

ABSTRACT

VIKY AULIA JULIANA. 2025 **“JUNIOR HIGH SCHOOL STUDENTS’ PERCEPTIONS OF USING TOTAL PHYSICAL RESPONSE IN LEARNING VOCABULARY”**. English Education Department. Faculty of Educational Sciences and Teachers’ Training. Siliwangi University. Tasikmalaya.

Vocabulary mastery plays an important role in supporting students' language proficiency in junior high school. Limited vocabulary is often a major barrier, resulting in students' poor ability to comprehend academic texts and communicate effectively. Therefore, teachers are required to explore various innovative methods to overcome the challenges of effectively memorizing and retaining new words. This study aims to examine how junior high school students perceive the use of the Total Physical Response (TPR) method in their vocabulary learning process and how this method influences their engagement and memory, drawing on Walgito's (2003) theory of perception and Asher's (1969) Total Physical Response theory. The research employed a descriptive case study design, using semi-structured interviews with three junior high school students as the primary data collection method. The data were analyzed using reflexive thematic analysis proposed by Braun and Clarke (2006). The findings reveal three main themes: (1) Experiencing Positive Emotions in Learning Vocabulary through TPR, (2) Enhancing Vocabulary Mastery, and (3) Increasing Student Engagement in Vocabulary Learning Activities. The research results show that the use of the TPR method significantly improves students' vocabulary comprehension and retention through concrete physical movement demonstrations. Through this movement-based activity, students find it easier to associate word forms with their meanings, distinguish similar vocabulary, and retain them long-term. Furthermore, the integration of physical movement has been shown to reduce learning anxiety and increase student motivation and active engagement in class. This study contributes to the understanding of kinesthetic learning in secondary education and encourages teachers to implement active, movement-based instruction that accommodates students' cognitive and affective needs.

Keywords: Junior high school students, Students’ perceptions, Total Physical Response (TPR), Vocabulary Learning