

THESIS

**A STUDY ON TEACHING VOCABULARY USING TOTAL
PHYSICAL RESPONSE TO THE SEVENTH GRADE OF
JUNIOR HIGH SCHOOL STUDENTS**



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Kupang, 4 Februari 2026



Maria Stefania Supardji

MOTTO

"Be strong and courageous. Do not be afraid, do not be discouraged, for the Lord your God will be with you wherever you go."

(Yosua 1:9)

DEDICATION

This thesis is particularly dedicated to my beloved:

1. Lord Jesus, thank you for your grace, your strength, and your guidance that has led me through every challenge. Without your blessings, I would not be where I am today.
2. My Beloved Father Stefanus Supardji and In loving memory of My Beloved Mother Vinsensia L.D. Klau, who is now happy in heaven, and to Thank you for always praying for and supporting me, for your hard work, because your guidance has made me an independent person. Your love has shaped who I am today.
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Kupang, January 2026

The Writer

Maria Stefania Supardji

ABSTRACT

This research is entitled “A Study on Teaching Vocabulary Using Total Physical Response to the Seventh Grade students of SMPK Rosa Mystica”. The main objectives of this study are: (1) To examine how the Total Physical Response (TPR) method can be implemented to improve students vocabulary mastery. (2) To identify the challenges encountered during the implementation of the TPR method in teaching vocabulary. This study used Classroom Action Research (CAR) as the research design. The participants were the 17 students of the seventh grade students of SMPK Rosa Mystica Kupang in the 2025/2026 academic year, consisting of 17 students. The instruments used in this research were Lesson Plan, Teaching Observation, and Pre-Post Tests. The data were obtained by implementing two cycles of action research, each consisting of planning, acting, observing, and reflecting stages. The results of this study show that the implementation of the Total Physical Response (TPR) method is able to improve students’ vocabulary mastery. The average pre-test score was 58.47, which increased to 82.35 in Post-test Cycle I, and subsequently increased again to 88.59 in Post-test Cycle II. The improvement in test scores indicates that TPR is effective in enhancing students’ vocabulary mastery. The results further show that the use of TPR increased students’ participation, confidence, and engagement during the learning process. Moreover, TPR created a more enjoyable and non-threatening learning atmosphere as students learned new vocabulary through direct physical movements, repetition, and contextualized commands. However there this study also found were several Challenges during the implementation including students less participation due to shyness and low confidence, insufficient or limited vocabulary, active students dominating task and limited time. Based on these findings, it is recommended that English teachers need to apply TPR to support active, meaningful, and enjoyable vocabulary learning.

Keywords: Vocabulary, Total Physical Response (TPR), Classroom Action Research, Junior High School Students

TABLE OF CONTENT

APPROVAL SHEET :	ii
EXAMINATION BOARD	iii
PERNYATAAN ORISINALITAS	iv
MOTTO	v
DEDICATION	vi
ACKNOWLEDGEMENT	vii
ABSTRACT	x
TABLE OF CONTENT	xi
CHAPTER I	1
INTRODUCTION	1
1.1. Background of the Study	1
1.2. Research Problems	5
1.3. Objectives of the Study	5
1.4. Significance of the Study	5
CHAPTER II	7
REVIEW OF RELATED LITERATURE	7
2.1. Theory	7
2.1.1. Vocabulary Mastery	7
2.1.2 Teaching Vocabulary	11
2.1.3 Total Physical Response (TPR)	17
2.1.4 The Role of TPR in Teaching Vocabulary	22
2.1. Review of Previous Studies	25
2.2. Conceptual Framework	28
CHAPTER III	31
RESEARCH METHODOLOGY	31
3.1. Research Design	31

3.2. Participants.....	33
3.3. Research Location.....	33
3.4. Research Instruments.....	34
3.5. Data Collection Procedures.....	37
3.6. Data Analysis Techniques	38
CHAPTER IV.....	40
RESEARCH FINDINGS AND DISCUSSION.....	40
4.1. Research Findings.....	40
4.1.1. Students Demographics	40
4.1.2. Pre-Test.....	41
4.1.3. Cycle I	43
4.1.4. Post Test I	50
4.1.5. Cycle II.....	52
4.1.6. Post Test II.....	59
4.1.7. Comparison of the 3 Tests.	62
4.2. DISCUSSION	64
4.2.1 The Effectiveness of TPR in Improving Vocabulary Mastery	64
4.2.2 Challenges of using TPR in Teaching Vocabulary.....	67
CHAPTER V	71
CONCLUSION AND SUGGESTIONS	71
5.1. Conclusion	71
5.2. Suggestions.....	72
REFERENCES.....	74