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

(An Undergraduate Thesis)

By

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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

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SAL SABRINA SAMUDERA PUTRI SOPIAN

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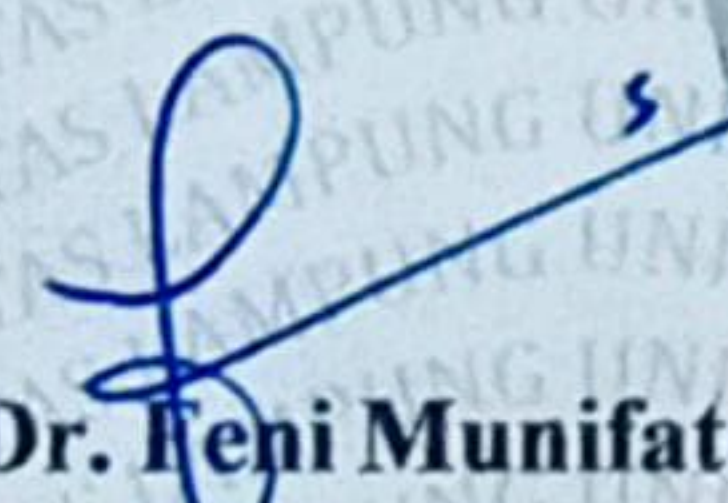
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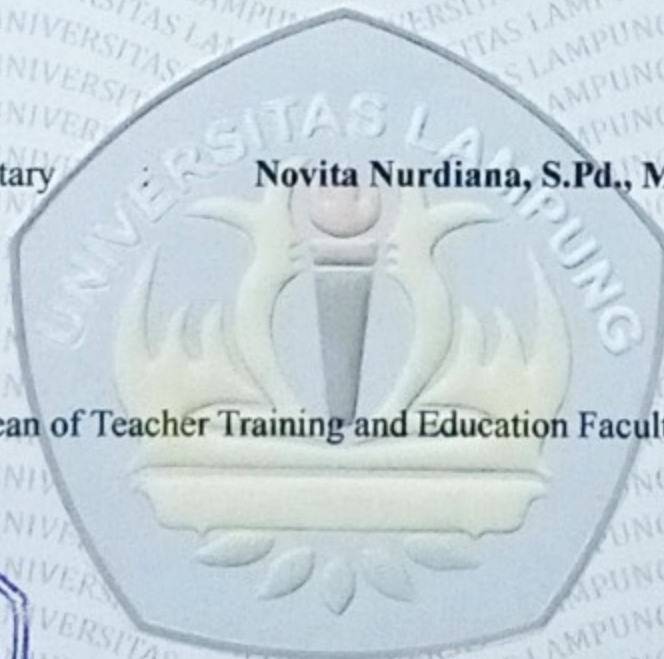
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Menyatakan bahwa skripsi ini adalah hasil karya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Bandar Lampung, 20 Januari 2025

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CURRICULUM VITAE

Salsabrina Samudera Putri Sopian was born on June 30th, 2003, in Bandar Lampung. She is the eldest of five children of Yayan Sopian and Sudarti.

She graduated from SDN 5 Penengahan Elementary School in 2014. She continued her studies at SMP Al-Azhar 3 Bandar Lampung and graduated in 2017. After that, she pursued her education at SMK Farmasi Kesuma Bangsa and successfully graduated from high school in 2020.

In 2021, she was accepted into the English Education Study Program of the Teacher Training and Education Faculty at Lampung University through the SBMPTN program. She accomplished her KKN in Desa Mandah, Natar, Lampung Selatan, and completed her teaching practice at SMKN 1 Natar.

She has been an active member of KMNU Unila since 2021. In 2023, she served as the Deputy General Secretary, and in 2024, she continued her role as the Deputy Secretary of the Da'wah Studies Department (*Departemen Kajian Dakwah*) of KMNU Unila. Additionally, in 2022, she was an active member of the Religion Division in the SEEDS organization of FKIP Unila. In early 2023, she represented KMNU Unila in the National Conference (*Musyawarah Nasional*) held in Ponorogo.

Aside from her academic and organizational activities, she has also been working as a private English tutor at a tutoring centre in Bandar Lampung, where she helps students improve their English skills.

MOTTO

"Every person has their own timeline."

DEDICATIONS

The script is proudly dedicated to:

My beloved parents – Yayan Sopian and Sudarti

My dearest siblings – OUUNE

My Almamater – English Education Department, University of Lampung

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The researcher understands that this thesis may not be perfect and might have some weaknesses. Therefore, she is open to any feedback and suggestions. She hopes this undergraduate thesis can contribute positively to education or be useful for future research.

Bandar Lampung, 20 Januari 2025

The Researcher,

Salsabrina Samudera P. S.

TABLE OF CONTENTS

LIST OF APPENDICES

LIST OF TABLES

I. INTRODUCTION

In order to introduce this research, this chapter explains the background, research question, objective of the research, uses of the research, scope of the research, and definition of the research.

1.1 Background

Vocabulary is one of the important aspects of learning English. Without mastering English vocabulary, we cannot easily improve the fourth English skills such as Listening, Reading, Speaking, and Writing. One of the important aspects of language learning is vocabulary. We must grasp this since understanding a language necessitates learning its vocabulary gradually. One of the examples is when we are reading, we naturally want to know what the major point is. According to Susanto (2017) Having a strong vocabulary helps us express ourselves and comprehend others' ideas. As a result, knowing vocabulary must be acquired initially in order for us to learn English more easily, not only in reading skills but also in other English skills. Therefore, employing efficient English teaching methods can help students improve their skills and learn better.

There are many methods of teaching English vocabulary. One of the famous methods is Total Physical Response (TPR). Asher established TPR as one of his English teaching approaches and methodologies. It has been used for about thirty years. This strategy focuses on encouraging students to listen to and respond to their teachers' spoken target language orders. TPR, in other words, is a language education method centred on the synchronization of voice and motion; it aims to teach language through physical activity, Widodo (2005). According to Ye (2011)

TPR is a teaching method that can combine the meaning of adjectives with actions, pictures, and objects.

Some of the previous researchers show that the use of Total Physical Response can improve the student's vocabulary. Fadiana et al. (2020), Farisatma (2023) State that the Total Physical Response effectively improves students' vocabulary mastery. This is supported by the increase in the mean score from the pre-test to the post-test. Hounhanou (2020), Ummah (2016), Supriyatin and Argawati (2021) Conclude that Total Physical Response is an effective method for teaching English to beginners and young children because it actively involves them in classroom activities and effectively introduces new vocabulary.

Supriyatin and Argawati (2021) States the students look enthusiastic during the learning process because they used Total Physical Response in teaching vocabulary. Nuraeni (2019) States that the Total Physical Response (TPR) approach to teaching also works well. It is evident in the student's capacity to define word meanings that are appropriate for the context. Students can also follow the teacher's instructions. This may be seen from students' interactions in a more active-communicative learning environment, as they will have a more enjoyable learning experience and will be more likely to understand the learning materials provided by the teacher.

Mariyam and Musfiroh (2019) Their research about improving English vocabulary acquisition of 5-6-year-old children shows that the activities in applying TPR provide meaningful learning for the children and are effective in inspiring them to learn English. From the explanation above, the researcher concludes that total physical response can improve the students' ability in vocabulary, and it is an appropriate method for teaching vocabulary.

From the previous research above, the Total Physical Response method has been shown to improve students' vocabularies and also improve their motivation in learning English vocabulary. The use of Total Physical Response makes the students not easily bored during the learning process and actively participate in it. However, most previous researchers have focused on learning in primary schools.

For that reason, the present researcher wanted to use the Total Physical Response method in teaching vocabulary acquisition at junior high school and whether it is still possible to use the Total Physical Response method to teach vocabulary in the first grade of junior high school in order to improve their vocabulary.

1.2 Research Question

Based on the explanation in the background above. The researcher presents the study's research question as follows:

Is there any significant improvement in the first-grade junior high school student's vocabulary achievement after taught by using Total Physical Response method?

1.3 Objective of the Research

This study aims to investigate whether there is significant improvement or not of the first grade in junior high school students' vocabulary achievement after taught by using Total Physical Response method.

1.4 Uses of the Research

The findings of the study are expected to be beneficial both theoretically and practically for the teacher and the students:

1. Theoretically, the result of this research can be used to support the previous theories about teaching vocabulary using the total physical response method.

2. Practically, the result of this research can be used by English teachers as an alternative teaching method that can be applied to junior high school students in learning vocabulary.

1.5 Scope of the Research

This research focuses on examining the use of the total physical response method in teaching vocabulary. There are many ways to teach vocabulary, and one of them is teaching vocabulary using mime, expressions, and gestures. The total physical response method uses body movements that can activate students' interest and desire to learn. It makes the researcher interested in using TPR to teach vocabulary to junior high school students. Quantitative research was used to obtain the data. This research was conducted on first-grade junior high school students at SMP Al-Azhar 3 Bandar Lampung. The researcher used descriptive text with daily activity as the material.

1.6 Definitions of the Research

1. Total Physical Response

According to Widodo (2005) The TPR method focuses on encouraging students to listen and respond to spoken target language orders from their teacher. TPR is a language education method that emphasizes coordination of voice and action. It teaches language via physical activity.

2. Vocabulary

According to Hatch and Brown (1995) Vocabulary refers to a list or set of words for a particular language or a list or set of words that individual speakers of a language might use.

All above are this chapter has been discussed, including background, research question, objectives, uses, scope of the research and definition of the research.

II. LITERATURE REVIEW

This chapter reviews the theories that support the research. It consists of vocabulary, the teaching of vocabulary, aspect of vocabulary, total physical response, total physical response as a method in teaching vocabulary, total physical response in teaching vocabulary, procedure, advantages and disadvantages of total physical response, theoretical assumption, and hypothesis.

2.1 Vocabulary

Vocabulary refers to a list or set of words for a particular language or a list or set of words that individual speakers of a language might use. (Hatch & Brown, 1995). It is one of the important aspects of learning English. Ye (2011) States that vocabulary plays an important role in English acquisition, especially for young children. Muhammad et al. (2021) States that mastering English vocabulary will enable students to understand and respond the communication in English. According to Asyiah (2017) Mastering vocabulary will greatly assist students in mastering English's four primary skills, which are listening, speaking, reading, and writing. As stated by Susanto (2017) Having a strong vocabulary helps us express ourselves and comprehend others' ideas. Based on the explanation above, we can conclude that vocabulary is important to mastering English.

2.2 Teaching Vocabulary in Writing Skills

According to Somantri et al. (2020), Learning vocabulary is very important for students because it can help them students to be easier to make and write a sentence for communication. An understanding of vocabulary is crucial when writing. Students cannot write effectively if they do not increase their vocabulary. Therefore, as teachers, we are required to provide students with more understanding of

vocabulary in English learning to achieve the desired goals, one of which is ease when writing.

According to Çiftçi and Üster (2009) Teaching language in context and illustrating its usage and function is more beneficial than simply offering dictionary definitions. Susanto (2017) States that teaching and learning a new vocabulary in a different language is difficult. Teachers should be careful about teaching vocabulary that is new and different from the student's native language. Therefore, teachers must devise an efficient method of teaching vocabulary so that students are not bored and stay engaged while learning.

1. Teaching vocabulary using objects

When the vocabulary consists of concrete nouns, objects might be utilized to demonstrate meaning. Introducing a new term by displaying the actual thing frequently aids learners in memorizing the word through visuals. Objects from the classroom or items brought in can be utilized.

2. Teaching vocabulary by drilling, spelling, and active involvement

Drilling is a technique used in English language instruction to assist pupils in remembering and practicing vocabulary, grammar, and sentence structures. Students repeat words, phrases, or sentences after a model, such as a teacher or a recording, to improve pronunciation, fluency, and comprehension. This strategy also incorporates personalizing, which is when learners use the word in a context or sentence that is relevant to their lives. Drilling is essential because learners need to speak the word to themselves as they learn it to recall the words from memory.

3. Teaching vocabulary using drawing and picture

Using visuals to teach vocabulary connects students' past knowledge to a new story and helps them learn new words. There is a wide range of vocabulary that can be introduced through illustrations or visuals. They are a fantastic way to clarify the meaning of unfamiliar terms. They should be employed as frequently as possible. Posters, flashcards, wall charts, magazine illustrations, board drawings, stick figures, and photographs are among the images included. Images for vocabulary

instruction originate from a variety of sources. Visual accompaniment assists learners in understanding the meaning and makes the term more memorable.

4. Teaching vocabulary using mime, expressions, and gestures

Teaching gestures may also be useful in the memorizing process of students. Indeed, many second language teachers who employ gestures as a teaching approach claim that they aid students in memorizing the second language lexicon. Many of them have found that when the teacher makes the gesture linked with the lexical item throughout instruction, students may quickly retrieve the word. Others have observed students (particularly young ones) voluntarily repeating the motion when uttering the word.

5. Teaching vocabulary through guessing from context

To trigger guessing in a written or spoken text, four factors must be present: the reader, the text, unknown words, and clues in the text, as well as some knowledge about guessing. The learner's ability to predict may be hampered if one of these aspects is missing. Furthermore, this strategy encourages students to take risks and estimate as many interpretations of words as they can. This will help children develop self-confidence so that they can figure out the meanings of words on their own.

Based on the explanation above, there are many ways in teaching vocabulary. There are teaching vocabulary using objects, teaching vocabulary by drilling, spelling, and active involvement, teaching vocabulary using drawing and picture, teaching vocabulary using mime, expressions and gestures, teaching vocabulary through guessing from context. In conclusion, as a teacher we can choose the appropriate way to teach vocabulary.

2.3 Aspect of Vocabulary

Aspect refers to an element or feature of the vocabulary. To master vocabulary, students should understand every aspect of it. In learning vocabulary, there are some vocabulary aspects that the teacher should convey to the students. According to Nation and Nation (2001) Vocabulary has several aspects, including meaning, form, and use. Students must grasp all parts of the language to speak effectively in English.

1. Meaning

   Meaning covers the interaction of form and meaning, in other words, the concept and the stuff to which it refers, as well as the associations that emerge when individuals think of a given phrase or expression.

2. Form

   A word's form includes its pronunciation, spelling, and any component elements (e.g., prefix, root, and suffix). Understanding a word's spelling requires knowledge of its appearance, written form, and spelling conventions.

3. Use

   This aspect involves understanding how to use words in different contexts, including collocations, registers, and frequency.

From the explanation above we can conclude that vocabulary has several aspects, there are meaning, spelling, pronunciation, word classes, and word use.

2.4 Types of Vocabulary

According to Celce-Murcia and Olshtain (2000), vocabulary can be divided into two main categories: function words and content words.

1.   Function word

Function words belong to closed word classes, which means that their list of items is fixed and that they hardly ever change by adding new words or removing old ones. These consist of determiners, prepositions, auxiliary verbs, and pronouns.

Their grammatical function, structural shape, and distinguishable linguistic traits serve as the basis for their classification.

2.   Content word

Open word classes, which welcome new words and eliminate outmoded ones, include content words. Four categories can be used to further categorize content words: Nouns: Represent people, places, things, or ideas. Verbs: Indicate actions or states of being. Adjectives: Modify or describe nouns or pronouns. Adverbs: Modify verbs, adjectives, or other adverbs.

From the explanation above, the researcher only focuses on one of the content words in the vocabulary, which is a verb.

2.5 Verb

According to Cambridge Dictionary, defines a verb as a word or group of words that refers to an action, state, or experience. Hatch and Brown (1995) also state that verbs are words that denote action. The ability to use verbs correctly allows students to create coherent and grammatically accurate sentences, which is fundamental in both academic and creative writing. Without a solid understanding of verbs, students may struggle to form sentences that accurately express their thoughts and ideas. This could lead to confusion or misinterpretation of their intended message.

Considering the limited time available for instruction and the need to prioritize key language components, this study focuses exclusively on teaching verbs. While nouns, adverbs, and adjectives are also important, verbs hold a more critical position in the hierarchy of sentence construction. By mastering verbs, students can achieve greater clarity and precision in their writing, which serves as the foundation for further development of their language skills. In addition, the learning material addressed in this study is writing description texts about daily activities where the

text contains daily activities and physical activities. Therefore, the selection of vocabulary teaching, especially verbs, was chosen in this study.

As state in Royani and Sadiah (2019) Writing requires hard thinking to formulate ideas into a word, words into sentences, and sentences into paragraphs at the same time with good grammar. Therefore, writing requires good vocabulary ability to support the content of writing. One of them is verbs. Verbs are a fundamental component of writing skills, as they provide the structure and meaning necessary for constructing clear and coherent sentences. The ability to use verbs accurately is essential for expressing actions, ideas, and states effectively, which is crucial in both academic and creative writing. Without a strong grasp of verbs, students may struggle to formulate sentences that convey their thoughts accurately, leading to miscommunication and a lack of clarity.

Recognizing this importance, the researcher conducted this study to improve students' vocabulary achievement with a specific focus on verbs. To achieve this, the Total Physical Response (TPR) method was employed, as it integrates physical actions with language learning, making it engaging and effective in helping students internalize verb usage. By concentrating on verbs through the TPR method, the study aims to improve students' vocabulary achievement in writing skills.

2.6 Concept of Flashcard
Flashcards are one of the learning media to teach English vocabulary. According to Komachali and Khodareza (2012), a flashcard is a cardboard consisting of a word, a sentence, or a simple picture on it. Based on Thoriq and Kurniawan (2021), flashcards as the media could help students improve their vocabulary it's because using flashcards as a learning medium makes students brave and not ashamed to appear in front of the class. Putu and Agung (2021) show that students' understanding and skills of English vocabulary can be improved through the use of flashcard strategies, and flashcard learning was very effective in developing

students' understanding and vocabulary skills. Atmaja and Sonia (2020) concluded that the students were happy and enjoyed the learning process by using flashcards. The flashcards were very helpful to improve the student's vocabulary, and it was proven by the increase of the student's score. It can be concluded that flashcards are media that can help students in learning vocabulary. Through colorful pictures and words could ease them to memorize each English vocabulary.

According to Khusniyati et al. (2020) Introducing stimulation for English vocabulary by using flashcard media produced student's responses such as pronouncing the word, recognizing the letter of the word, and understanding the meaning of the word. As explained in teaching vocabulary, one way to teach is by using drawings and pictures, where flashcards are one part of it. Therefore, the use of flashcards in this study is used to be a medium in the use of the TPR method.

2.7 Total Physical Response Method

According to Asher (1969) The strategy of the total physical response is to have the students listen to a command in a foreign language and immediately obey with a physical action. Setiyadi (2020) TPR is predicated on the idea that our brain has a biological program for learning any language. As stated by Widodo (2005) In TPR, teachers are in charge of issuing commands and monitoring the actions of the students. Larsen-Freeman (2000) States that TPR is a language education method that emphasizes the coordination of sound and action. On the contrary, learners mimic the teacher's verbal and nonverbal models.

The initial part of the teaching-learning process is modelling. Within this instance, a teacher issues directions to students and subsequently takes action on them. In the subsequent phase, learners demonstrate their understanding of the orders by doing them on their own; the teacher watches the learners' actions. Above all, interaction between a teacher and students is represented by the teacher speaking and students responding nonverbally.

According to Richards and Rodgers (2014) There is a set of principles of TPR:

- Second language learning is parallel to first language learning and should reflect the same naturalistic processes;

- Listening should develop before speaking, so understanding of the language comes first, then speaking;

- Children respond physically to spoken language, their response is nonverbal at first;

- Once listening comprehension has been developed, speech develops naturally and effortlessly out of it;

- Delaying speech reduces stress, and learning must be fun and stress-free;

- The spoken language is emphasized over written language;

- The vocabulary and grammatical structures are emphasized over other language areas;

- Students are expected to make errors when they first begin speaking. Teachers should be tolerant of them. Work on the fine details of the language should be postponed until students have become somewhat proficient;

- Students should not be made to memorize fixed routines. Students must develop flexibility in understanding novel combinations of target language chunks

From the explanation above, total physical response is a learning method that emphasizes movement as the primary mode of instruction. This can help teachers and students form positive relationships in the classroom since they will be participating in interactions that need active participation to attain the intended learning objectives.

2.8 Total Physical Response as a Method in Teaching Vocabulary
The use of methods in teaching English is important. The use of appropriate methods would help the teacher to attract students' attention. The students are

sometimes less motivated to learn English because they do not understand the subject well. The conditions, such as the atmosphere in class, also influence the students' interest in learning English. Therefore, we need a good method of teaching English, especially vocabulary.

Total physical response is a language education method centered on the synchronization of voice and motion. This teaching method emphasizes both the role of the students as active learners and the teacher as the source of the material. Students' interest in learning is increased when they use physical movement while they are learning. Xie (2021) States that TPR is useful for teaching English to young learners because it can effectively arouse students' enthusiasm, evoke students' interest, reduce affective filter, enhance motivation, and build up confidence to learn English. According to Supriyatin and Argawati (2021) They state that the students look enthusiastic during the learning process with the total physical response method. Ha and Hue (2020) Revealed that the YLs had positive attitudes toward the use of TPR in vocabulary teaching and learning. Based on Afrianti and Rustipa (2023) The use of Total Physical Response (TPR) to teach English vocabulary in class can increase students' motivation to learn.

In conclusion, the use of appropriate methods can increase students' enthusiasm for learning, and the use of total physical response is one method that can help teachers in its application in teaching English vocabulary.

2.9 Total Physical Response in Teaching Vocabulary for Writing Skill

Learning vocabulary is an essential part of learning a language. The more words students know, the better they will be able to understand what they hear and read, and the better they will be able to express themselves, whether speaking or writing. Teacher plays a crucial role in an effective learning process, but students must also engage in the learning process. This is because students will obtain more knowledge and experience if they participate in the continuing environment.

Sari et al. (2021) Conducted research that aims to improve present continuous tense in writing to the fifth-year students of Elementary School using the Total Physical Response (TPR) method and to identify the advantages of using the TPR method in teaching foreign language. The analysis of the data showed that there was a significant difference in students' achievement. They said that the main factor affecting this improvement was students' interest in the teaching-learning process through TPR.

Nuraeni (2019) States that The Total Physical Response (TPR) approach to teaching also works well. It is evident in the student's capacity to define word meanings that are appropriate for the context. Students can also follow the teacher's instructions. This may be seen from students' interactions in a more active-communicative learning environment, as they will have a more enjoyable learning experience and will be more likely to understand the learning materials provided by the teacher. Hounhanou (2020) In his research, he concluded that TPR is helpful with beginners because it includes them actively in classroom activities; it can also be effective in introducing English vocabulary.

Farisatma (2023) Conducted research that aims to find out the extent to which the TPR method contributes to students' mastery of vocabulary at SDN 1 Bonebone Baubau. The quantitative method is implemented in this research by using a quasi-experimental design. The population used to conduct the research is forty-two students and divided into experimental and control group. It is proved that the experimental group that has been taught by the TPR method had better performance than the control group. The result of this research indicated that the TPR method contributed to the student's vocabulary mastery.

Another research conducted by Ha and Hue (2020). The objective of this research is to investigate the effect of the Total Physical Response (TPR) method on

vocabulary retention and explore the young learners' attitudes toward it. The population of this research is sixty-two English young learners (YLs) at Vie Uc English Centre (VUC) in Bien Hoa City, where quantitative and qualitative data was obtained through three instruments, namely pre-test, post-test, and interview. This research revealed that TPR affected the YLs' vocabulary knowledge through an increase in their vocabulary retention after they underwent the treatment. Similarly, the research revealed that the YLs had positive attitudes toward the use of TPR in vocabulary teaching and learning.

The research conducted by Saputra and Sahid (2023). The goal of the research is to investigate the students' perception of using the TPR method on the effectiveness of studying English vocabulary and to what extent the TPR method improves students' English vocabulary. The quantitative data is obtained by conducting the pre-test and post-test activity one and post-test activity 2. The qualitative data was to support the quantitative data. The population of this research was 17 students separated into a controlled class, nine, and an experimental class, eight, and the researcher took all students as the respondents. The research shows that the Total Physical Response (TPR) method is very effective in helping students enhance their English vocabulary. They say using the TPR method is more entertaining and interesting.

A similar research was also conducted by Zulfa et al. (2023) after using the TPR method at SDN 3 Bandengan, the students easily understood in learning English because the teacher applied an enjoyable learning environment. Fadiana et al. (2020) state that the Total Physical Response effectively improves students' vocabulary mastery. This is supported by the increase in the mean score from the pre-test to the post-test. According to Mariyam and Musfiroh (2019), their research on improving English vocabulary acquisition among 5-6-years-old children shows that the activities applying TPR provide meaningful learning for the children and are effective in inspiring them to learn English. As the theories above, the researcher

concludes that total physical response can improve the students' ability in vocabulary, and it is an appropriate method for teaching vocabulary.

From the previous research above, the Total Physical Response method has been shown to improve students' vocabularies and also improve their motivation in learning English vocabulary. However, most researchers have focused on learning in primary schools. Because of that reason, the researchers want to use the Total Physical Response method in teaching verb category in vocabulary acquisition at junior high school. It is still possible to use Total Physical Response to teach verbs at junior high school to improve their English vocabulary.

2.10 Procedure of Total Physical Response in Teaching Vocabulary

According to Asher (1977) Here is the procedure of TPR:

1. Review: This is a fast-moving warm-up in which individual students are moved with commands

2. New commands: The instructor gives the student a command in the form of new vocabulary.

3. Role reversal: Students readily volunteered to utter commands that manipulated the behaviour of the instructor and other students

4. Reading and writing: The instructor writes on the board each new vocabulary item and sentence to illustrate the item. Then, she speaks each item and acts out the sentence. The students listened as she read the material and copied the information in their notebooks.

The steps of teaching vocabulary by applying TPR are as follows:

1. Pre-teaching

The teacher prepares a list of vocabulary terms or verbs to be taught in the class. Flashcards are created with the word on one side and a picture or action on the other side.

2. Teacher Demonstration

The teacher holds up the flashcard and demonstrates the action associated with the word. For example, if the word is "run," the teacher will run in place while holding up the flashcard.

3. Student Practice

The teacher asks students to practice the action while holding up the flashcard. Students mimic the action demonstrated by the teacher.

4. Student Participation

Students are given the flashcards and asked to demonstrate the action themselves. The teacher circulates the room to ensure students are performing the actions correctly.

5. Writing

The teacher writes the word on the board so students can see how it is written.

2.11 Advantages and Disadvantages of Total Physical Response in Teaching Vocabulary

According to Widodo (2005) TPR has its advantages and disadvantages. Here are the advantages of the TPR method:

1. It is quite enjoyable. The strategy is fun for the students and may get the class moving.

2. It is incredibly memorable; it quickens the tempo and atmosphere. It does help students to understand words or words;

3. It supports kinaesthetic learners who must participate actively in the class;

4. It can be applied to both big and small classes. It doesn't matter in this instance, regardless of the number of students you have, as long as you're willing to accept that if you lead, the students will follow.

5. Classes with diverse abilities benefit from using it. The physical representations successfully convey the meaning, enabling all students to understand and use the target language;

6. The TPR does not require extensive preparation or materials. In this aspect, getting ready won't take much time if you are proficient in what you want to practice (a practice run prior can assist);

7. It works well with teenagers and younger students;
8. It involves both left- and right-brained learning;

Not only does it have advantages, but TPR also has disadvantages. Here are the disadvantages of the TPR method:

1. It could embarrass students who aren't used to such situations.
2. It is not flexibly used to teach everything.
3. It is only suitable for beginner levels.
4. If the instructor utilizes it continuously without interjecting other activities that aid in teaching the target language, it may become ineffective.

Based on the theories above, TPR has advantages and disadvantages. It means that we can choose the appropriate way to teach the students using this method. We have to know students' needs to make sure they can achieve the objective of the lesson.

2.12 Theoretical Assumption

Vocabulary is one of the most important things in learning English because speaking, listening, reading, and writing require sufficient knowledge of vocabulary to facilitate its application. Hence, the appropriate learning method is needed to improve students' vocabulary skills at school. Based on the theory above, Total Physical Response is one of the learning methods that can be used in learning vocabulary because in this method, not only is the teacher the centre of attention, but students also take part during the learning process it's because the Total Physical Response method is felt to build a fun and not boring classroom atmosphere that makes students interested and excited to learn. A good classroom atmosphere can help students learn and, of course, achieve the intended skills, one of which is in learning English vocabulary.

Therefore, based on the theories, it can be assumed that Total Physical Response can be used to improve students' vocabulary achievement.

2.13 Hypothesis

Based on the previous explanation, the hypothesis of this research is:

H^0: There is no significant improvement in the student's vocabulary achievement after the students are taught by using the Total Physical Response method.

H^1: There is a significant improvement in the student's vocabulary achievement after the students are taught by using the Total Physical Response method.

This chapter already explains the theories that support the research. It consists of vocabulary, teaching of vocabulary, aspect of vocabulary, total physical response, total physical response as a method in teaching vocabulary, total physical response in teaching vocabulary, procedure, advantages and disadvantages of total physical response, theoretical assumption, and hypothesis.

III. METHODS

This chapter discusses research design, variables, data source, instrument, data collection, data analysis, data treatment, and hypothesis testing.

3.1 Design

The researcher conducted a quantitative study with the group pretest-post-test approach described by Setiyadi (2018). This design aims to respond to the research question: is there any significant improvement in the first-grade of junior high school student's vocabulary achievement after being taught by using the Total Physical Response method? The students were given a pretest before the treatment and a post-test after the treatment in this research. The research design is as follows:

$$T1 \ X \ T2$$

T1 refers to the pretest given before the researcher teaches using the total physical response method to measure the student's achievement before they are given the treatment.

X refers to the treatment given by the researcher using the total physical response method to improve students' vocabulary achievement.

T2 refers to the post-test that is given after implementing the use of the total physical response method and to measure how far the students improve after they get the treatment.

3.2 Variables

According to Setiyadi (2018) Variables are nouns that represent variations within a class of things, such as gender, achievement, motivation, behaviour, and environment. There are two types of variables: independent (X) and dependent (Y). In this research, the variables are described as follows:

1. The independent variable is the Total Physical Response method (X), a variable that can affect the dependent variable and give the effect to the students' output.
2. The dependent variable is students' vocabulary achievement (Y), it can be measured by looking into whether or not independent variables have an impact.

3.3 Data Source

Setiyadi (2018) Defines the population of the research as all the individuals targeted in the research, while a sample of the research is a group of individuals who represent all individuals who are part of the target group.

The population of this research was the students of first grade at SMP Al-Azhar 3 Bandar Lampung. The sample was VII D, with 30 students. The experimental class had a pre-test, a post-test, and treatments.

3.4 Instrument

The instrument used in this research was a vocabulary test in the context of writing. The test was given twice, namely, pre-test and post-test. Initially, students were given the pre-test to evaluate their prior vocabulary. Students were given a post-test to see how well they had performed in vocabulary achievement after taught by using Total Physical Response method. There are 10 essay questions on this test.

3.5 Scoring System

In this study, the researcher measured the result of students' vocabulary achievement in writing skill with the scoring criteria proposed by Jacobs (1981) by only using vocabulary aspects in assessing pre-test and post-test.

Table 3. 1. Scoring System

Vocabulary	20-18 100-85	Excellent to Very Good	Sophisticated range, effective word choice, appropriate register
	17-14 77-54	Good to Average	Adequate range, occasional error of word or idiom form but meaning not obscured
	13-10 46-23	Fair to Poor	Limited range. Frequent errors, meaning confused
	9-7 15-0	Very Poor	Essentially translation, little knowledge of vocabulary, idiom, and word form

3.6 The Report of Implementation

The researcher conducted the research in class VII D of the first grade of SMP Al-Azhar 3 Bandar Lampung from November 5 to November 19, 2024. This research was conducted every Tuesday and Friday of the week. The class consisted of 30 students. in this research, the class was schedule at 10 – 11.15 pm. on Tuesday and at 7.20 – 8.40 pm. on Friday.

1. The First Meeting (Pre-Test)

   On Tuesday, November 5, 2023, at 10 – 11.15 pm. The researcher conducted a pre-test as the first step in this research. Before the researcher gave the pre-test to the students, the researcher was introduced by the English teacher to the students of VII D. the teacher explained that the researcher was going

to do the research. Then, the teacher left the class and let the researcher handle the class.

The researcher interacted with the students in the classroom. After interacting with the students, the researcher gave a pre-test to them. The researcher gave two pieces of paper- one for the answer and another for the instruction- to the students and then the researcher asked them to pay attention to the instructions on the paper one by one. The students could ask the researcher if any instructions were not clear. After the students had understood the instructions, they started to do the pre-test.

2. The Second Meeting (Treatment 1)

On Friday, November 8, 2023, at 07.20 – 8.40 pm. There were three steps of activities which were pre-activity, core-activity, and post-activity. In pre-activity, the researcher (as a teacher) greeted the students in English and checked the students' attendance list. The researcher asked them two questions "Do you know what is daily activities?" and all students answer the question and the second question about "What do you usually do in the morning?" The teacher invited one by one the children who answered the question so that they clearly answered the second question.

In core-activity, the teacher explained what is daily activities and explained a little bit about simple present tense in order to write a sentence of daily activities. After that the teacher showed flashcard containing vocabulary about daily activities. The teacher demonstrated the actions, such as pretending to wake up by stretching and yawning as well as all the words to be learned while showing the corresponding flashcard. The teacher asks the whole class to perform the actions together. Students were asked to stand in theirs places and imitated what the teacher did in front the class. They moved their bodies while following the words the teacher said.

There were 5 vocabulary words that the teacher gave. The response given by the students at that time was very enthusiastic about what was being followed. After all actions are practiced, the teacher wrote the vocabulary words on the board (wake up, brush teeth, eat breakfast). After that the teacher divided students into groups of 5. The teacher provides each group with a set of flashcards. Each group take turned holding up a flashcard and demonstrated the action while said the sentence (I wake up at 6 AM). The teacher monitored the groups, offering guidance and correcting mistakes as needed. After the activity, the teacher asked each group to write one daily activity on the board and give the meaning in Bahasa Indonesia.

The teacher asked students to wrote three sentences about their own daily routine in the simple present tense (I eat breakfast at 7 AM. The teacher provided feedback and address any difficulties. After that teacher closed the lesson.

3. The Third Meeting (Treatment 2)

On Tuesday, November 12, 2023, at 10 – 11.15 pm. In this meeting, there were also three steps of activities which were pre-activity, core-activity, and post-activity. In pre-activities, the teacher checked the attendance list of the students and asked the students about the previous lesson. In this meeting, the teacher started the lesson with asked students the questions of "What does your mother usually do in the morning?" "What time does your father wake up?". The students ask the question but only with a single word like wake up, cook, and wash dishes. After heard all the answer from them the teacher introduced idea of using third-person singular (he/she+verb+s/es) and give the example of it.

The teacher explained the structure for third-person singular in the simple present tense (She wakes up at 6 AM, He eats breakfast at 7 AM). After that the teacher held up the flashcards and demonstrated sentences using "he" and "she." To make students more understand with the material for each flashcard, the teacher gave examples in both first-person and third-person (I

brush my teeth, she brushes her teeth). In this session the teacher encouraged the whole class to repeat the sentences aloud and all students also imitate what the teacher did cheerfully. After this session done, the teacher groups students into pairs. To give example for all students, the teacher asked one student to describe their own routine using "I" while their partner described the same routine by used, he or she. the teacher also rotated the pairs so each students got a chance to describe different routine using both I and he/she. While the students did the task, the teacher monitored the class and help students with the third-person singular form.

For the assignment, the teacher asked students to write three sentences about a family member's daily routine using "he" or "she" (She wakes up at 6 AM"). The teacher asked students how they felt about today's lesson. The teacher provides feedback and address any difficulties. The teacher closed the lesson.

4. The Fourth Meeting (Treatment 3)

On Friday, November 15, 2023, at 07.20 – 8.40 pm. The three steps of activities in this meeting which were pre-activity, core-activity, and post-activity. In the pre-activity, teacher greeted students and checked students' attendance. After that the teacher reviewed the verbs and sentence structure from previous lessons.

In this last treatment, the teacher models how to combine actions into a full routine (I wake up at 6 AM. I eat breakfast at 7 AM. I go to school at 8 AM). The teacher showed the flashcards in sequence to represent a routine. Students divided to work in pairs and asked some question to the partner about their daily activities and wrote it down to the paper. e.g. (What do you usually do in the morning? What do you usually do in the afternoon? What do you usually do at night? What does your mother do in the morning? What does your father do in the morning?)

For the assignment, the teacher asked students to write a short paragraph (5-6 sentences) describing their friend daily routine using the simple present tense. The teacher asked several students to read their paragraphs aloud. The teacher provided feedback on their sentence structure and usage of the simple present tense. the teacher closed the lesson.

5. The Fifth Meeting (Post-Test)

   On Tuesday, November 19, 2023, at 10 – 11.15 pm. The researcher gave the post-test to the students after the implementation of the Total Physical Response method in an attempt to find out the students' progress in vocabulary achievement.

In conclusion, the research was conducted in five sessions: pre-test, treatment 1, treatment 2, treatment 3, and post-test.

3.7 Validity and Reliability

1. Validity

According to Hatch and Farhady (1982) validity refers to the extent to which the results of the procedure serve the uses for which they were intended. The test should then be scored using an instrument capable of measuring the relevant skill in accordance with the score criteria. This research using two validities, namely content and construct validity. Content validity is the validity that questioned how the fits between the items of the tests and the material being taught by the researcher. It can be concluded that the researcher conducts the test based on the material from the Merdeka Belajar Curriculum with the topic Daily activities adopted for the first-grade of junior high school students.

Setiyadi (2018) states that construct validity is needed for the instrument which has some indicators in measuring one aspect or construct. In this study, the researcher

asked the students to write a descriptive text about daily activity to measure the students' vocabulary achievement in writing skill. The researcher measured the result of students' vocabulary achievement in writing skill with the scoring criteria proposed by Jacobs (1981) by only using vocabulary aspects in assessing the test.

2. Reliability

This study requires the instrument to gain the data which to be collected. It can be demonstrated that the research tool is good criteria if the test has strong validity and reliability. Setiyadi (2018) stated that reliability is the consistency of a measuring instrument, or the extent to which the measuring instrument can measure the same subject at different times but show relatively the same results. If a measuring instrument cannot provide relatively the same results at different times from the same subject, the measuring instrument has low reliability. In obtaining reliability in this test, the researcher used inter-rater reliability to see the consistency of the test.

Additionally, to avoid the subjectivity of the test, the researcher collaborated with the English teacher at SMPN Al-Azhar 3 Bandar Lampung. Then the result of the test from the two raters were compared to determine the reliability. Furthermore, the researcher used *Rank-order Correlation*, a statical formulation by Hatch and Farhady (1982). In addition, the formula used are as follow:

$$P = 1 - \frac{6(\sum d^2)}{N(N^2 - 1)}$$

Description:

P   : coefficient of rank order

D   : differences of rank correlation

N   : number of students described the sum of odd number quadrate

1-6 : constant number

The coefficient of reliability can be analysed using the standard of reliability from Setiyadi (2020) as follow:

0.000 – 0.200   very low reliability

0.200 – 0.400   low reliability

0.400 – 0.600   medium reliability

0.600 – 0.800   high reliability

0.800 – 1.00   very high reliability

According to the standard of reliability above, it can be concluded that the writing tests should be considered reliable if the test reach the range of (0.60 – 1.00).

Result of The Pre-Test Score

$$P = 1 - \frac{6(\sum d^2)}{N(N^2 - 1)}$$

$$P = 1 - \frac{6(219,5)}{30(30^2 - 1)}$$

$$P = 1 - \frac{1,317}{26,970}$$

$$P = 1 - 0,048832$$

$$P = 0,951168 \text{ (very high reliability)}$$

Result of The Post-Test Score

$$P = 1 - \frac{6(\sum d^2)}{N(N^2 - 1)}$$

$$P = 1 - \frac{6(1033)}{30(30^2 - 1)}$$

$$P = 1 - \frac{6,198}{26,970}$$

$$P = 1 - 0,229810$$

$$P = 0,77019 \text{ (high reliability)}$$

3.8 Data Collection

In collecting the data, the researcher used a test as an instrument. The test was used some procedures as follows:

1. Pre-test

   The pretest was given before the treatment to assess students' vocabulary ability before the intervention. The researcher administered the pretest to the class. The test was vocabulary test in the context of writing.

2. Post-test

   After implementing the total physical response method in the class, the researcher conducted a post-test. This test was given to evaluate the students' vocabulary achievement following the treatment. The vocabulary test in the context of writing.

This research procedures are consisting of the steps that taken at the time of the research that begins from the beginning to the end of the research.

3.9 Data Treatment

In order to find out the effect of the students' vocabulary achievement after being taught by using Total Physical Response in teaching vocabulary, the researcher used statistical calculation to analyse the data using the statistical computation. In this research, researcher used SPSS 25.0 version for windows. Before proceeding with hypothesis testing, some stages must be completed, including a normalcy test. The normality test was used to know whether the data had normal distribution or not. The hypotheses by Shapiro-Wilk Formula stated below:

H^0 : the data are normally distributed

H^1 : the data are not normally distributed

The data H^0 is accepted if the significant level of the normality test is > 0.05 and H^1 is accepted if the significant level of the normality test is < 0.05.

After the data was computed by using SPSS, the researcher analysed the result to determine whether the result distributed normally or not.

3.10 Data Analysis

To assess vocabulary achievement after using the Total Physical Response method, students' scores was determined using SPSS. Administering pre-test and post-test, the researcher analysed the score of the students. The researcher examined the students' score by using the following steps:

1. The rater scores the students' vocabulary achievement pre-test and post-test.
2. Finding means of the students' vocabulary achievement pre-test and post-test by using formula by Hatch and Farhady (1982):

$$X = \frac{\Sigma d}{N}$$

    X : mean (average score)

    Σd: the total score of the students

    N : the total number of the students

3. The researcher analysed the pre- and post-test results using the repeated measures t-test in SPSS version 25.0 for Windows. This study was carried out to examine whether the observed rise in students' scores is statistically significant. In order to know whether the students were making any progress, the formula is as follows:

$$I = X2 - X1$$

    I   : the improvement of students' vocabulary achievement

    X2: the average score of post-tests

    X1: the average score of pre-tests

4. The researcher was composing a discussion regarding the result
5. The researcher answers the research question "Is there any significant improvement of students' vocabulary achievement after taught by using Total Physical Response method?"

3.11 Hypothesis Testing

The hypothesis testing was used to prove whether the hypothesis proposed in this research is accepted or not. The hypothesis for this research question was analysed using Repeated Measures T-Test of Statistical Package for Social Science (SPSS) windows version 25.

The hypothesis of this research is described as the following:

H^0: There is no difference between pre-test and post-test of the students' vocabulary achievement after the implementation of Total Physical Response method.

H^1: There is the difference between pre-test and post-test of the students' vocabulary achievement after the implementation of Total Physical Response method

In short, this chapter covers the methodology of the research, which is concern with research design, variables, data source, instrument, data collection, data analysis, data treatment, and hypothesis testing.

V. CONCLUSION AND SUGGESTIONS

This chapter consists of the conclusion of the research and suggestion for English teachers who wants to use the same technique and for those who wants to conduct similar research.

5.1 Conclusion

In the initial chapter, it has been explained that the purpose of this study is to find out whether there is an improvement in students' vocabulary achievement after being taught by using the Total Physical Response (TPR) Method. The results of the findings show that there is a significant improvement in students' vocabulary achievement after being taught by using the Total Physical Response (TPR) Method. It can be seen from the result of the pre-test and the post-test with a gain of. For this reason, the researcher can assume that the Total Physical Response (TPR) Method is effectively to be used as an alternative strategy in teaching vocabulary to improve students' performance in junior high school.

5.2 Suggestions

The researcher offers the following recommendations in light of the above findings.:

5.2.1 Suggestions for English Teachers

1. English teacher can use Total Physical Response (TPR) as a method in teaching vocabulary to junior high school students because the research results have provided evidence that Total Physical Response (TPR) Method can be effective to improve students' vocabulary.

2. Based on the advantages of TPR, the researcher recommends that English teachers use the Total Physical Response approach as a substitute for traditional vocabulary instruction. Because teaching vocabulary presents its own set of difficulties, one strategy teachers can employ to increase students' interest in the learning process is to choose an engaging method.

3. Based on the experience of teaching using TPR method in the classroom, not all students were willing and confident in expressing themselves in front of the class. Some were shy when asked to come forward to practice one of the learning sequences of the TPR method. Therefore, the researcher gets around it by letting students practice it at their desks without coming forward to the front of the class and this helps them to still participate in the learning process because not all students can do it in front of the class. Hence, this can be used by teachers to get around if something like the researcher's experience has occurred.

4. When adopting the TPR method, teachers should focus more on the preparation that is required. This is due to the fact that this method would require a great deal of planning and effective time management.

5.2.2 Suggestions for Future Researchers

1. The aims of this study are to determine the improvement of students' vocabulary achievement after taught by using the Total Physical Response (TPR) Method. Therefore, future research can use qualitative design to find out the perception of the students in using this method in the classroom.

2. This study lacks a level of agreement analysis to determine the validity of the instrument. Therefore, it is recommended that future researchers conduct a validity test incorporating the level of agreement to ensure the instrument's accuracy and reliability.

3. The main focus of this research is to see if there is an improvement in students' English vocabulary especially verbs in their writing skills. The suggestion for future researchers to be able to examine other parts of vocabulary besides verbs, such as noun, adjective, or adverb in writing skills or in other English skills.

4. The first grade of junior high school students was the subject for this research. Therefore, further research may carry out to find out how Total Physical Response (TPR) Method is used at various level such as second grade or in higher level students such as senior high school students.

5. Based on the researcher's field experience during the research, in the practice of writing descriptive texts about daily activities after teaching using the TPR method, students have deficiencies in constructing sentences about their daily activities. This is because they do not know how to properly construct sentences according to English grammar rules. To overcome this, after applying the TPR method to teach daily activity verbs, the researcher taught how to write sentences about daily activities in the simple present tense correctly. After teaching it, students were asked to write based on their activities. In this case, providing a model beforehand is necessary before asking students to do something so that students are not confused during the learning process.

After all, those are the conclusion of this study after implementing Total Physical Response (TPR) Method in teaching vocabulary. Moreover, the suggestion can be accounted to conduct further research with Total Physical Response (TPR) Method.

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