

ABSTRACT

Nabiilah, Farhaliza (2024): *Enhancement of Students' Vocabulary Acquisition Using The Total Physical Response Method (A Case Study at Seventh-Grade Students of SMP Plus Al-Aqsha Jatinangor)* Graduation paper, English Education Department, Faculty of Tarbiyah and Teaching Training, State Islamic University Sunan Gunung Djati Bandung, Advisor I, Farkry Hamdani, S.S., M.Hum., M.Res., Ph.D.; Advisor II, Hapid Ali, S.Pd., M.Pd.

This study examines the implementation of the Total Physical Response (TPR) method in enhancing vocabulary acquisition among seventh-grade students at SMP Plus Al-Aqsha Jatinangor. The research aims to explore how TPR facilitates vocabulary learning and to assess student's vocabulary acquisition through this method. A qualitative case study approach was used, with data collected via classroom observation and interviews with both teacher and students.

Findings indicate that the TPR method involves three key steps; Demonstration, Instruction, and Command. Initially, teacher demonstrate vocabulary through spelling, sentence usage, and body movements. Students are then instructed to write and translate the words before engaging in role-play exercises to reinforce learning. The study highlights that TPR fosters active student engagement, making vocabulary learning more interactive and enjoyable. However, challenges such as students limited prior knowledge of English and pronunciation difficulties were observed. Teacher addressed these constraints through continuous practice and motivational strategies.

The study concludes that TPR is an effective method for vocabulary acquisition, particularly for young learners, as it integrates physical movement with language learning, reducing anxiety and increasing retention. It recommends further research into the long-term impact of TPR on students' language proficiency.

Keywords: Total Physical Response Method, Vocabulary Acquisition, English Learning, Teaching Methods