

**THE EFFECTIVENESS OF TPR-BASED IMPERATIVE COMMANDS IN
IMPROVING STUDENTS' VOCABULARY MASTERY AT FIFTH
GRADE OF MIS RAUDHATUL MUSHALLIN**



Thesis

Submitted to the State Islamic College of Sultan Abdurrahman Kepulauan Riau
To Fulfill One of the Requirements for Obtaining A Bachelor of Education
Degree (S.Pd)

By:

PUTRI SULASTRI

22882032329

**SULTAN ABDURRAHMAN STATE ISLAMIC COLLEGE
OF KEPULAUAN RIAU
2026**



KEMENTERIAN AGAMA REPUBLIK INDONESIA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
SULTAN ABDURRAHMAN KEPULAUAN RIAU

Kampus : Jl. Lintas Barat KM. 19 Ceruk Ijuk Kelurahan Toapaya Asri - Bintan
Telp. 0771-4442607 Fax. 0771-4442610
Website : www.stainkepri.ac.id Email : stainkepri@kemenag.go.id

STATEMENT OF ORIGINALITY

I am the undersigned:

Name : Putri Sulastris
SIN : 22882032329
Study Program : English Education

I hereby declare that the thesis titled "The Effectiveness of TPR-Based Imperative Commands in Improving Students' Vocabulary Mastery at Fifth-Grade of MIS Raudhatul Mushallin" is entirely my own work and does not plagiarize the work of any other person. All sources used in this thesis have been properly cited and referenced.

To the best of my awareness, should this thesis be found to contain plagiarism, whether in whole or in part, I am willing to accept any academic sanctions imposed by the college. This statement is made in good faith and with full responsibility.

Bintan, 24th June 2026

The Declarant,



Putri Sulastris
22882032329



KEMENTERIAN AGAMA REPUBLIK INDONESIA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
SULTAN ABDURRAHMAN KEPULAUAN RIAU

Kampus : Jl. Lintas Barat KM. 19 Ceruk Ijuk Kelurahan Toapaya Asri - Bintan

Telp. 0771-4442607 Fax. 0771-4442610

Website : www.stainkepri.ac.id Email : stainkepri@kemenag.go.id

APPROVAL SHEET

Title : The Effectiveness of TPR-Based Imperative Commands
in Improving Students' Vocabulary Mastery at Fifth-
Grade of MIS Raudhatul Mushallin

Name : Putri Sulastri

SIN : 22882032329

Study Program : English Education

Has examined on : 24th July 2026

Examination score : 93,25

Has been accepted, approved and examined by the final examination committee of
undergraduate degree of State Islamic Collage of Sultan Abdurrahman Kepulauan
Riau

Bintan, 29th July 2026

EXAMINATION COMMITTEE

Chairman

Taqiyuddin, M. Pd

NIP.198712192019081001

Secretary

Triliana, M. Pd

NIP.199510092025052006

Examiner I

Dr. Fadhila Yonata, M. Pd

NIP.199206082019011001

Examiner II

Irza Yuzulia, M. Pd

NIP.199410292025052004

Rector,
STAIN Sultan Abdurraman Kepulauan Riau



Dr. H. Muhammad Faisal, M.Ag

NIP.197503242006041005



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
SULTAN ABDURRAHMAN KEPULAUAN RIAU**

Kampus : Jl. Lintas Barat KM. 19 Ceruk Ijuk Kelurahan Toapaya Asri - Bintan

Telp. 0771-4442607 Fax. 0771-4442610

Website : www.stainkepri.ac.id Email : stainkepri@kemenag.go.id

SUPERVISOR APPROVAL

The undersigned:

Name : Putri Sulastri
SIN : 22882032329
Study Program : English Education
Thesis Title : The Effectiveness of TPR-Based Imperative Commands in
Improving Students' Vocabulary Mastery at Fifth-Grade of
MIS Raudhatul Mushallin

Stated that this is suitable to be continued at the Munaqasyah examination. It hope
that the thesis can be accepted and be used properly.

Bintan, 24th June 2026

Supervisor I

Taqiyuddin, M.Pd

NIP.198712192019081001

Supervisor II

Muslena Layla, M.Si

NIP. 199005022019032018



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
SULTAN ABDURRAHMAN KEPULAUAN RIAU**

Kampus : Jl. Lintas Barat KM. 19 Ceruk Ijuk Kelurahan Toapaya Asri - Bintan

Telp. 0771-4442607 Fax. 0771-4442610

Website : www.stainkepri.ac.id Email : stainkepri@kemenag.go.id

OFFICIAL NOTE OF SUPERVISOR

To:

English Education Study

Program

State Islamic Collage of Sultan

Abdurrahman Kepulauan Riau

Assalamu'alaikum Wr.Wb.

After conducting guidance, direction and correction of the writing of the thesis entitled: The Effectiveness of TPR-Based Imperative Commands in Improving Students' Vocabulary Mastery at Fifth-Grade of MIS Raudhatul Mushallin Tanjungpinang is written by:

Name : Putri Sulastri
SIN : 22882032329
Study Program : English Education

This thesis can be submitted to English Education Study program of State Islamic Collage of Sultan Abdurrahman Kepulauan Riau to for examination to receive the Undergraduate Degree in Education (S. Pd)

Wassalamu'alaikum Wr.Wb

Bintan, 24th June 2026

Supervisor I

Taqiyuddin, M.Pd

NIP.198712192019081001

Supervisor II

Muslena Layla, M.Si

NIP. 199005022019032018

ABSTRACT

Putri Sulastri, 22882032329 the The Effectiveness of TPR-Based Imperative Commands in Improving Students' Vocabulary Mastery at Fifth-Grade of MIS Raudhatul Mushallin, academic year 2025/2026. English Education Study Program, Sultan Abdurrahman State Islamic Collage, Riau Island

Vocabulary mastery is an important basic skill in learning English, especially at an early age. However, young learners currently face difficulties in understanding and remembering English vocabulary. The researcher observed this issue in fifth-grade students at MIS Raudhatul Mushallin. This study aims to determine the effectiveness of using the Total Physical Response (TPR)-based imperative commands method in fifth-grade students at MIS Raudhatul Mushallin during the 2025/2026 school year.

This study employed a quantitative approach with a pre-experimental design with one group pre-test and post-test. The researcher collected data through a vocabulary test consisting of 25 multiple-choice questions that had previously been validated and found to be reliable. Total sampling was used; in this study, the participants were all fifth-grade students, totaling 26 students. The data obtained were statistically analyzed using SPSS version 26.

The research results show that the average score on the post-test (74.72) was higher than the pre-test score (50.56). Furthermore, based on the paired-sample t-test conducted on the overall scores, the significance level (2-tailed) was 0.000, which is less than 0.05 ($0.000 < 0.05$). From these findings, it can be concluded that the alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected, which indicates that the TPR-based imperative command method effectively improves the vocabulary mastery of fifth-grade students at MIS Raudhatul Mushallin.

Key words: Total Physical Response (TPR), Vocabulary Mastery, Elementary school students

ABSTRAK

Putri Sulastri, 22882032329 Efektivitas Perintah Imperatif Berbasis TPR Dalam Meningkatkan Penguasaan Kosakata Siswa Kelas Lima di MIS Raudhatul Mushallin, tahun pelajaran 2024/2025. Prodi Tadris Bahasa Inggris, Sekolah Tinggi Agama Islam Negeri Sultan Abdurrahman Kepulauan Riau.

Penguasaan kosakata merupakan dasar penting dalam bahasa Inggris belajar bahasa Inggris, terutama pada usia dini. Adapun, para pelajar muda saat ini menghadapi kesulitan dalam mengerti dan mengingat kosakata bahasa Inggris. Salah satunya penulis temui pada siswa-siswi di kelas lima MIS Raudhatul Mushallin. Penelitian ini bertujuan untuk mengetahui efektivitas penggunaan metode instruksi langsung berbasis Total Physical Response (TPR) pada kelas lima MIS Raudhatul Mushallin tahun ajaran 2025/2026.

Penelitian ini menggunakan pendekatan kuantitatif dengan desain pra-experimental dengan satu kelompok pre-test dan post-test. Peneliti mengumpulkan data melalui kosakata tes yang terdiri dari 25 soal objektif dan sudah melalui validasi dan reliabilitas. Teknik sampel menggunakan total sampling, yakni dalam penelitian ini seluruh kelas lima dengan total sebanyak 26 siswa menjadi partisipan. Data yang didapat dianalisis secara statistik menggunakan SPSS versi 26.

Pada hasil penelitian menunjukkan bahwa nilai rata-rata pada Post-test (74,72) lebih tinggi daripada nilai Pre-test (50,56). kemudian berdasarkan t-tets oleh Paired Sampel T-test pada keseluruhan nilai menunjukkan Sig (2-tailed) adalah 0,000 yang lebih kecil dari 0,05 ($0,000 < 0,05$). Dari temuan ini dapat disimpulkan bahwa H_a diterima dan H_o ditolak, menandakan metode perintah imperatif berbasis TPR secara efektif meningkatkan penguasaan kosakata siswa kelas lima MIS Raudhatul Mushallin.

Kata kunci: Total Physical Response (TPR), penguasaan kosakata, siswa sekolah dasar

ACKNOWLEDGEMENT

All praise is due to Allah SWT, who has bestowed the blessings, guidance and strength upon the researcher in completing this thesis entitled “The Effectiveness of TPR-Based Imperative Commands in Improving Students’ Vocabulary Mastery at Fifth-Grade of MIS Raudhatul Mushallin”. May peace be upon to the Prophet Muhammad SAW, along with the family, his companions and all those who faithfully follow his teachings until the end of the world.

This thesis could not have been complete without the support, guidance, help and encouragement of many individuals. Therefore, the researcher would like to express deepest gratitude to the following:

1. Dr. H. Muhammad Faisal, M.Ag., as the Rector of State Islamic College of Sultan Abdurrahman Kepulauan Riau.
2. Dr. Fadhila Yonata M.Pd., as Vice Rector I of State Islamic College of Sultan Abdurrahman Kepulauan Riau.
3. Dr.Drs. Almahfuz, M.Si., as Vice Rector II of State Islamic College of Sultan Abdurrahman Kepulauan Riau.
4. H. Rahmad Budi Harto, S.E., MM as Vice Rector III of State Islamic College of Sultan Abdurrahman Kepulauan Riau.
5. Mr. Taqiyuddin M.Pd., the head of English education study program, who graciously served as my primary advisor in provided guidance and advice throughout the completion of this thesis.

6. Mrs. Muslena Layla M.Si., as second supervisor, who consistently provided assistance, support, and motivation to the author to complete the thesis.
7. Mrs. Tiara Fransiska Riawan, S.Pd., the principal of MIS Raudhatul Mushallin Tanjung Unggat, who has given permission to carry out the research.
8. Mrs. Yuyun Muhawari, S.Pd, Mrs. Rika Indah, S.Pd, and Mr. Zulmy Noveansyah, the teachers and administrative staff who helped facilitate the researcher in conducting this study.
9. The Fifth-grade students at MIS Raudhatul Mushallin in the academic year 2024/2025, who enthusiastically participated in the teaching and learning process.
10. My beloved parents, Mr. Suwardi and Mrs. Hadijah, whose love, prayers, sacrifices, and unwavering faith have been the greatest source of strength in my life. Thank you for working tirelessly, making countless sacrifices, and always putting my dreams before your own. Every accomplishment I achieve is a reflection of your endless love and dedication. No words will ever be enough to express my gratitude for everything you have done for me. This achievement is as much yours as it is mine.
11. My dear brothers, Dedi Suwandi and Aldi Saputra, also with their families -Muli, Ina, Cissa, Kira, and Koko-, I personally grateful for always being there for me with your support, motivation, and encouragement throughout this journey. Your presence and belief in me have meant more than words can express.

12. My classmates in TBI 2022, Cegil gang, for their friendship, cooperation, and the memorable experiences we shared during our academic journey.
13. My beloved best friend, Sofia Sukma Dewi, S.Pd., for your kindness, unwavering support, and for always being by my side throughout our journey away from home.
14. Someone special, thank you for always being there, especially during the moments when I felt down and needed someone to lean on. Your support and kindness meant more than you know.
15. Last but not least, I would like to thank myself for believing in my abilities, remaining resilient through every obstacle, and continuing to move forward despite moments of doubt and exhaustion. This thesis represents not only an academic achievement but also a journey of growth, perseverance, and dedication.

Tanjungpinang, 17th June 2026

The researcher,

Putri Sulastri
SIN. 22882032329

MOTTO

“Jangan takut pada beratnya perjalanan, sesungguhnya Allah telah menjanjikan bahwa fa inna ma‘al-‘usri yusrâ, inna ma‘al-‘usri yusrâ”

(QS Al-Insyirah 5-6)

“Ibu adalah versi terbaik dari semua bentuk cinta yang pernah ada”

(Dedi Suwandi)

DEDICATION

I dedicate this thesis to,

Allah SWT, the source of all guidance and strength

My beloved parents, my dad Suwardi and my mom Hadijah

My special supportive brothers, Dedi Suwandi and Aldi Saputra, along with their
families

My lovely cousins as my best friend Ika and Tami

All of my dear best friend at campus

And finally, to my self, for staying strong, working hard, and never giving up
throughout this journey

TABLE OF CONTENT

TITLE PAGE	i
STATEMENT OF ORIGINALITY	ii
APPROVAL SHEET	iii
SUPERVISOR APPROVAL	iv
OFFICIAL NOTE OF SUPERVISOR.....	v
ABSTRACT.....	vi
ABSTRAK	vii
ACKNOWLEDGEMENT	viii
MOTTO.....	xi
DEDICATION	xii
TABLE OF CONTENT	xiii
LIST OF TABLE	xv
CHAPTER 1 INTRODUCTION	1
A. Background of the Research.....	1
B. Scopes of the Research.....	6
C. Research Questions	6
D. The Objectives and Significances of Research	7
E. The Systematization of the Discussion	8
CHAPTER II LITERATURE REVIEW	10
A. Theoretical Review.....	10
1. Vocabulary Mastery for EFL Students	10
2. Teaching Vocabulary	12
3. EFL Vocabulary for Elementary School Level	15
4. Total Physical Response (TPR)	19
5. Imperative Commands.....	22
6. The Relationship between Imperative Commands, Total Physical Response (TPR), and Vocabulary Learning.....	25
B. Previous Studies	27
C. Hypothesis	32

CHAPTER III RESEARCH METHODOLOGY	33
A. Research Approach.....	33
B. Research Time and location	34
C. Population and Sample of the Research.....	35
D. Research Instrument	36
E. Data Collection Techniques	44
F. Data Analysis Technique.....	48
CHAPTER IV FINDINGS AND DISCUSSION	52
A. Background of the Institution.....	52
B. Findings	54
C. Data Analysis	59
1. Descriptive Statistics.....	59
2. Normality Test	60
3. Hypothesis Test.....	61
D. Discussion	63
CHAPTER V CONCLUSION AND SUGGESTION	69
A. Conclusion.....	69
B. Suggestion	70
REFERENCES.....	73
APPENDICES.....	77

LIST OF TABLE

Table I Pre-Test and Post-Test One Group Design.....	34
Table II Population of the Research.....	36
Table III Guidelines of Post-Test and Pre-Test.....	37
Table IV The Score Classification	39
Table V Validity Test.....	41
Table VI Reliability Test.....	44
Table VII Treatment.....	46
Table VIII Pre-Test Score	54
Table IX The Classification of Pre-Test Score	56
Table X Post-Test Score.....	57
Table XI The Classification of Post-Test Score.....	58
Table XII Descriptive Statistics Result	59
Table XIII Normality Test Result	60
Table XIV Paired Sample T-test Result.....	62

CHAPTER 1

INTRODUCTION

A. Background of the Research

English is used for communication globally. Mastering English from a young age is very essential, particularly in vocabulary mastery. Research indicates that vocabulary development is foundational to effective language acquisition, especially for young learners, as it enables comprehension and communication in a foreign language.¹ The learners will struggle to engage with classroom materials and communicate meaningfully in English without sufficient vocabulary.

Vocabulary mastery is the foundation of linguistic competence. In the context of primary education, proficiency in this area is crucial, as it underpins and facilitates the development of receptive and productive language skills.² Learners cannot convey meaning or expression of ideas effectively. Students who have more vocabulary in learning English, they are more confident, better in reading comprehension, and show higher engagement in the classroom.³ These show that early lesson in vocabulary encourages greater language development and supports literacy growth.

¹ Ahmad Syauqi Hidayatullah et al., "Investigating Vocabulary Acquisition among Young Learners through Contemporary and Traditional Games in Interactive EFL Settings," *Dst* 5, no. 1 (2025): 36–46.

² Roslindah, "Improving the Students' Vocabulary Mastery by Using Cartoon Film for Elementary School 17 of Parepare" (State Islamic Institute of Parepare, 2024).

³ Theodesia Lady Pratiwi, Yowina Trisannia, and Leil Badrah Zaki, "Enhancing Pre-School Students' Vocabulary Skills through Digital Storytelling: A Classroom Action Research," *English Education: Journal of English Teaching and Research* 10, no. 2 (2025): 144–56.

Within the discourse of young learner vocabulary instruction, Total Physical Response (TPR) has emerged as a widely examined pedagogical method. This specific framework was originally formulated by the American psychologist James Asher, who proposed that teaching languages through movement is more successful. According to Asher, children learn languages more naturally when they respond to spoken words through physical movement. In TPR, the teachers usually give imperative commands, such as 'stand up,' 'touch your head,' or 'open your book,' and students show their understanding by performing those actions. Asher explained that the use of commands allows students to understand the meaning of language before they are required to produce it orally.⁴ This view is supported by Richards and Rodgers, TPR is a comprehension-based approach that combines language acquisition with physical activities, making it appropriate for younger students.⁵

Despite the recognized importance of vocabulary mastery, many Indonesian primary school students still face challenges learning English vocabulary. A study by Panjaitan et al, in 2025 found that experience in memorizing, translating and understanding the meaning of vocabulary in learning English, caused by internal factors such as motivation and study habits, as well as external factors such as less interactive teaching methods

⁴ James J Asher, *Learning Another Language Through Actions*, 7th Expand (Los Gatos, California: Sky Oaks Productions, 2009).

⁵ Jack C. Richards and Theodore S. Rodgers, *Approaches and Methods in Language Teaching*, Second Edi (Cambridge University Press, 2001).

and minimal use of media.⁶ In another research, students showed difficulty in understanding the meaning of words and the use of vocabulary in the context of learning, and this was linked to the traditional approach that emphasizes memorization without context.⁷ These shows vocabulary mastery is still a significant challenge in Indonesia in learning English.

The similar problem occurred in MIS Raudhatul Mushallin. Based on preliminary observation, the researcher identified that students faced difficulties in memorizing English vocabulary and tended to forget newly learned words easily. The findings showed a limited ability to use the vocabulary in meaningful contexts, which indicates that their vocabulary remains low. This condition is caused by several factors, including the use of teaching methods that rely heavily on rote memorization, the lack of opportunities for students to practice vocabulary in real contexts, and the limited use of engaging and interactive learning activities. As a result, students have limited opportunities to actively engage with and process vocabulary, which may hinder their long-term memory retention. According to Nation, effective vocabulary acquisition necessitates active student participation, focused attention, and frequent exposure to words, all of which improve in vocabulary retention.⁸ This instance demonstrates the

⁶ Ranicha Z P Panjaitan et al., "Analisis Kesulitan Belajar Siswa Dalam Memahami Kosa Kata Pada Pembelajaran Bahasa Inggris Di Sekolah Dasar," *Jurnal Pendidikan Tambusai* 9 (2025): 9829–34.

⁷ Umami Rasyida Syafawani, "Metode Pembelajaran Building Words Dalam Vocabulary Inggris," *Karimah Tauhid* 2, no. 2 (2023): 486–91.

⁸ Paul Nation, "Re-Thinking the Principles of (Vocabulary) Learning and Their Applications" 9, no. 5 (2024): 1–14, doi:10.3390/languages9050160. 1-3

disparity between theoretical expectations and real learning situations.

To address these issues, Developed by James J. Asher, the Total Physical Response (TPR) methodology serves as a prominent instructional approach in language acquisition. According to Asher, as cited in Mariyam and Musfiroh, TPR is a language learning approach that stimulates student's responses through physical actions in response to imperative commands when applied to a foreign language.⁹ This method encourages students to respond to instructions through physical movements designed to match the words being taught. Students are able to grasp and recall vocabulary with greater efficiency when verbal instructions are paired with physical gestures. This idea is supported by Tunru et al, who stated that students can name parts of the body through the movements and rhythm provided by Total Physical Response (TPR).¹⁰ It provides evidence that the combination of auditory input and physical actions can effectively enhance vocabulary comprehension. As a result, using TPR-based imperative commands is recognized as the ideal approach for helping young learners in improving their vocabulary mastery.

In terms of vocabulary development, numerous scholars have highlighted the effectiveness of the Total Physical Response (TPR) approach across elementary and secondary levels. By stimulating

⁹ Siti Nurfaiah Mariyam and Tadkiroatun Musfiroh, "Total Physical Response (TPR) Method in Improving English Vocabulary Acquisition of 5-6 Years Old Children," *Tadris: Jurnal Keguruan Dan Ilmu Tarbiyah* 4, no. 2 (2019): 257–64.

¹⁰ Bunga Tunru and Abidin Pammu, "Students' Perceptions of The Use Of Total Physical Response (TPR) Method in Teaching Vocabulary in British English School Makassar," *ELS Journal on Interdisciplinary Studies in Humanities* 7, no. 1 (2024): 100–108.

kinesthetic learning, this method inherently strengthens a student's memory through physical movement.¹¹ Most previous studies have mainly focused on general vocabulary learning, students' engagement, motivation, or perceptions toward the use of TPR. In addition, several of these studies employed descriptive qualitative designs using interviews, observations, and documentation as data collection procedures. There is still limited empirical evidence that applies quantitative pre-experimental design to investigate the effectiveness of the TPR-based imperative commands in improving elementary student's vocabulary mastery, particularly on specific topics such as parts of the body and names of diseases.

Therefore, this research is important because vocabulary mastery is essential for elementary school students. However, many students still struggle in mastering vocabulary due to teaching methods that tend to rely on memorization rather than meaningful learning. In this regard, the use of the TPR-based imperative commands method is considered necessary to create an engaging and effective learning environment for students. In this study, the implementation of TPR was carried out through the use of imperative commands as the primary instructional language. The teacher used simple commands related to the vocabulary topics of parts of the body and names of diseases, such as *Touch your head*, *Show me your hand*, *Hold your stomach*, and *Show me if you have a headache*. These commands

¹¹ Syarifuddin Catur Sugiarti Putri, Taslim, "The Effectiveness of the TPR (Total Physical Response) Method in Enhancing Students' Vocabulary," *The 2nd International Conference on Language Teaching*, 2024, 65–74.

encouraged students to respond physically while learning new vocabulary, allowing them to connect English words with meaningful actions and making the learning process more engaging and memorable. Therefore, this study aims to examine the effectiveness of TPR-based imperative commands in improving students' vocabulary mastery at fifth grade of MIS Raudhatul Mushallin. To objectively evaluate the efficacy of this instructional method within primary English education, this study utilized a quantitative pre-experimental approach featuring a single-group pre-test and post-test design.

B. Scopes of the Research

Based on the identification of the problems above, in order for this research to be more focused and not too broad, the limitations of the study are as follows:

1. This research only discusses a student's vocabulary mastery in learning English, and does not discuss another skill such as, speaking, listening, reading and writing in depth.
2. The study focuses on investigating TPR-based imperative commands in improving students' vocabulary mastery, especially in the parts of the body and name of diseases in learning English.

C. Research Questions

1. How is the vocabulary mastery of fifth-grade students at MIS Raudhatul Mushallin before and after the implementation of TPR-based imperative commands?

2. Is there a significant improvement in the vocabulary mastery of fifth-grade students at MIS Raudhatul Mushallin after the implementation of the TPR-based imperative commands?

D. The Objectives and Significances of Research

1. The Objectives of the Research

- a. To find out how the vocabulary mastery of fifth-grade students at MIS Raudhatul Mushallin before and after being taught using TPR-based imperative commands
- b. To find out a significant improvement in the vocabulary mastery of fifth-grade students at MIS Raudhatul Mushallin after being taught using TPR-based imperative commands.

2. Significances of the Research

a. Theoretical Significance

The findings of this study are expected to enrich the existing knowledge related to English vocabulary teaching for young learners, particularly in the use of the Total Physical Response (TPR) method. This study also supports the integration of TPR-based imperative commands as an effective teaching method to improve students' vocabulary mastery by emphasizing meaningful learning through physical movement and action-based instruction.

b. Practical Significances

- 1) For teachers, this study can serve as a reference for English teachers in elementary schools who are looking for effective teaching

methods to improve students' vocabulary mastery. The findings may help teachers apply the TPR-based imperative commands in teaching vocabulary in a more interactive way.

- 2) For students, this study provides direct benefits by helping students understand and memorize English vocabulary more easily through physical activities. The use of the TPR-based imperative commands may enhance students' motivation and participation in English learning.
- 3) For future researchers, this study can be a valuable reference for further research in the field of vocabulary instruction, Total Physical Response (TPR), and English learning at the elementary school level.

E. The Systematization of the Discussion

Chapter I: Introduction, discusses the study background, scope of study, research questions, the objective and significance research, and previous studies.

Chapter II: Theoretical Review, discusses the theoretical review including vocabulary mastery, Teaching Vocabulary, EFL vocabulary for elementary school, total physical response (TPR), Imperative Commands, and the relationship between Imperative Commands, Total Physical Response (TPR), and Vocabulary Learning, are included in this chapter.

Chapter III: Research Methodology, discusses research approach, research location, population and sample of the research, research instrument,

data collection techniques, and data analysis technique.

Chapter IV: Findings and Discussion, describe a general description of the location, data presentation, data analysis, and discussion of the result. This chapter answers of the research question

Chapter V: Conclusion and suggestion, summarizes the research conclusions and suggestion of the research.

REFERENCES

- Afrianti, U. U., & Rustipa, K. (2023). *Teaching English Vocabulary Using Total Physical Response (TPR) Method*. 11(2), 213–219.
- Agazzi, A. (2022). *The Importance of Learning Vocabulary for Young Learners*. 2010, 56–60. <https://doi.org/http://dx.doi.org/10.18415/ijmmu.v9i8.3897>
- Ahadi, G. D., & Zain, N. N. L. E. (2023). *The Simulation Study of Normality Test Using Kolmogorov-Smirnov, Anderson-Darling, and Shapiro-Wilk*. 6(1).
- Ali, S., Dj, M. Z., & Musfirah. (2022). Imperative Sentence To Indonesian Learners Through Total Physical Response (TPR) Method. *Kependidikan*, 16, 129–144.
- Aljohani, O., & Ahmad, Z. (2025). *Lesson Planning in EFL: Raising Learners' Awareness of the Use of English Imperatives*. 4(1), 1–10.
- Arikunto, S. (2009). *Dasar - Dasar Evaluasi Pendidikan* (Rev. ed.). PT Bumi Aksara.
- Asher, J. J. (2009). *Learning Another Language Through Actions* (7th Expanded ed.). Sky Oaks Productions.
- Catur Sugiarti Putri, Taslim, S. (2024). The Effectiveness of the TPR (Total Physical Response) Method in Enhancing Students' Vocabulary. *The 2nd International Conference on Language Teaching*, 65–74.
- Creswell, J. W., & Creswell, J. D. (2023). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (6th ed.). SAGE Publications, Inc.
- Harmer, J. (2015). *The Practice of English Language Teaching* (5th ed.). Pearson Education Limited.
- Hidayatullah, A. S., Sudirman, A., Ardhian, T., Vijayanti, D., Sari, S. R., & Sari, A. L. L. (2025). Investigating Vocabulary Acquisition among Young Learners through Contemporary and Traditional Games in Interactive EFL Settings. *Dst*, 5(1), 36–46. <https://doi.org/10.47709/dst.v5i1.6091>
- Husna, A., Muliati, A., & Baa, S. (2024). The Use of Total Physical Response Method in Developing Vocabulary Mastery of Junior High School Students at SMPN 7 Makassar. *Journal of Excellence in English Language Education*, 3(1), 103–113.
- Iba, Z., & Wardhana, A. (2023). *Metode Penelitian* (1st ed.). Eureka Media Aksara

- Indriani, A. (2025). The Effect of Using Total Physical Response (TPR) Method on English Vocabulary Ability of SD N 192 Pekanbaru. *Journal of English Educational Issues*, 1(1), 14–23.
- Islamica, M., Ganinda, N., Mardiana, W., Education, E. L., & Rejo, T. (2024). *The Implementation of Course Review Hooray to Teach Vocabulary at Elementary School in Mojokerto*. 1(August), 118–129.
- Iswandhary, P. E. (2021). *Using Movement Activities in Engaging Young Learners*. 4, 543–549.
- Jayanti, S., & Rachmawati, E. (2025). *Total Physical Response (TPR) Method in Teaching*. 12(1), 14–22. [https://doi.org/10.25157/\(jeep\).v12i1.17390](https://doi.org/10.25157/(jeep).v12i1.17390)
- Kusumawati, I., & Arifin, S. (2024). *Effective Vocabulary Teaching Techniques for EFL Teachers in Primary Classrooms*. 6.
- Li, Z., Li, J. Z., Zhang, X., & Reynolds, B. L. (2024). *Mastery of Listening and Reading Vocabulary Levels in Relation to CEFR: Insights into Student Admissions and English as a Medium of Instruction*. 9(7), 1–18. <https://doi.org/10.3390/languages9070239>
- Liu, P., Chen, C., & Chen, H. (2024). *Teaching Young EFL Learners New Vocabulary: A Comparison of the Efficiency of Traditional and Personalized TPR Strategies*. 85, 1–12. <https://doi.org/10.1177/21582440241288924>
- Mariyam, S. N., & Musfiroh, T. (2019). Total Physical Response (TPR) Method in Improving English Vocabulary Acquisition of 5-6 Years Old Children. *Tadris: Jurnal Keguruan Dan Ilmu Tarbiyah*, 4(2), 257–264. <https://doi.org/10.24042/tadris.v4i2.4071>
- Martias, L. D. (2021). *Statistika Deskriptif Sebagai Kumpulan Informasi*. 16(1), 40–59.
- Nasution, N. A., Adila, D., Harahap, H. S., & Fhitriansyah, I. (2024). *Upaya Meningkatkan Kemampuan Vocabulary Dalam Mata Pelajaran Bahasa Inggris di SD / MI*. 3(3), 163–165.
- Nation, I. S. P. (2022). *Learning Vocabulary in Another Language* (3rd ed.). Cambridge University Press.
- Nation, P. (2024). *Re-Thinking the Principles of (Vocabulary) Learning and Their Applications*. 9(5), 1–14. <https://doi.org/10.3390/languages9050160>

- Pallant, J. (2020). *SPSS Survival Manual: A Step-by-Step Guide to Data Analysis Using IBM SPSS* (7th ed.). Routledge.
- Panjaitan, R. Z. P., Sinaga, N. V., Ningsih, F. A., Afsarini, A., Ritonga, S., Hutaeruk, G., & Medan, U. N. (2025). Analisis Kesulitan Belajar Siswa dalam Memahami Kosa Kata Pada Pembelajaran Bahasa Inggris di Sekolah Dasar. *Jurnal Pendidikan Tambusai*, 9, 9829–9834.
- Permana, G. Y. (2020). *Teaching Vocabulary for Elementary School Students (A Literature Review)*. 1(2). <https://doi.org/10.36663/tatefl.v1i2.56>
- Pitaloka, D. A. D., Wigati, F. A., & Suryaman, M. (2025). Exploring Students Engagement in Learning Vocabulary through The Use of Total Physical Response (TPR) Method. *Journal of Educational Sciences*, 9(2), 718–728. <https://doi.org/https://jes.ejournal.unri.ac.id/index.php/JES> P-ISSN
- Putri, C. S., Taslim, & Syarifuddin. (2025). *The Effectiveness of the TPR (Total Physical Response) Method in Enhancing Students ' Vocabulary*. 4(1), 29–40.
- Rashid, H., & Hui, W. (2022). *The Importance of Vocabulary in Teaching and Learning in Applied Linguistics*. 6(March), 541–550.
- Richards, J. C., & Rodgers, T. S. (2001). *Approaches and Methods in Language Teaching* (2nd ed.). Cambridge University Press.
- Roslindah. (2024). *Improving the Students' Vocabulary Mastery by Using Cartoon Film for Elementary School 17 of Parepare* (Issue February). State Islamic Institute of Parepare.
- Setyawan, D. A. (2024). *Uji Validitas dan Reliabilitas Instrumen Pengumpulan Data Menggunakan SPSS*.
- Sofya, H. (2024). The Effectiveness of Total Physical Response Method on Students Vocabulary Mastery at 5th Grade MI Darul Hikmah Bantarsoka, Banyumas. *Wanastra: Jurnal Bahasa Dan Sastra*, 15(2), 82–90. <https://doi.org/10.31294/wanastra.v15i2.16216>
- Sugiyono. (2023). *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D* (5th ed.). Alfabeta.
- Sukirno, M. A., & As Sabiq, A. H. (2020). *Visual Media Utilization in Mastering English Vocabulary of Hearing-Impaired Students*. 25(20), 162–173.
- Sürücü, L., & MASLAKÇI, A. (2020). *Validity And Reliability in Quantitative Research*. 3, 2694–2726.

- Syafawani, U. R. (2023). Metode Pembelajaran Building Words dalam Vocabulary Inggris. *Karimah Tauhid*, 2(2), 486–491. <https://doi.org/10.30997/karimahtauhid.v2i2.7816>
- Theodesia Lady Pratiwi, Yowina Trisannia, & Leil Badrah Zaki. (2025). Enhancing Pre-School Students' Vocabulary Skills through Digital Storytelling: A Classroom Action Research. *English Education: Journal of English Teaching and Research*, 10(2), 144–156. <https://doi.org/10.29407/jetar.v10i2.26595>
- Tunru, B., & Pammu, A. (2024). Students' Perceptions of The Use Of Total Physical Response (TPR) Method in Teaching Vocabulary in British English School Makassar. *ELS Journal on Interdisciplinary Studies in Humanities*, 7(1), 100–108. <https://doi.org/https://doi.org/10.34050/elsjish.v5i3.22230>
- VanPatten, B., & Smith, M. (2022). *Explicit and Implicit Learning in Second Language Acquisition*. Cambridge University Press.
- Widjaja, R., & Sahrani, I. M. (2024). *Bahasa Inggris 5b untuk SD/MI Semester 1&2*. Kartika.
- Yang, L. (2024). *A Comprehensive Review of Total Physical Response*. 4(7), 90–98.
- Zeng, Y., Kuo, L., Chen, L., & Lin, J. (2025). *Vocabulary Instruction for English Learners: A Systematic Review Connecting Theories, Research, and Practices*. 1–22. <https://doi.org/10.3390/educsci15030262>
- Zucker, T. A., Cabell, S. Q., & Pico, D. L. (2021). *Going Nuts for Words: Recommendations for Teaching Young Students Academic Vocabulary*. 74(5), 581–594. <https://doi.org/10.1002/trtr.1967>
- Zulfa, Z. M., Purwanto, S., & Widyaningrum, A. (2023). The Use of Total Physical Response (TPR) as Teaching Strategy at Elementary School. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, 11(1), 242–252. <https://doi.org/10.24256/ideas.v11i1.3851>