5. Total Physical Response (TPR) Method Is it effective in improving students' Mufradat Mastery (Experimental Analysis).pdf

by Language Development Center

Submission date: 28-Jan-2025 10:47PM (UTC+0700)
Submission ID: 2557340717
File name: 5._Total_Physical_Response_TPR_Method_Is_it_effective_in_improving_students_Mufradat_Mastery_Experimental_Analysis_.pdf (603.64K)
Word count: 7461
Character count: 41835

Eloquence Journal of Foreign Language

DOI: https://doi.org/10.58194/eloquence
Language Development Center, IAIN Sultan Amai Gorontalo
https://ejournal.iaingorontalo.ac.id/index.php/ELOQUENCE

E ISSN 2964-9277
Vol. 3 No. 3, December 2024
pp. 208 - 224

Total Physical Response (TPR) Method: Is it effective in improving students' Mufradat Mastery? (Experimental Analysis)

Mohamad Rian Liputo[1] (✉) IAIN Sultan Amai Gorontalo, Indonesia[1]
rianliputomarham@gmail.com[1]
Moh. Aldi Fitrah[2] UIN Maulana Malik Ibrahim Malang, Indonesia[2]
aldihamunta@gmail.com[2]
M. Tegar Nas'da Putra Yunika[3], UIN Raden Mas Said Surakarta, Indonesia[3]
mtegarnasadaputrayunika@gmail.com[3]

https://doi.org/10.58194/eloquence.v3i3.2295

Corresponding Author: ✉ Mohamad Rian Liputo

Article History
Received
18-10-2024:
Accepted:
24-10-2024:
Published:
12-12-2024:

ABSTRACT

Background: Mastery of mufradat (vocabulary) is a key element in learning Arabic, but many students have difficulty remembering and using new vocabulary. The Total Physical Response (TPR) method has proven effective in language teaching. However, its application in the context of Arabic at the primary school level is still minimally discussed.

Purpose: This study aims to evaluate the effectiveness of the TPR method in increasing the mastery of Arabic mufradat in grade V students of SD UNG Laboratory.

Methods: This study uses an experimental design with pre-test and post-test approaches. The study population is 60 students in class V, with a sample (Random Sampling) of 40 students. It consists of two groups: an experimental group that applies TPR and a control group that uses conventional methods. Data was collected through pre-test and post-test questions and interviews.

Results and Discussion: The results showed a significant increase in mufradat mastery in the experimental group. This is based on the output of the "Test Statistic" carried out, the Asymp value—Sig. (2-tailed) for the experimental class of 0.000. Because the value of 0.000 is less than 0.05, it can be concluded that there is a difference between the results of the pre-test and the post-test of the experimental class. In other words, the Total Physical Response (TPR) method is effective in increasing the mastery of Mufradat for Grade V students of SD UNG Laboratory.

Conclusion and Implications: This study concluded that the Total Physical Response (TPR) method effectively increased the mastery of Arabic mufradat by 20 words from the experimental and control classes. The implications of these findings encourage educators to adopt interactive techniques such as TPR in Arabic language teaching and provide recommendations for developing a curriculum that is more responsive to student needs. This study also opens up opportunities for further studies on applying TPR in a broader context with more diverse mufradat.

Keywords: *Method: Total Physical Response; Mufradat Mastery.*

ABSTRAK

Latar Belakang: Penguasaan mufradat (kosakata) merupakan elemen kunci dalam pembelajaran bahasa Arab, namun banyak siswa mengalami kesulitan dalam mengingat dan menggunakan kosakata baru. Metode Total Physical Response (TPR) telah terbukti efektif dalam pengajaran bahasa, namun penerapannya dalam konteks bahasa Arab di tingkat sekolah dasar masih minim dibahas.

Tujuan: Penelitian ini bertujuan untuk mengevaluasi efektivitas metode TPR dalam meningkat penguasaan mufradat bahasa Arab pada siswa kelas V SD Laboratorium UNG.

Metode: Penelitian ini menggunakan desain eksperimen dengan pendekatan pre-test dan post-test. Populasi penelitian adalah siswa kelas V yang berjumlah 60 Siswa, dengan sampel (Random Sampling) sebanyak 40 siswa. Yang terdiri dari dua kelompok: kelompok eksperimen yang menerapkan TPR dan kelompok kontrol yang menggunakan metode konvensional. Data dikumpulkan melalui soal pre-test dan post-test dan wawancara.

Hasil dan Pembahasan: Hasil penelitian menunjukkan peningkatan signifikan dalam penguasaan mufradat pada kelompok eksperimen. Hal tersebut berdasarkan output "Test Statistic" yang telah dilakukan, nilai Asymp. Sig. (2-tailed) untuk kelas eksperimen sebesar 0,000. Karena nilai 0,000 lebih kecil dari 0,05, maka dapat disimpulkan bahwa terdapat perbedaan antara hasil pre test dan post test kelas eksperimen. Dengan kata lain, bahwa metode Total Physical Response (TPR) efektiv dalam meningkatkan penguasaan Mufradat Siswa Kelas V SD Laboratorium UNG.

Kesimpulan dan Implikasi: Penelitian ini menyimpulkan bahwa metode Total Physical Response (TPR) efektif dalam meningkatkan penguasaan mufradat bahasa Arab sebanyak 20 kata, dari kelas eksperimen dan kelas kontrol. Implikasi dari temuan ini mendorong pendidik untuk mengadopsi metode interaktif seperti TPR dalam pengajaran bahasa Arab, serta memberikan rekomendasi untuk pengembangan kurikulum yang lebih responsif terhadap kebutuhan siswa. Penelitian ini juga membuka peluang untuk studi lebih lanjut mengenai penerapan TPR dalam konteks lebih luas dengan mufradat yang lebih banyak dan beragam.

Kata Kunci *Metode; Total Physical Response; Penguasaan Mufradat.*

INTRODUCTION

The Total Physical Response (TPR) method is an approach in language teaching that integrates physical movements with spoken language learning.[1] Introduced by James Asher in the 1960s, TPR focuses on students' physical responses to verbal instruction, which is believed to speed up language acquisition.[2] Previous studies have shown that this method effectively improves vocabulary mastery in several languages, including English and Spanish.[3] In the context of education, TPR has been adapted for different levels of education, including primary education.[4]

Mufradat, or vocabulary, is an essential element in language learning. Vocabulary mastery is one indicator of language proficiency.[5] Students' success in understanding and using mufradat depends on the teaching methods.[6] With an active approach such as TPR, students are expected to remember and use new words more quickly in the proper context.[7]

Researchers' observations revealed that the methods often used are too monotonous and unvarying. Therefore, several techniques are needed to arouse students' enthusiasm and creativity, especially in learning Arabic. In this case, the method in question is the TPR method.[8]

Comparison of TPR Method with Other Learning Methods: Previous studies have shown the effectiveness of TPR methods in improving vocabulary mastery. However, few studies have directly compared TPR with other learning methods in the same context.[9] More in-depth study is needed to explore these comparisons and determine which methods are most effective in the context of language learning.

Existing studies often do not consider other variables that may affect the effectiveness of TPR methods, such as student motivation, learning style, or cultural background.[10] Further study is needed to understand how these factors may affect learning outcomes when using the TPR method.

Previous studies have also shown that learning that involves movement can increase student engagement.[11] However, although much study has been done on TPR, there are still limitations in the specific context of Arabic language teaching, especially at the primary school level.[12] There is a need to explore the effectiveness of TPR in improving the mastery of Arabic mufradat, especially in grade V elementary school students. This study aims to answer these needs and significantly contribute to developing Arabic teaching methods in Indonesia.[13]

In addition, previous studies often did not consider contextual variables affecting learning outcomes.[14] For example, differences in student characteristics, learning environments, and teaching methods used. Thus, there is no comprehensive understanding of how TPR can be adapted to meet the specific needs of grade V elementary school students in mastering the Arabic language.

TPR is effective in the context of learning other languages[15], However, its effectiveness in teaching Arabic, particularly in mastering students' mufradat at the primary level, is still not fully understood. Studies on TPR in Arabic are limited, and most existing studies do not include in-depth experimental analysis. This raises questions about the extent to which TPR can be effectively applied in the context of Arabic language education.[16]

In addition, the factors that can affect the success of TPR in learning mufradat have not been widely researched.[17] For example, how does a student's cultural and linguistic background influence the acceptance and effectiveness of this method?[18] Are there any differences in student responses based on gender, motivation, or intelligence level? Answering these questions is essential for more directed and effective Arabic language teaching.

In this regard, although several studies show TPR's success, no study explicitly evaluates its impact on the mastery of mufradat of students in Class V of SD UNG Laboratory. This study will fill this gap by providing empirical data that can be used to develop better teaching methods in the future.

The shortcomings in the existing study show the need for a study that focuses more on the effectiveness of TPR in mastering the Arabic language mufradat at the elementary school level. While many studies have explored TPR in other languages, very little attention has been paid to Arabic, especially in the context of formal education in Indonesia. This creates gaps in the literature that need to be filled in so that Arabic language teaching can be more relevant and practical.

This study aims to fill the gap by conducting a systematic experimental analysis to evaluate TPR's effectiveness directly. With this approach, it is hoped that a better understanding of the factors that affect TPR's success in Arabic language teaching and practical recommendations for educators can be obtained.

The uniqueness of this study lies in its specific focus on teaching Arabic mufradat using the TPR method in grade V of SD UNG Laboratory. Focusing on the local context, this study is expected to provide new insights into applying TPR in Arabic language teaching, which is still

minimally discussed in the literature. This will significantly contribute to developing teaching methods that are more contextual and relevant to students.

The study will also integrate quantitative and qualitative approaches, which have rarely been done in previous studies. By combining empirical data from experiments and interviews with students and teachers, this study seeks to provide a more holistic picture of the effectiveness of TPR in mastering mufradat. This approach is expected to reveal more complex dynamics in the learning process.

In addition, this study will consider contextual variables that have not been widely researched, such as student motivation and cultural background. By explaining how these factors interact with the TPR method, this study will make a new contribution to understanding Arabic language teaching and enrich academic discussions in this area.

The use of TPR in grade V of SD UNG Laboratory will be carried out through a series of systematically designed learning activities. Students will be invited to actively participate in learning through physical movements related to the vocabulary learned. This is expected to increase student engagement, thus encouraging them to be more active in the learning process and strengthening their memory of the mufradat taught.

Through this study, the researcher wants to answer the main question regarding whether TPR can increase the mastery of mufradat of grade V elementary school students. By understanding the mechanisms underlying the effectiveness of TPR, this study aims to provide recommendations for educators in designing more innovative and effective teaching methods and contribute to the development of the Arabic language curriculum in Indonesia.

This study is highly significant, both theoretically and practically. From a theoretical perspective, the results are expected to contribute to language learning theory development, especially in Arabic language teaching. This study will fill in the gaps in the existing literature on using the TPR method in mastering mufradat, which has been minimally discussed so far. Thus, this study can reference future studies in the same field.

This study has important practical implications for educators and education managers. By demonstrating the effectiveness of TPR in improving students' mastery of mufradat, this study can encourage educators to adopt more interactive and fun teaching methods. This is expected to enhance the quality of Arabic language learning in elementary schools and provide solutions to the challenges faced in teaching mufradat.

This study is also expected to provide curriculum and education policy developers with insights to design more effective learning programs. By focusing on students' specific needs and local contexts, this study can help create a more relevant curriculum responsive to students' needs in Indonesia.

The specific purpose of this study is to evaluate the effectiveness of the TPR method in improving the mastery of Arabic mufradat[19] In grade V, SD UNG Laboratory students. This study aims to measure changes in students' mufradat mastery before and after the implementation of TPR. Using a quantitative approach, the researcher will analyse the data to determine whether a significant difference exists in students' mastery of mufradat.

In addition, this study also aims to identify factors that affect the effectiveness of TPR in mufradat learning. Through interviews and observations, researchers will collect data on students' motivation, responses to learning methods, and obstacles faced during the learning process. This is expected to provide insight into how TPR can be optimised in the context of Arabic language teaching.

Apart from all that, this study aims to provide practical recommendations for educators and education managers regarding the application of TPR in mufradat teaching. The study results are expected to be implemented in real life in the classroom, and it is hoped that they can positively contribute to improving the quality of Arabic language education at the elementary school level.

LITERATURE REVIEW

1. Method Total Physical Response (TPR)

James Asher introduced the Total Physical Response (TPR) method as an innovative approach to language teaching.[20] TPR combines physical movement with verbal instruction so students can learn the language through hands-on experience.[21] Studies show that TPR can increase student engagement and speed up the language acquisition process, especially in children. TPR helps students remember vocabulary and language structure better by involving physical activity.

In addition, several studies have shown the effectiveness of TPR in English and Spanish language learning. However, studies on applying TPR in the context of Arabic are still limited.[22] This method is expected to provide an enjoyable alternative for students learning Arabic vocabulary.[23] Through this fun approach, students learn passively and actively participate in the learning process.

The indicators of the TPR Method are:

a) **Vocabulary Mastery**
• Students can recognise and understand the meaning of new vocabulary after being introduced through physical movements.
• Students can accurately mention new vocabulary after performing appropriate actions.
b) **Active Participation**
• Students actively participate in learning activities, such as repeating the movements taught without hesitation.
• Students participate in group discussions or activities that involve the vocabulary learned.
c) **Ability to Imitate Actions**
• Students can imitate the actions demonstrated by the teacher precisely and the vocabulary taught.
• Students can perform a series of actions based on the correct instructions.
d) **Use of Vocabulary in Context**
• Students can use new vocabulary in simple sentences after performing relevant movements.
• Students can explain the meaning of vocabulary by using appropriate movements.
e) **Improving Speaking Skills**

• Students improve speaking skills through vocabulary and sentence repetition during TPR activities.
• Students can speak confidently using the vocabulary they have learned in real-life situations.

f) **Memory Retention**

• Students can remember and repeat vocabulary taught over a more extended period (for example, after a few days).
• Students can recognise vocabulary in different contexts after several learning sessions.

g) **Positive Feedback from Students**

• Students provide positive feedback about their learning experience using the TPR method (e.g., feeling happy, less stressed, and easier to understand).
• Students are highly interested and motivated to learn Arabic through engaging in physical activities.

h) **Emotional Engagement**

• Students feel fun and enthusiasm during learning activities using TPR.
• Students show positive expressions when performing actions related to new vocabulary.[24]

2. Mastery of Mufradat in Learning Arabic

Mufradat mastery is an essential indicator of language proficiency.[25] In learning Arabic, good vocabulary mastery will affect students' ability to read, write, and speak.[26] Studies show that many students have difficulty remembering and using the new mufradat, especially if the teaching methods are less attractive.[27] Therefore, the development of methods that can improve mufradat mastery is indispensable.[28]

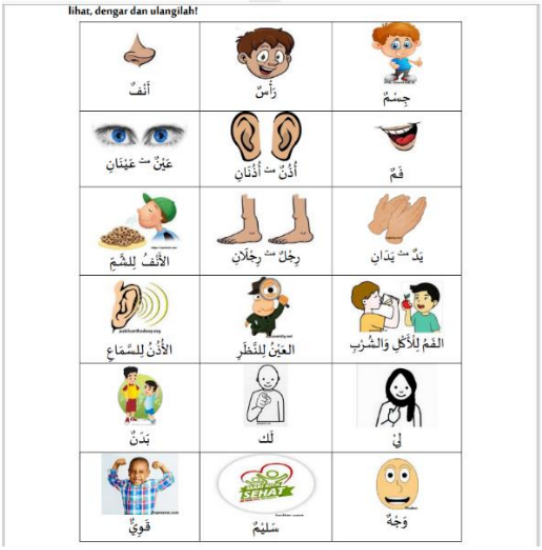
Several previous studies have explored several teaching methods to improve mufradat mastery. However, no study has specifically examined the application of TPR in teaching Arabic mufradat at the elementary school level. By identifying these shortcomings, this study seeks to provide empirical data that can be used to develop more effective and relevant learning methods for students.

The Indicators of Mufradat Learning:

a) Introduction to Vocabulary
• Students can recognise and name new vocabulary introduced in appropriate contexts.
• Students can use pictures or real objects to explain the meaning of vocabulary.
b) Understanding the Context
• Students can use new vocabulary in the correct sentences according to the given context.
• Students can understand the vocabulary used in simple reading texts.
c) The Use of Vocabulary in Speaking
• Students can express opinions or ideas using vocabulary learned in class discussions.
• Students can have simple conversations using new vocabulary with classmates.

d) Repeatability and Retention
• Students can repeat the vocabulary taught accurately after several learning sessions.
• Students demonstrate the ability to remember and recognise vocabulary in different contexts (for example, in games or quizzes).
e) Reading Skills
• Students can read simple texts and identify the vocabulary they have learned.
• Students can explain the meaning of the vocabulary read in the text to their classmates.
f) Writing Skills
• Students can write simple sentences or paragraphs that use the new vocabulary correctly.
• Students can complete the writing assignment by entering the vocabulary they have learned.
g) Participation in Activities
• Students actively participate in classroom activities, such as games or group activities involving new vocabulary.
• Students show interest and enthusiasm in using new vocabulary during learning.
h) Feedback and Reflection
• Students can provide positive feedback about the new vocabulary learning experience and how they use it.
• Students can reflect on their learning process and identify vocabulary that needs strengthening.[29]

The Mufradat Materials Taught are as follows:



METHOD

1. study Design

This study uses an experimental quantitative design with a pre-test and post-test approach. It involved two groups of students: the experimental group taught using the Total Physical Response (TPR) method, and the control group taught using conventional methods. This design allows researchers to compare the effectiveness of the two methods in improving students' mastery of mufradat.

2. Population and Sample

The population in this study is Class V students of the Gorontalo State," University Laboratory Elementary School. The study sample was randomly taken from two classes with similar demographic and academic characteristics (Random Sample). The total sample was 40 students, of which 20 became the experimental group, and the other 20 became the control group. The random selection of samples aims to minimise bias and ensure that the study results can be generalised.

3. study Procedure

The study procedure consists of several stages. First, a pre-test was given to both groups to measure the mastery of students' mufradat before applying the teaching method. After the pre-test, the experimental group was taught using the TPR method for six teaching sessions, while the control group was taught with the conventional method in the same period. Each teaching session will last 60 minutes, focusing on vocabulary that fits the curriculum.

a) Initial Measurement (Pre-Test**):** Before applying the TPR method, the researcher will conduct a pre-test to measure the mastery of the student's mufradat. This pre-test will include questions that test the understanding of previously taught vocabulary.

b) Implementation of the TPR Method: After the pre-test, the experimental group will undergo a series of learning sessions using the TPR method. In each session, students will engage in physical activities related to the new vocabulary taught. Meanwhile, the control group will follow learning with conventional methods.

c) Final Measurement (Post-Test): After the learning session, the researcher will conduct a post-test to measure changes in students' mastery of mufradat. The post-test will be designed similarly to the pre-test to ensure consistency in measurement.

d) Data Analysis: Data from pre-test and post-test will be analysed using descriptive and inferential statistics. The Mann-Whitney Non-Parametric Test will be carried out to determine whether there is a significant difference between the pre-test and post-test results of the two class groups. In addition, qualitative analysis will also be conducted through interviews with students and teachers to identify factors that affect the effectiveness of the TPR method.[30][31]

4. study Instruments

This study used two instruments: observation and Pre-Test and Post-Test questions. These questions included several types, such as multiple-choice, short fills, and practical tasks that tested vocabulary mastery.

RESULT AND DISCUSSION

A. study Results

1. Description of Statistics

Before conducting further analysis, the statistical description of the pre-test and post-test scores for both groups is presented as follows:

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Eksperimen	20	14	71	40.20	17.923
Post-Test Eksperimen	20	48	100	88.10	16.521
Pre-Test Kontrol	20	17	65	44.55	12.331
Post-Test Kontrol	20	37	91	65.25	16.874
Valid N (listwise)	20				

In the output above, the results of the summary of descriptive statistics from the pre-test and post-test data of the Experiment class and the Control class are shown:

For the pre-test data of the Experimental class, there were 20 samples with a minimum score of 14, a maximum score of 71, an average score of 40.20, and a standard deviation of 17.923. For the post-test data of the Experimental class, there were 20 samples with a minimum score of 48, a maximum score of 100, an average score of 88.10, and a standard deviation of 16.521.

For the control class's pre-test and post-test data, 20 samples had a minimum score of 17, a maximum value of 65, an average score of 40.20, and a standard deviation (standard deviation) of 17.923. For the control class's post-test data, 20 samples had a minimum score of 37, a maximum of 91, an average score of 65.25, and a standard deviation (standard deviation) of 16.847.

2. Normality Test

The normality test is carried out to evaluate whether a data distribution follows a typical distribution pattern. This test is often used to test data with ordinal, interval, or ratio scales. Normality tests are essential in quantitative studies because the results will affect the proper statistical analysis method selection. If the data is distributed normally, then the appropriate statistical analysis method is parametric. However, if the data is not normally distributed, the analysis method used is nonparametric. The significance value must be more excellent than 5% or 0.05 to declare that the data is usually distributed.

This study tested normality using the Shapiro-Wilk test with a significance level of 0.05 through SPSS software version 26.0. Here are the results of the normality test:

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
Kelas	Statistic	df	Sig.	Statistic	df	Sig.
PreTest Eksperimen	.146	20	.200*	.936	20	.205
PostTest Eksperimen	.270	20	.001	.741	20	.000
PreTest Kontrol	.165	20	.160	.935	20	.196
PostTest Kontrol	.174	20	.116	.904	20	.049

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The output above shows the results of the normality test on the pre-test and post-test data of the control and experimental classes. Since the number of samples is below 50, we use the Shapiro-Wilk normality test.

Decision-Making Policy:

a) If the significance value is> 0.05, then the study data is usually distributed.

b) If the Significance value < 0.05, the study data is not normally distributed.

Decision:

It is known that the significance values (2-tailed) of the pre-test scores of the Experiment and Control class are 0.205 and 0.196. Meanwhile, the significance values of the Experiment and Control class post-test were 0.000 and 0.049. Based on the decision-making criteria, the Experiment and Control classes' pre-test scores are usually distributed because they are more significant than 0.05. As for the post-test score of the Experiment and Control class, it is not normally distributed because it is less than 0.05. Therefore, it can be concluded that the data analysis method in this study continues with non-parametric analysis because the data is not normally distributed. Thus, the next test uses the Wilcoxon test (non-parametric).

3. Wilcoxon Test

The Wilcoxon test is often used as an alternative to the paired sample t-test. This is not wrong because if your study data is not distributed normally (through the normality test), the data is considered ineligible in parametric statistical testing, especially the paired sample t-test. Therefore, researchers must take action so that the collected study data can still be tested or analysed by conducting non-parametric statistical methods.

Meanwhile, like the paired sample t-test, the Wilcoxon test is also used to determine whether there is an average difference between two paired samples. Ideally, the study data used in this test is ordinal or interval scale data. The Wilcoxon test, or the signed-rank test is part of a non-parametric statistical method. Because it is part of non-parametric statistics, normally distributed study data is not required in the Wilcoxon test. Thus, it can be said that using the Wilcoxon test as a substitute for the paired sample t-test when the study data is not normally distributed is the most appropriate step.

This study carried out the Wilcoxon Test through SPSS software version 26.0. Here are the results of the test:

Ranks

		N	Mean Rank	Sum of Ranks
PostTest Eksperimen - PreTest Eksperimen	Negative Ranks	0[a]	.00	.00
	Positive Ranks	20[b]	10.50	210.00
	Ties	0[c]		
	Total	20		
PostTest Kontrol - PreTest Kontrol	Negative Ranks	0[d]	.00	.00
	Positive Ranks	19[e]	10.00	190.00
	Ties	1[f]		
	Total	20		

a. PostTest Eksperimen < PreTest Eksperimen

b. PostTest Eksperimen > PreTest Eksperimen

c. PostTest Eksperimen = PreTest Eksperimen

d. PostTest Kontrol < PreTest Kontrol

e. PostTest Kontrol > PreTest Kontrol

f. PostTest Kontrol = PreTest Kontrol

Based on the first output of "Ranks" above, there are a few things that can be seen or known:

a) Negative ranks or differences are a decrease (subtraction) of pre-test and post-test scores. There were 0 data (N) for the control and experimental classes, with a mean rank of 0 and a total decline (Sum of ranks) of 0. This shows that in the control and experimental classes, no students experienced a decrease in scores from the pre-test or post-test.

b) Positive ranks or positive differences increase pre-test and post-test scores. For the control class, 19 (N) experienced an increase with an average increase (Mean rank) of 10.0 and a total increase (Sum of ranks) of 190. As for the experimental class, there were 20 data (N) that experienced an increase with an average increase (Mean rank) of 10.5 and a total increase (Sum of ranks) of 210.

c) Ties are the same value between the pre-test and post-test. From the output above, the ties value for the control class is 1 data (N), which means that there is 1 data whose pre-test and post-test values are the same. Meanwhile, for the experimental class, there is 0 data (N), which means that there is no equal value between the pre-test and the post-test in the experimental class.

Test Statistics

	PostTest Eksperimen - PreTest Eksperimen	PostTest Kontrol - PreTest Kontrol
Z	-3.924[b]	-3.826[b]
Asymp. Sig. (2-tailed)	.000	.000

a. Wilcoxon Signed Ranks Test

b. Based on hostile ranks.

The researcher used the second SPSS output, the "Test Statistic" output, in hypothesis testing. However, before entering the output analysis above, we first know the basis for decision-making used in the Wilcoxon test. The following is the basis for making the decision:

a) If the value of Asymp. Sig. (2-tailed) < 0.05, then there is a difference between the results of the pre-test and post-test of the experimental class.

b) If the value of Asymp. Sig. (2-tailed) > 0.05, so there was no difference between the results of the pre-test and post-test of the experimental class.

Decision:

Based on the "Test Statistic" output above, the Asymp value. Sig. (2-tailed) for the experimental class of 0.000. Because the value of 0.000 is less than 0.05, it can be concluded that there is a difference between the results of the pre-test and the post-test of the experimental class. In other words, the TPR method is effective in the Mastery of Mufradat of Grade V Students of SD UNG Laboratory.

4. Homogeneity Test

The homogeneity test aims to determine whether a variance (diversity) of data from two or more groups is homogeneous (identical) or heterogeneous (not the same). The homogeneity test is generally used as a condition in the mean difference test, such as the ANOVA test, the Mann-Whitney test, and the independent sample t-test (homogeneity is not an absolute requirement in the independent sample t-test). If the variance between these groups is homogeneous, accurate measurements can be produced in the difference test.

The researcher conducted a homogeneity test in this study through SPSS software version 26.0. Here are the results of the homogeneity test:

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Hasil Belajar	Based on Mean	.002	1	38	.964
	Based on Median	.154	1	38	.697
	Based on the Median and with adjusted df	.154	1	34.930	.697
	Based on trimmed mean	.051	1	38	.823

Before entering the data analysis process, the basis for decision-making used in the homogeneity test is first known. The following is the basis for making the decision:

a) If the significance value (Sig.) is based on mean > 0.05, then the variance of the data is homogeneous.

b) If the significance value (Sig.) is based on mean < 0.05, then the variance of the data is not homogeneous.

Based on the output of the "Test Of Homogeneity of Variance" above, it is known that the significance value (Sig.) based on the mean is 0.96, which is greater than 0.05. So, it can be concluded that the variance of the experimental class post-test group and the control class post-test are the same or homogeneous.

5. Mann Whitney Test

Like the independent sample t-test, the Mann-Whitney test is also used by researchers to determine whether there is a difference in the means of data of two unpaired samples. The number of samples used in this different test does not have to be the same. Meanwhile, the fundamental difference between the tests is that the independent test of the t-test sample is part of the parametric statistical method. In contrast, the Mann-Whitney test is part of the non-parametric statistics. The parametric statistical method, or in this case, an independent sample t-test, requires that the study data be generally distributed because if the data is not normally distributed, the results of the data analysis are considered unqualified or uncredible. Meanwhile, the advantage of non-parametric data analysis (Mann-Whitney test) is that there is no requirement for the study data to be distributed normally. Thus, it can be concluded that when the study data to be tested with an independent t-test sample is not normal, it is better to replace it with the Mann-Whitney test.

The Mann-Whitney Test was carried out in this study through SPSS software version 26.0. Here are the results of the Mann-Whitney test:

Test Statistics

	Hasil

Mann-Whitney U	57.000
Wilcoxon W	267.000
Z	-3.886
Asymp. Sig. (2-tailed)	.000
Exact Sig. [2*(1-tailed Sig.)]	.000[b]

a. Grouping Variable: Kelas

b. Not corrected for ties.

Before entering the data analysis process, the basis for decision-making used in the Mann-Whitney test is first known. The following is the basis for making the decision:

a) If the significance value is Asymp, Sig. (2-tailed) < 0.05, then there is a difference between the mastery of students' mufradat using the TPR method and the conventional method.
b) If the value value is significant or Asymp. Sig. (2-tailed) > 0.05, then there is no difference between the mastery of students' mufradat using the TPR and conventional methods.

Based on the output of "Test Statistics (Mann-Whitney Test)" above, the significance value or Asymp is known. Sig. (2-tailed) is 0.000, which is smaller than 0.05. So, it can be concluded that there is a difference between the Mastery of Student Mufradat using the *Total Physical Response* (TPR) method and the conventional method. In this case it can be concluded that *the Total Physical Response* (TPR) method significantly or effectively affects the Mastery of Mufradat of Grade V Students of SD Lab UNG.

B. Discussion

The following is a description of the discussion in this study:

1. Effectiveness of the TPR Method

The study's results show that the TPR method significantly increases the mastery of mufradat of Class V students. The technique makes students more physically active and helps them associate words with gestures, strengthening their memory. This provides empirical evidence that TPR can be an effective tool in language teaching, particularly for students of primary age.

2. Comparison with Conventional Methods

TPR shows significant advantages compared to conventional methods. Traditional methods tend to be more passive, where students receive more information than interact with teaching materials. This study emphasises the importance of creating an interactive and fun learning environment, especially for children who prefer to learn through hands-on experience. The TPR method provides a more enjoyable and engaging learning experience, which can increase students' motivation to learn.

3. Implications for Educational Practice

The results of this study have important implications for educational practice in elementary schools. By demonstrating the effectiveness of TPR in improving mufradat mastery, this study encourages educators to consider using more interactive methods in language teaching. The implementation of TPR can not only improve learning outcomes but can also create a more positive and enjoyable learning environment for students. This is important in education, which increasingly emphasises student-based learning.

Overall, the TPR method effectively increases the mastery of mufradat students in Class V of the Gorontalo State," University Laboratory Elementary School. Given these results, educators are advised to integrate the TPR method into their teaching practices to create a more interactive and enjoyable learning environment.

CONCLUSION AND IMPLICATIONS

This study has shown that the Total Physical Response (TPR) method significantly increases the mastery of mufradat in Class V students of the Gorontalo State," University Laboratory Elementary School. The analysis showed that students taught with the TPR method had higher post-test scores than those taught using the conventional method, with a statistically significant difference. Based on the "Test Statistics (Mann-Whitney Test) output," the significance value or Asymp is known. Sig. (2-tailed) is 0.000, which is smaller than 0.05. So it can be concluded that there is a difference between the Mastery of Student Mufradat using the *Total Physical Response* (TPR) method and the conventional method. In this case it can be concluded that *the Total Physical Response* (TPR) method significantly or effectively affects the Mastery of Mufradat of Class V Students of SD Lab UNG. In addition, applying the TPR method also contributes to increasing student motivation to learn Arabic, especially when mastering mufradat.

Thus, it can be concluded that TPR effectively teaches Arabic mufradat and creates a more engaging and interactive learning environment for students. This study emphasises the importance of considering innovative and fun teaching methods in primary education to improve student engagement and learning outcomes.

Regarding the implications, the findings of this study have several implications for the development of Arabic language teaching methods at the primary school level:

a) Adoption of Interactive Methods: Educators should consider using TPR or other interactive teaching methods to teach Arabic. This approach can help students more easily understand and remember new vocabulary.

b) Curriculum Development: The results of this study can help curriculum developers design learning programs that are more responsive to student needs. Integrating the TPR method into the Arabic curriculum is expected to improve the quality of learning and student learning outcomes.

c) Teacher Training: It is essential to train teachers to apply the TPR method in learning. By understanding the principles behind TPR, teachers can be more effective in implementing these methods in the classroom, thereby improving student learning outcomes.

d) Further study: This study also opens up opportunities for further studies on the effectiveness of TPR in a broader context, including the contextual factors that influence its success. Studying in several locations and with more diverse variables can provide a more comprehensive understanding of the application of TPR in Arabic language teaching.

Thus, using the TPR method in teaching Arabic is expected to increase mufradat mastery and create a more positive and enjoyable learning experience for students.

BIBLIOGRAPHY

[1] S. Nursiniah, "Mensinergikan Community Language Learning (CLL) dan Total Physical Response (TPR)," vol. 3, pp. 7803–7819, 2024. doi: https://doi.org/10.30997/karimahtauhid.v3i7.14177

[2] U. H. HIJRIYAH, "Pendekatan-Pendekatan Dalam Belajar Bahasa," *J. Al Bayan J. Jur. Pendidik. Bhs. Arab*, vol. 8, no. 1, pp. 77–98, 2017. doi: https://dx.doi.org/10.24042/albayan.v8i1.354

[3] N. E. Ningtias, "Efektivitas Buku Ajar Happy Thinking Unit IIIParts of the Plantuntuk Meningkatkan Kosakata Awal Anak Usia Dini," *J. Obs. J. Pendidik. Anak Usia Dini*, vol. 6, no. 5, pp. 4713–4725, 2022. doi: https://doi.org/10.31004/obsesi.v6i5.2657

[4] A. Sani and N. Wiliani, "Faktor Kesiapan Dan Adopsi Teknologi Informasi Dalam Konteks Teknologi Serta Lingkungan Pada Umkm Di Jakarta," *JITK (Jurnal Ilmu Pengetah. dan Teknol. Komputer)*, vol. 5, no. 1, pp. 49–56, 2019. doi: https://doi.org/10.33480/jitk.v5i1.616

[5] S. Sulfikar and Nurul Fawzani, "Pemanfaatan Instagram Dalam Meningkatkan Penguasaan Mufradat Mahasiswa," *J. Tahsinia*, vol. 4, no. 1, pp. 19–27, 2023. doi: https://doi.org/10.57171/jt.v4i1.337

[6] A. Fatati and J. Sutarjo, "Implementasi Metode Mimicry Memorization (Mim-Mem) Dalam Pembelajaran Mufrodat," *An Nabighoh*, vol. 23, no. 1, p. 127, 2021. doi: https://doi.org/10.32332/an-nabighoh.v23i1.2317

[7] R. P. Indik Syahrabanu, "Pengembangan Kemampuan Bahasa Inggris dan Keterampilan Olahraga melalui Metode Total Physical Response (TPR) dalam Perspektif Multiple Intelligences pada Siswa SMP," *J. Dunia Pendidik.*, vol. 3, no. November, pp. 67–78, 2023, [Online]. Available: http://jurnal.stokbinaguna.ac.id/index.php/JURDIP/article/view/2083 doi: https://doi.org/10.55081/jurdip.v5i2.3118

[8] R. I. Muthmainnah, "Analisis Kreativitas Guru dalam Penggunaan Metode Pembelajaran Sosiologi di Kelas X MAS Al-Jihad Pontianak," *Khatulistiwa J. Pendidik. dan Pembelajaran*, p. 6, 2015. doi: https://doi.org/10.26418/jppk.v5i11.17449

[9] N. I. MALASARI, "Implementasi Metode Total Physical Response (TPR) dalam Pembelajaran Bahasa Arab Materi Mufrodat Kelas V di Madrasah Ibtidaiyah Masyariqul Anwar 4 Sukabumi Bandar Lampung," UIN Raden Intan Lampung, 2019.

[10] M. Muhammadiah, M. Bashori, R. Dewi, E. Mangera, and R. La'biran, *Bahasa dan Sastra Indonesia (Menyelami Kekayaan Budaya dan Bahasa Bangsa)*. Makassar: PT Green Pustaka Indonesia, 2024. [Online]. Available: http://repo.iain-tulungagung.ac.id/5510/5/BAB 2.pdf

[11] Irgi Iksan Mulyana, H. Shofiyah, Dani Komara, and Burhan Hambali, "Strategi Pembelajaran Aktif Untuk Meningkatkan Partisipasi Siswa Dalam Pendidikan Jasmani Dan Olahraga," *J. Ilm. Spirit*, vol. 24, no. 2, pp. 112–120, 2024. doi: https://doi.org/10.36728/jis.v24i2.3611

[12] T. Fitri and R. Hasibuan, "Transformasi Pembelajaran Bahasa Arab Di Sekolah Dasar Islam Terpadu Alam Talago: Pendekatan Kurikulum Berbasis Teknologi," *J. Teach. Educ. Area*, vol. 1, no. 1, pp. 113–129, 2024. doi: https://doi.org/10.69673/vwd5c048

[13] Evy Nur Rohmawaty, Danial Hilmi, M Sholih Salimul Uqba, and Ummu Sulaimah Saleh, "Peran Artificial Intelligence (AI) dalam Pembelajaran Bahasa Arab Mahasiswa Pascasarjana UIN Maulana Malik Ibrahim Malang," *Khatulistiwa J. Pendidik. dan Sos. Hum.*, vol. 4, no. 3, pp. 316–328, 2024. doi: https://doi.org/10.55606/khatulistiwa.v4i3.4023

[14] Lamirin, J. Santoso, and P. Selwen, "Penerapan Strategi Kepemimpinan Transformasional dalam Meningkatkan Kinerja Organisasi Pendidikan," *J. Ilm. Kanderang Tingang*, vol. 14, no. 2, pp. 400–409, 2023. doi: https://doi.org/10.62504/02esff36

[15] N. Yuliyanti, "IMPLEMENTASI METODE TPR DAN PICTURE SEQUENCE DI RUMAH," 2024. doi: https://doi.org/10.37367/jpm.v4i2.398

[16] F. R. S and R. U. Baroroh, "Strategies And Methods Of Learning Arabic Vocabulary/ Strategi Dan Metode Pembelajaran Kosakata Bahasa Arab," *Ijaz Arab. J. Arab. Learn.*, vol.

3, no. 2, pp. 291–312, 2020. doi: https://doi.org/10.18860/ijazarabi.v3i2.10062

[17] A. R. Ariska, Y. Hanafi, and M. Fauzan, "Penerapan Metode Total Physical Response (TPR) untuk Meningkatkan Perbendaharaan Kosakata Bahasa Arab pada Maharah Qira'ah," *JoLLA J. Lang. Lit. Arts*, vol. 3, no. 3, pp. 381–390, 2023. doi: https://doi.org/10.17977/um064v3i32023p381-390

[18] S. N. Yuliawaty, "Penerapan Model Pembelajaran Totally Physical Response (TPR) untuk Meningkatkan Kemampuan Berbicara pada Mata Pelajaran Bahasa Inggris," *J. Ilm. Guru Madrasah*, vol. 2, no. 2, pp. 71–83, 2023. doi: https://doi.org/10.69548/jigm.v2i2.20

[19] D. R. Dodi, "Pengaruh Metode Total Physical Response (TPR) Terhadap Penguasaan Kosakata dalam Pembelajaran Bahasa Arab," *J. Ihtimam*, vol. 5, no. 2, pp. 1–18, 2022. doi: https://doi.org/10.36668/jih.v5i2.415

[20] Sahkholid Nasution, Lola Irnis Lorenza, Aulia Unnisa, Ja'alna Salwinur Baeha, Andini Rahmawati, and Adil Rambe, "Implementasi Metode Total Physical Response (TPR) Dalam Pembelajaran Maharah Kitabah," *J. Yudistira Publ. Ris. Ilmu Pendidik. dan Bhs.*, vol. 2, no. 1, pp. 28–38, 2023. doi: https://doi.org/10.61132/yudistira.v2i1.363

[21] M. J. Mahyuddin, "Meningkatkan Keterampilan Menyimak dengan Menggunakan Pendekatan Total Physical Response Pada Siswa Kelas V SDN Pinrang," *CJPE Cokroaminoto Juornal Prim. Educ.*, vol. 7, 2024. doi: https://doi.org/10.30605/cjpe.722024.4581

[22] M. Mubarok, M. Nizam, and F. Fitriani, "Analisis Penerapan Metode Pembelajaran Bahasa Arab Kelas IV," *Acad. J. Teach. Learn.*, vol. 1, no. 1, pp. 1–10, 2022. doi: https://doi.org/10.59373/academicus.v1i1.2

[23] A. Imron and D. F. Fajriyah, "Penggunaan Metode Bernyanyi dalam Menghafal Mufrodat (Kosakata) Bahasa Arab di MI," *Dawuh Guru J. Pendidik. MI/SD*, vol. 1, no. 1, pp. 41–56, 2021. doi: https://doi.org/10.35878/guru.v1i1.255

[24] N. Ramadani, "Penerapan Metode Total Physical Response (Tpr) Dalam Meningkatkan Pemahaman Kosakata Bahasa Arab Mahasiswi Idia," *MAHAROT J. Islam. Educ.*, vol. 6, no. 1, pp. 2580–3999, 2022, [Online]. Available: http://ejournal.idia.ac.id/index.php/maharot doi: http://dx.doi.org/10.28944/maharot.v6i1.564

[25] Z. Miftah, "Penggunaan Media Power Point Untuk Meningkatkan Penguasaan Mufrodat Bahasa Arab Siswa Kelas VIII," *Argopuro J. Multidisiplin Ilmu Bhs.*, vol. 1, no. 1, pp. 1–14, 2023. doi: https://doi.org/10.6734/argopuro.v1i1.100

[26] M. Oktaviani and P. Gusti Yanti, "Mengembangkan Media Pembelajaran Permainan Anagram (Wordwall) untuk Meningkatkan Penguasaan Kosakata Peserta Didik.," *Ejurnal.Unmuhjember. Ac.Id*, vol. 7, no. 2, pp. 275–284, 2022, [Online]. doi: https://doi.org/10.32528/bb.v7i2.97

[27] A. F. Nuzula, "Penerapan Metode Crossword Puzzle Berbasis Aplikasi Puzzle Maker dalam Peningkatan Mufradat Bahasa Arab Siswa," *Al-Lahjah J. Pendidikan, Bhs. Arab. dan Kaji. Linguist. Arab*, vol. 7, no. 2, pp. 827–837, 2024. doi: https://doi.org/10.32764/lahjah.v7i2.4661

[28] Amrina, Adam Mudinillah, and D. N. I. Isnain, "Pemanfaatan Aplikasi Canva untuk Meningkatkan Penguasaan Mufradat dalam Pembelajaran Bahasa Arab Siswa Kelas III Madrasah Ibtidaiyah," *J. Inform. dan Teknol. Pendidik.*, vol. 1, no. 2, pp. 55–65, 2022. doi:

https://doi.org/10.25008/jitp.v1i2.14

[29] Taufik, *Pembelajaran Bahasa Arab MI*. Surabaya: UIN Sunan Ampel Press, 2019. [Online]. Available: http://repository.uinsa.ac.id/id/eprint/1607/3/Taufik_Pembelajaran bahasa Arab MI.pdf

[30] I. R. N. Hula, Y. Abdelmannan, and M. Godat, "The Impact of the Quizlet App on Students ' Mufradât Mastery : An Experimental Study," *Al-Ta'rib*, vol. 12, no. 2, pp. 247–262, 2024. doi: https://doi.org/10.23971/altarib.v12i2.8975

[31] N. A. Damogalad, I. R. N. Hula, and N. A. Pakaya, "Design and Development of Maharah Q ira ' ah Test Using the Kahoot Application," *Naskhi*, vol. 6, pp. 38–55, 2024. doi: https://doi.org/10.47435/naskhi.v6i2.3062

5. Total Physical Response (TPR) Method Is it effective in improving students' Mufradat Mastery (Experimental Analysis).pdf

ORIGINALITY REPORT

22%	23%	16%	10%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	jurnal.daarulqimmah.org Internet Source	13%
2	repository.upstegal.ac.id Internet Source	3%
3	Submitted to Universitas Pendidikan Indonesia Student Paper	2%
4	Andini Zahrotun Nisa, Asep Sopian, Yayan Nurbayan. "The Effectiveness of Using the Aural-Oral Approach in Arabic Learning (Mufradāt)", Tadris Al-'Arabiyyah: Jurnal Pendidikan Bahasa Arab dan Kebahasaaraban, 2024 Publication	1%
5	repository.uinsaizu.ac.id Internet Source	1%
6	ejournal.uin-suka.ac.id Internet Source	1%
7	digilib.uinkhas.ac.id Internet Source	1%
8	Submitted to University of Derby Student Paper	1%

Exclude quotes	Off	Exclude matches	< 35 words
Exclude bibliography	On		