

THESIS

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



MARIA STEFANIA SUPARDJI

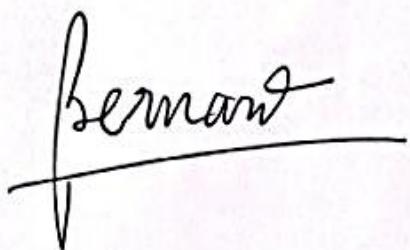
12122030

**ENGLISH EDUCATION STUDY PROGRAM
TEACHER TRAINING AND EDUCATIONAL SCIENCES
FACULTY WIDYA MANDIRA CATHOLIC UNIVERSITY
KUPANG
2025**

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

Approved By :

Advisor 1



Dr. Bernadus Kopong Danibao, SH, M. Ed

NIDN. 0820087301

Advisor 2



Dr. Priscilla M. Assis Hornay S.Pd, MA, M.Ed

NIDN. 0808048601

Acknowledged by

**Head of English Education Study Program
Teacher Training and Educational Sciences Faculty
Widya Mandira Catholic University Kupang**



Dr. Elvis Albertus Bin Toni, S.Pd, MA

NIDN. 0823028101

EXAMINATION BOARD

This Thesis was defended on 26 January 2026

Board Examiners

No	Names	Positions	Signatures
1	Dr. Elvis Albertus Bin Toni, S.Pd, MA NIDN. 0823028101	Chairman	
2	Dr. Priscilla M. A. Hornay, S.Pd, MA, M.Ed NIDN. 0808048601	Secretary	
3	Dr. Madar Aleksius, M,Ed NIDN: 0829076201	Examiner I	
4	Dr. Yohanis Nurak Siwa, S.Pd, M.Pd NIDN: 08130118901	Examiner II	
5	Dr. Bernadus Kopong Danibao, SH, M. Ed NIDN. 0820087301	Examiner III	

Acknowledged By,

Dean FKIP UNWIRA Kupang



Dr. Madar Aleksius, M,Ed

NIDN: 0829076201

Head of English Education Study

Program of FKIP UNWIRA Kupang



Dr. Elvis Albertus Bin Toni, S.Pd, MA

NIDN. 0823028101

PERNYATAAN ORISINALITAS

Yang Bertandatangan di Bawah Ini:

Nama Mahasiswa : Maria Stefania Supardji
No Registrasi : 12122030
Fakultas/Program Studi : Fakultas Keguruan Dan Ilmu Pendidikan/ Pendidikan Bahasa Inggris

Dengan ini menyatakan bahwa skripsi yang berjudul:

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

Adalah benar-benar karya saya sendiri dan apabila di kemudian hari ditemukan unsur-unsur plagiarisme, maka saya bersedia di proses sesuai dengan peraturan perundang-undangan yang berlaku.

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.
3. My sisters, Fatma Supardji and Rantya Supardji, who always love me and support me financially.
4. My older brothers are Embet Supardji and Jo Supardji who has always supported me throughout my journey.

ACKNOWLEDGEMENT

First of all, the author would like to express her deepest gratitude to God Almighty for His blessings and grace, guidance, and strength throughout the process of completing this thesis entitled “A Study of Vocabulary Teaching Using Total Physical Response in Seventh Grade Junior High School Students.”

In addition, the author also realizes that she will not walk and work alone. Because there are many people who, with God's love, have participated and always supported and helped the author in her learning process over the past few years at his beloved campus, so that the author can do and write this thesis.

Without their presence and role, this scientific writing might not have been realized as planned. With all due respect, the author would like to thank the following people who have helped and contributed their time and ideas throughout the process of writing this thesis.

1. P. Dr. Stefanus Lio, SVD.,S.Fil.,MA the Rector of Widya Mandira Catholic University Kupang, who supervises the faculty including English study Program where the writer studies and gets the Sarjana Degree in English language Education.
2. Dr. Madar Aleksius, M,Ed, the Dean of the Teacher Training and Educational Sciences Faculty of Widya Mandira Catholic University, who has provided all administrative affairs so that this study could be completed.
3. Dr. Elvis Albertus Bin Toni, S.Pd., MA, the Head of English Education Study Program Teacher Training and Educational Sciences Faculty, who wisely manages the facultyand handles all the administrative affairs for this thesis.
4. Dr. Bernadus K. Danibao, SH., M.Ed as the first advisor, and Dr. Priscilla M. Assis Hornay, S.Pd, MA, M.Ed as the second advisor, are both very important to the writer. For their valuable time, in depth guidance, and patience in guiding the writer in preparing the proposal, conducting research, and writing this thesis so that it could be successfully completed.

5. Dr. Madar Aleksius, M.Ed as Examiner I, and Dr. Yohanis Nurak Siwa, S.Pd.,M.Pd. as Examiner II, for their critical feedback and suggestions that have significantly improved the quality of this thesis.
6. All lecturers of the English Education Study Program, Faculty of Education and Educational Sciences, Widya Mandira Catholic University, who have provided the writer with a wide range of knowledge and education as well as information both personally and in class.
7. The Principal of SMPK Rosa Mystica Kupang, who has given permission, support, and trust to the writer to conduct research and learning at SMPK Rosa Mystica Kupang.
8. Seventh-grade students at SMPK Rosa Mystica who have been willing to actively participate and cooperate in assisting with the research until its completion.
9. My beloved parents, My father Stefanus Supardji and In loving memory of My Beloved Mother Vinsensia L.D. Klau, who have given unconditional love and affection, unlimited support, sacrifice, and prayers, and have always motivated and fulfilled the author's financial needs, as well as their presence and encouragement, have shaped me into who I am today.
10. My beloved siblings, Embet Supardji, Rantya Supardji, Fatma Supardji, and Jo Supardji, who have been understanding and provided for my financial needs during my studies, as well as giving me their support. And thank you to my brother and sister-in-law and all my dear family in Tanah Merah.
11. To my beloved partner, Carlo Ruis, thank you for always being there for me, listening to my complaints, motivating me, and helping me when I needed it most. Your patience and support have been a source of strength throughout this journey. I truly appreciate everything you have done for me.
12. All my dear friends who always support me, Betty, Putry, Angel, Claudia, Yana, Nona, Filo, and Lory, Gomez, Juan, Yongki, Rein, Wall. And the Girls Strong, Sella, Yuni, Erlin, Manisa, Lyta, Tasya, Virgin, and Viany. And my closest and best cousins, Zita and Isna.

13. All my best friends Tinfiniti from the class of 2022 in the English Study Program, Faculty of Education and Educational Sciences, Widya Mandira Catholic University, Kupang, who have provided support, assistance, and motivation, and were willing to collaborate with the author.

Finally, the researcher realizes that this thesis is still far from perfect, there might still have many mistakes and lacks somewhere in regarding to the content, grammatical and technical aspect. So any helpful criticism, comments, and suggestions are greatly appreciated.

May the God Almighty bless them all.

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