IMPLEMENTATION OF TOTAL PHYSICAL RESPONSE METHOD TO IMPROVE ARABIC LANGUAGE LEARNING INTEREST OF GRADE 2 STUDENTS OF DARUSSALAM ELEMENTARY SCHOOL PATNAWITYA, YALA THAILAND

Pocut Silvasya*

***Universitas Islam Negeri Ar-Raniry Banda Aceh, Indonesia

210202090@student.ar-raniry.ac.id

Salma Hayati

Universitas Islam Negeri Ar-Raniry Banda Aceh, Indonesia

salma.hayati@ar-raniry.ac.id

Rokiyah Dolohbongo

PatnaWitya School, Yala, Thailand

rokeeyoh1997@gmail.com

Abstract

This study aims to improve the interest in learning Arabic of grade 2 students of Darussalam Elementary School, Patna Witya School, Yala, Thailand, through the Total Physical Response (TPR) method. This study used Classroom Action Research (CAR) which was carried out for three cycles. The subjects of the study were 15 students. The research data were collected through observation techniques using learning interest instruments that had gone through a validation process. Data analysis used quantitative (percentage) and qualitative descriptive. The results showed a significant increase in students' learning interest in each cycle. The percentage of students' learning interest in cycle I was 39% (low), cycle II was 53.1% (moderate) and cycle III was 85.93% (very high). This shows that the TPR method is effective in improving students' learning interest through the integration of physical movement with verbal instructions. The application of the TPR method creates a more dynamic and interactive learning environment, which motivates students to participate actively.

Abstrak

Penelitian ini bertujuan untuk meningkatkan minat belajar Bahasa Arab siswa kelas 2 Darussalam Sekolah Dasar Patna Witya School, Yala, Thailand, melalui metode Total Physical Response (TPR). Penelitian ini menggunakan Penelitian Tindakan Kelas (PTK) yang dilaksanakan selama tiga siklus. Subjek penelitian adalah sebanyak 15 siswa. Data penelitian dikunpulkan melalui teknik observasi menggunakan instrumen minat belajar yang yang telah melalui proses validasi. Analisis data menggunakan deskriptif kuantitatif (persentase) dan kualitatif. Hasil penelitian menunjukkan terjadi peningkatan signifikan minat belajar siswa di setiap siklus. Persentase minat belajar siswa siklus I sebesar 39% (rendah), siklus II sebesar 53,1% (sedang) dan siklus III sebesar 85,93% (sangat tinggi). Hal ini menunjukkan bahwa metode TPR efektif dalam meningkatkan minat belajar siswa melalui integrasi gerakan fisik dengan instruksi verbal. Penerapan metode TPR menciptakan lingkungan belajar yang lebih dinamis dan interaktif, yang memotivasi siswa untuk berpartisipasi aktif.

Kata Kunci: Metode Total Physical Responce, Minat Belajar, Bahasa Arab

INTRODUCTION

Learning interest is one of the determining factors that influence students' learning success. Students' interest in learning can make them like and pay attention to learning something, including learning Arabic. High learning interest can strengthen students' motivation and enthusiasm, so that the learning process becomes more enjoyable and efficient (Parihin et al., 2023). The high intensity of interest in learning Arabic causes high absorption of material (Aswan, 2023). Low interest can also cause a lack of attention, motivation, and active participation of students in the learning process. As a result, the learning outcomes achieved are not optimal (Khairani et al., (2024). Therefore, the learning interest factor for students is an important issue that must be considered in learning Arabic.

In learning Arabic as a foreign language, there are fundamental problems for students related to learning interest. Religious schools in various countries have made Arabic one of the subjects that require students to study it. The weaknesses in learning Arabic for students include learning interest. Students have less attention in learning Arabic (Ritonga et al., 2022), there are also students who do not like learning Arabic (Pendidikan et al., 2025), Arabic teaching is boring (Hidayatul, 2020), teacher teaching tends to use conventional methods (Alwi & Fatmawati, 2018). Based on the results of observations in class 2 Darussalam PatnaWitya School in the Arabic learning process, teachers still use traditional methods. This condition can lead to students' interest in learning Arabic and of course will also affect their learning outcomes.

According to Slameto (2015) indicators of interest in learning are: 1) Interest in learning, if someone is interested in a lesson then he will have a sense of interest in the lesson 2) Attention in learning, attention is the concentration or activity of a person's soul towards observation. 3) Motivation to learn, is an effort or drive that is done consciously to carry out learning actions. 4) Knowledge, meaning that if someone is interested in a lesson, then he will have extensive knowledge about the lesson (Mia Hayati Kosasih, 2022)

Learning interest in a person is influenced by external and internal factors.Hisbulloh et al., 2021) explained that the factors that determine the success of learning Arabic for students are determined by teacher teaching, learning facilities, family and school environment, teacher character, ability to read and write the Qur'an, and student educational background. Students'

physical health during learning and psychological conditions such as curiosity and enthusiasm for learning also influence their interest in learning Arabic. Students who feel healthy and psychologically motivated are more likely to be active in the learning process (Sya & Mulu, 2023), Support from family, how parents educate, and family economic conditions greatly influence students' interests. In addition, social interactions in the school environment also contribute to students' learning interests (Pasha et al., 2024).

One effort to foster students' interest in learning is through the teacher's teaching method. Inspiring and dedicated teachers can arouse students' interest in learning through teaching using an innovative and fun approach. Arabic teachers must select, combine, and practice materials according to the situation and conditions of the students (Teknologi et al., 2024). Teachers' creativity in developing learning, such as choosing fun methods, can attract students' interest in learning. Choosing the right method in teaching in class can increase students' interest in learning (A et al., 2022). So efforts to increase students' interest in learning must be a concern for teachers through the use of appropriate and appropriate methods in carrying out teaching.

Various previous studies related to the use of teaching methods and students' learning interests have been conducted by previous researchers. There are experimental studies on the effect of the methods used to increase students' learning interests, namely the demonstration method by (Jannah Raudhotul, 2021), the role playing method by (Aulia, 2022), and the experimental method by (Tussa et al., 2024). There are also classroom action research studies that apply methods to increase students' learning interests, including the application of the Ice Breaking method by Basith & Masruroh, (2023), the group work method by (Sensanen et al., 2023)) and the Games Method by (Di et al., 2024). From various previous studies that have been conducted by researchers, the application of the Total Physical Response (TPR) method is still relatively rarely applied in teaching Arabic as an effort to increase students' learning interests.

The Total Physical Response (TPR) method is built on the coordination of speech and action, which is the core of the Total Physical Response (TPR) approach. TPR is a learning method that integrates physical movement with language teaching, so that students not only listen to instructions, but also do them directly. This approach is based on the principle that humans learn more effectively when they are actively involved in the learning process (Rahmawati et al., 2019). The steps of the TPR method are the teacher gives simple commands and demonstrates actions, then students imitate them (Dodi, 2022) Students begin to pronounce words in the target language while performing actions and the TPR method is very suitable for children and beginners because it reduces anxiety, facilitates understanding, and improves memory retention (Anggraini et al., 2023).

There are several advantages of the Total Physical Response (TPR) method. The Total Physical Response method emphasizes direct activities related to physical activities and movements, so that it can make students more active in learning (Dewi Masitoh, 2015), The application of TPR is also able to create a more dynamic, enjoyable learning environment and a positive learning atmosphere and support increased student self-confidence (Afiah & Musyafa, 2024), In addition, this Total Physical Response method also combines physical movements and games in learning which can reduce boredom and make learning more enjoyable (Sulasih, 2017). The conclusion regarding the advantages of the Total Physical Response method is that it emphasizes physical activities and movements that make students more active, creates a dynamic and enjoyable learning environment, and increases student self-confidence through a combination of physical movements and games, thereby reducing boredom and making the learning process more interesting.

In relation to the problems above, the purpose of this classroom action research is to provide solutions to increasing students' interest in learning Arabic. One of the factors that can foster students' interest in learning is through the use of methods used by teachers in the learning process. In line with this, the formulation of the problem of this classroom action research is "how to increase students' interest in learning Arabic through the use of the Total Physical Response (TPR) method in grade 2 Darussalam elementary school PatnaWitya School, Yala, Thailand".

METHOD

The research method used in this study is Classroom Action Research (CAR), which emphasizes the process of change during the implementation of the action Tritjahjo, (2019). The CAR method followed in this study is based on the cycle proposed by Kemmis and McTaggart, which emphasizes collaborative and reflective processes for improving learning practices. This cycle consists of four main stages that are sequential and repetitive: planning, acting, which in this context is the implementation of learning with the TPR method by the teacher), observation, and reflection Maliasih et al., (2017). Illustration of the implementation of CAR as shown in the following picture:
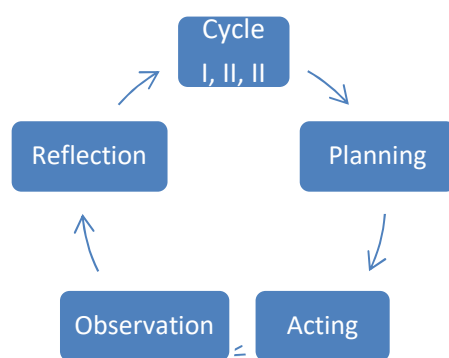

Figure 1.1 Classroom Action Research Cycle

The implementation of this PTK was carried out on grade 2 students of Darussalam Elementary School, Patna Witya School, Yala, Thailand. The subjects involved in this study were 15 students consisting of 7 male and 8 female students. The research implementation time was carried out for 3 cycles, namely from August 20 to September 3, 2024. This study uses an observation instrument related to interests using Slameto's theory (Dianti, (2017) In this study, the student learning interest instrument that was built contains 4 indicators with 16 items as distributed in Table 1.1 below.

Table 1.1 Indicator

No	Indicator	Item Distribution
1	Pleasure	1,2,3,4
2	Interest	5,6,7,8
3	Attention	9,10,11,12
4	Involvement	13,14,15,16

The implementation process of this PTK is carried out in stages; 1) **Planning**, researchers and Arabic language teachers collaborate together to identify problems and formulate action

objectives. In addition, at this stage, the learning tools used and structured observation instruments are also prepared to guide data collection during the learning process. This is in accordance with the concept explained by Organda and Gisore (Oranga & Gisore, 2023). 2) **Action**, teachers carry out teaching guided by the learning plan, while researchers act as non-participant observers of the learning process, 3) **Observation**, researchers observe teacher teaching and classroom conditions to collect the necessary qualitative data using observation instruments. 4) **Reflection**, researchers and teachers jointly analyze the data that has been collected and reflect on it to identify successes, challenges, and things that need improvement in the next cycle. The results of the reflection are used as a reference for planning the next cycle of learning.

The data analysis techniques used in this study are qualitative and quantitative descriptive analysis. The quantitative statistics used are the average value and percentage to see the increase in students' interest in learning Arabic between cycles. The standard of improvement as the success of PTK in this study uses the standard proposed by (Asmiyati, 2020) as explained in table 2.1. This study determines the standard of PTK success at a percentage score 80%.

<div align="center">Tabel 2.1 Success Score Standard</div>

Score (Percentage)	Interpretation
80%	Very High
60-79%	High
40-59%	Medium
20-39%	Low

RESULTS AND DISCUSSION

The results of initial observations conducted by researchers regarding the learning interest conditions of grade 2 Darussalam Elementary School PatnaWitya School Yala, Thailand can be explained that students look bored and show facial expressions of disinterest in learning, students often daydream, talk to themselves, some even disturb their deskmates, students do not ask questions to the teacher and students also look unenthusiastic to attend the next meeting. The results of interviews with Arabic teachers that "there are some students who seem very happy and excited, especially when the material taught is relevant to their lives. However, there are also some students who look less enthusiastic, maybe because the material is difficult or the teaching methods are not varied enough. The teacher also said that the level of student attention varies. There are students who can focus throughout the lesson, but there are also those who are easily distracted by things around them. Some students may daydream, talk to friends, or do other activities that are not relevant to learning" (Teacher-RH).

TPR (Total Physical Response) is a language teaching method developed by James Asher, a psychology professor at San Jose State University. Here are the basic steps of the TPR method: 1) Command Introduction: The teacher gives a simple command in the target language. 2) Demonstration: The teacher demonstrates the command by performing the appropriate action. 3) Repetition: The teacher repeats the command several times, and students imitate the appropriate action. 4) Students Give Commands: Students are given the opportunity to give commands to their peers. To overcome these problems, the solution taken is through the application of the Total Physical Response (TPR) method. The main steps in learning activities carried out by the teacher are; 1) The teacher prepares the vocabulary that will be used in learning. 2) The teacher introduces the vocabulary to students. 3) The teacher gives simple commands involving physical movements based on the vocabulary that has been taught. 4) The

teacher asks students to lead by giving commands to friends to follow the instructions given.

The results of observations on students' learning interests in learning Arabic carried out through the learning activity process based on the learning cycle and learning interest indicators, as shown in Table 3.1 below.

Table 3.1 Average Percentage Score of Interest in Learning

No	Indicator	Score (%) Cycle I	Score (%) Cycle II	Score (%) Cycle III
1	Pleasure	43,75%	50%	93,75%
2	Interest	37,5%	62,5%	87,5%
3	Attention	43,75%	56,25%	81,25%
4	Involvement	31,25%	43,75%	81,25%
	Avarage	**39,0%**	**53,1%**	**85,93%**

Table 3.1 above explains the results of observations made on students in the learning process of Cycle I, Cycle II and Cycle III. The results of observations in Cycle I show that the indicators of pleasure are 43.75%, interest is 37.5%, attention is 43.75% and involvement is 31.25%. Overall, the number of students' learning interest scores is 25 with a percentage of 39.0%. The percentage results in cycle I still show a low category so that reflection and improvement are needed for the next cycle. Reflection and improvement of learning in Cycle II as explained in Table 4.1 below.

Table 4.1 Cycle I Reflection and Cycle II Improvement

Reflection on Cycle II	Repair Plan on Cycle II
The delivery of vocabulary by the teacher is still monotonous without variation in movements.	Incorporate more varied physical movements that are relevant to the meaning of the vocabulary being taught.
Students only imitate movements without enthusiasm.	Provide opportunities for students to interact more actively with vocabulary through movement.

Observation results for Cycle II showed that the indicators of pleasure were 50%, interest was 62.5%, attention was 56.25% and involvement was 43.75%. And overall the number of students' interest scores was 34 with a percentage of 53.1%. The percentage results of cycle II showed an increase in students' interest in learning Arabic but it was not optimal, as can be seen from the students' interest scores which were still in the moderate category, so reflection was needed in Cycle II and improvements in Cycle III as explained in Table 5.1 below.

Table 5.1 Reflection on Cycle II and Improvement on Cycle III

Reflection on Cycle II	Improvement on Cycle III
Lack of interaction between teachers and students in delivering movements	Integrating group games that involve physical movements and the use of vocabulary that has been learned.
Lack of variation in movements and vocabulary from students in carrying out learning activities	Varying the role of students in learning activities, such as students who give examples of movements and students who guess vocabulary

Observation results for Cycle III showed indicators of pleasure of 93.75%, interest of 87.5%, attention of 81.25% and involvement of 81.25%. Overall, the number of students' interest scores was 52 with a percentage of 85.93%. In Cycle III, the interest score increased significantly due to reflection in the previous Cycle, namely Cycle II, so that the application of the TPR method could be applied optimally. Illustration of the increase in students' interest in learning Arabic between cycles based on indicators as shown in Figure 6.1 below.
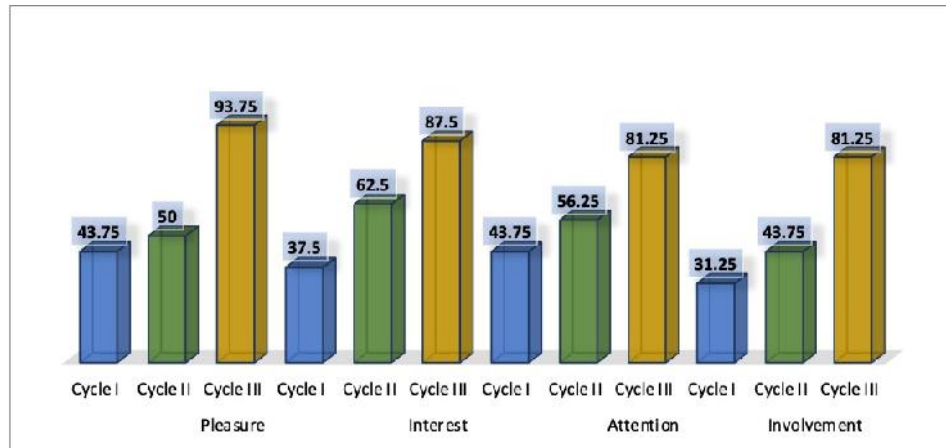

Figure 6.1 Percentage Score of Interest Based on Cycle and Indicator

Overall, the percentage of students' interest in learning Arabic that the average percentage score for Cycle I is 39% which shows students' interest in learning Arabic in the low category. The percentage score for Cycle II is 53.1% indicating a moderate category and Cycle III is 85.93% indicating a very high category. Thus, there is an increase in students' interest in learning Arabic in each cycle. However, the success of increasing students' interest in learning through PTK by establishing the TPR method occurred in Cycle III learning, namely 85.93%> 80%, so this research was completed in Cycle III. The following is an illustration of the increase in students' interest in learning Arabic.
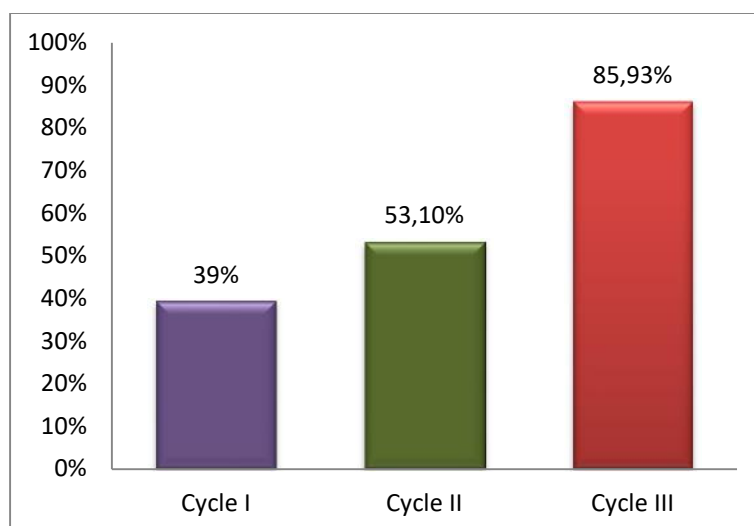

Figure 7.1 Percentage Score of Interest in Learning Arabic Based on Cycle

Next, analyze the difference in increasing interest from Cycle I to Cycle II and Cycle II to Cycle III. The following is an illustration of the difference in increasing students' interest in learning Arabic between cycles as shown in Figure 8.1 below.
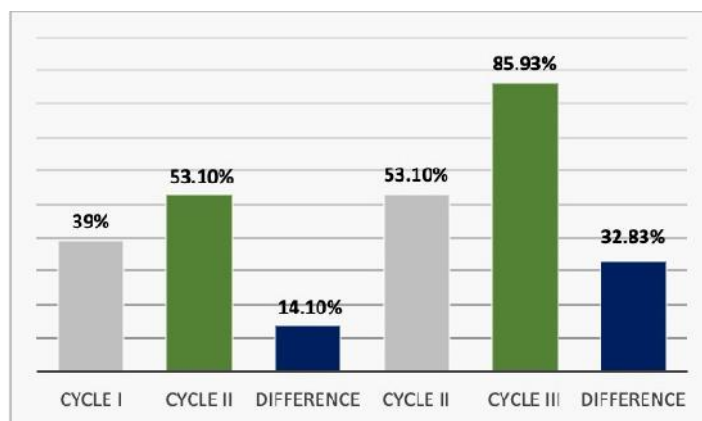
Figure 8.1 Difference in Percentage Score of Interest in Learning Arabic between Cycles

DISCUSSION

Based on the results of the PTK research that has been carried out, students' interest in learning Arabic can be increased through learning methods, one of which is the TPR method. This research is motivated by the problem of low interest in learning Arabic in grade 2 students of Darussalam Elementary School Patna Witya School Yala, Thailand, which is indicated by low interest and involvement in the learning process. In teaching, students also found difficulty in understanding the instructions given due to limited Arabic vocabulary. This causes them to be unable to respond well to the commands given by the teacher (Harahap, 2024) resulting in a lack of attention and interest in the lesson (Chafsoh, 2024). This condition is influenced by the use of traditional teaching methods that are less varied, as stated by (Alwi & Fatmawati, 2018) who highlighted that teacher teaching tends to use conventional methods. Of course, students become less active in discussing, asking, and answering questions because they feel they have no responsibility in learning (Risanatul & Junaidi, 2022). So to overcome this problem, the Total Physical Response (TPR) method was chosen as an innovative intervention, which is expected to create a more active and enjoyable learning atmosphere, in line with the principles of (Rahmawati et al., 2019) which emphasize the active involvement of students in learning.

The implementation of the TPR method was carried out through three cycles, focusing on the use of simple vocabulary and physical movements. In the first cycle, although students showed a positive response to this new approach, the results of observations showed that overall learning interest was still low, with an average percentage score of 39%. Indicators of pleasure, interest, attention, and involvement were still at a low level. Reflection on this cycle identified the need to increase the variety of activities and student involvement in providing instructions, as expressed in (Purwati 2020) who underlined the importance of interesting and relevant activities.

In the second cycle, the teacher increased the variety of physical activities and involved students more actively in the learning process. Students were given the opportunity to lead activities and give orders to their friends. This approach succeeded in increasing students' self-confidence and making the classroom atmosphere more interactive. Students began to be interested when the teacher asked students to play roles, students began to pay attention to learning well, this was seen when the teacher explained the lesson material, students did not play with their friends. In addition, students felt happy and were actively involved in the learning process. This is in line with the opinion of (Nurhasanah & Sobandi, 2016) that the importance of learning interest can affect students' enthusiasm and activeness in the learning process. The results of the observation showed an increase in students' learning interest with an average percentage score of 53.1%, which is in the moderate category. However, reflections from this

cycle identified that some students still needed more time to adapt to the TPR method and that the provision of instructions needed to be adjusted to the students' level of understanding. This is in line with the research of (Purwa et al., 2021) which shows that a dynamic and interactive learning environment can increase students' learning interest.

In the third cycle, the TPR method was applied maximally by adding elements of games and group activities to create a more enjoyable learning environment. The teacher also provided more complex instructions to encourage students' communication skills in Arabic. The results showed a significant increase in students' interest in learning, with an average percentage score reaching 85.93%, which is in the very high category. The indicator of pleasure increased to 93.75%, interest reached 87.5%, attention by 81.25%, and active involvement by 81.25%. This shows that the application of the TPR method consistently and creatively can significantly increase interest in learning, as stated in (Putri & Rasmita, 2019) which states that TPR reduces anxiety and increases memory retention.

Cultivating students' interest in learning is one of the important aspects that teachers need to do. Interest in learning can increase motivation, facilitate understanding and encourage activeness in learning. Interest in learning is a determining factor in learning success (Parihin et al., 2023). Interest in learning not only increases student motivation, but also facilitates understanding of the material and encourages their active involvement in learning activities. According to (Ramadhan Lubis et al., 2024) interest in learning plays a major role in influencing students' academic achievement, where students with high interest show a greater commitment to the learning process. Strong interest in learning encourages students to be more focused, active, and involved in learning, resulting in a more meaningful learning experience (Heriany et al., 2021).). In addition, (Sinaga & Yunilisa, 2024) emphasized that the application of innovative learning methods can significantly increase interest in learning, creating an interactive and enjoyable classroom atmosphere. Thus, cultivating students' interest in learning is the main key to creating an effective learning process. When students have high interest, they will be more enthusiastic, active, and focused in learning, so that learning objectives can be achieved optimally.

Teachers can foster students' interest in learning through the use of innovative and appropriate methods. The use of appropriate and appropriate methods makes students enjoy the learning process and benefits for their lives. (Purba & Dirgantoro 2023) found that the application of smartphone-based discovery learning models significantly increased students' interest in learning, was able to encourage active participation and initiative in seeking information. Active learning methods can also create a more dynamic and interesting learning environment, thereby increasing student involvement in the learning process (Iqbal Arrosyad et al., 2024). The NHT and CIRC learning models can make students play an active role in learning and have an impact on improving Arabic language skills (Musfina & Hayati, 2024; Semayang & Hayati, 2024).). In addition, innovative learning strategies that are tailored to student needs can increase motivation and overall learning outcomes (Santika et al., 2025). Thus, the application of innovative and appropriate learning methods is very important to be used to foster students' interest in learning, create a pleasant classroom atmosphere, and provide real benefits for life and improve Arabic language skills.

CONCLUSION

Classroom action research (CAR) conducted in grade 2 Darussalam Elementary School Patna Witya School, Yala, Thailand by implementing the Total Physical Response (TPR) method is effective in increasing students' interest in learning Arabic. The increase occurred in each cycle with the average score of students' interest in learning increasing from 39% in cycle I, to 53.1% in cycle II, and reaching 85.93% in cycle III exceeding 80% of the specified completion. This increase can be seen from changes in student behavior who become more active, enthusiastic, and involved in learning. The TPR method creates an interactive and enjoyable learning atmosphere, thus motivating students to participate actively and confidently in using Arabic. The limitations of the study on subjects that are relatively few with the CAR method, then recommendations for further to implement the TPR method in elementary schools in Aceh to test its effectiveness within the context of local culture, regional language, and curriculum. This will serve to validate the finding that TPR can increase interest in learning Arabic in diverse environments.

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