

IMPROVING STUDENTS' ACTION VERB VOCABULARY THROUGH TPR METHOD AT SEVENTH GRADE OF SMP MA'ARIF BONGAS

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Abstract

This research aims to improve the mastery of verb vocabulary of seventh grade students of SMP Ma'arif Bongas through the Total Physical Response (TPR) method. Students at SMP Ma'arif Bongas struggle to memorize action verbs, finding traditional methods boring and ineffective. This research specifically focuses on using TPR to improve action verb mastery in junior high school students. In obtaining these data, researcher conducted quantitative methods with quasi-experimental research on students in class VII-A as the experimental class and class VII-B as the control class at SMP Ma'arif Bongas, each class totaling 30 students. The results showed that there was a significant increase in the mastery of action verb vocabulary. This result was found by comparing the mean pre-test score was 47.50, and the mean post-test score was 89.17 in the experimental class. The hypothesized results also showed the difference in the mean gain score between the experimental group and the control group was 0.51240, with a significance value (0.000) less than 0.05, indicating a statistically significant difference. Based on the data obtained, the researcher concludes that the ability in vocabulary mastery especially on action verb increased, they were also interested and motivated in the learning process.

Keyword : Students' Improvement, Action verb Vocabulary, Total Physical Response

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INTRODUCTION

The most important tool for human communication and the expression of thoughts and opinions to others is language. Every nation has its own language, such as English, Arabic, Chinese, Japanese, and so on. The aforementioned languages are examples of foreign languages that are widely known by Indonesians; English is one of the most widely spoken languages in Indonesia.

Students' in Indonesia are required to learn English from elementary school into university. Because English has a significant impact on social media, technology, education, health, and other areas, it is evident that learning the language is important. This is the reason we need to become fluent in English. Speaking, listening, reading, and writing are the four areas of English that require mastery. However, we need to understand vocabulary before we can master these four elements.

English language skills, especially vocabulary mastery, is one of the important aspects in the era of globalization. Vocabulary is one of the fundamental language components in considering English. Without a proportional sum of vocabulary anybody will get inconvenience in speaking, reading, listening and writing. In other words, the first that to be mastered for language learner in learning language especially English is vocabulary. It implies that learning vocabulary is very imperative, especially for students in junior high school. They must master English vocabulary and its linguistic rules to create communicate to another individuals. A great teaching technique makes students understand and master the lesson just like the two other lessons which require appropriate techniques and methods, teaching language needs reasonable techniques and methods as well.

Vocabulary knowledge is often considered an important tool for second language learners as a limited vocabulary in a second language can hinder successful communication.

Problems often encountered in learning English related to vocabulary are errors in spelling, pronunciation, and choosing the right words in writing and speaking. so, mastery of vocabulary is very necessary because without a vocabulary one will have difficulty in communicating.

Vocabulary has parts of speech in it which are noun, verb, adjective, adverb, conjunction, pronoun, etc. The researcher focused on one part of speech in vocabulary, verb. Verb is one of the most important parts in a vocabulary for students to learn. Verbs are words that express the action of a person or animal. The position of a verb in sentence is very important that it describes the action which is done by subject. In other words, a verb is a word that shows what the subject in the sentence is doing. Verbs are the “engine” of the sentence, giving life and action to the sentence.

A verb can be used to describe a noun or set of nouns' activity. The verb has a predicate function in sentences. While certain verbs (known as intransitive verbs) do not require objects, most verbs (referred to as transitive verbs) must. The most significant word class in a phrase is a verb. Even when we communicate verbally, we can only convey an idea that other people can understand when we use a verb. There are several types of verbs, including action.

Action verb is one of the problems in this research. The researcher found problems in English vocabulary, especially in the action verb. Action is one part of verb that plays an important role in increasing students' vocabulary. Teaching action verb to students is useful as they are actions that the students perform, read, or hear about in their daily lives. Action verbs are verbs that specifically describe what the subject of the sentence is doing.

Based on initial observations in grade VII SMP MA'ARIF BONGAS, Memorizing words is a challenge for many students, especially verbs that indicate action. The monotonous traditional memorization method often leaves students bored and difficult to remember words in the long run. Furthermore, the lack of active involvement of students in the learning process

makes memorized words difficult to remember and apply in the actual context. As a result, students feel frustrated and less motivated to keep learning new vocabulary.

Based on the existing problems, the researcher will use the Total Physical Response method to learn the vocabulary of SMP MA'ARIF BONGAS students, especially in action verbs. Teaching techniques as a broad plan of action for teaching activities with a view to achieving specific results. Teaching techniques to help students take more responsibility for their own learning and improve the teaching and learning process. There are several techniques that English teachers can use to improve students' vocabulary in action verbs: Total Physical Response (TPR) is a language teaching approach that focuses on the coordination between speech and action. It aims to teach language through physical (motor) activity. Communicative language teaching acknowledges the interdependence of language and communication and aims to develop communicative competence.

TPR is a unique and fun approach. This approach encourages students to move according to the terms they are learning. The goal is to determine if this approach helps students remember words longer. This study aims to show that students' language skills will improve by moving during the learning process, which will make it easier for students to understand and retain vocabulary.

Total Physical Response is one of the method which grabs the students' to be more excited and active to lesson an English vocabulary in the classroom, it shows students participations in this method is higher than the teacher, cause from TPR method the students not only listen and read sentences from the teacher but also they imitate what English sentence the teacher given. That is why TPR method will make students understand English vocabulary easily than other method.

James T. Asher was the first to introduce the concept of Total Physical Response in 1960. In Total Physical Response, students react to what they hear the teacher say by moving physically.

The Total Physical Response (TPR) method is based on a theory of learning psychology that emphasizes the relationship between language and physical action. This concept is in line with the way children learn their first language through physical commands and responses. In the context of English learning, the teacher gives commands in the target language, and students respond by performing the corresponding actions. This process creates a direct link between words and meaning through kinesthetic experience, which is believed to improve comprehension and retention of vocabulary more effectively and enjoyably. By integrating physical movement into learning, TPR has the potential to reduce students' boredom and anxiety towards language learning, thus fostering a more positive and participatory learning atmosphere.

Based on the theoretical basis and the problems that have been described, the hypothesis of this study is: The application of Total Physical Response

(TPR) method significantly improves students' mastery of action verbs vocabulary and creates a more positive English learning atmosphere.

TPR is a language teaching method conducted by the teacher and the object is the student. It involves both speech and physical activities. The general purpose of TPR is actually to teach oral language skills at an early level. Basically, the goal of TPR is to make students who have difficulty in communicating understandable to native speakers.

Teachers and students each have interrelated tasks when learning English using the TPR approach. In other words, the teacher acts as a director and determines what students will learn. Meanwhile, students' as listeners. In particular, the role of students in this TPR approach is to listen and follow the teacher's instructions. Students' track and assess their own language learning progress. When they feel ready to speak, students' are encouraged to do so.

The advantages of TPR can determine the success of this method in English language teaching. Students can enjoy the learning time and this will improve students' mood. This method helps students to learn English without getting them involved in a successful way. It is very enjoyable. This method can improve the pace and mood. This method can avoid boring learning and reduce students' stress, as it takes an active class to make it work. For kinesthetic learners who must participate actively in class, this method works particularly well.

Total Physical Response (TPR) is a language learning method that emphasizes understanding spoken commands through physical actions. In this method, students are invited to respond to simple commands by making appropriate body movements. Action verbs are verbs that describe an action or activity. Examples: jump, run, sit, stand.

The relationship between TPR and action verbs is very close. Here are some points that explain the connection: The basis of the TPR Method: The TPR method relies heavily on the use of action verbs. Almost all commands in TPR use action verbs to instruct students to do something. For example, the teacher will say "Jump!" and the student is expected to jump.

The total physical response method can be used to improve students' understanding of action verb vocabulary. This method makes students' more active in doing movements so that they no longer feel bored. In this method the teacher can give instructions then students do it. Or students' can do it with their friends by giving an action then their friends guess the action in English. For example, students give the action "reading", then their friends guess the English "reading".

English vocabulary improvement is the ability of students to add and understand the meaning obtained from learning. In the learning process, the improvement of English vocabulary understanding can be said to be successful if there is an increase in the number of English vocabulary that has not been understood before with the number of English vocabulary that is newly understood after learning, and can use English vocabulary in everyday life.

Based on the background of the study above, the researcher identifies the problem, as follows: Students find it difficult to memorize vocabulary especially action verbs with traditional methods or memorization methods. Students need a method that can generate motivation to learn english, especially action verbs. Students feel bored with conventional learning method.

METHOD

The research design of this research is a quantitative approach with quasi-experimental methods. This research aims to measure the improvement of students' action verb vocabulary skills after the application of the Total Physical Response (TPR) method, the use of a quantitative approach is relevant to this research. The use of the quasi-experimental method is also relevant in this research to compare the action verb vocabulary skills of students in the experimental group (taught with the TPR method) and the control group (taught with the conventional method).

A quasi-experimental is a study that uses a control group and an experimental group, but does not randomly assign participant to the two groups, for example they can be in one group and cannot be subdivided. Which aims to find out whether the Total Physical Response method can improve students' mastery of action verb vocabulary.

The researcher takes two classes, the Experiment class and Control class. Before giving the treatment, the researcher gives the pretest to both of classes. Then the researcher teaches the students in experimental class by using Total physical response method and in controlled class without TPR method or using the conventional method. And after four meeting the researcher gives the post-test to the both class. It is given to find out the improvement of students' mastery of action verb vocabulary through total physical response.

Table 1
Pre-Post Test Design

Select experimental group	Pretest	Experimental treatment	Post-test
Select control group	Pretest	No treatment	Post-test

FINDING AND RESULT

The results of this research relate to the use of the total physical response method in improving the mastery of action word vocabulary carried out in class VII of SMP Ma'arif Bongas.

SMP Ma'arif Bongas is a private school located at Jalan Raya Irigasi BK.7, Cipedang Village/Sub-district, Bongas District, Indramayu Regency/City, West

Java Province. The school has a fairly large land area of 2,250 square meters, and is one of the leading schools in the Indramayu area.

This research tries to find whether the use of Total Physical response as an English learning method can improve the mastery of action verb vocabulary. After collecting and processing all the data obtained from the test, it is important to discuss the research findings to answer all the research questions that have been set.

After providing materials to the experimental and control classes, the researcher measured students' vocabulary mastery using a test. The test was conducted in two classes, namely class VII-A as the experimental class and class VII-B as the control class. Researcher obtained data from objective tests in the form of multiple choice in the control class and experimental class. The test consisted of 20 items. The accumulation of correct items is multiplied by 5. So, it will accumulate to 100 items.

Table 1
Data description

<i>No.</i>	<i>Class</i>	<i>Maximum</i>	<i>Minimum</i>	<i>Std. Deviation</i>
1	Pre-Test Experiment	85	25	20,374
2	Post-Test Experiment	100	70	9,385
3	Pre-Test Control	85	25	18,788
4	Post-Test Control	95	30	17,751

N (Number of Observations): Indicates the number of students in each group, which is 30 students for each test category (Experiment Pre-Test, Experiment Post-test, Control Pre-Test, Control Post-test). This ensures that there is an equal amount of data for each measurement.

Minimum is the lowest score achieved by a student in a group or test. The Pre-Test in the Experimental class was 25 and the Post-test in the Experimental class was 70 (A significant improvement from the minimum pre-test score). While the Pre-Test in the Control class was 25 and the Post-test in the Control class was 30 (A slight improvement from the minimum pre-test).

Maximum is the highest score achieved by the students in the group or test. The Pre-Test in the Experimental class was 85 and the Post-test in the Experimental class was 100 (Many students achieved perfect scores). While the Pre-Test in the Control class was 85 Post-test in the Control class was 95 (Improvement, but not as much as the experimental class).

Mean is the average value of the scores achieved by students in a group or test. This is the most common measure of central tendency. The mean value on the Pre-Test in the Experimental class was 47.50 and the mean value on the

Post-test in the Experimental class was 89.17. There was a very significant average increase from pre-test to post-test in the experimental class (from 47.50 to 89.17). This shows that the TPR method has a great positive impact on students' vocabulary acquisition in this group. Meanwhile, the mean score on the Control class Pre-Test was 47.33. The average of the control class Pre-Test (47.33) was very similar to that of the experimental class (47.50), indicating that both groups had relatively equivalent initial abilities before being given the treatment and the average value on the Post-Test in the Control class was 62.50. The control class also showed an increase in average from Pre-Test to Post-Test (from 47.33 to 62.50), but the increase was much smaller compared to the experimental class. This shows that there was learning that took place in the control class (because the teaching in the control class used the usual or common method of memorization), but it was not as effective as the TPR method.

Std. Deviation (Standard Deviation) is a measure of the spread or variability of data around the mean. Lower values of standard deviation indicate that the data is more concentrated around the mean, while higher values indicate more dispersed data. The standard deviation on the Pre-Test in the Experimental class was 20.374 and on the Post-test in the Experimental class was 9.385. The drastic decrease in standard deviation from Pre-Test to Post-Test in the experimental class indicates that after the TPR treatment, the students' scores became more homogeneous or concentrated around a higher mean. This means that the TPR method helped most students achieve a higher and more even level of vocabulary mastery. While the standard deviation on the Pre-Test in the Control class was 18.788 and the standard deviation on the Post-Test in the Control class was 17.751. The standard deviation in the control class slightly decreased from Pre-Test to Post-Test, but not significantly compared to the experimental class. This indicates that the variability of students' scores in the control class remained relatively high despite the increase in the average.

Normality tests were conducted to ensure that the data collected for each group (experimental and control) and each test (Pre-Test and Post-Test) came from a normally distributed population. This assumption is very important for many parametric statistical tests, such as the t-test, which will be used for hypothesis testing. Two commonly used tests, Kolmogorov-Smirnov and Shapiro-Wilk, were applied. For smaller sample sizes ($N=30$ in this study), the Shapiro-Wilk test is generally considered more robust.

The rules for determining normality are based on the Sig. column (p-value):

If Sig. (p-value) > 0.05, the data is considered to be normally distributed.

If Sig. (p-value) \leq 0.05, the data is not normally distributed.

New Pre-Test Test: The Sig. value is 0.926. Since $0.926 > 0.05$, the pre-test scores for the experimental class are normally distributed.

New Post-Test Test: The Sig. value is 0.223. Since $0.223 > 0.05$, the post-test scores for the experimental class are normally distributed.

New Pre-Test Test (control class): The Sig. value is 0.222. Since $0.222 > 0.05$, the pre-test scores for the control class are normally distributed.

New Post-Test Test (control group): The Sig. value is 0.514. Since $0.514 > 0.05$, the post-test scores for the control group are normally distributed.

The Homogeneity of Variance Test (Levene's Test) was conducted to assess whether the variance of the dependent variable ("learning outcomes" or learning results) is equal across independent groups (Experiment class vs Control class).

To test the research hypothesis, the gain score was calculated for each student. The gain score was calculated from the difference between the post-test and pre-test scores.

The use of gain score aims to measure the effectiveness of teaching methods by considering students' initial abilities. The mean gain score in the experimental group (0.8024) is higher than the control group (0.2900). This descriptively indicates a greater increase in vocabulary acquisition in the group taught with the TPR method.

(row 'Equal variances not assumed'), the t value is 9.824 with a degree of freedom (df) of 52.855, and a significance value (Sig. 2-tailed) of 0.000. Since the significance value (0.000) is less than 0.05 ($p < 0.001$), it can be concluded that there is a statistically significant difference in the improvement of vocabulary acquisition between students taught with the TPR method (experimental group) and students taught with the conventional method (control group).

The Mean Difference value of 0.51240 indicates that the average gain score in the experimental group is 0.51240 points higher than the control group. The 95% confidence interval for the mean difference (0.40778 to 0.61702) contains no zeros, which further confirms the existence of a significant difference.

Hypothesis testing was conducted using the Independent Samples t-test to compare the mean gain scores between the experimental and control groups. Given the results of Levene's Test which showed that the assumption of homogeneity of variance was not met ($p < 0.05$), the interpretation of the t-test was based on the line 'Equal variances not assumed' (Welch's t-test).

Based on the data, the mastery of action verb vocabulary before the Total Physical Response method was very poor. And the use of conventional methods, here researcher using memorization methods is also still lacking. This can be seen from the results of the student pre-test in the experimental class which had the lowest score of 25 and the highest score of 85. And the results of the pre-test in the control class had the lowest score of 25 and 85. After being given treatment using the Total Physical Response method in the experimental class, there was an increase in student post-test scores. Namely 70 as the lowest value and 100 as the highest value. While in the control class, there was an increase but not significant. Namely 30 as the lowest score and 90 as the highest score.

The improvement of action verb vocabulary mastery using the Total Physical Response method can be seen through the mean difference, the researcher also analyzed the test results which showed that the mean pre-test score was 47.50 and the mean post-test score was 89.17. While using the conventional method, the mean pre-test score is 47.33 and the mean post-test score is 62.50.

From all the activities carried out by the researcher in teaching English, the researcher concluded that the Total Physical Response method has a positive impact. There are several positive characteristics of the Total Physical Response method that make it suitable for improving students' mastery of action verb vocabulary, such as:

1. The use of Total Physical Response method is suitable with action verb vocabulary.
2. Total Physical Response uses body movements to make it easier for students to remember the vocabulary.
3. The use of Total Physical Response also uses pictures so that students can remember the vocabulary

Most students gave positive responses to the application of the total physical response method to improve action verb vocabulary acquisition. They agree that this method is not only interesting, but also easy and makes them happy in class. This method can motivate them to listen and make them understand action verb vocabulary more easily. However, the good response of the students to the total physical response method is also relevant to the role of the teacher in the classroom, the role of the teacher in choosing the method is very important in teaching English lessons.

Through the tests carried out, researcher also analyzed the test results which showed that the mean value of the pre-test in the experimental class was 47.50 and the mean value of the post-test in the experimental class was 89.17. While the mean value in the control class was 47.33 and the mean value of the post-test in the control class was 62.50. This shows students who were taught using the TPR method experienced greater improvement in their scores compared to those taught using conventional methods. The difference in the mean value of the gain score between the experimental group and the control group is 0.51240, where the confidence interval value is 95% (0.40778 to 0.61702) which further confirms that there is a significant difference.

From these data, it can be seen that there is an increase and difference in the use of the total physical response method with conventional methods. Thus, the total physical response method is effective to improve students' mastery of action verb vocabulary.

CONCLUSION

This research aimed to investigate the effectiveness of the Total Physical Response (TPR) method in improving students' mastery of action word vocabulary in class VII of SMP Ma'arif Bongas. The findings strongly indicate

that the Total Physical Response method is effective in improving students' mastery of action verb vocabulary.

Based on data analysis, a significant increase was seen in the experimental class taught with the TPR method. The pre-test mean score for the experimental class was 47.50, which significantly increased to a post-test mean score of 89.17. This drastic increase, coupled with the decrease in standard deviation from 20.374 to 9.385, shows that the TPR method helped students achieve a higher and more homogeneous level of vocabulary acquisition.

In contrast, although the control class (which was taught with the conventional memorization method) also showed an improvement from the pre-test mean score of 47.33 to the post-test mean score of 62.50, this improvement was much smaller compared to the experimental class. An independent sample t-test further confirmed this, showing a statistically significant difference in the improvement of vocabulary acquisition between the two groups (Sig. 2-tailed = 0.000, $t = 9.824$, $df = 52.855$). The mean gain score in the experimental group (0.8024) was significantly higher than that of the control group (0.2900).

The positive responses of most students regarding the TPR method, stating that it is interesting, easy and motivating, further support its effectiveness. The visual and kinesthetic aspects of TPR, especially its correspondence with action verbs, contributed to better retention and comprehension.

After drawing conclusions, the researcher provides some suggestions that are expected to be useful for several parties, including students, teachers, and future researchers. For Students :Students are encouraged to actively participate in activities that involve movement and physical response during English lessons. Using method like TPR can significantly help in remembering and understanding new vocabulary, especially action verbs. For English Teachers : It is highly recommended that English teachers consider incorporating the Total Physical Response (TPR) method into their vocabulary teaching, especially for action verbs. This method has been proven to be very effective in improving students' vocabulary acquisition and can make learning more interesting and fun for students. Teachers should explore various TPR activities and adapt them to different learning styles and classroom contexts. For Future Researchers :This study focused on action verb vocabulary. Future research could explore the effectiveness of the Total Physical Response method for other types of vocabulary or language skills (e.g., listening comprehension, grammar) across different age groups or educational levels. Further investigation into the long-term retention of vocabulary learned through TPR would also be beneficial. In addition, research combining TPR with other teaching methodologies may provide insights into optimizing language learning strategies.

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