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## Application of the Total Physical Response (TPR) Approach in Enhancing Writing Skills

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***Abstract:** This research examines the application of the Total Physical Response (TPR) approach in improving writing skills. Through this approach, students are actively involved in physical activities related to the concepts being taught, to strengthen the connection between physical movement and writing skills. This study evaluates the effectiveness of TPR in improving students' writing skills and provides insight into the potential of this approach in language learning contexts.*

***Keywords:** Total Physical Response (TPR), Writing Skills, Language Learning, Physical Activity, Method Effectiveness*

### INTRODUCTION

As time goes by, there are several foreign languages that are worth learning, especially foreign languages that have become international languages, and it is important for everyone, especially students, to gain all the knowledge, and it is important for everyone. Everyone, especially students, is looking for a suitable language, this is because they are expected to have these skills. English and Arabic were introduced as foreign language subjects at several levels of middle school and high school education in Indonesia. Many students have difficulty learning these two foreign languages, especially Arabic (Nurul Fadlilah, ND).

Like speaking, writing depends on active and productive language skills. Both are efforts to express the thoughts and feelings of language users through language. The difference lies in the way it is expressed. When we speak, we express our thoughts and feelings in words, but when we write, we convey our messages in written form. Various types of message delivery are characterized by different characteristics and usage demands (Learning & Kitabah, 2018).

When using everyday language, speaking usually occurs more frequently than writing. Many things happen and are experienced by language users that require them to express themselves to other people directly. This is different if you use formal language. Written expression gives language users more time to think about and accurately express what they want to say as well as how they want to say it. You can carefully choose the message you want to convey and organize it systematically so that it is easy to understand and accurate when delivered clearly and concisely. Likewise, learning words and using words in a reasonable way can be done by using sound and accurate language rules. It is stated that

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in writing, apart from statements that cannot be explained, linguistic factors are also an important consideration that must be considered carefully, and its implementation as a guide for active language users.

However, in practice, it can be said that when studying Asian languages, especially Arabic, attention to the menu format (Kitabah) is not optimal. This again results in a lack of serious attention from teachers, inconsistent learning schedules, and outdated teaching methods which have a negative impact on student learning motivation. This can be observed at various levels of education in schools and madrasas. When compared to cycling, most educators tend to focus more on language learning, especially in the areas of reading and grammar (qawa'id). Therefore, serious efforts are needed to overcome this problem.

There is a lot of evidence that students' writing skills are still relatively poor in this area. Most of them are not yet able to express their thoughts well and accurately in written form based on what they see and hear. This shows that the threshold for writing skills needs to be increased. In addition, more complex and sophisticated teaching methods are needed. Based on this, it is important to have appropriate teaching methods in carrying out RPP activities.

Choosing an effective teaching method is very important in the learning process so that learning objectives can be achieved as expected. Good teaching methods must meet students' needs and maximize their potential, including their emotional, spiritual, intellectual and psychomotor potential (Ahmad Fuad Effendi, 2005). One alternative method that can be used to increase student motivation and increase the willingness to learn, especially for beginners, is the Total Physical Response (TPR) method.

### **Research methods**

The research method used by researchers in this research is a qualitative research approach with a descriptive method approach. To obtain valid data, this research uses a qualitative type of research. The qualitative approach is expected to be able to produce in-depth descriptions of speech, writing, behavior observed in an individual, group, society or organization. Qualitative research is carried out on a small scale, groups that have specialties, advantages, innovations, problems and also the methods used. And this research uses data collection by searching in journals and books as well as previous research literature related to this research.

## RESULTS AND DISCUSSION

### Understanding Maharah al-Kitabah (Writing Skills)

*the Bible* is a collection of words that are arranged and orderly. *The epistemological* meaning of the *book* is a collection of words that are arranged and contain meaning, because *the book* will not be formed unless there are regular words (Theodoridis & Kraemer, nd) . And with *the Bible*, humans can express their hearts freely according to what they think. By expressing written expressions, it is hoped that readers can understand what the author wants to express (Munawarah & Zulkiflih, 2021) .

Maharah kitabah or writing skills is one aspect of language skills that is very vital in learning Arabic. Writing skills are the ability to describe or express thoughts starting from simple aspects such as writing words to complex aspects, namely composing. The aspects in *the Maharah* of the *Bible* according to 'Ulyan are *al-qawaid* ( *nahwu* and *sharf* ), *imla'* and *khat* . The elements in *the book* are *al- kalimah* (the smallest word unit of a sentence or the basic elements for forming a sentence), *al-sum* (a collection of words that can form an understanding of the meaning or one word that is supported by another word), *al-fakrah* (paragraph) and *ushub*.

Abdul Hamid stated that writing skills have three aspects, which are as follows:

1. Skill in forming letters and mastery of spelling;
2. Skill in improving khot;
3. The skill of expressing thoughts and feelings through writing (M. Abdul Hamid, 2008)

The three elements of the act of writing are as follows: first, the earliest written language used as a writing medium, covering understanding, sentence structure, paragraphs, spelling, pragmatics, and other elements. Second, the quality of the essay depends on the topic you are writing about. And the third is a summary of various types of writing, especially how to use written language to connect the writing with the desired structure (for example essays, articles, stories about deer, or papers).

It's not a good idea to start writing. For example, someone can study abroad where someone can study anytime, anywhere, and under any conditions. Fear of failure is not a reason to persist. David Nunan writes in his book *Language Teaching Methodology* that he offers an approach to developing designated writing skills: First, spoken and written language are different. Second, labels as processes and labels as products. The main difference between relaxed writers and those who are not relaxed and relaxed In the learning process, writing is the application of skills. This is especially important for students studying Arabic language

proficiency. Arabic writing has unique characteristics compared to Latin writing, both in the way the letters are written, the relationship between the letters, and the direction of the letters.

So writing skills are making letters or numbers with pen, pencil, chalk and so on. Meanwhile, Arabic writing skills are skills that are considered difficult to learn and this skill also requires a very long time to master this skill.

### ***Maharah al-Kitabah* Learning Objectives (Writing Skills)**

Overall, the aim of the *Maharah Kitabah* program is to understand Arabic sentence patterns and structures and use them clearly and concisely to convey messages or topics that can be understood by Arabic language learners. The aim of teaching Arabic writing is to enable students to learn according to Mahmud Kamil an-Naqah, as follows (Abdul Hamid, 2013): Write Arabic letters and understand the relationship between letter shapes and sounds.

1. Write Arabic sentences with separate letters and continuous letters with different letter shapes at the beginning, middle or end.
2. Mastery of how to write Arabic clearly and correctly.
3. The mastery of writing calligraphic copy or patches are both easier to learn.
4. Mastery/ability to write from right to left.
5. Know punctuation marks and instructions and how to use them.
6. Know the principles of *imla'* and know what is contained in Arabic.
7. Translate ideas into writing sentences using Arabic grammar that matches the words.

The objectives of learning to write according to Hasan Syahatah are (Hasan Syahatah, 2002):

1. So that students are able to describe something they see or experience carefully and correctly.
2. So that students are able to describe something quickly.
3. Train students to express their ideas and thoughts freely.
4. Train students to get used to choosing vocabulary and sentences that are appropriate to the context of life.
5. So that students get used to thinking and expressing it in writing appropriately.
6. Train students to express their ideas, thoughts, notions and feelings in Arabic expressions that are correct, clear, impressive and imaginative.
7. So that students are careful in writing Arabic texts in various conditions.
8. So that students' minds become broader and deeper and get used to thinking logically and systematically.

### **Teaching Aspects of the Mahârah Kitâbah**

Three aspects or stages are taught in reading comprehension classes with a focus on Arabic texts (Maharah Kitaba): reading comprehension and letters (khat), dictation (imla'), and composing (insya'). There are two unclear goals in the chat. First and foremost, physiology is the study of human anatomy and physiology. Second: Psychological training, which aims to improve the ability to organize physical activity systematically. This can happen if the teacher can provide accurate examples and teach students with very focused teaching.

In the process of learning Arabic, a dictation (imla) can be divided into three stages: Visual production (imla' manqul) refers to the process of highlighting a text, graphic or table according to its content. Semi-visual production (imla' mandhur) refers to the process of producing graphics, images or text without actually seeing them, but only by showing them and reading them first. Complete dictation (imla' ikhtibariy), namely the teacher immediately writes down what is read.

Likewise, composing (insya') can be divided into two stages. First, structured/restrictive construction (insya' muwajjah) is a form of changing sentences, matching, matching, completing sentences, composing sentences, answering questions, explaining pictures, and so on. This is the stage of writing that focuses on mastering structure. Secondly, free writing (insya' hurr) is learning the highest level of writing skills and can be categorized into forms such as expository, expository, narrative and argumentative.

Studying The stages above are one of the learning objectives that must be completed by a student studying Arabic in particular. It can be used as a reference for Arabic language teachers to improve their students' reading aloud skills gradually from elementary school to high school.

### **Assessment in Teaching Writing**

Assessment is a systematic and continuous process (activity) in collecting information about student learning processes and outcomes to make decisions based on certain criteria. Currently, assessment focuses on the process of describing students and evaluating them in terms of their value and importance, and the scope and technical implementation is greater than assessment activities (Zainal Arifin, 2014).

Assessment or also called evaluation is an important process carried out by teachers in every learning activity, such as lesson planning. This learning has aims and objectives that are very important to understand how the student's own learning activities have achieved the specified learning objectives.

In teaching writing, composition content, composition composition, word choice, language structure, composition composition, composition composition, composition composition, composition composition, composition composition, composition composition, composition composition, composition composition, There are several things that teachers must pay attention to as a measure for evaluating writing skills students, such as writing content, writing organization, word choice, linguistic structure, and punctuation. On the other hand, formal questions on writing skills tests generally focus on acquiring vocabulary and grammatical structures.

In particular, this can be done in the form of recombination and transformation to find synonyms and antonyms of words, as well as grammatical structures in sentences, completions and associations. With this in mind, Arabic teachers should ideally be able to design their students' assessment approaches according to the linguistic areas they wish to study and value, especially the distinctive and complex Arabic script. Creativity and perseverance are absolutely necessary to improve the quality of learning and students' skills.

### **TOTAL PHYSICAL RESPONSE (TPR) METHOD**

The Total Physical Response (TPR) language teaching method is based on the coordination of movements and postures, that is, language teaching through physical activity. The Total Physical Response (TPR) language learning method was developed as a response to the coordination of speech and action. This method involves teaching language through physical activity or games. Language is taught by activating every function of the body. This approach is also supported by other scientific disciplines, such as humanist pedagogy, learning psychology, failure psychology, and Arabic language teaching procedures (Dodi, 2022).

The Total Physical Response (TPR) method was developed by Prof. James J. Asher, a psychology professor at the University of San Jose in California. Prof. Asher has successfully applied this method in teaching foreign languages. He stated that the instructions for students to respond physically before they start to say verbal responses or speech. Direct pronunciation to students contains a command. This method includes game mechanisms to help reduce stress in students due to problems that arise during teaching, especially when learning a foreign language. It can also help develop positive attitudes in students by maximizing the learning environment and increasing student motivation and performance in the course.

Educators will use this method actively and constantly. Students in the Total Physical Response (TPR) method have the main role as learners and doers. What educators provide,

both individually and in groups of students, must be attentive and respond physically to commands.

This method has at least two theories, namely language theory and learning theory, and researchers will mention these two theories:

a) Theory and introduction to language

The author of this method was not a linguist and did not belong to any known linguistic school or orientation, but Asher's views on language skills, physical movements, training methods, and the distinction between physical objects and abstract concepts suggest that he benefited from the views of the structuralist school in the interpretation of behavior linguistics in children and adults.

b) Entry theories and approaches to learning

In the field of education and language teaching, I noted that Asher benefited from psychological theories regarding gesture and response, memory and comprehension, and the effects of training from one skill to another, views that are not very different from behavioral interpretations of language acquisition (Adul Al-Asaly, bin Ibrahim, 2012).

This method is a foreign language learning technique based on a naturalistic and humanistic approach, such as community language learning, Suggestopedia, and animal language learning. Humanistic philosophy considers women as "whole persons". According to Baharuddin's theory, humanistic education must focus on certain topics such as character development, nursing care, social change, analysis of social phenomena, and the role of teachers as facilitators. In other words, language learning helps students grow as people in addition to teaching them the language.

### **Basic Concepts of the TPR Method**

The TPR method (Total Physical Response Method) is seen as a suitable method for teaching foreign languages at an early stage where learning prioritizes activities directly related to physical activity and movement. Asher said that the more often or more intensively a person's memory is stimulated, the stronger the associated memory associations and the easier it is to remember (recall). This remembering activity is carried out verbally with motor activity.

This method is also based on an understanding of the potential functions of the right and left brain. Motor activity, which is a function of the right side of the brain, must precede language processing which is a potential of the left side of the brain (Erta Mahyudin and Aziz Fakhurrozi, 2012).

### Forms of Learning in the Classroom

The Total Physical Response method is very useful for explaining body language (muhuradat) to foreign students, especially at an early age. Therefore, foreigners tend to be judgmental and impulsive. This helps students understand basic concepts and then encourages them to use the language in a more formal way, allowing them to become more fluent in speaking and understanding. Teachers can teach reading and writing skills even though the vocabulary is already known. In this method, the teacher gives instructions to students.

They only follow the teacher's instructions as a physical response. If you can really connect with them, maybe even reach them. One other variation of this teaching method is that when the term "standing" is mentioned, all the children stand up, read the term, and then keep it.

Examples of educational activities using this method are also found in the following activities:

- 1) The teacher surrounds the students sitting in a semicircle. The teacher carries out orders, orders them, and does what the teacher says. Students are expected to behave well and not make a fuss. For example, the teacher tells the student that the command "go forward" causes the student to be more than usual.
- 2) Examples of other commands: *ادخل ، اجلس ، اتوقف ، امش* The teacher carries out the task simultaneously with two students sitting next to each other. After repeating this several times, the students sitting next to them sat quietly, and each student individually said, "I want to try it myself rather than following the teacher's example."

To develop writing skills, you can do the following activities:

- a) During the last few minutes of each class, the instructor writes each new vocabulary word and a phrase that describes it on the board. He then reads each word aloud and says the sentence. When the teacher reads the text, students pay close attention. Students usually write these statements in their notebooks. All translations are provided in the target language, none are provided in the student's language.
- b) Students record one or more directions, present them to the class, and then get feedback from other students.
- c) After the teacher asks the questions above, students respond in writing.
- d) Student A received instructions from the teacher, the students reacted

### Strengths and Weaknesses of the TPR Method

Based on the various explanations above, it can be concluded that TPR is an excellent



choice in teaching Maharah Kitabah because it has the flexibility to adapt to changing conditions and unique characteristics that can make teaching more interesting and dynamic. Let me explain that this can be used as an alternative method.

Minimizing students' potential in mathematics and science makes it ideal to start maximizing students' speaking and writing potential so it is very beneficial for beginner language learners to master muhradat (vocabulary). However, this approach has several weaknesses. One of the weaknesses in applying this method, such as writing, is that the material related to the characteristics of the method is limited and dominated by instructions and physical actions. Additionally, this method requires frequent communication and collaboration, and the complexity of group activities makes it more time consuming. Finally, compared to various teaching approaches and models currently used with students, this method is very effective for teachers.

## CONCLUSION

Based on the research results, it can be concluded that **in** terms of language skills teaching level, Maharah Kitabah (Writing Skills) ranks fourth. According to some groups, this routine is due to the hard and fast skills required to ensure correct menu writing. For example, writing in Arabic has unique techniques and grammar.

For this reason, Arabic language teachers are needed who are innovative and creative in teaching their students. One alternative method of strengthening and improving students' Maharah Kitabah is the Total Physical Response (TPR) method. Because of these advantages and disadvantages, this method offers a unique and effective learning environment for students studying Arabic, especially in the area of writing skills.

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