

PREFACE

This thesis, entitled “The Implementation of Total Physical Response (TPR) in Teaching English Vocabulary to Second Grade Students: A Classroom Research at MI Sindangraja,” is submitted as partial fulfillment of the requirements for obtaining a Sarjana Pendidikan degree from the English Education Department, Faculty of Educational Sciences and Teachers’ Training, Siliwangi University, Tasikmalaya.

The thesis consists of five chapters. Chapter I presents the background of the study, the research question, operational definitions, the aim of the study, and its significance. Chapter II reviews recent literature on vocabulary learning, teaching English to young learners, Total Physical Response, and relevant previous studies. Chapter III explains the descriptive qualitative design, research setting and participants, data sources, observation sheet, field notes, documentation, data-collection procedures, data analysis, trustworthiness, and ethical considerations. Chapter IV presents and discusses the implementation of TPR in the classroom. Chapter V provides the conclusion, limitations, and suggestions.

The writer recognizes that this thesis may still have limitations. Therefore, constructive academic feedback is welcomed. It is expected that this thesis will be useful for teachers, students, schools, and future researchers interested in the implementation of movement-based English vocabulary instruction for young learners.

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