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Journal of General Education and Humanities Vol. 5, No. 1, February 2026, pp. 967 – 976, https://doi.org/10.58421/gehu.v5i1.1041 ISSN 2963-7147 967 Newspaper homepage: https://journal-gehu.com/index.php/gehu Application of the TPR (Total Physical Response) model to Vocabulary Materials for Junior High School Students of Grade IX Darul U-Loom School, Satun, Thailand Ardila Nurmala Sari1, Syamsuyurnita2 1,2Universitas Muhammadiyah Sumatera Utara, Indonesia Article Info ABSTRACT Article history: Received 2026-01-05 Revised 2026-01-24 Accepted 2026-01-26 Low mastery of Indonesian vocabulary among foreign-speaking students, characterised by achievement scores below the Minimum Completeness Criteria (KKM), low student participation, and the dominance of teacher-centred instructional methods, remains a major challenge in Indonesian language learning. This research aims to improve the Indonesian vocabulary skills of Grade IX students at Darul U-Loom School, Satun, Thailand, through the application of the Total Physical Response (TPR) model. The study employed a Classroom Action Research (CAR) method using the Kemmis and McTaggart spiral design, comprising planning, action, observation, and reflection stages. The research subjects were 25 Grade IX students. The study was conducted through three stages: pre-cycle, cycle I, and cycle II. Data were collected through vocabulary tests, classroom observations, interviews, and documentation, and analysed using descriptive statistics and N-Gain analysis to measure the level of improvement in students' vocabulary skills. The results revealed a significant improvement in students' vocabulary mastery, as indicated by the increase in average scores from 56.40 in the pre-cycle to 67.20 in cycle I and 78.60 in cycle II. Learning completeness also improved from 36% to 88%, while the N-Gain analysis showed an increase from low (0.25) to medium (0.51). These findings indicate that the TPR model is effective in improving Indonesian vocabulary mastery and fostering more active, enjoyable, and meaningful learning for foreignspeaking students. Keywords: BIPA Classroom Action Research Indonesian for foreign speakers Model TPR Vocabulary Mastery Corresponding Author: Ardila Nurmala Sari Universitas Muhammadiyah Sumatera Utara, Indonesia E-

mail: ardilanurmalas@gamail.com 1. INTRODUCTION Darul U-Loom School is an Islamic education-based junior high school (SMP) located in Southern Thailand, especially Satun Province. This school has an important role in equipping students with religious and academic competencies in a balanced manner. In the context of global education, schools in Muslim minority areas are required to develop

https://doi.org/10.58421/gehu.v5i1.1041 968 language learning that broadens horizons, strengthens identities, and opens access to crosscultural communication [1]. One of the languages taught at Darul U-Loom School is Indonesian as a foreign language. Indonesian has a strategic position in Southeast Asia because it is widely used in education, social, and cultural fields [2], [3]. Indonesian language learning for foreign speakers aims to develop basic communication skills so students can understand and use the language in everyday contexts in a simple, functional way [4]. In learning a foreign language, vocabulary is the main factor in mastering language skills. Vocabulary mastery has a significant correlation with the ability to understand and produce language [5]. Without adequate mastery of vocabulary, students will have difficulty understanding texts and expressing ideas orally and in writing [5]. Vocabulary also plays an important role in supporting the four language skills: listening, speaking, reading, and writing. Research by Nurhadi and Roekhan [6] in the Journal of Language Learning found that systematically improving vocabulary directly impacts students' speaking and writing skills [7]. Therefore, learning Indonesian vocabulary needs to be designed in a planned, context-based manner. Based on initial observations of grade IX students at Darul U-Loom School, a sample of 25 students, it was found that Indonesian vocabulary mastery remains low. Students have difficulty in naming objects, performing simple commands, and understanding oral instructions. These findings align with research by Saragih and Manurung [8], who found that foreign language learners often experience vocabulary constraints due to less varied learning methods and a lack of meaningful activities. The low vocabulary mastery is also influenced by students' low motivation to learn. Vocabulary

learning that emphasises only memorisation tends to cause boredom and reduce students' active participation. Research by Sari et al. [9] emphasised that motivation is a key factor in the success of learning a second language. A learning approach that attends to students' affective aspects and learning experiences is indispensable in language learning. Humanistic research in language learning shows that a fun, stress-free learning environment can increase student engagement and material retention [10]. Therefore, teachers need to implement a learning model that integrates cognitive, affective, and psychomotor aspects. One relevant learning model for improving vocabulary mastery is Total Physical Response (TPR). This model emphasises the interplay between language and physical activity, in which students respond to the teacher's commands through movement. Language learning through TPR can reduce learning anxiety and improve vocabulary comprehension naturally [11]. A number of empirical studies have shown the effectiveness of the TPR model in vocabulary learning. TPR can increase students' participation and vocabulary understanding in the early stages of language learning [12]. The use of TPR has a positive impact on vocabulary memory and students' courage in language [13], [14]. Based on this gap, the author plans to address low vocabulary mastery by implementing the Total Physical Response (TPR) model as an alternative instructional strategy. This research aims to improve Indonesian vocabulary mastery of Grade IX students at Darul U-Loom School through the application of TPR, while also enhancing student motivation and active participation in learning. The study employs Classroom Action Research to enable continuous reflection and improvement of instructional practices grounded in classroom realities.

https://doi.org/10.58421/gehu.v5i1.1041 969 The results of this research are expected to provide both theoretical and practical benefits. Theoretically, the study contributes to the development of BIPA pedagogy by providing empirical evidence on the effectiveness of TPR in a junior high school context. Based on this description, the application of the Total Physical Response (TPR) in learning Indonesian vocabulary among grade IX students at

Darul U-Loom School, Satun, Thailand, with a sample of 25 students, is considered an effective alternative. Practically, the findings are expected to serve as a reference for BIPA teachers in designing vocabulary instruction that is more interactive, enjoyable, and aligned with students' characteristics. Ultimately, this research is hoped to support the improvement of Indonesian language education quality for foreign speakers and strengthen the role of Indonesian in international educational settings. 2. METHOD This study uses classroom action research (PTK) with a descriptive quantitative approach. PTK is a reflective research conducted by educators to improve the quality of learning processes and outcomes through actions that are systematically planned, implemented, observed, and reflected on [15]. The research design follows the Kemmis and McTaggart spiral model, which includes the stages of planning, action implementation, observation, and reflection, carried out repeatedly across several cycles. This research was carried out in three stages: pre-cycle, cycle I, and cycle II. The pre-cycle stage aims to determine students' initial condition for Indonesian vocabulary mastery, while cycles I and II implement and improve vocabulary learning through the Total Physical Response (TPR) model, based on reflections from the previous cycle [16]. The research was carried out at Darul U-Loom School, Satun, Southern Thailand, with 25 research subjects in grade IX of junior high school, selected based on initial observations indicating low Indonesian vocabulary skills. The data collection techniques in this study include tests, observations, interviews, and documentation studies. The test was used to measure students' improvement in Indonesian vocabulary mastery at each cycle. At the same time, observation was conducted to assess students' activity, attitude, and involvement in responding to commands and making movements in accordance with the principles of the TPR model. Interviews were used sparingly to obtain supporting data on students' responses and learning experiences, while documentation was used to supplement data in the form of learning outcome scores and notes on learning activities [17]. Data were analysed using descriptive statistics to determine the average, highest, and lowest test scores in each cycle, using SPSS version 16.0, as well as descriptive analysis of

observation data. The indicators of research success are determined based on the improvement in Indonesian vocabulary mastery, which is shown by the increase in average scores and the achievement of at least 65% of students' learning completeness, as well as the improvement of affective and psychomotor aspects in the form of activeness, motivation, and students' ability to respond and use Indonesian vocabulary appropriately through physical learning activities.

https://doi.org/10.58421/gehu.v5i1.1041 970 3. RESULTS AND DISCUSSION This class-action research was carried out in three stages: pre-cycle, cycle I, and cycle II. Each cycle is designed to address weaknesses in Indonesian vocabulary learning by gradually and continuously applying the Total Physical Response (TPR) model. 3.1. Results Pre-Cycle Results In addition to low achievement in low-scoring subjects, observations at the pre-cycle stage showed that most students tended to be passive during the Indonesian vocabulary learning process. Students listen more to the teacher's explanations, but these are not followed by activities that involve movement or direct interaction with the vocabulary learned. This causes students to quickly feel bored and less motivated to use vocabulary, both verbally and in writing, actively. The lack of variety in learning methods also affects students' poor retention of the new vocabulary introduced. Furthermore, students' difficulties in learning vocabulary are evident in their inability to relate word meanings to everyday contexts. Students tend to memorise vocabulary without understanding its use in sentences or real-life situations. This condition reinforces the urgency of implementing a learning model that emphasises greater physical involvement and direct experience, such as the Total Physical Response (TPR) model, which is believed to improve vocabulary understanding through motor activities and elicit students' physical responses. Table 1. Indonesian Vocabulary Test Results in the Pre-Cycle Stage Yes Criteria Pre-Cycle Results 1 Number of Students 25 students 2 Average Score 56,40 3 Highest Score 72 4 Lowest Score 40 5 Completed Students (≥65) 9 students 6 Incomplete Students (<65) 16 students 7 Completion Percentage 36% 8

Incompleteness Percentage 64% The pre-cycle results showed that vocabulary learning still relied on conventional methods, resulting in relatively low vocabulary competence: an average score of 56.40 and only 36% of students achieving learning completion. These results are consistent with previous research, which shows that vocabulary learning without kinaesthetic stimulation often leads to low retention and motivation among students [18]. The study reported that student scores increased from 38.55 to 81.11 after implementing TPR, along with a strong increase in student engagement across each phase of vocabulary learning. This low level of student engagement in the pre-cycle is also reflected in the literature, which suggests that traditional learning methods are often inadequate for helping students understand vocabulary functionally. Methods such as lectures and memorisation alone tend to rely on passive input, without the multisensory reinforcement necessary for more effective vocabulary mastery.

https://doi.org/10.58421/gehu.v5i1.1041 971 Results of Cycle I Based on observations in the first cycle, the application of the Total Physical Response (TPR) model began to show a positive impact on student involvement in learning Indonesian vocabulary. Students seem more enthusiastic about participating in learning activities, especially when teachers give verbal instructions followed by direct physical movements. This activity helps students understand vocabulary more concretely and reduces reliance on memorisation alone. However, some students are not fully brave or confident in responding to orders spontaneously, so their involvement has not been maximised. In addition, the results of the reflection on cycle I showed that some students still had difficulty remembering and using vocabulary consistently, especially when instructions were delivered at a faster tempo or in more complex command variations. This indicates that the process of internalising vocabulary through TPR still requires more intensive reinforcement and repetition. Therefore, improvements in the next cycle focus on increasing the frequency of exercises, introducing variations in movement activities, and providing positive reinforcement so that students become more accustomed and comfortable with using Indonesian vocabulary in

the context of learning. Table 2. Results of the Indonesian Vocabulary Test in Cycle I Yes Criteria Results of Cycle I 1 Number of Students 25 students 2 Average Score 67,20 3 Highest Score 82 4 Lowest Score 52 5 Completed Students (≥65) 15 students 6 Incomplete Students (<65) 10 students 7 Completion Percentage 60% 8 Incompleteness Percentage 40% In the first cycle, the average score increased to 67.20, and the percentage of students who completed reached 60%. This increase indicates that the implementation of the TPR model is beginning to affect students' vocabulary skills. Improvement, but still in the category of adaptation, in line with research by Ismaliza et al. [19], who found that TPR was effective at improving beginners' vocabulary comprehension, even though it took time for students to get used to physically responding to verbal commands. Other studies also corroborate that physical activity can strengthen vocabulary learning, as body movements are integrated with sensory memory processes that enhance long-term memory [20]. This relationship between physical movement and memory motivates students to engage more actively than traditional passive methods [21]. Results of Cycle II Based on observations in cycle II, the application of the Total Physical Response (TPR) model resulted in a more optimal increase than in the previous cycle. Students appear to be more confident, active, and responsive in following the teacher's instructions accompanied by physical movements.

https://doi.org/10.58421/gehu.v5i1.1041 972 Learning activities are more dynamic, with almost all students directly involved without hesitation or awkwardness. This condition indicates that students have adapted well to physical activity-based learning and can interpret vocabulary through hands-on experience. In addition, the repetition of vocabulary, accompanied by variations in movement, has been shown to help students strengthen memory and understand word meanings. Students are not only able to recognise vocabulary receptively, but also begin to use it more appropriately in the context of learning. The significant increase in learning completeness in cycle II indicates that the TPR model is effective in improving Indonesian vocabulary skills among grade IX students

at Darul U-Loom School. Upon achieving the research success indicators, the learning action is stopped in cycle II. Table 3. Results of the Indonesian Vocabulary Test in Cycle II Yes Criteria Results of Cycle II 1 Number of Students 25 students 2 Average Score 78,60 3 Highest Score 90 4 Lowest Score 65 5 Completed Students (≥65) 22 students 6 Incomplete Students (<65) 3 students 7 Completion Percentage 88% 8 Incompleteness Percentage 12% Data in cycle II showed a significant increase: an average of 78.60 and 88% of students achieved learning completion. This rate of improvement meets the research success indicators, reinforcing that TPR can strengthen vocabulary comprehension on an ongoing basis. Cycle II results are in line with those of Rahmawati et al. [22], who reported a 31% improvement in pretest-posttest vocabulary scores after implementing TPR, suggesting that this method was effective in improving vocabulary mastery. In addition, these results are consistent with recent research that combines TPR with other media, such as flashcards, which significantly improves Retention and student involvement in vocabulary learning [24]–[26]. The integration of physical movements with visual aids has been shown to provide multisensory reinforcement, which is essential for the internalisation of vocabulary. Comparison Results of Pre-Cycle, Cycle I, and Cycle II Based on the results of the classroom action research, there is a gradual improvement in the Indonesian vocabulary skills of grade IX students in each cycle. In the pre-cycle stage, students' vocabulary skills are still relatively low because learning still uses conventional methods that do not involve student activity. This is reflected in the average score, which is still below the Minimum Completeness Criteria (KKM), and in the low percentage of learning completeness. In the first cycle, after implementing the Total Physical Response (TPR) model, the average score increased, and the number of students who achieved learning completion increased. However, the increase is not optimal, as some students are still adapting to physical activity-based learning.

https://doi.org/10.58421/gehu.v5i1.1041 973 Student involvement is increasing, but it is not evenly distributed among all students. Furthermore, in cycle II, the learning results

showed a significant improvement and met the indicators of research success. Students are familiar with the TPR model, enabling them to respond to instructions more quickly and accurately. The active involvement of students, vocabulary repetition, and the variety of movements used in cycle II had a positive impact on memory and vocabulary comprehension. Upon achieving classical learning completeness, it can be concluded that the TPR model effectively improves students' Indonesian vocabulary skills sustainably. Table 4. Comparison of Indonesian Vocabulary Test Results Yes Assessment Aspects Pre-Cycle Cycle I Cycle II 1 Number of Students 25 25 25 2 Average Score 56,40 67,20 78,60 3 Highest Score 72 82 90 4 Lowest Score 40 52 65 5 Completed Students (≥65) 9 students 15 students 22 students 6 Incomplete Students (<65) 16 students 10 students 3 students 7 Completion Percentage 36% 60% 88% 3.2. Discussion Gain Score Analysis To determine the level of improvement in students' Indonesian vocabulary skills more objectively, gain score analysis (N-Gain) was used. Gain scores measure the effectiveness of learning actions by comparing initial and post-action scores and grouping them into low, medium, or high improvement categories. Based on the gain score calculation from pre-cycle to cycle I, an N-Gain value of 0.25 was obtained, which falls in the low category. These results show that the initial application of the Total Physical Response (TPR) model has not led to optimal improvement, as students are still in the adaptation stage to physical activity-based learning. Furthermore, the gain score from pre-cycle to cycle II showed an N-Gain of 0.51, which falls within the medium category. This improvement indicates that the continuous application of the TPR model, with improvements in cycle II such as movement variation, vocabulary repetition, and increased student active involvement, can significantly improve students' vocabulary skills. Thus, the results of the gain score analysis strengthen the finding that the TPR model is effective in improving the Indonesian vocabulary skills of grade IX students at Darul U-Loom School, especially when applied consistently and accompanied by reflection and improvement of learning actions in each cycle. Table 5. Analysis of Improvement (N-Gain) of Indonesian Vocabulary Ability Yes Cycle Comparison Initial Average Final Average N-Gain Categories

1 Pre-Cycle → Cycle I 56,40 67,20 0,25 Low 2 Pre-Cycle → Cycle II 56,40 78,60 0,51 Medium N-Gain Criteria: N-Gain < 0.30 = Low 0.30 ≤ N-Gain < 0.70 = Medium N-Gain ≥ 0.70 = High

https://doi.org/10.58421/gehu.v5i1.1041 974 Based on Table 5, students' Indonesian vocabulary skills improve differently at each stage of the action. In the comparison between pre-cycle and cycle I, an N-Gain value of 0.25 was obtained, which was in the low category. This shows that applying the Total Physical Response (TPR) model in the first cycle has not resulted in optimal improvement in students' vocabulary skills. This condition is caused by students' limited understanding and adaptation to learning that integrates verbal commands with physical activities, resulting in the effectiveness of learning not being fully achieved. Furthermore, in the comparison between pre-cycle and cycle II, the N-Gain value increased to 0.51, placing it in the medium category. This increase indicates that improvements in learning actions in cycle II, such as adding movement variation, increasing vocabulary repetition intensity, and increasing active student involvement, have a significant positive impact on students' Indonesian vocabulary skills. Students are not only able to understand vocabulary receptively, but also begin to use it more appropriately and consistently in the context of learning. Overall, the results of the gain score analysis show that the continuous, reflective application of the TPR model gradually improves students' Indonesian vocabulary skills. The low gain score in the first cycle and the increase in the gain score in the second cycle underscore the importance of continuous action and adjustment of learning strategies in classroom action research to achieve learning objectives optimally. Overall, vocabulary learning through the Total Physical Response (TPR) model has been shown to significantly improve students' vocabulary competencies from pre-cycle to cycle II. This increase is supported by strengthening active student involvement, vocabulary repetition through movements, and learning contexts that are more interactive and multisensory than conventional methods. These findings align with recent studies demonstrating the effectiveness of TPR in

vocabulary learning across educational levels, both in the classroom and when integrated with other media [13], [14], [27]. 4. CONCLUSION This classroom action research indicates that the Total Physical Response (TPR) model provides an effective pedagogical framework for supporting Indonesian vocabulary acquisition among foreign-speaking junior high school students. The main finding of this study highlights that vocabulary learning becomes more meaningful when language input is integrated with physical movement, as this approach facilitates comprehension, strengthens memory, and increases learner engagement across cognitive, affective, and psychomotor domains. From an instructional perspective, this study suggests that Indonesian language instruction for non-Indonesian speakers should prioritise interactive, student-centred learning models that reduce learning anxiety and encourage active participation. The TPR model offers practical guidance for teachers in designing vocabulary instruction that accommodates diverse learner characteristics, particularly in multilingual and multicultural classroom settings. These implications emphasise the importance of aligning teaching strategies with learners' developmental stages and learning preferences. Nevertheless, this study has several limitations. The research was conducted in a single Islamic junior high school with a limited number of participants, which may restrict

 the generalizability of the findings to other BIPA contexts. In addition, the study focused solely on vocabulary mastery, without examining its potential transfer to other language skills, such as speaking, reading, or writing. The intervention's duration was also limited to two action cycles, which may not fully capture long-term learning retention. Future research is recommended to investigate the long-term effects of the TPR model on vocabulary retention and its integration with other communicative language teaching approaches. Further studies may also explore the application of TPR in different educational levels, learning environments, or cultural contexts to broaden its applicability. For the general public and educational stakeholders, this research contributes evidence-based insights into the use of active and experiential

learning models in foreign language education. Ultimately, this study reinforces the importance of innovative, inclusive, and learner-centred approaches to enhancing the quality of Indonesian language learning for foreign learners in an increasingly globalised educational landscape.

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