



Characteristics of Learning Arabic Using the Totally Physical Response Method at Palembang Elementary School

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Abstract

The purpose of this research is to define the characteristics of learning Arabic using the totally physical response method at SD Muhammadiyah 6 Palembang, to find out about the implementation of the totally physical response method in learning Arabic at SD Muhammadiyah 6 Palembang and to find out the advantages and disadvantages of the totally physical response method in language learning. Arab. In this study used a qualitative approach with a type of descriptive method. Researchers used descriptive methods and data collection methods in interviews, observation, and documentation. The results of this study are the process of implementing Arabic learning using the method *Totally Physical Respons* in SD Muhammadiyah 6 Palembang, namely the teacher acts as a model or example, the teacher can give instructions to students and then exemplify or practice in front of students so that students can understand the instructions given and can follow them. The advantage is that it can make students in the learning process more enjoyable, students are free from stress, and learning is more meaningful by demonstrating that students more easily understand and understand in learning Arabic. The drawback is that some students do not want to demonstrate because they are shy.

Keywords: Characteristic; Totally Physical Response Method

INTRODUCTION

In foreign language learning, the method has a very important position for learning. The method is a way of teaching that is used by the teacher in a language learning process in order to create the goals to be achieved. The determination of a person to choose a method will greatly determine the success of the learning. In Learning Activities there are several terms in teaching, such as learning methods, learning models, learning strategies and learning techniques. All elements of learning refer to the applicable curriculum, with a foundation, learning activities will be more focused. So that the learning objectives can be achieved properly and it is expected that the teacher is able to use the best learning methods possible. (A. M.-A. J. P. B. A. dan & 2014, n.d.; N. H.-A. J. P. B. A. dan & 2016, n.d.; Gasong, 2018; Lefudin, 2017; Wahab, 2015)

In the world of education, learning methods have long been known and used in developed countries. Teaching with certain learning methods that are widely

known is a demand of the times, especially if we relate it to the many indications of a decline in student enthusiasm for learning. Every human being is indeed created with various characteristics, one of which is intelligence. Intelligence has been defined as the ability to understand and express opinions, the smarter a person is, the faster he takes steps to solve the problem (Dörnyei, 2001; Hamid et al., 2008).

Learning Arabic using the Totally Physical Response Method has something distinctive or striking in a method, which characteristic is a differentiator between one learning method and another. Which we can see from these characteristics, namely the teacher acts as a model or example. Teachers can give instructions to students and then model or practice in front of students so that students can understand the instructions given and can follow them.

One of the language methods in learning is the method *Totally Physical Response*. Method *Totally Physical Response* is the adoption of the way young children learn language, namely by listening to command sentences (Article "school okay" in learning English, 2013). Method *Totally Physical Response* is a language learning method that is structured on command coordination, speech, and movement and trying to teach language through physical activity (Motoric). Azhar Arsyad revealed that the Arabic teaching method was a science that only developed later, far behind the development of English teaching methods. In Arabic this method is then referred to *asal-thariqah al-shatimah*. (Arsyad, 2010; A. S.-A. J. P. B. A. dan & 2015, n.d.; Wahab, 2015)

Method *Totally Physical Response* it was developed by James Asher based on the results of his experience in observing children in learning their first language. He concluded that interactions between parents and children often took the form of speech and were responded to by physical activity by children, based on this observation Asher formulated three hypotheses: 1. Language is learned through hearing. 2. Language learning and acquisition involves the right hemisphere of the brain. 3. Language learning should not be under stress. This method emphasizes the development of comprehension skills through movement association with meaning before language skills (speaking). With this character this method believes that (a) learning to speak must be postponed until the ability to understand is formed (b) the ability to understand can increase productivity abilities in learning a language (c) the ability is acquired through the transfer of

listening (d) learning must emphasize meaning rather than form (e) learning must minimize stress during learning. (Inggris et al., 2010; Lestari, R. H., dan Kurniati, 2019; Malik, 2021; Ulmi et al., 2013)

Method *Totally Physical Response* is a language teaching method that is built on the coordination of speech and action (Tarigan, 1994). In Methods *Totally Physical Response* the teacher gives orders to students and then students respond to the teacher's orders with body actions. Besides that, Richard and Roodgers also define the method *Totally Physical Response* as a language teaching method built between coordination of speech and action a language teaching method through physical activity.

This method is very popular and effective for its application in teaching children's language, especially teaching Arabic to children by introducing Arabic vocabulary through speech and actions. Not only this method also applies to teenagers and adults. It is very easy to apply the complete physical response method in learning Arabic. The procedure is giving instructions to children and then responding with those procedures.

THEORI

The Totally Physical Response method is a language teaching method developed by James Asher, a psychology professor at the University of San Jose California. This method is a language teaching method that is widely applied by foreign language teachers (*foreign language*) in the classroom. This method is one of the most popular and relevant language teaching methods to be applied in teaching Arabic to children (*young learners*). This method is not only suitable for young children, but can also be effectively applied to language teaching for adolescents and adults with different grades and levels (Aziz Fachrurozi & Erta Mahyuddin, 2010)

The Totally Physical Response method is a language teaching method that is built on the coordination of speech and action (Tarigan, 1994). In the Totally Physical Response Method the teacher gives orders to students and then students respond to the teacher's orders with body actions. In addition, Richard and Rodgers also define Methods *Totally Physical Response* as a language teaching method built between speech and action coordination, a language teaching method through physical activity.

The Totally Physical Response method is also called an understanding approach which emphasizes the importance of listening comprehension in language learning. In implementing the Totally Physical Response Method, students listen and respond to commands from a teacher. If then the student is able to respond to the instruction with action it means that the student knows the meaning of the command words spoken by the teacher. According to Asher in Cook listen on commands in Method *Totally Physical Response* and responding in the form of action is an effective way of teaching language. He also said that Method *Totally Physical Response* is a very suitable method implemented in language teaching for children. (Lestari, R. H., dan Kurniati, 2019)

Young children in learning their first language listen more (*estimate*) before they spoke (*kalam*). This listening activity is usually accompanied by physical responses such as reaching, seizing, moving, looking and so on. This Totally Physical Response method is very easy and light in terms of language use and also contains elements of game movement so that students can relieve stress (Aziz Fachrurozi & Erta Mahyuddin, 2010).

From the understanding above, the writer can conclude that the Totally Physical Response Method places more emphasis on the relationship between speech and action. The main activity in the Totally Physical Response Method is to give orders to students to obey and respond in the form of action. The Totally Physical Response method is a learning method that requires students to always fully express their physical response in order to practice skills and use a foreign language.

Implementation Method Totally Physical Physical Respons

1. The teacher says and demonstrates the instructions for the students, the students carry out the instructions by listening to the teacher and by doing what the teacher does.
2. The teacher creates situations where a student has to choose between two vocabularies, the student already knows one word so well that through the deletion process, the other word can immediately be known.
3. With the introduction of a new word, the student must choose a word that he knows from three vocabulary words, if he guesses the wrong word, then he

must try again, if his guess is correct then he will receive an award in the form of praise from his teacher.

4. The teacher introduces a new word in a very clear and real way to students, whether by demonstrating or through signs or other signs.
5. The teacher introduces new vocabulary by acting out the commands from the tape. The teacher records his own voice and then follows every command that is heard, but sometimes the teacher also deliberately responds with one of the words which is then corrected by the voice on the tape (Aziz Fachrurozi & Erta Mahyuddin, 2010)

Advantages Of The Totally Physical Response Method

The advantages of the Totally Physical Response Method are as follows:

1. Language learning feels fun for teachers and students
2. Students feel free from feelings of pressure or stress when studying.
3. Students have long-term memory for what they have learned because of empowering the potential of the right brain and left brain.
4. This method allows meaningfulness in learning the target language.
5. Delaying speaking until the learner knows and understands the target language sufficiently creates student self-confidence.
6. With an emphasis on understanding, this method can easily be combined with other methods based on a communicative approach (Lestari, R. H., dan Kurniati, 2019; Tarigan, 1994; Thonhowi, 2011)

Lack Of The Totally Physical Response Method

Disadvantages of the Totally Physical Response Method are as follows:

1. The rules in language are so complex that not all forms of language can be taught using commands.
2. Some students feel reluctant when asked to demonstrate a movement. Adult students will especially feel uncomfortable or find it difficult in classes that use this method.
3. Foreign language teaching techniques with this method are more suitable and limited for beginner level learning.

4. The application of this method requires or demands teachers who are able to speak the target language well and meaningfully and not just structure (Aziz Fachrurozi & Erta Mahyuddin, 2010)

Method

This research is field research using a qualitative approach (Afifuddin, 2009; Husaini, 2006; Moleong, 2021; Sukmadinata, 2010) "Characteristics of Learning Arabic Using the Totally Physical Response Method at Muhammadiyah 6 Elementary School Palembang". As for the method of this study, using a descriptive approach. to find out the implementation of learning Arabic using the totally physical response method and to find out the advantages and disadvantages of the totally physical response method. And data collection methods with interviews, observation and documentation.

RESULT AND DISCUSSION

Implementation of the Totally Physical Response Method

In the implementation of learning Arabic using the totally physical response method, it has something distinctive or striking in a method, which characteristic is a differentiator between one learning method and another. Which we can see from these characteristics, namely the teacher acts as a model or example. Teachers can give instructions to students and then model or practice in front of students so that students can understand the instructions given and can follow them. Method *Totally Physical Response* is a language learning method that is structured on the coordination of commands, speech, and movement and seeks to teach language through physical (motor) activity in which the teacher gives orders to students and then students respond to the teacher's orders with bodily actions. Method *Totally Physical Response* as a language teaching method built between coordination of speech and action a language teaching method through physical activity.

Method *Totally Physical Response* has a goal to teach oral proficiency at the initial level. Comprehension is a means to an end, and the general aim is to teach basic skills in language. Overall physical response has three types namely: To teach oral proficiency at the initial level. Using comprehension as a means of speaking. Using imperative form of action-based exercises. And as for the other purposes in the Method *Totally Physical Response* is teaching oral speaking skills to learners.

This activity is carried out in teaching using the method *Totally Physical Response* this is enough practice. The learner has a role as an actor whose job is to listen to what is conveyed by the instructor and respond to it in the form of movement, while the teacher is required to actively use supporting facilities so that learning can run as expected. Method *Totally Physical Response* for teachers aims to create a comfortable atmosphere so that students can enjoy learning and can learn to communicate using a foreign language well. This is because basically Method *Totally Physical Response* It was developed to reduce pressure for students in the classroom and create a pleasant atmosphere.

This Totally Physical Response method is very easy and light in terms of language use and also contains elements of game movement so that it can relieve stress on students because of the problems they face in their lessons, especially when learning Arabic, and can also create a positive mood in students. students who can facilitate learning so as to increase student motivation and achievement in the lesson. The meaning or meaning of the target language is learned during the action.

This was corroborated by the observations that the researchers made in the Arabic language learning process at Muhammadiyah 6 Elementary School, Palembang. The researchers found that the Arabic language learning at the school was very good and made students excited to learn Arabic so that they could stimulate the students' motor skills easily.

In implementing Arabic learning using the totally physical response method, the teacher must know how to pronounce and demonstrate commands to students using the totally physical response method, which first I will tell in advance what theme will be discussed for today's meeting. after I mentioned the theme I asked the students to think about what was in the theme first. After that, I said and demonstrated the Arabic commands in the book and the students followed what I demonstrated.

This is corroborated by the observations that the researchers made in the Arabic language learning process at Muhammadiyah 6 Elementary School, Palembang. The researcher believes that learning Arabic uses a totally physical response method and how to pronounce and demonstrate the learning that the

teacher must first inform the theme to be discussed and after The students followed the demonstration demonstrated by the teacher.

Based on interviews with Arabic teachers "in creating a situation to choose vocabulary, first know the content of the lesson that will be discussed so that it can make it easier for students to understand and understand learning Arabic and create conducive learning Arabic in class. This is corroborated by the observations that the researchers made in the process of learning Arabic in class VI SD Muhammadiyah 6 Palembang, it can be seen from

I made observations in class that it is true that there is a way the teacher does or creates situations for choosing vocabulary.

In the implementation of education can not be separated from the media used. Non-personal media teaching tools that use teachers who play a role in the teaching and learning process to achieve goals. Teaching media includes tools that are actually used to transfer the contents of educational material including books, tape recorders, cassettes, video cameras, video recorders, films, etc.

According to an interview with the Arabic teacher Pak Rusmiadi, "In the transfer of teaching Arabic using media. To make it easier for students to understand the material provided by the teacher, media is used such as projectors, laptops, pictures and other media that support teaching Arabic. With media this can support the effect of achieving educational goals (Interview with Arabic teacher, 13 January 2020)

According to a Rusmiadi teacher, he said, "The choice of media contains criteria that must be considered: a) adapt it to learning objectives, b) the relevance of the material to the type of media used, c) the conditions and circumstances of students who need attention, d) need attention, presence or There is no selected media and it is difficult to get media.

In the process of teaching Arabic, educational materials must also refer to the curriculum and curriculum that apply in schools, and of course the material presented must refer to the curriculum and curriculum in schools, if there is no curriculum and curriculum available in schools then education becomes irregular. and motivated. Education The students will look low, and all subjects in this school refer to the curriculum developed by the Ministry of Religion, so the teacher's mission is only to develop it.

The assessment of student skills can be seen when the students in the class are seriously teaching whether they can assess the student's experience or not, but some students here are learning so actively that, I think more than enough of the number of 6th grade rooms owned by many people is calculated. Arabic teaching skills as well as learning more are also very useful in the student's experience in teaching Arabic so that it can be evaluated, we can see how they care, practice, dozens of daily tests and semester grades that we as teachers can assess in the teaching process.

This is corroborated by the observations made by researchers in the process of teaching Arabic, which is how the teacher evaluates students' experience in Arabic subjects by seeing how students are interested in education for Arabic today and looking back at the training provided by the teacher and the daily test scores obtained. held and the last one is a vision Class test results for students, so teachers can assess students' experiences when teaching Arabic.

The Strengths and Weaknesses of Learning Arabic Using the Totally Physical Response Method

1. The advantages of the Totally Physical Response Method

The advantages of the totally physical response method in learning Arabic at SD Muhammadiyah 6 Palembang, for advantages in the process of learning Arabic, of course there are those which in the process of learning Arabic using the totally physical response method, this is said to have advantages which are advantages and advantages that can make children when learning is more fun there are also students and teachers and that is something that really gives a plus to me as a teacher and students, the advantage is that there are more students can be free from pressure and stress which we know some of the children or from other schools many do not like Arabic on the grounds that Arabic is difficult but not for students of SD Muhammadiyah 6 Palembang, where in learning Arabic we use the totally physical response method. Learning is more meaningful by demonstrating that it is easier for students to understand and understand learning Arabic, and students are also more confident in learning Arabic because by using the totally physical response method they judge that learning Arabic is easy to understand.

The strength indicators of the totally physical response method are:

- a) Education makes fun for student teachers.
- b) Students are free from stress and stress in education
- c) Students have a long memory
- d) Education becomes meaningful
- e) In teaching students, they feel confident
- f) Another mix of approaches based on the communication approach.

From the results of the researchers' observations of teaching at the Muhammadiyah 6 Balambang elementary school in grade six, the learning atmosphere was fun for teachers and students because the teaching process was active in presenting material without coercion. With a good education, students must also be free from stress and stress in education. When teaching Arabic using this complete body response method, students have a long-term memory of what they have learned because of the right and left brain empowerment potential. Teaching using this method becomes more useful because education does not only discuss theory but directly through clarification to make education more meaningful. Students are also trained to trust the presentation of the material being studied. Education in this method can also be combined with other methods based on a communication approach which can be seen from the teaching process observed at Muhammadiyah 6 Palembang Elementary School.

Among the results of observations made by researchers at the Muhammadiyah 6 Palembang elementary school, that teaching Arabic uses the complete totally physical method in accordance with the indicators of the advantages of the totally physical response method.

According to the researcher's point of view about the advantages of learning Arabic using the totally physical response method, the full physical response method emphasizes the relationship between speaking and work so that student education is more enjoyable and students don't feel bored. The main activity in this method is to give instructions to students to obey and respond in the form of action by students. Thus, it will be easier for students to remember the words they learn in the event that their bodies are used to teach vocabulary. This method is also very good at teaching Arabic to define vocabulary for young children. So that students can familiarize themselves with Arabic vocabulary and grammar easily.

2. Disadvantages of the Totally Physical Response Method

Disadvantages of the full physical response method in teaching Arabic at Muhammadiyah Elementary School 6 in Al-Banbij, especially when it is necessary to

proves that there are one or two people who do not want to display what is in teaching Arabic because there are students who have shy traits because of the shy nature of these students who do not want them. To prove that, in teaching Arabic using this method, it is usually only used at the beginner level because in this method it is only proven.

In my opinion, the drawbacks of teaching Arabic using full physical response method at Muhammadiyah 6 elementary school in Balbang are (1) There are some shy students who don't want to show what's in the book (2) The rules in language are very complicated so not all languages can be taught using commands (3) The technique of teaching Arabic in this way is more appropriate and limited for teaching at the beginner level (4) It requires the application of this method and requires a teacher who is able to speak the target language well and is useful.

CONCLUSION

The process of implementing Arabic learning uses the method *Totally Physical Respons*, In the process of implementing Arabic language learning using the totally physical method, the Arabic language teacher's response in delivering material has used approaches, models, and methods. Basically the function of the learning method is as a guide for students and teachers in carrying out learning. This shows that each method that will be used in learning determines the tools used in learning, the method also functions as a guide for teachers in planning and implementing teaching and learning activities so that learning objectives can be achieved. And all of this cannot be separated from the various efforts made by the principal, especially the Arabic teacher and students. In learning Arabic using the totally physical response method, students are more enthusiastic about learning, active, and practice courage in making physical responses. The advantages and

disadvantages of the totally physical response method at SD Muhammadiyah 6 Palembang. The advantage is that it can make students when learning is more fun, students are free from pressure and stress. Learning is more meaningful by demonstrating, students understand and understand more easily, students are more confident by using the totally physical response method. The drawback is that when students are asked to demonstrate there are one or two students

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