

ABSTRACT

AMELIA NURBANI AMIN, 2026. **“THE IMPLEMENTATION OF TOTAL PHYSICAL RESPONSE (TPR) IN TEACHING ENGLISH VOCABULARY TO SECOND GRADE STUDENTS: A CLASSROOM RESEARCH AT MI SINDANGRAJA”**. English Education Department, Faculty of Educational Sciences and Teachers’ Training, Siliwangi University, Tasikmalaya.

This study aimed to describe the implementation of Total Physical Response (TPR) in teaching English vocabulary to second-grade students at MI Sindangraja. It employed a descriptive qualitative design focusing on the instructional stages, teacher modelling, students’ physical responses, command repetition, the transition from guided practice to more independent responses, and challenges arising during the implementation. The participants were 20 second-grade students in the 2025/2026 academic year. Data were obtained through classroom observation, an observation sheet completed by the classroom teacher as a collaborating observer, field notes, lesson-plan documentation, and visual records of classroom activities. The data were analyzed thematically through familiarization, coding, pattern development, theme review, and interpretive reporting. The findings indicate that TPR was implemented by selecting vocabulary under the theme Animals Around Us, modelling commands, organizing whole-class physical responses, repeating and varying commands, and providing opportunities for pair, group, and individual responses. Classroom observation showed that movement made vocabulary meanings more concrete and supported students’ involvement throughout the activities.

Keywords: Total Physical Response, instructional implementation, English vocabulary, young learners, descriptive qualitative study.