities during the learning process using an observation guide systematically designed by the researcher. This method aims to identify student engagement in learning and the effectiveness of the applied strategy. Interviews were conducted with teachers and students to gather in-depth qualitative data about responses to the implementation of the TPR strategy, providing a rich perspective on their experiences and opinions. Additionally, tests were used as instruments to measure student learning outcomes after the implementation of the TPR strategy. These tests were designed based on Arabic language competency to ensure relevant assessment aligned with the learning objectives.

Data analysis in this study was conducted using both quantitative and qualitative approaches, which complement each other. Quantitative data were obtained from measurements of students' learning activities and learning outcomes using the percentage formula (Jakni, 2017, pp. 81-82):

$$P = \frac{f}{N} \times 100\%$$

Explanation:

P: Percentage of learning activity and outcomes

f: Frequency of student activity results

N: Number of students

In addition, learning activities and student learning outcomes were analyzed using the average value formula:

$$X = \frac{\sum xi}{N}$$

Explanation:

X : Average value of learning activity and outcomes

$\sum xi$  : Total score of students

N : Number of students

Meanwhile, qualitative data were analyzed through the process of interpreting the results of observations, interviews, and tests. This analysis aims to draw conclusions from the data obtained by considering relevant perspectives, resulting in a deep understanding of the effectiveness of the learning strategy used. The combination of these analytical techniques provides a comprehensive picture of students' learning activities and outcomes.

This research is conducted in two main stages: the pre-implementation stage and the implementation stage. The pre-implementation stage includes activities such as initial observation, reflection on the initial conditions, and

strategic planning to achieve the research objectives. Then, the implementation stage is carried out in two cycles, where each cycle consists of four systematic stages. The first stage is planning, which focuses on developing a detailed lesson plan. The second stage is implementation, where teaching is conducted according to the developed plan. The third stage is observation, aimed at recording student activities during the learning process. Finally, the fourth stage is reflection, where the learning outcomes are evaluated to determine corrective or developmental steps for the next cycle. This systematic approach ensures that the research is conducted in a structured and measured manner to achieve optimal results optimal (Suharsimi Arikunto, 2010, p. 137).

## RESULT

The aim of the pre-cycle in this study is to observe and assess student learning outcomes before the implementation of the first and second cycles, as well as to obtain a comparison of students' learning results. In the implementation of Arabic language learning at MAN 1 Metro, the teacher did not have a specific strategy and only used the lecture method. Such teaching methods tend to be monotonous if repeated without the use of other engaging methods.

From the research data, the average Arabic language learning outcome in the pre-cycle was 5.8, with a total score of 926 and a classical completion percentage of 18.75%. This indicates that very few students achieved the Minimum Completion Criteria (KKM). The percentage of student learning outcomes at the end of the pre-cycle can be seen in Table 1:

**Table 1: Arabic Language Learning Outcomes in the Pre-Cycle**

Score Range	Predicate	Description	Number of Students	Percentage
86-100	Excellent	Passed	0	0
71-85	Very good	Passed	3	18.75%
61-70	Good	Failed	1	6,25%
56-60	Satisfactory	Failed	5	31,25%
31-55	Poor	Failed	7	43,75%
Total			16	100%

Based on the pre-cycle research results, it was found that 16 students participated in the evaluation process. Out of all the students, only 3 students (18.75%) achieved classical completion with a "Very Good" predicate, while the majority (81.25%) scored below the KKM. The largest percentage was from students who received the "Poor" predicate, with 7 students (43.75%). This indicates that very few students achieved the KKM. This condition reflects that the learning process in the pre-cycle did not meet the expected classical completion target, and therefore, evaluation and improvement of the teaching method were needed to align with the learning objectives. As stated by Safaruddin, Ilyas, & Alimuddin

(2022) the appropriateness of the method chosen must align with the objectives, type, and nature of the subject matter, as well as the teacher's ability to understand and implement the method. This is necessary for creating an educational interaction during the teaching-learning process.

### First Cycle

After obtaining the learning outcomes from the pre-cycle, the next step is to design an action plan prepared by the researcher for the implementation of the TPR learning strategy aimed at increasing student activity and learning outcomes in the 10th grade at MAN 1 Metro. This planning process includes several strategic steps systematically designed. First, the researcher will provide structured initial steps to begin the implementation of the TPR strategy in the classroom. Then, proper scheduling will be done to ensure that the lessons run efficiently. Lesson preparation is also a primary focus, including preparing relevant materials and supporting questions for the learning process. Additionally, observation sheets and learning outcome lists are prepared to monitor students' ongoing progress. Lastly, the researcher will plan the necessary equipment and materials to support the smooth implementation of the TPR strategy. With thorough planning, it is expected that this strategy will significantly improve student engagement and learning outcomes.

This lesson activity is designed to optimize the use of the TPR strategy in the teaching-learning process. It starts with the opening activity where the teacher greets the students, arranges the seating for comfort and smooth learning, and then explains the material to provide a clear overview of the day's learning objectives. In the core activity, the teacher introduces new vocabulary using the TPR strategy, involving students in active body movements related to the vocabulary. Students are asked to pay attention to the explanation and repeat the vocabulary while performing corresponding body movements. Then, students read the words on the board, with teacher corrections to ensure accurate understanding. If any vocabulary is unclear, students are given the chance to ask questions, with both the teacher and other students providing explanations. As preparation for answering questions, students are also asked to read their notes. The closing activity includes providing guidance and motivation to students to encourage enthusiasm in their learning. The teacher concludes the lesson with a greeting, signaling the successful end of the session.

During the observation phase, the researcher acts as the teacher, assisted by another teacher who serves as an observer of student activities during Arabic language learning using the TPR strategy. The observation was comprehensive, conducted from the beginning to the end of the learning session. Based on the data obtained, the researcher noted that the students' learning activity met a

certain standard, with 6 students (37.5%) showing satisfactory activity. The average student activity score was 5.37, categorized as below the passing grade. However, the implementation of the TPR strategy showed a significant improvement in student learning activity, which positively impacted their learning outcomes, as measured by a test at the end of the first cycle. The first cycle evaluation results are shown in the following table:

**Table 2: Student Learning Activity in the First Cycle**

Score Range	Category	Number of Students	Percentage
10	Excellent	0	0%
9-8	Very Good	2	12,5%
7	Good	3	18,75%
6	Satisfactory	1	6,25%
4-5	Poor	7	43.75%
1-3	Very Poor	3	18,75%
Total		16	100%

Based on Table 2, the researcher found that student activity met the standard for 6 students (37.5%). The average student activity score was 5.37 out of a total of 86, which is categorized as below the passing grade. The increase in student activity following the implementation of the teaching strategy in the Arabic language lesson had a positive impact on the improvement of learning outcomes. The students' learning outcomes can be measured through the evaluation test at the end of the first cycle. The results are presented in the following table:

**Table 3: Student Learning Outcomes in the First Cycle**

Score Range	Category	Description	Number of Students	Percentage
86-100	Excellent	Passed	0	0
71-85	Very Good	Passed	6	37.5%
61-70	Good	Failed	6	37.5%
56-60	Satisfactory	Failed	3	18,75%
31-55	Poor	Failed	1	6.25%
Total			16	100%

Based on Table 3, the classical completion percentage in the first cycle reached 37.5%, which shows that only a small number of students (6 out of 16) successfully reached or exceeded the KKM. Conversely, 81% of the students (13 out of 16) did not reach the KKM. The average student learning outcome score was 66.5 out of a total of 1,064.

Reflecting on the data from the first cycle in the 10th grade at Madrasah Aliyah Negeri 1 Metro, it shows that although the TPR method was implemented, the results still did not meet the KKM. Out of 16 students, only 6 students (37.5%) demonstrated standard learning



activity, with an average activity score of 5.37. Similarly, only 6 students (37.5%) met the learning standard, with an average score of 66.5. These results indicate that there are still shortcomings in the implementation of the teaching process during the first cycle. The application of the TPR method in this cycle was still in the introductory phase, and the students were not fully prepared to adapt to this new approach. Based on these findings, the researcher acknowledges the need for improvements in lesson planning and classroom management to support student readiness. With these improvements, it is expected that in the second cycle, both student activity and learning outcomes will improve and meet the established KKM.

### Second Cycle

The procedural planning prepared by the researcher for implementing the TPR learning method to enhance the learning activities and outcomes of Grade X students at Madrasah Aliyah Negeri 1 Metro was systematically and structurally designed. The first step in this plan was to provide an initial action before starting the learning cycle using the TPR method, aimed at preparing students to adapt to the new approach. Subsequently, the researcher developed an efficient learning schedule to ensure that each stage of the learning process could be conducted effectively. Detailed lesson plans were also prepared to ensure that the materials and methods used aligned with the learning objectives. In addition, the researcher devised learning questions to explore students' understanding more deeply. Observation sheets and learning outcome lists were prepared to monitor students' progress objectively during the learning process. Finally, the researcher planned the use of tools and materials necessary for implementing the TPR method, such as learning media that support students' physical interaction with the learning materials. With careful planning, it is expected that the TPR method can be executed smoothly and positively impact students' learning activities and outcomes.

In the initial activity, the teacher greeted the students, organized their seating arrangement according to learning needs, and introduced the material to be studied. In the core activity, the teacher introduced new vocabulary using the planned learning method and instructed the students to pay close attention to the explanation. Some students were selected to come to the front and mention the newly learned words. Next, students were asked to repeat the new vocabulary with appropriate physical movements (such as eye, head, and neck movements), followed by reading what was written on the board while the teacher corrected any mistakes. The teacher also welcomed questions from students regarding words they did not understand, with explanations provided by either the teacher or other students. Students were then asked to review their notes in preparation for

answering questions. In the closing activity, the teacher gave directions and advice to the students before concluding the lesson with a farewell greeting. Through these systematic stages, it is expected that the learning process can run effectively and improve students' comprehension of the material.

During the observation stage, the researcher monitored all activities that took place during the learning process using pre-prepared observation sheets with the help of multimedia tools. The researcher collected data on students' activities and learning outcomes, which became the basis for the subsequent learning cycle. The student learning activity observation guide for the second cycle was designed as follows:

The data analysis results showed a significant increase in students' learning activities after implementing the learning method in the Arabic language subject. The evaluation data is presented in a table to provide a more detailed overview of students' progress. The second cycle evaluation results obtained by the researcher are presented in the following table:

**Table 4: Student Learning Activity Results in the Second Cycle**

Score Range	Category	Number of Students	Percentage
10	Excellent	4	25%
9-8	Very Good	9	56,25%
7	Good	3	18,75%
Total		16	100%

Based on Table 4, the researcher found that the learning activity of all 16 students reached 100%. The average score of students' learning activity was 8.5 out of a total score of 136, placing the data in the "Very Good" category. The improvement in students' learning activities after using the learning method in the Arabic language subject had a positive impact on their learning outcomes. Students' learning outcomes were measured through an evaluation test conducted at the end of the second learning cycle. The second cycle evaluation results obtained by the researcher are presented in the following table:

**Table 5: Student Learning Outcomes in the Second Cycle**

Score Range	Category	Description	Number of Students	Percentage
86-100	Excellent	Passed	0	0%
71-85	Very Good	Passed	13	81.25%
61-70	Good	Failed	3	18,75%
Total			16	100

Based on the data obtained, students' learning outcomes showed a significant improvement after the implementation of the learning method. A total of 13 out of 16 students, or 81.25%, successfully met the set standards.

The average student score reached 76 out of a total score of 1213, exceeding the minimum threshold for the Minimum Completion Criteria (KKM). This achievement placed students' learning outcomes in the "Good" category, reflecting the effectiveness of the learning method in improving students' understanding and performance on the taught material.

The reflection of the second cycle results in the Arabic language subject for Grade X at MAN 1 Metro showed promising achievements. Students' learning activities reached 100%, with all 16 students actively participating and an average activity score of 8.5, categorized as "Very Good." Additionally, the students' learning outcomes showed that 13 out of 16 students, or 81.25%, met the established standards, with an average score of 76. This result surpassed the Minimum Completion Criteria (KKM) threshold and indicated the successful implementation of the learning method in significantly improving the quality of students' learning activities and outcomes. Based on these findings, the researcher decided not to proceed with the next cycle. The study revealed an improvement in students' learning activities from the first cycle to the second cycle. The comparison of students' learning activities between the first and second cycles is systematically presented in the following table:

**Table 6: Comparison of Students' Learning Activities Between the First and Second Cycles**

Total Value		Percentage	
First cycle	Second cycle	First cycle	Second cycle
86	136	37,5%	100%

From the table, it can be seen that the learning activities of Class X students at MAN 1 Metro significantly increased when using the Total Physical Response (TPR) method. This is evident from the rise in the percentage of learning activities from 37.5% with an average score of 5.37 in the first cycle to 100% with an average score of 8.5 in the second cycle. Meanwhile, the data on the improvement in students' learning outcomes from the first cycle to the second cycle is presented in the following table:

**Table 7: Comparison of Students' Learning Outcomes Between the First and Second Cycles**

Total Value		Percentage	
First cycle	Second cycle	First cycle	Second cycle
1.064	1.213	37,5%	81,25%

Based on the table above, the researcher observed the learning outcomes from the first cycle to the second cycle and found an increase of 43.75%. In the first cycle, the learning outcome was 37.5% with a total score of 1,064, while in the second cycle, it increased to 81.25% with a total score of 1,213. To clarify the data, the comparison of students' pass rates is presented in detail in the following table:

**Table 8: Comparison of Students' Pass Rates After the Implementation of TPR**

Result Criteria	First cycle		Second cycle	
	Number of students	Percentage	Number of students	Percentage
Passed	6	37,5%	13	81,25%
Not Passed	10	62,5%	3	18,75%

Based on the data, the researcher concluded that students' learning outcomes improved. In the first cycle, the passing rate was 37.5%, whereas in the second cycle it increased to 81.25%. These results indicate that the TPR method is effective in improving students' learning outcomes, with an average score of 76 in the second cycle, surpassing the minimum passing criterion (KKM).

## DISCUSSION

### Students' Learning Activities

The implementation of the Total Physical Response (TPR) method in Arabic language learning has proven effective in enhancing the learning activities of Class X students at MAN 1 Metro. The learning outcomes showed a significant improvement from the first cycle to the second cycle. In the first cycle, the average learning activity score was only 5.37, with an engagement rate of 37.5%. However, in the second cycle, the average learning activity increased drastically to 100%, with an average score of 8.5. The TPR method successfully boosted students' learning activities by 3.1 points, demonstrating the effectiveness of this method in creating an interactive and participatory learning environment. The detailed data on students' learning activity percentages is presented in the following table:

**Table 9: Percentage data of student learning activities after TPR implementation**

Cycle	Percentage
First cycle	5,37
Second cycle	8,5

### Student Learning Outcomes

The application of the Total Physical Response (TPR) method in Arabic language subjects in class X MAN 1 Metro has a positive impact on improving student learning outcomes. This method proved effective not only in improving speaking and writing skills, but also supporting the mastery of all language skills, namely listening, speaking, reading and writing. Based on the research data, in the first round, students' learning outcomes reached 67%. After the implementation of the TPR method in the second round, learning outcomes increased to 76%, reflecting an increase of 9%. This increase confirms the success of the TPR method in supporting the development of comprehensive language

skills. The data on the percentage of students' learning outcomes is presented in the following table:

**Table 9: Percentage data of student learning outcomes after TPR implementation**

Cycle	Average value
First cycle	66,5
Second cycle	76

The results of this study indicate that the Total Physical Response (TPR) method can improve the activities and learning outcomes of class X students of MAN 1 Metro in Arabic language learning. This improvement can be seen from more active student participation, better understanding of the material, and positive responses to various learning activities. This finding is consistent with previous research, as stated by Xie (2021), who stated that the TPR method can effectively increase students' enthusiasm, arouse their interest in learning, reduce affective barriers, increase motivation, and build confidence in the learning process. The advantage of this method lies in the physical movement-based approach that helps students connect the meaning of words with real actions, thus strengthening their memory. By providing fun learning, the TPR method not only improves students' linguistic understanding but also creates a more interactive and effective learning experience.

In the context of Arabic language learning, the TPR method also shows effectiveness in increasing Arabic vocabulary. This is supported by Nimas Aulia et al. (2023) showed that the application of the TPR method not only increased students' active involvement, but also had a significant impact on increasing their Arabic vocabulary. This finding is in line with research conducted by Nurussalma, Ummu 'Aziizah, Syaifuddin, Muqowim, & Kholid (2022), which states that the TPR method can improve the retention of Arabic vocabulary memory, especially in students with a diverse age range. This retention is measured based on three main indicators, namely student response, learning process, and results achieved. Furthermore, research conducted by Dodi, (2022) revealed that the application of the TPR method was able to improve mastery of Arabic vocabulary based on several indicators, namely students' ability to translate, pronounce, write, and use vocabulary in correct sentences. Similar results were also found in Ade, In'ami, & Nafisah, (2023) study, which showed that the use of TPR method in junior high school students can strengthen their memory retention of Arabic vocabulary. This improvement occurs because the TPR method allows students' physical involvement in learning, which in turn strengthens their understanding and memory of the material learnt.

In addition, research conducted by Zulfida, Rafli, Murtadho, & Islam, (2024) compared the effectiveness of

TPR and multisensory methods with traditional learning methods. The results showed that the TPR method was superior in improving students' vocabulary memory retention as well as their participation in learning. This advantage is due to the TPR approach that combines visual, physical and verbal techniques, so that students not only understand vocabulary passively, but also can use it in a more practical communication context. This is in line with Hooli, Ortega-Martín, & Ruiz-Montero's (2023) assertion that TPR effectively improves vocabulary retention in second language learners by combining physical stimulation and verbal learning. Students who use body movements when pronouncing new words tend to understand and remember vocabulary better. In addition, the use of games and physical activities in learning plays a role in increasing students' cognitive, affective and emotional engagement.

There are also several studies that support the effectiveness of the TPR method which has an influence on improving students' speaking skills. Research conducted by Nuha & Musyafaah (2023) shows that the application of TPR method in learning Arabic speaking skills not only increases students' activeness in speaking, but also creates a pleasant learning atmosphere. The students showed high enthusiasm in speaking practice because this method is based on the teacher's instructions in the form of imperative utterances or commands. By giving commands followed by physical responses, students understand the meaning of the utterance more quickly and are helped in developing their speaking skills. This finding is reinforced by Pahari's (2021), which revealed that the TPR method can break the ice of communication among students, so they are more confident in speaking Arabic with their friends. In addition, this method helps reduce students' difficulties in Arabic communication by getting them used to responding physically before saying words verbally. Furthermore, research conducted by Musyafaah, Indriana, Widayanti, & Nuha (2023) confirmed that the TPR method contributed to the improvement of students' speaking skills, supported by linguistic factors such as vocabulary and grammar, as well as non-linguistic factors such as motivation and self-confidence. However, in its implementation, there are obstacles that need to be considered, namely students' limited vocabulary mastery which can hinder their fluency in speaking practice. Therefore, additional strategies are needed, such as vocabulary enrichment or the integration of other methods that can strengthen the understanding and application of vocabulary in oral communication. Thus, although TPR has been proven to be effective in improving speaking skills, optimisation of its use is still needed to achieve maximum results.

## CONCLUSION

The results of this study indicate that the implementation of the TPR method is effective in improving students' activities and learning outcomes to reach the minimum graduation limit (KKM). This research confirms the effectiveness of the Total Physical Response (TPR) learning method in improving the activities and learning outcomes of grade X students in Arabic language subjects at MAN 1 Metro. Through the application of the TPR method, there was a significant increase in both aspects of student activity and learning outcomes. In the first cycle, only 37.5% of students met the success criteria in learning activities, which then increased to 100% in the second cycle. The average student learning activity also increased from 5.37 to 8.5. Student learning outcomes showed a similar improvement. In the first cycle, only 38% of students achieved the success criteria, but this figure jumped to 81% in the second cycle. The average student learning outcome increased from 66.5 to 76, with an overall increase of 9%. The TPR method proved to be effective in creating more active, engaging learning, and had a positive impact on student achievement. To maximise the benefits of this method, the researcher recommends students to collaborate more actively, teachers to continue developing innovative methods, and schools to provide facilities that support a dynamic learning process.

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