THE USE OF THE TOTAL PHYSICAL RESPONSE METHOD IN ARABIC LANGUAGE LESSONS FOR INCREASE MASTERY VOCABULARY AND SKILLS SPEAK STUDENT

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ABSTRACT

The purpose of this research is to determine the vocabulary mastery and speaking skills in Arabic of students at Madrasah Tsanawiyah Persis 3 Pameungpeuk in the subject of Arabic before and after the implementation of the Total Physical Response method. The method employed in this research is a Quasi-Experiment with a pre-test and post-test design model in the experimental and control classes. The data collected for this study is both qualitative, examining the conditions of the location, and quantitative, focusing on calculations. Data collection techniques involve a combination of observation, interviews, testing, research, and literature review. Based on the research findings obtained in this study, it is evident that the vocabulary mastery and speaking skills in Arabic of students at Madrasah Tsanawiyah Persis 3 Pameungpeuk in the subject of Arabic before using the Total Physical Response method yielded a vocabulary score of 41 within the interpretation range of 0-49, indicating a low level, and a score of 54 in Arabic speaking skills within the interpretation range of 41-60, indicating a moderate level. Following the implementation of the Total Physical Response method, the post-test results yielded a vocabulary score of 54 within the interpretation range of 41-60, indicating a moderate level, and a score of 66 in Arabic speaking skills within the interpretation range of 61 -80, indicating a good level. Furthermore, the N-Gen test resulted in a score of 4%, implying that the use of the Total Physical Response method in the subject of Arabic has a significant impact on student scores at a moderate level. The issue in this research is confined by directing the study's focus on the influence of using the Total Physical Response method in improving vocabulary mastery and speaking skills in Arabic in the subject of Arabic among students of Madrasah Tsanawiyah Persis 3 Pameungpeuk.

Keywords: Total Physical Response Method, Vocabulary Mastery, Arabic Speaking Skills

ABSTRAK

Tujuan dari penelitian ini adalah untuk mengetahui penguasaan kosakata dan keterampilan berbicara dalam bahasa Arab siswa di Madrasah Tsanawiyah Persis 3 Pameungpeuk pada mata pelajaran bahasa Arab sebelum dan sesudah penerapan metode Total Physical Response. Metode yang digunakan dalam penelitian ini adalah Quasi-Experiment dengan model desain pre-test dan post-test pada kelas eksperimen dan kelas kontrol. Data yang dikumpulkan dalam penelitian ini mencakup data kualitatif yang menggambarkan kondisi lokasi penelitian serta data kuantitatif yang berfokus pada perhitungan. Teknik pengumpulan data yang digunakan meliputi observasi, wawancara, pengujian, penelitian, dan kajian literatur. Berdasarkan hasil penelitian yang diperoleh, terlihat bahwa penguasaan kosakata dan keterampilan berbicara dalam bahasa Arab siswa di Madrasah Tsanawiyah Persis 3 Pameungpeuk sebelum penerapan metode Total Physical Response menunjukkan skor kosakata sebesar 41 dalam rentang interpretasi 0-49, yang menunjukkan tingkat rendah, dan skor keterampilan berbicara bahasa Arab sebesar 54 dalam rentang interpretasi 41-60, yang menunjukkan tingkat sedang. Setelah penerapan metode Total Physical Response, hasil post-test menunjukkan skor kosakata sebesar 54 dalam rentang interpretasi 41-60, yang menunjukkan tingkat sedang, dan skor keterampilan berbicara bahasa Arab sebesar 66 dalam rentang interpretasi 61-80, yang menunjukkan tingkat baik. Selain itu,

hasil uji N-Gain menunjukkan skor sebesar 4%, yang mengindikasikan bahwa penggunaan metode Total Physical Response pada mata pelajaran bahasa Arab memiliki dampak signifikan pada skor siswa dengan tingkat pengaruh yang sedang. Fokus permasalahan dalam penelitian ini dibatasi pada pengaruh penggunaan metode Total Physical Response dalam meningkatkan penguasaan kosakata dan keterampilan berbicara dalam bahasa Arab di mata pelajaran bahasa Arab di kalangan siswa Madrasah Tsanawiyah Persis 3 Pameungpeuk.

Kata Kunci: Metode Total Physical Response, Kosakata, Keterampilan Berbicara Bahasa Arab

INTRODUCTION

As is known, language is system symbol arbitrary sound used for exchange thoughts and feelings between member the speaking community in same language. Henry Sweet, a expert Language English, in Theodore Hamzah's book, explains that Language is means for express part thought through regular sound form words and then sentences. In other words, language is a tool for communication that people use to exchange thoughts, feelings, and imagination.

In line with characteristics of Language as tool communication, learning Language is considered as application practical use Language in life social. Therefore that, learning Arabic is important for applied in various schools, especially in schools with background behind religion like school elementary, middle, and high Islamic education, even in Islamic universities.

Studying Arabic is an interactive process between students and teachers in form a purposeful learning process to make it easier to understand Arabic language and develop it. As agreed, the goal main Study Arabic is develop aspects and skills language, which means to obtain skills language that covers four aspects, namely skills listening, skills speaking, skills reading, and skills write. Fourth aspect This each other related for increase skills Language individual. This is Because Arabic is not only tool for understand what is heard, seen, or read, but also a tool for understand others well in a way oral and written.

Based on Constitution National Education System Number 20 of 2003 Article 40 paragraph 2, teachers and education personnel education are responsible for creating an environment meaningful learning environment, giving role model and maintaining reputation institutions, professions and positions in accordance with the trust given to them. Therefore, in teaching Arabic, creating an environment effective and supportive learning for developing skills Language in a way proportional is things that are not can ignored by teachers and staff education.

Create environment effective learning No can achieved without teacher sensitivity to need student in the learning process teach, good through use method appropriate teaching for the learning process, supporting learning media effort development skills students, and tools other for reach objective learning Arabic.

In the process of learning languages, various problems faced by teachers and students appear. One of the problems faced student in Study Arabic is mastery vocabulary Arabic language that they consider difficult and foreign, and its use in context communication. The main key to speaking in Language is understanding vocabulary and systems Language itself. Basically, vocabulary is one of the element bases in language; vocabulary to form sentences and conversations.

In the process of learning Arabic, students at Madrasah Tsanawiyah Persis 3 Pameungpeuk face various problems and challenges in the classroom, which were found by researchers during the research process. One of the reason problems is background behind education previously from students, level motivation and interest student to Arabic, view negative to Arabic and consider it difficult, and level creativity and innovation in method teacher teaching.

Other factors are incompatibility methods and ways as well as means education used in the learning process teaching is one of the factors others, which causes low interest students in Study Arabic and boredom during learning. In the learning process, the teacher plays role important and responsible answer in designing and implementing the learning process in schools, so that it is expected that teachers can use the right method for reach good and interesting results interest students in the learning process. Solutions for problems This lies in the use of appropriate methods that make it easier for teachers to convey material learning in an effective way.

The Total Physical Response (TPR) method combines physical and verbal commands in the learning process language. Students requested for respond commands given by the teacher with do movement appropriate physical. For example, they Possible requested for standing, sitting, walking, or do other related movements with words or phrase in Arabic. Through ordering the words and movements they use do, students can connect the meaning of words with physical action that they do, which helps increase understanding and remembering vocabulary and sentences in Arabic.

The Total Physical Response method also provides students with a chance to participate actively in the learning process. With involved in physical movement, method This can increase motivation students, reduce boredom, and make the learning process more interesting and interactive. Students can feel involved in a active way in the learning process, which contributes to the improvement of trusting self in use Arabic and encourage them to communicate with believe self.

In addition, the Total Physical Response method strengthens connection between words and movements physique in memory students. Physical movement provides dimensions kinesthetic that helps connect meaning of words with real action, which strengthens the process of remembering and makes it easier to understand. With involvement repetitive in movement physique during the learning process, students can increase connection between words and movements in memory term long they.

Use Total Physical Response method in increase skills speaking and mastery vocabulary in Study Arabic is based on several factor important. First, speaking skills play role base in controlling Arabic, because it allows students to communicate fluently and use grammar and vocabulary with right. Second, vocabulary considered as element base in understand and use language, and its mastery allow student for express their thoughts and ideas with Good.

Third, it is proven that Total Physical Response method is effective in Study Language with involving movement physique as response to Instructions oral, which strengthens connection between words and actions physique in memory students. Fourth, the Total Physical Response method improves participation and motivation for students, because they are involved in an active way in the process of learning and enjoying experience fun and interactive learning.

Finally, the Total Physical Response method is appropriate with approach communicative in Study language, which allows students for connect Arabic with context communication real. Considering factors this, usage Total Physical Response method in Study Arabic can be an effective strategy for increase skills speaking and mastery vocabulary student.

Based on things that have been explained, author do study about use Total Physical Response method in eye lesson Arabic for increase mastery vocabulary and skills speaking. Research This is an experiment that is done by researchers on students' class seven at Madrasah Tsanawiyah Persis 3 Pameungpeuk.

METHOD

Based on approach analysis, research divided becomes two types, namely study qualitative and research quantitative. Research qualitative is research that emphasizes analysis in the reasoning process deductive and inductive as well as analysis dynamics connection between observed phenomena use logic scientific. Research quantitative, on the other hand, uses data in the form of numbers and analyzed use analysis statistics. The approach used in study This is approach quantitative which emphasizes numerical data analysis for knowing connection significant between two variables.

Methods used in study This is quasi- experimental method. In a quasi- experimental design, there are two design mains: (a) design series time (time series design), (b) design group non - equivalent control group design. The design used in the study is quasi- experimental design with design model group non- equivalent control.

Data collected in study consists of from qualitative and quantitative data. Qualitative data obtained through interviews, observations, and documentation. While quantitative data collected through questionnaire. Primary data source is primary data, which in study This covers all student class seven at Madrasah Tsanawiyah Persis 3 Pameungpeuk. Secondary data sources obtained from results interview with head school, Arabic teacher at the same school, and students class seven, and various related books with theory problem study.

The population in study is gathering all over subject study to obtain data. According to Sugiyono, population is a generalization area consisting of an object or subject that has quality and characteristics certain conditions set by researchers for studied and then withdrawn conclusion. Based on definition this, population in study This is all over students at Madrasah Tsanawiyah Persis Pameungpeuk Bandung for year academic year 2023-2024, with a total of 312 students. The sample in study This is student class seven A's, which are class experiment with total 38 students, and class seven B's, which are class control with the number of 38 students at Madrasah Tsanawiyah Persis Pameungpeuk Bandung for year 2023-2024 academic year.

RESULTS AND DISCUSSION
Total Physical Response (TPR) Method

A few experts have given definition regarding the Total Physical Response (TPR) Method as an effective and enjoyable method in Study language, especially moment applied to children age early. This method was first developed by James J. Asher, who successfully applied the method of learning foreign languages to children. Asher explained that give Instructions direct to child cause response physique from child before they respond verbally.

The TPR method is considered as effective method For Study Language foreign for children at the stage beginning education, because method This focuses on activities that involve movement physique directly. According to Larsen and Freeman, TPR is approach interactive using order or Instructions For understand language. Richards and Rodgers explain that TPR is method Study language that combines commands, words and movements with objective teach Language through activity physique.

Ghazali's understanding of TPR presents it as method learning language used verbal instructions with objective allow student show understanding about meaning Instructions the. Temporary that, Zainullah Mithaq defines TPR as method learning language developed by James Asher, a professor psychology at San Jose State University, California.

This method is one of the method teachings applied by teachers in teaching Language foreigner in class. This is one of the method famous and suitable methods for teaching Arabic to

children. However, the use of method This No limited to children small only but also can applied in a way effective in teaching Language For teenagers and adults in various levels and stages.

Richard emphasizes that TPR is method Study language that combines speech and movement body with objective teach Language through activities. TPR emphasizes relationships between commands, words, and movements, which makes the teacher try teaching Language through activity physique.

Dance confirms that in TPR method, comprehension and memory reinforced through movement body student in respond command. Usage form order in Language is effective for influence behavior students and direct their understanding through movement or action. Rashmawati also pointed out that TPR is popular method for introducing related vocabulary with action or movement to children age early.

Fitri explains that use of response strategies physical and motoric own strong foundation Good from aspect practical and theoretical. In general practical, things This practiced by the Prophet in life everyday, such as explain a draft or give clarification about something use movement certain. For example, to explain solidarity with guardian child orphans, the Prophet used signal with merging finger index finger and index finger middle together. From here, we can conclude with clear that using physical and motoric in practice is very helpful and has big impact in to clarify message to recipient.

See a few definitions the TPR method mentioned, can concluded that method This is a very approach easy applied in teaching Language Because involving physical movement. This can reduce difficulties faced student moment Study language, especially moment learn Language foreign like Arabic. In addition, the TPR method can create environmentally positive learning for students, which facilitates the learning process and improves motivation for students in learning target language.

Steps Teaching Total Physical Response Method

The Total Physical Response (TPR) method is very easy and simple in its use for learning language. This method involving element movement and play, which helps reduce the pressure faced student Because the challenges they face face it during study, especially in learn Language foreign. In addition, this method contributes to creating a positive atmosphere for students and facilitates the learning process, which in turn increases motivation and achievement in lessons. Meaning targeted language studied moment do action or movement.

In the teaching and learning process using TPR method, there is a few activities that can be done by teachers and students as alternatives, including:

1. Practice Using Order

    Activity main This done by teachers in class use TPR method. This exercise is very important for show movement and activity physique students. It is expected when students show response, they through movement, they will absorb and understand new vocabulary that they accept.

2. Dialogue or Conversation

    Students can interact and speak during lessons. Through dialogue activities or conversation, students can memorize and understand sentences in real context. For example, when a student requests crying, walking, or opening something, the student will respond with do requested action.

3. Role Playing

    In activities play role this, students give orders to teachers and friends in the same class to do several actions based on the orders they give give. This Activities can designed

as outdoor games room with share student become a few groups and ask every group give order to another group for respond with action.

4. Sequence of Actions

In activities, the teacher gives three sequential orders to students good inside class or outside class in accordance with design teacher and student activities. In the activities this, students Study use targeted language, which enhances understanding they. Activities This called order action or process. That is, in technique This, the teacher tries give orders to students to use sequential orders or sentences. For example: "Open the door, come in to in class, and take your book."

5. Presentation Using an Overhead Projector (OHP) or Liquid Crystal Display (LCD)

The use of OHP or LCD is also interesting to increase motivation for students in the learning process. In the activities this, students requested for read or to pronounce vocabulary displayed on the screen. After that, the teacher asks students to demonstrate vocabulary that has been studied previously in front class. Or the teacher asks students to respond directly after display order written on the screen. This will give bait good return to students when they can respond with Correct.

6. Explanatory Media with Sentence Cards

Asrori and Hasanuddin recommend that card sentence is card used for write One sentence in each card. Sometimes, the cards This designed as following:

a) Front side containing half beginning from A sentence certain.

b) Back side containing half end from another sentence.

Use cards this, students requested for listen friends them so that they can complete it with read part second from other people's sentences and then continue it with part they Alone from sentence said. For basic level, maybe easier use card sentences in which each card containing sentence complete with cards this, student must listen to his friends Then continue sentence based on similarity between words/ expressions at the beginning card them and the beginning card Friend they.

Understanding Mastery Arabic Vocabulary

Vocabulary in the Big Indonesian Dictionary is a collection of words known and owned by a group of people or ethnicity in Language certain. According to Sumargono, vocabulary can be defined as number of words liked by users' language. In Arabic, vocabulary is translated to " mufradat," which refers to the elements important language for mastered by students Language foreign (Arabic) so that they can communicate with fluent use Language the.

One of the modern approaches in Study Language is skills, namely, to form skills and habits speak (form) skills and habits language). Skills Language No Can separated from mastery vocabulary. Vocabulary is an element base in Study Language foreign, including Arabic. There are three main aspects in every language: phonology (sound and pronunciation), lexicon (vocabulary), and grammar (sound structure sentence). When someone start Study Arabic, steps the first thing to do taken is learn vocabulary, because fluency in Arabic no can achieved without mastery vocabulary.

This Approach seems influenced by the flow behaviorism which emphasizes importance habit speak through repetition and practicing language, as well as approaching communicative. However, the main point that can be understood from approach is that Study language, including Arabic, must function; namely use Language as tool communication and expression, not as a unit of analysis grammatical tending philosophical and not realistic.

Therefore, learning vocabulary must direct at use that Arabic language Alone as tool to understand and communicate, both in context development skills receptive (listening and reading) as well as skills productive (speaking and writing). Vocabulary learned Not only for memorized, but must used for understanding text, speaking, or express ideas in a written. Vocabulary is a rich language that must be activated in a way absolute in use Arabic, good in skills receptive and productive.

Understanding Speaking Skills

Speaking is a tool for communicating and conveying ideas that are organized and developed in accordance with the need of speaker and listener. Speaking is activities involving encouragement for speaking, the idea you want to convey delivered, and the system language used as tool for translating encouragement and ideas to in the process of speaking. Activities started with sound and ended with the end interaction and achievement understanding the speaker's ideas.

According to Tarigan, speaking is an ability to pronounce sounds articulation or words for express ideas, thoughts, and feelings. So that the message can be understood clearly to the listener, the speaker must consider several factors. factors the includes:

1. Mastery topic,
2. Mastery Language,
3. Courage and calmness,
4. Ability speaker for convey message with smooth and organize.

In context learning language, usage Language is often called "skills " Speaking." Experts in learning Language agreed that speaking skills consists of four aspects, namely ability listening (skills listening), ability speaking (speaking skills), ability reading (reading skills), and ability writing (writing skills). A few expert Language to argue that skills somebody in speak depending on how far they are control vocabulary in fourth skills speak the.

Skills speak is the ability to pronounce sounds or words with objective convey ideas, opinions, desires and feelings to listener. In more context broad, speaking is the process of using system signs that can heard and seen, which includes use a few muscles and tissues muscle in body man for convey useful ideas fulfil need communication.

Reality improvement Vocabulary and skills mastery Talking using the Total Physical Response Method in lessons Arabic

For know increase values on *the Pre-test and Post-test,* researchers using the N-Gain test with Steps as follows:

a. Collecting mark Exam *Pre-test* and *Post-test* mastery vocabulary
    1) Experimental Class

From the data it is previously known that students who get high N-gain scores totaling 2 students (5%), students who received medium N-gain score totaling 22 students (58%), and students who received low N-gain score totaling 14 students (37%). It is also known that the average N-gain score is 0.36 or 36% (moderate).

    2) Control Class

From the data, it is previously known that students who get high N-gain score totaling 2 students (5%), students who received medium N-gain score totaling 3 students (8%), and students who received low N-gain scores totaling 33 students (87%). It is also known that the average N-gain score is 0.19 or 19% (low).

b. Collecting mark Exam *Pre-test* and *Post-test* Skills Speak
    1) Experimental Class

From the data previously known that students who get high N-gain score totaling 4 students (11%), students who received medium N-gain score totaling 19 students (50%), and students who received low N-gain score totaling 15 students (39%). It is also known that the average N-gain score is 0.38 or 38% (moderate).

2) Control Class

According to the data previously known that students who get marks tall in N-Gain there are 3 students (8%), students who get mark currently is 10 students (26%), and students who get mark low is 25 students (66%). The average N-Gain is 0.28 or 28% (low).

Factors that influence improvement understanding vocabulary and skills speaking to students at Madrasah Tsanawiyyah Persis 3 Pameungpeuk based on interviews conducted by researchers with Arabic teachers and students, researchers know factors that influence understanding vocabulary and skills speaking to students at Madrasah Tsanawiyyah Persis 3 Pameungpeuk along with the problems include:

A. Educational Background

In general general, students at school Intermediate originate from background behind diverse education. Some continue education they from Islamic Elementary School, while others come from from school general or Possible No own background behind education official that focuses on religious studies. The difference very influence ability they adapt with Arabic language studies at the level School Secondary. In addition, schools No set standard special for candidate students, such as ability reading the Qur'an or understanding of Arabic. As a result, in the year academic There is students who do not Can reading the Qur'an or understand Arabic with Good.

Difference background and ability cause challenge special in the learning process. Teachers often face difficulty when teaching class big one who has the level ability different students. In the case of like this is only A little capable students follow learning with good and achieve objective specified learning. On the contrary, many students who have trouble or even No capable understand the material being taught. The situation encourages teachers to look for method management effective classes and ensure all students understand with adequate.

This challenge not only hinders the learning process but also creates confusion for teachers in determined step next. Should they Keep going convey material with risk leave students who do not understand it, or they must look for approach alternatives that can help all students, including those left behind, to follow learning with good? Often teachers find self they is at this dilemma, while trying reach a balance between need diverse students and requirements curriculum.

In facing this problem, teachers need to develop more learning strategies inclusive and responsive. Maybe required approach more individual learning and customization material for cover gap ability between students. In addition, support addition like guidance personal or therapeutic program can become solution for help students who experience difficulties. With appropriate efforts, it is hoped all students can reach adequate understanding in Arabic language studies, although background behind them is different.

B. Curriculum

The curriculum implemented at Persis 3 Pameungpeuk Middle School use combination from Ministry of Religious Affairs curriculum and curriculum Islamic Unity. Approach This aiming for giving education holistic which includes aspects of religious and academic. Religious - based materials are taken from curriculum Islamic Unity, which is the focus is in- depth religious education and formation character students. Through curriculum this, students accept education comprehensive in Islamic sciences, including tafsir, hadith, fiqh, and morals.

For eye lessons generally, schools adopt curriculum from the Ministry of Religious Affairs. Curriculum This covers various eye lesson general taught in schools below supervision of the Ministry of Religious Affairs, such as mathematics, science nature, science social, and Indonesian. In addition, Arabic is taught through the curriculum of the Ministry of Religious Affairs, which aims for help student master Arabic language comprehensively. With merge second curriculum this, it is expected students of Madrasah Tsanawiyyah Persis 3 Pameungpeuk can obtain balanced education between knowledge knowledge general and religious, as well as can develop potential they as good as Possible.

C. Motivation

Student interests towards Arabic very much A little compared to with English learning. Many students see English more interesting and more important in life daily them and in future opportunities them. However, there are a few very good students interested in Arabic. Among them there is something that is very love Arabic because they are considered as one of the talent unique them, and they also enjoy challenges that come with learning rich vocabulary. They feel happy moment hear Arabic, even though seen rather difficult Because distinctive sound and rhythm.

Learning Methods and Media

Learning Arabic becomes more interesting and fun when done with a more relaxed approach and interactive methods like using interesting learning methods and media attention. Arabic lessons are usually known with the tense atmosphere that makes students feel sleepy or even panic. However, with approach to different teaching, atmosphere class become more life. Various types of activities combined for activity participation students, such as discussion groups and presentations. This helps reduce tension and create a learning process that is more dynamic and interesting.

One of the atmospheres that the most enjoyable Arabic learning is the existence of game education and opportunities for state opinion. This interactive approach creates an interesting environment and stimulates learning. Through games and activities creative, students not only learn Arabic online effective, but also enjoyable every session learning. This approach makes students more enthusiastic and interested in learning Arabic, as well as helping them develop communication skills and thinking critically.

E. Language Environment

Problem Application of Language in environment school become issue important. Many students have difficulty in using official and proper language with rule moment communicate, good in the learning process and interacting everyday. Lack of habits using correct and appropriate language cause decline in their ability to understand and convey information in an effective way.

Therefore, to increase the quality of use Language in environment school, the Language Day program will be activated back. This program previously Once stopped but now planned for reactivated with days. The main objective of this program is to push students to use official and proper language with rules in all activity schools. This program also aims to develop good communication habits and improve awareness will importance use correct language. As step beginning, focus main in the Language Day program will be given in Arabic

CONCLUSION

After the researcher do study experimental about use of the Total Physical Response Method in teaching Arabic for increase understanding vocabulary and skills speak students at Madrasah Tsanawiyyah Persis 3 Pameungpeuk, below the results obtained. Before using the Total Physical Response Method in teaching Arabic, reality understanding vocabulary student show level low with the average value is 41. After using the Total Physical Response Method, the reality of understanding vocabulary students shows significant improvement to level currently with an average value of 54. Likewise, the reality speaking skills student before using the Total Physical Response Method shows level currently with the average value was 47, and after use of the Total Physical Response Method, skills speak students increase to level Good with the average value is 66.

The use of the Total Physical Response Method has a positive impact on understanding vocabulary students in class experiment, with score 0.4 which indicates improvement by 36%. In speaking skills, students in class experiments also show significant improvement by 38% with a score of 0.4. As comparison, in class control, understanding vocabulary student only show improvement by 22% with score 0.2, and speaking skills increase by 30% with score 0.3.

From the results, can concluded that Use of the Total Physical Response Method in teaching Arabic is more effective in increase understanding vocabulary and skills speak compared to with method that does not use it (class control).

Factors that influence understanding vocabulary and skills speak student as well as the challenges they face face are covering background behind education diverse students, which influences ability they in adapt with learning Arabic. Students originate from backgrounds behind different education, which affects ability they for adapt with learning Arabic. The curriculum implemented in schools This merge method from the Ministry of Religion and Islamic Unity, including aspect academic and religious. Although thus, interest student to Arabic in general lower compared to with Language English. Interactive teaching methods and environment supportive learning very important for increase participation students and skills Language them. In addition, a special program is needed for increased use Arabic in general sustainable in the environment school use increase competence student in Language the.

AUTHOR CONTRIBUTIONS STATEMENT

The author was solely responsible for the conception, design, and execution of this research. This includes conducting the literature review, data collection, analysis, and interpretation of the findings. The author also prepared the manuscript, including drafting and revising the text for intellectual content. Feedback from peers and advisors was considered in refining the final version of the work, but all decisions regarding the study's direction and conclusions were made independently by the author.

ACKNOWLEDGMENT

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