



Analysis of the Application of the Total Physical Response Method in Improving Arabic *Kalam* Skills

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Abstract

Kalam skills remain a significant challenge in learning Arabic, particularly in Islamic boarding schools that employ traditional and less communicative approaches. This study aims to evaluate the implementation and effectiveness of the Total Physical Response (TPR) method in enhancing students' kalam skills at Madrasah Diniyah Roudlotutholibin in Banyuwangi. Utilizing a qualitative method with a case study approach, data were collected through observations, interviews, and documentation, and analyzed using interactive qualitative techniques, including data reduction, data presentation, and conclusions. The results indicate that the application of the TPR method effectively improves students' kalam skill by increasing fluency, language accuracy, vocabulary richness, response speed, and verbal participation. The implementation of the TPR method is through comprehension phase, physical action, and speech production strategy. Among the factors that support the effectiveness of TPR implementation are the readiness of some students, who demonstrate high interest and enthusiasm for learning, as well as the courage to attempt speaking. This is further enhanced by a conducive Islamic boarding school environment, engaging activity programs, and active, competent teachers. In contrast, the inhibiting factors include the diverse backgrounds of students, limited learning time, and restricted access to technology. This suggests that TPR is not merely a kinesthetic method but also a communicative approach. Therefore, it is recommended that the TPR method be further developed in the context of Arabic language learning, especially in Islamic schools still dominated by traditional methods.

Keywords: TPR, Kalam skill, Islamic Boarding School

Abstrak

Keterampilan berbicara (kalam) masih menjadi tantangan umum dalam pembelajaran bahasa Arab terutama di kalangan pondok pesantren yang masih menggunakan pendekatan tradisional dan kurang komunikatif. Penelitian ini bertujuan untuk mengevaluasi implementasi serta efektivitas metode Total Physical Response (TPR) dalam meningkatkan maharah kalam siswa di Madrasah Diniyah Roudlotutholibin Banyuwangi. Penelitian ini menggunakan metode kualitatif dengan pendekatan studi kasus. Data dikumpulkan melalui observasi, wawancara, dan dokumentasi dan dianalisis dengan teknik kualitatif interaktif meliputi reduksi data, penyajian data dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa penerapan metode TPR secara efektif meningkatkan maharah kalam siswa

melalui peningkatan kelancaran berbicara, ketepatan bahasa, kekayaan kosakata, kecepatan tanggapan serta partisipasi verbal. TPR diimplementasikan melalui tahap pemahaman, tindakan fisik, dan produksi tuturan. Di antara faktor pendukung pelaksanaan TPR adalah kesiapan sebagian santri yang mempunyai minat yang tinggi dalam pembelajaran dan keberanian mencoba berbicara, lingkungan pesantren yang kondusif, program kegiatan yang memadai, dan guru yang aktif dan kompeten. Sedangkan faktor penghambat di antaranya latar belakang santri yang beragam, terbatasnya waktu pembelajaran, dan keterbatasan teknologi. Hal ini berimplikasi bahwa TPR bukan sekadar metode kinestetik, melainkan pendekatan yang komunikatif sehingga disarankan agar metode TPR terus dikembangkan dalam konteks pembelajaran bahasa Arab, khususnya di madrasah diniyah yang masih dominan dengan metode tradisional.

Kata Kunci: TPR, Maharah Kalam, Madrasah Diniyah

INTRODUCTION

Speaking in Arabic is one of the productive skills that is an indicator of the success of language learning. However, in the context of education in Islamic boarding schools, especially Madrasah Diniyah, the development of maharah *kalam* still faces various challenges. Among them are teaching methods that tend to be traditional, lack of active student involvement, and low motivation to use Arabic orally in daily life.¹ One approach that is considered effective in overcoming these problems is the Total Physical Response (hereinafter referred to as TPR) method, which is a learning method that integrates verbal commands with students' physical movements as a form of response.

TPR method is one of the foreign language learning methods developed by Dr. James J. Asher in the 1970. In the context of Arabic language learning, TPR is a method that integrates physical movements with verbal commands, where the teacher gives instructions in Arabic, and students respond with body movements according to the meaning of the command.² Research by Ariska et al, shows that TPR is able to increase student engagement and motivation to learn Arabic through fun kinesthetic activities, thus helping students' skill development in Arabic.³ Another study by Shodiq, also revealed the effectiveness of TPR in activating students' verbal

¹ Syaiful Umam, "Studi Fenomenologis Model Pembelajaran Bahasa Arab Di Ma'had Stain Kudus," *Tsaqofiya : Jurnal Pendidikan Bahasa Dan Sastra Arab* 2507, no. February (2020): 1–9

² James J. Asher, *Learning Another Language Through Actions*, 7th ed. (Sky Oak Productions, 2009).

³ Ani Ria Ariska, Yusuf Hanafi, and Moh. Fauzan, "Penerapan Metode Total Physical Response (TPR) Untuk Meningkatkan Perbendaharaan Kosakata Bahasa Arab Pada Maharah Qira'ah," *JoLLA: Journal of Language, Literature, and Arts* 3, no. 3 (2023): 381–90

responses quickly in basic level Arabic language learning.⁴ Meanwhile, Raharjo and Siswanto, found that the use of TPR method reduced stress and improved students' performance in Arabic language acquisition in general.⁵

A number of previous studies have highlighted the effectiveness of TPR in language teaching, but most of them focus on receptive skills such as listening (*istima'*) and reading (*qira'ah*). For example, a study by Ariska et al.⁶ showed that TPR can improve vocabulary acquisition in reading activities, while Salsabila and Rohman's research, found that TPR was able to significantly develop Arabic listening and reading skills.⁷ The study by Fauzy, Arief, and Muhyani showed that TPR can improve vocabulary recall and comprehension of oral instructions.⁸ This further shows that there is still very little research that examines the effect of TPR specifically on speaking ability.

Not only that, some previous research studies have not examined the implementation of TPR in the context of diniyah institutions or pesantren which have different curriculum characteristics and learning cultures. Such as Ramadhani's research, which examines the application of TPR in improving the understanding of Arabic vocabulary in college students.⁹ In addition, this is reinforced by research conducted by Muhammad which shows that learning motivation is very influential on Arabic learning outcomes, but approaches that increase kinesthetic motivation such as TPR are still rarely applied in madrasah diniyah.¹⁰ Research by Yani et al, also highlighted the importance of creativity in Arabic language learning to improve

⁴ Muhammad Jafar Shodiq, "Upaya Meningkatkan Kemahiran Berbicara Melalui Metode TPR (Total Physical Response) Dalam Mata Pelajaran Bahasa Arab Di Kelas IV A MI," *Al-Bidayah : Jurnal Pendidikan Dasar Islam* 4, no. 1 (2012): 21–35

⁵ Harmanto Raharjo and Nopri Dwi Siswanto, "Penerapan Strategi Total Physical Response, Bernyanyi, Dan Permainan Edukatif Pada Pembelajaran Bahasa Arab Untuk Anak Usia Dini," *Zuriah : Jurnal Pendidikan Anak Usia Dini* 2, no. 1 (2021): 41

⁶ Ani Ria Ariska, Yusuf Hanafi, and Moh. Fauzan, "Penerapan Metode Total Physical Response (TPR) Untuk Meningkatkan Perbendaharaan Kosakata Bahasa Arab Pada Maharah Qira'ah," *JoLLA: Journal of Language, Literature, and Arts* 3, no. 3 (2023): 381–90

⁷ Anida Salsabila and Abdul Rohman, "Upaya Meningkatkan Keterampilan Bahasa Arab Dengan Menggunakan Metode Audiolingual Di Kelas 4 SD Peradaban Global Qur'an Kota Cirebon," *Action Research Journal Indonesia (ARJI)* 3, no. 4 (2021): 284–300

⁸ Hanifal Fauzy AH, Zainal Abidin Arief, and Muhyani Muhyani, "Strategi Motivasi Belajar Dan Minat Belajar Dengan Hasil Belajar Bahasa Arab," *Tawazun: Jurnal Pendidikan Islam* 12, no. 1 (2019): 112

⁹ Nanda Ramadhani, "Penerapan Metode Total Physical Response (Tpr) Dalam Meningkatkan Pemahaman Kosakata Bahasa Arab Mahasiswi Idia," *Journal of Islamic Education* 6, no. 1 (2022): 2580–3999

¹⁰ Nur Muh Muhammad, "Motivasi Siswa Sekolah Dasar Dalam Mempelajari Bahasa Arab: Tinjauan Psikologi Belajar Anak," *At-Tarbawi: Jurnal Kajian Kependidikan Islam* 3, no. 2 (2018)

writing and speaking skills, which is an opportunity for the development of the TPR method in pesantren.¹¹

From the literature search, there is a research gap that studies on the application of TPR for *kalam* skills in the context of pesantren, especially madrasah diniyah, are still very limited. In fact, speaking skills are very crucial in the lives of santri who are directed to be able to discuss, preach, and convey ideas in Arabic. Therefore, this study offers novelty by specifically exploring the application of the TPR method in improving *kalam skills* in the students of Madrasah Diniyah Roudlotutholibin. This research aims to fill the gap by focusing on Roudlotutholibin Islamic boarding school which has distinctive Arabic learning characteristics and has not been touched by the TPR method.

The choice of research location in Madrasah Diniyah Roudlotutholibin Banyuwangi was based on the academic consideration that this institution is one of the boarding schools that consistently applies Arabic language learning in daily life, but does not yet have a varied and communicative teaching approach such as TPR. Initial observations showed that students tend to be passive in learning *kalam*, and the dominance of the lecture method has not supported the development of oral skills to the fullest.

This study aims to evaluate and analyze in depth the application of TPR method and its effectiveness in improving the speaking skills (*kalam*) of students at Madrasah Diniyah Roudlotutholibin Banyuwangi. This research is important because it provides a theoretical contribution to the development of innovative Arabic language learning strategies, as well as expanding the scope of the application of the TPR method in the context of traditional educational institutions. Practically, the results of this study can be a reference for teachers, educational institutions, and researchers in designing more interactive and effective *kalam* learning. This research also enriches the scientific treasure in the field of Arabic language learning, especially related to the application of methods that combine kinesthetic and linguistic aspects.

¹¹ Sri Indah Yani, Nur Fajrie, and Ahmad Bakhruddin, "Hubungan Kreativitas Menulis Dalam Bahasa Arab Dan Motivasi Belajar Surat Pendek Siswa Sekolah Dasar," *Edukatif: Jurnal Ilmu Pendidikan* 6, no. 4 (2024): 2800–2807

METHOD

This study uses a qualitative approach with a case study design. This approach was chosen to focus explore and analyze in depth the process of implementing the TPR method in improving Arabic speaking skills (*kalam*) at Madrasah Diniyah Roudlotutholibin, Banyuwangi. The location was selected based on the characteristics of the institution, which consistently implements Arabic language learning in its daily activities, making it relevant to the research objectives.¹²

The research subjects consisted of ten informants, namely one Madrasah Principal (male), one Madrasah Secretary and one Madrasah Treasurer (female), two Arabic language teachers (female), and five female students who actively participated in learning using the TPR method. The data in this study is primary data. The data collection techniques in this study were carried out using several methods, namely observation of the learning process using the TPR method, semi-structured interviews with teachers, students, and madrasah officials to explore their perceptions and experiences, and documentation in the form of images or visualizations of learning activities.¹³

To analyze the data, this study used Miles and Huberman's interactive analysis model, which consists of data reduction, data presentation, and conclusion drawing and verification. To improve the validity of the analysis results, the researchers also applied data triangulation techniques, both between informants and between sources, so that the findings were more convincing and accountable.¹⁴

The indicators of improvement in verbal skills used in this study refer to the theory of second language acquisition. These indicators include fluency, accuracy in the use of language structures, mastery and application of thematic vocabulary, the ability to respond spontaneously, and active verbal participation in classroom interactions. These five aspects serve as a reference for evaluating changes in students' verbal performance before and after the implementation of TPR method.¹⁵

¹² Imam Fahrurrozi et al., "Using the Total Physical Response Method to Train Students' Arabic Speaking Ability," *Journal of Islamic Studies* 08, no. 02 (2021): 192–93

¹³ Sugiyono, *Metode Penelitian Kuantitatif Kualitatif Dan R&D* (Bandung: Alfabeta, 2019).

¹⁴ Matthew B. Miles, A. Michael Huberman, and Johnny Saldana, *Qualitative Data Analysis* (SAGE, 2014).

¹⁵ Stephen D Krashen, *Principles and Practice in Second Language Acquisition, Vocabulary and Language Teaching*, 2014.

DISCUSSION

1. Implementation of TPR at Roudlotutholibin Islamic Boarding School

The implementation of the TPR method in teaching *kalam* skills at Roudlotutholibin Islamic Boarding School is systematically directed toward developing students' speaking skills through activities that integrate comprehension,¹⁶ physical action, and speech production.¹⁷ This method does not merely emphasize motor responses; rather, it aims to establish a communicative foundation that enables students to gradually and naturally produce spoken language.

a. Strategy comprehension phase

The application of TPR begins with the *comprehension phase*, during which students become accustomed to receiving commands in Arabic and responding to them through physical actions. However, in the context of developing *maharah kalam*, the teacher does not stop at non-verbal responses alone. Once students demonstrate comprehension through movement, the teacher encourages them to repeat the commands verbally, for example by asking, "ماذا قلت؟" or "ماذا فعلت؟", prompting students to respond reflexively, "قلت:" or "فعلت: جلس". This stage marks a crucial transition from passive to active learning, and from comprehension to language production.

In its implementation, speaking activities are conducted through role-play, command-based interactive dialogues, and action descriptions. For example, after a student receives and carries out a command such as "افتح الباب", the teacher points to another student and instructs: "قل له: اغلق الباب". Through this strategy, students are not only performers but also producers of speech and initiators of communication.¹⁸ This pattern promotes student-to-student interaction in the target language, which is the essence of *kalam* skills.

b. Physical action strategy

¹⁶ Fatkur Rachmawati and Nurul Latifatul Inayati, "Analisis Strategi Pembelajaran Bahasa Arab Di SMP Muhammadiyah Darul Arqom Karanganyar," *Tsaqofiya : Jurnal Pendidikan Bahasa Dan Sastra Arab* 7, no. 1 (2025): 193–209

¹⁷ Nurul Musyafaah et al., "Improvement of Mahārat Al-Kalām in Arabic Learning through Total Physical Response Method," *Journal Al-Ma'Rifah*, 2023,

¹⁸ Nabila Nailil Amalia, Nida Husnia Ramadhani, and Rinda Eka Mulyani, "Optimalisasi Quizalize Sebagai Asesmen Formatif Dalam Pembelajaran Nahwu Berbasis Community Language Learning," *Tsaqofiya : Jurnal Pendidikan Bahasa Dan Sastra Arab* 7, no. 1 (2025): 333–50

Subsequent activities involve linguistically rich games based on complex instructions, such as an Arabic version of “Simon Says” (يقول المعلم), where students are required not only to understand and respond physically but also to give commands to one another in complete sentences. This practice fosters the use of imperative structures, *fi’il madhi* (past tense verbs), *fi’il mudhari’* (present tense verbs), as well as adverbs of place and time, all of which support the development of contextual speaking skills. To encourage freer expression, the teacher also engages students in activities where they describe sequences of actions they have performed, for example: “ماذا فعلتَ اليوم في الفصل؟”, and students respond: “ذهبتُ إلى السبورة، وكتبْتُ كلمةً، ثم رجعتُ إلى مكاني”. This activity illustrates how TPR can evolve from one-way instructions into simple narratives, enabling students to begin constructing sentences and connecting meaning to their direct classroom experiences.

c. Speech production strategy

The next strategy is for teachers to apply a reflective approach after the activity to train students' speech by asking students about the actions performed by their classmates. For instance, the question “ماذا فعل زميلك؟” is used to train students to construct descriptive responses such as, “هو وقف، ثم قرأ الكلمة ”. This approach not only helps students practice accurate sentence structure but also expands their active vocabulary and boosts their confidence in speaking.

Thus, the implementation of TPR in this context is not narrowly understood as a mere motor-response method, but rather as a functional-communicative approach that uses physical action as a gateway to developing verbal expression. All teacher-designed activities aim to build language patterns that students can gradually use in real speaking contexts.¹⁹ The effectiveness of this approach is closely tied to the teacher's success in creating a participatory environment, reducing students' speaking anxiety, and ensuring that each student has the opportunity to become an active communicator not merely a

¹⁹ Rachmawati, Fatkur, and Nurul Latifatul Inayati. "Analisis Strategi Pembelajaran Bahasa Arab Di SMP Muhammadiyah Darul Arqom Karanganyar." *Tsaqofiya : Jurnal Pendidikan Bahasa Dan Sastra Arab* 7, no. 1 (2025): 193–209."

receiver of instructions. In this way, TPR demonstrates its potential as a solid foundational method for fostering authentic *maharah kalam* development.²⁰

2. The effectiveness of applying the TPR method in improving students' speaking skills

a. Speaking Fluency

Before the implementation of the TPR method, students' speaking fluency was still quite low. They often hesitated mid-sentence, with long pauses and halting pronunciation. Their sentences were fragmented and difficult to flow naturally. Many students lacked confidence, resulting in hesitant and slow speech. However, after consistent application of TPR, significant improvement was observed. Students were able to produce simple sentences more spontaneously and rhythmically. The learning process, which involved physical movement, helped them better understand context and express themselves more fluently. Fluency improved because students were not merely memorizing words but also directly experiencing their meanings through actions.²¹

b. Language Accuracy

At the initial stage, before using TPR, students' accuracy in using Arabic sentence structures was low. They often made mistakes in selecting verbs, verb forms, and pronouns, which made their sentences grammatically incorrect. Their understanding of basic sentence patterns such as imperative (*fi'il amr*) and past tense (*fi'il madhi*) was minimal due to a lack of contextual practice.²² However, after TPR implementation, language accuracy improved significantly. Although the method does not explicitly teach grammar, the repeated exposure to model sentences presented by the teacher in the form of commands and

²⁰ Musyafaah, Nurul, Nilna Indriana, Rizka Widayanti, and Muhammad Afthon Ulin Nuha. "Improvement of Mahārat Al-Kalām in Arabic Learning through Total Physical Response Method." *Journal Al-Ma'Rifah*, 2023

²¹ Dewi Listia Apriliyanti, Cynantia Rachmijati, and Anita Anggraeni, "Pelatihan Metode Tpr Untuk Meningkatkan Kemampuan Berbicara Dan Kreativitas Siswa Di Tingkat Smp, Desa Jalancagak, Kabupaten Subang," *Abdimas Siliwangi* 2, no. 2 (2019): 155

²² Mustolikh Khabibul Umam and Diah Ayu Kuswahyuningrum, "Analisis Kontrastif Struktur Kalimat Arab Dan Indonesia Serta Implementasinya Dalam Pembelajaran," *Tsaqofiya: Jurnal Pendidikan Bahasa Dan Sastra Arab* 4, no. 2 (2022): 259–74

action narration helped students unconsciously internalize grammatical rules.²³ They gradually began to use correct sentence patterns and appropriate word choices in various communication situations.²⁴

c. Vocabulary Breadth

Before TPR was applied, students' vocabulary was very limited, and their ability to form sentences with diverse vocabulary was quite low. New words were rarely used because vocabulary was taught passively and disconnected from real contexts. After TPR implementation, a substantial increase in vocabulary breadth was observed. By directly associating words with movements and real objects in the classroom, students could actively and meaningfully remember and apply new vocabulary. For example, they were able to use sentences like "هو يفتح الباب" (He opens the door) and "أنا أكتب على السبورة" (I write on the board) in relevant learning contexts. This method transformed vocabulary from mere textbook words into part of students' direct experience.²⁵

d. Spontaneity of Response

Before using TPR, students' verbal responses to instructions or questions were very limited and tended to be rigid. They needed a long time to think and answer, even in simple situations. This hindered smooth communication and active participation in class. However, after applying the TPR method, students' ability to respond spontaneously improved dramatically. They became accustomed to reacting immediately to commands without long pauses and could respond appropriately to unexpected situations in Arabic quickly and accurately. This improvement marked a significant development in their language processing speed and mental readiness to communicate.²⁶

e. Verbal Participation

²³ Muhamad Bisri Ihwan, Sumari Mawardi, and Ulin Ni'mah, "Pengaruh Penguasaan Ilmu Nahwu Dan Sharaf Terhadap Kemampuan Membaca Kitab Fathul Qarib," *TADRIS AL-ARABIYAT: Jurnal Kajian Ilmu Pendidikan Bahasa Arab* 2, no. 1 (2022): 61–77

²⁴ Improving Arabic and Speaking Skills, "The Implementation of Total Physical Response (TPR) Method in Improving Arabic Speaking Skills," *Arabic as Foreign Language Journal* 1, no. 2 (2021): 63–72

²⁵ Ariska, Ani Ria, Yusuf Hanafi, and Moh. Fauzan. "Penerapan Metode Total Physical Response (TPR) Untuk Meningkatkan Perbendaharaan Kosakata Bahasa Arab Pada Maharah Qira'ah." *JoLLA: Journal of Language, Literature, and Arts* 3, no. 3 (2023): 381–90.

²⁶ Afifah and Imam Mashuri, "Pengaruh Penggunaan Metode Totally Physical Responce (Tpr) Terhadap Keterampilan Berbicara Mata Pelajaran Bahasa Arab Mi Miftahur Rahman Benowo Surabaya," *INCARE: International Journal of Educational Resources* 03, no. 01 (2022): 31–38

Students' verbal participation before TPR was still very passive, with communication activities dominated by the teacher. Students tended to give brief, one- or two-word responses that were not contextual, so two-way communication had not yet been optimized. After TPR implementation, a remarkable change in student engagement was observed. They became more active speakers, daring to give instructions, answer questions, and engage in communicative group interactions. Their confidence and initiative in using Arabic increased, making the learning process more dynamic and interactive. Students were no longer just listeners but became the main actors in classroom communication.²⁷

Thus, the implementation of the TPR method has proven effective in improving the essential dimensions of students' *kalam* skills, including fluency, accuracy, vocabulary breadth, spontaneity of response, and verbal participation. These results reinforce that TPR is not merely a technique for memorizing commands but a communicative learning strategy that harmoniously integrates movement, language, and social interaction, ultimately encouraging students to speak Arabic naturally, actively, and confidently.

The findings of this study reinforce the theoretical foundation that the TPR method, as developed by Asher (1977),²⁸ is an effective approach in foreign language learning because it integrates linguistic aspects with students' physical responses directly. The effectiveness of TPR identified in this research particularly in enhancing fluency, structural accuracy, mastery of thematic vocabulary, and active verbal participation is in line with the views of Ariska et al.,²⁹ who emphasize that kinesthetic activities can boost students' motivation and engagement in learning Arabic. Furthermore, these findings also support the results of Shodiq's study,³⁰ which asserts that TPR is effective in activating verbal

²⁷ Wiwiek Meisuri et al., "Enhancing Young Learners' English Vocabulary Through Songs and Interactive Games," *Journal of Multidisciplinary Research on Scientific and Advanced* 3 (2025): 699–711

²⁸ Asher, James J. *Learning Another Language Through Actions*. 7th ed. Sky Oak Productions, 2009.

²⁹ Ariska, Ani Ria, Yusuf Hanafi, and Moh. Fauzan. "Penerapan Metode Total Physical Response (TPR) Untuk Meningkatkan Perbendaharaan Kosakata Bahasa Arab Pada Maharah Qira'ah." *JoLLA: Journal of Language, Literature, and Arts* 3, no. 3 (2023): 381–90.

³⁰ Shodiq, Muhammad Jafar. "Upaya Meningkatkan Kemahiran Berbicara Melalui Metode TPR (Total Physical Response) Dalam Mata Pelajaran Bahasa Arab Di Kelas IV A MI." *Al-Bidayah: Jurnal Pendidikan Dasar Islam* 4, no. 1 (2012): 21–35.

responses quickly, as well as the studies by Raharjo and Siswanto,³¹ which demonstrate that this approach reduces learning stress and strengthens students' confidence in using Arabic.

3. The evaluation of the implementation of the TPR method

The final evaluation of the implementation of the TPR method in teaching *maharah kalam* at Madrasah Diniyah Roudlotutholibin was conducted orally to assess students' speaking abilities after participating in a series of learning activities. This evaluation was carried out by the teacher through direct observation during class interactions and communicative speaking practice activities. In this evaluation, the teacher gave various complex and contextual verbal commands, then asked the students not only to respond with physical actions but also to explain the commands verbally in sentences. For example, after the teacher instructed, "اذهب إلى السبورة واكتب كلمة" (Go to the board and write a word), the student was asked to explain their action with a sentence such as "ذهبتُ إلى السبورة وكتبتُ كلمة" (I went to the board and wrote a word). In this way, the teacher assessed the extent to which the students were able to form coherent sentences, use correct grammatical structures, and apply the vocabulary they had learned.

Additionally, students were also asked to give instructions to their classmates, answer descriptive questions such as "ماذا فعل زميلك؟" (What did your friend do?), or narrate the sequence of activities in the classroom. The students' responses served as indicators of their fluency, accuracy of structure, vocabulary breadth, and spontaneity in speaking. The evaluation was conducted individually as well as in small groups to ensure every student had the opportunity to demonstrate their ability.

Although informal and not using written instruments, this oral evaluation was designed as a comprehensive final assessment of the TPR method's implementation outcomes. The teacher provided immediate feedback on students' mistakes or shortcomings as well as appreciation for their progress. This oral evaluation also served as a reflection of the effectiveness of the TPR method in actively, contextually, and confidently improving students' speaking skills. The results of the evaluation showed that most students experienced improvements in

³¹ Raharjo, Harmanto, and Nopri Dwi Siswanto. "Penerapan Strategi Total Physical Response, Bernyanyi, Dan Permainan Edukatif Pada Pembelajaran Bahasa Arab Untuk Anak Usia Dini." *Zuriah : Jurnal Pendidikan Anak Usia Dini* 2, no. 1 (2021): 41.

speaking fluency, confidence in expressing opinions, and understanding of sentence structure in Arabic.³²

4. Supporting and inhibiting factors in the implementation of the TPR method

a. Supporting factors for TPR learning methods

Based on interviews with the Arabic language teacher at Madrasah Diniyah Roudlotutholibin in Banyuwangi, it was found that several supporting factors strengthen the implementation of the TPR method in enhancing students' speaking skills (*kalam*). Internal factors stem from the readiness of some students who exhibit a high level of interest in actively learning Arabic and show enthusiasm in participating in movement-based learning activities. This affective readiness encourages their engagement in every instruction given by the teacher, thereby facilitating the natural development of communicative interaction in the classroom. Moreover, some students demonstrate the courage to attempt speaking despite their limited sentence structures, which, in fact, presents great potential for the development of *kalam skills*.

External supporting factors come from the pesantren environment, which encourages the use of Arabic in daily activities, such as casual conversations between students and teachers or through the mandatory weekly *muhadatsah* sessions. These programs help students become accustomed to using Arabic in real-life contexts. The teachers also actively create a participatory and enjoyable learning atmosphere by applying various forms of verbal commands and Arabic-based educational games. Furthermore, structural support from the madrasah, such as providing a consistent study schedule and ensuring that classrooms are open to communicative approaches, significantly contributes to the effective implementation of the TPR method.

b. Factors inhibiting the TPR learning method

On the other hand, this study also identified several inhibiting factors in the implementation of the TPR method. One of the main challenges is the diverse backgrounds of the students. Not all students have prior experience in learning Arabic, particularly in verbal communication. This results in a gap in understanding among students when receiving instructions in Arabic. Many

³² Musyafaah, Nurul, Nilna Indriana, Rizka Widayanti, and Muhammad Afthon Ulin Nuha. "Improvement of Mahārat Al-Kalām in Arabic Learning through Total Physical Response Method." *Journal Al-Ma'Rifah*, 2023

students require a longer period to adjust to the active, movement-based learning format.

Another inhibiting factor is the limited instructional time, which is only allocated for two class hours per week. Due to this short duration, teachers find it difficult to develop deep and consistent verbal practice. Additionally, the pesantren still faces technological limitations as a newly established institution. Facilities such as audiovisual media, projectors, or digital learning tools are not yet adequately available. As a result, teachers must rely on manual methods and live demonstrations, which limits the variation and effectiveness of TPR-based learning.

From these challenges, it can be concluded that the success of TPR implementation is highly dependent on students' internal readiness, support from the pesantren environment, the active role of teachers, and the availability of proper facilities and sufficient time allocation. One major issue that requires particular attention is the lack of technology, given that the pesantren is still in its early stages and has yet to acquire adequate digital learning infrastructure. Therefore, optimization efforts should be directed toward adaptive lesson planning, continuous teacher training, the provision of supplementary programs outside the main class schedule, and the gradual strengthening of infrastructure to support the comprehensive development of *kalam* skills.

CONCLUSION

This study demonstrates that the implementation of the TPR method effectively enhances students' speaking skills (*kalam*) at Roudlotutholibin Islamic Boarding School. Through a consistent combination of verbal instructions and physical responses, students showed significant improvement in fluency, grammatical accuracy, vocabulary range, spontaneity in responding, and active verbal participation. The communicative and contextual design of the learning strategy successfully encouraged students to speak Arabic more naturally and confidently. These findings affirm that TPR is not merely a kinesthetic method, but a communicative approach that is highly relevant for application in the Islamic boarding school environment. The success of this method's implementation is

strongly influenced by students' affective readiness, environmental support, teacher involvement, and the availability of adequate time and facilities.

Based on these findings, it is recommended that the TPR method be further developed within the context of Arabic language learning, especially in *madrasah diniyah* or islamic boarding school where traditional methods still prevail. Teachers are encouraged to creatively adapt this strategy to suit classroom conditions, while educational institutions should provide both structural and technical support to ensure a more optimal and sustainable learning process.

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