

ABSTRACT

THE USE OF *TOTAL PHYSICAL RESPONSE* METHOD IN TEACHING VOCABULARY TO JUNIOR HIGH SCHOOL STUDENTS

By

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The objective of this research is to determine whether there is a significant improvement in students' vocabulary achievement after being taught using the Total Physical Response (TPR) method. This study employed a quantitative approach with a one-group pre-test post-test design. The population consisted of first-grade junior high school students in Bandar Lampung in the first semester of the 2024/2025 academic year. One class, was selected as the sample, comprising 30 students. Data were collected through pre-tests and post-tests in the form of written assessments. The data were analysed using Paired Sample T-test, with significance less than 0.05. The results indicate a significant improvement in students' vocabulary achievement, as evidenced by an increase in the average pre-test score (68.52) to the post-test score (80.97). These findings suggest that the *Total Physical Response* method effectively improves students' vocabulary achievement. Furthermore, this study highlights that TPR can be utilized not only to develop listening skills but also to improve students' verb vocabulary in writing. Therefore, it can be concluded that the *Total Physical Response* method is an effective method for improving students' vocabulary achievement.

Keywords: *Total Physical Response* Method, Vocabulary, Junior High School Students