

TOTAL PHYSICAL RESPONSE (TPR) METHOD THROUGH TIKTOK AS A LEARNING MEDIA TO IMPROVE STUDENTS' LISTENING SKILL AT SMAN 18 MAKASSAR

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ABSTRACT

This study aimed to determine the use of the Total Physical response method (TPR) through tiktok as a learning media to improve students' listening skill at SMAN 18 Makassar. The research used pre-experimental research method. The population of this research was eleventh grade students of SMAN 18 Makassar at first semester academic year 2023/2024. The number of the sample were 33 students. The research collected the data by giving pre-test, treatment, and post-test. The data of this research was analyzed by SPSS 25 version. The researcher concluded that there was a significant improvement in students' listening skills by using the Total Physical Response (TPR) Method through Tiktok as a learning medium. This is supported by the results of the average scores in the pre-test and post-test. The average score on the pre-test was 55.45, while on the post-test was 84.70. The significant value in this study is 0.000 which is smaller than 0.5. This means that there is a significant improvement in students' listening skills with the Total Physical Response (TPR) Method through Tiktok as a Learning Media.

Keyword: *Improving, Listening Skill, TPR.*

INTRODUCTION

English is an international language used to communicate with various countries. Entering the era of globalization or better known as the free market requires every individual to prepare reliable resources, especially in the field of communication. In this case, the role of English is needed both in master communication technology and in interacting directly. As a means of global communication, English must be actively mastered both orally and in writing.

This is because the progress of science and technology that continues to develop requires every individual to be able to master English language skills. After all, English is an international language that can connect people with the world in various aspects including educational aspects. Regarding the importance of mastering foreign languages, the German philosopher Johann Wolfgang von said, "Those who know nothing about foreign languages, they are nothing about their language." This sentence implies how important it is to master foreign languages, in addition to regional and national languages.

To achieve optimal English proficiency, mastery of the material and practice must be given in a balanced portion. However, realizing the ideal language class is not easy. In addition to having sufficient mastery of the material, a language teacher should know the level of mastery of each student's language. If all conditions are

generalized, it will be difficult to achieve the expected learning objectives. Because basically, every student has different characteristics including learning techniques, methods of study, and the portion of absorption of subject matter as in the concept of multiple intelligence.

From the obstacles experienced by students in learning English, one of the main factors is the inappropriate and less creative learning media, making students feel bored and bored. This is what underlies the researcher will apply one of the learning media that is in demand by children to adults at this time. Media learning is a social media application that is currently trending, namely the TikTok application. TikTok is one of the new social media applications where every user can create content, share videos, and interact directly. TikTok presents a social media application with menus and effects for editing videos so that it can be used as a medium for learning English. This research aims to describe the phenomenon of the widespread use of social media as a medium for online English learning. It focuses on discussing TikTok's appeal to millennials and generation Z to learn English through Tiktok video content presented by the best content creators under the popular hashtag #learnenglish. Based on the problems mentioned above, it is also necessary to use an innovative and creative method with the TikTok application as a medium that can be used in teaching, especially in foreign language listening skills. This is expected to improve students' listening skills so that students are ready and able to get maximum scores.

Professor James Asher disseminated in 1960 a method called TPR that become one of the most important methods in English instruction. The TPR involves the listening skills because students were intended to respond to a series of commands in a physical way. J. Asher developed this method on the basis that understanding of the target language should be developed through body movements, physical responses of the learners, such as gestures or actions, and then move on to the ability to speak (Asher, 1968). Similarly, Krashen developed an "input hypothesis" based on the TPR method where he asserted that young learners accept listening activities when they acquire comprehensible input. One way to do this is by applying the Total Physical Response method in foreign language learning. The Total Physical Response method suggests foreign language teachers do direct pronunciation to learners that contain commands, and then learners will respond physically before they start producing verbal responses or utterances. This will stimulate them to remember not only verbally but also stimulate their memory by moving and seeing the pronunciation of the vocabulary.

This study aims to analyze the effect of the TPR method on the development of listening skills. This method allows students to improve their listening skills built through the coordination of speech and action, it attempts to teach language through physical (motor) activity. In TPR, the instructor gives commands to the student and the student responds with whole body actions. In addition, this research fills in the gaps of previous research and analyzes the effectiveness of the method in developing listening sub-skills, such as listening for details and specific information. By using this method, young learners feel more

enthusiastic, increase students motivation and reduce their stress levels when they are exposed to listening comprehension activities.

Therefore, to realize students' listening skills with creative learning media and the TPR method as an effective learning method for students, researchers are interested in researching research with the title "Total Physical Response Through TikTok as a Learning Media to Improve Students' Listening Skill at SMAN 18 Makassar"

METHOD

This research used the pre-experimental design research method to obtain more comprehensive facts about the effectiveness of total physical response (TPR) method through TikTok as a learning media improving students' listening skills. This research was conducted at SMAN 18 Makassar in the academic year 2023/2024. The participant of this research were 33 students of the second-grade IPS 2 of SMAN 18 Makassar academic year. The data collected before giving treatment and after giving treatment. The assessment is carried out based on the students' accuracy, fluency, and comprehensibility. This analyze compare student grades with grades during pre-test and post-test. Writer used it for both pre-test and post-test quantitative data analyze. All of these criteria are used as a guideline for their listening English performance whether there has been an improvement or not.

FINDINGS AND DISCUSSIONS

Findings

The writer conducted a pre-test to know the prior knowledge of the students' listening skill and conducted post-test after giving treatments. The presentation of data in this part was obtained through listening test. The researcher describes the student's results on the pre-test, during treatment, and on the post-test as below:

Table 1. Students' score in Pre-test

| No | Students Initial | Pre-test | Classification |
|-----|------------------|----------|----------------|
| 1. | A | 55 | Poor |
| 2. | ANAS | 95 | Excellent |
| 3. | ANAJ | 65 | Average |
| 4. | AL | 70 | Average |
| 5. | ESA | 75 | Average |
| 6. | FP | 70 | Average |
| 7. | H | 50 | Very poor |
| 8. | IIR | 75 | Average |
| 9. | MH | 65 | Average |
| 10. | NZ | 65 | Average |
| 11. | NA | 80 | Good |
| 12. | NRH | 55 | Poor |
| 13. | NFPL | 70 | Fairly good |

| | | |
|--------------------|----|-----------|
| 14. R | 60 | Poor |
| 15. RA | 70 | Average |
| 16. SY | 70 | Average |
| 17. SS | 45 | Very poor |
| 18. VNA | 25 | Very poor |
| 19. AGP | 40 | Very poor |
| 20. AM | 40 | Very poor |
| 21. MAIDM | 25 | Very poor |
| 22. MY | 55 | Poor |
| 23. MASSP | 70 | Average |
| 24. MDYS | 25 | Very poor |
| 25. MIS | 20 | Very poor |
| 26. MF | 50 | Very poor |
| 27. MFA | 40 | Very poor |
| 28. MRA | 45 | Very poor |
| 29. RF | 65 | Average |
| 30. RR | 25 | Very poor |
| 31. RS | 40 | Very poor |
| 32. RF | 70 | Average |
| 33. EAS | 60 | Poor |
| Total Score | | 1,830 |
| Mean Score | | 55,45 |

(Data Source: Pre-test Score)

Table 1 shows the students' score in pre-test. The data shows that the total score of 33 students was 1830 with the mean score was 55.45. There was 1 student got 91-100 score classified as excellent, there was 1 student got 76-90 score classified as good, 13 students got 61-75 classified as average, 5 students got 51-60 classified as poor, 13 students got score <50 classified as very poor.

Thus, to know students' classification it can be seen in table 2:

Table 2 The Percentage of Students' Pre-test Score

| Classification | Score | Frequency | Percentage |
|----------------|----------|-----------|-------------|
| Excellent | 91 – 100 | 1 | 3,3% |
| Good | 76 – 90 | 1 | 3,3% |
| Average | 61 – 75 | 13 | 39,3% |
| Poor | 51 – 60 | 5 | 15,1% |
| Very Poor | <50 | 13 | 39,3% |
| Total | | 33 | 100% |

(Data Source: Pre-test Score)

It can be seen in table 2 the results of the pre-test there were 33 students, in pre-test 1 (3,3%) student classified as excellent, 1 (3,3%) student classified as good, 13 (39,3%) students classified as average, 5 (15,1%) students classified as poor, and 13 (39,3%) students classified as very poor.

The results of students listening score on post-test can be seen in the following table:

Table 3 Students' score in post-test

| No | Students Initial | Post-test | Classification |
|--------------------|------------------|-----------|----------------|
| 1. | A | 75 | Average |
| 2. | ANAS | 95 | Excellent |
| 3. | ANAJ | 90 | Good |
| 4. | AL | 85 | Good |
| 5. | ESA | 100 | Excellent |
| 6. | FP | 95 | Excellent |
| 7. | H | 80 | Good |
| 8. | IIR | 100 | Excellent |
| 9. | MH | 100 | Excellent |
| 10. | NZ | 85 | Good |
| 11. | NA | 100 | Excellent |
| 12. | NRH | 90 | Good |
| 13. | NFPL | 90 | Good |
| 14. | R | 80 | Good |
| 15. | RA | 100 | Excellent |
| 16. | SY | 80 | Good |
| 17. | SS | 75 | Average |
| 18. | VNA | 65 | Fairly Good |
| 19. | AGP | 65 | Fairly Good |
| 20. | AM | 75 | Good |
| 21. | MAIDM | 80 | Good |
| 22. | MY | 70 | Average |
| 23. | MASSP | 95 | Excellent |
| 24. | MDYS | 75 | Average |
| 25. | MIS | 85 | Good |
| 26. | MF | 70 | Average |
| 27. | MFA | 90 | Good |
| 28. | MRA | 75 | Good |
| 29. | RF | 85 | Good |
| 30. | RR | 90 | Good |
| 31. | RS | 70 | Average |
| 32. | RF | 95 | Excellent |
| 33. | EAS | 90 | Good |
| Total Score | | 2.795 | |
| Mean Score | | 84.70 | |

(Data Source: Post-test)

Table 3 shows the students' score in post-test. The data shows that the total score of 33 students was 2.795 with the mean score was 84.70 and conclude good

category. There was 9 students got 91-100 score classified as excellent, 15 students got 76-90 score classified as good category, and 9 students got 61-75 score classified as average category. None of students who belong to the poor, and very poor category. Thus, to know students' classification it can be seen in table 4:

Table 4 The Percentage Score of Students' Post-test Score

| Classification | Score | Frequency | Percentage |
|----------------|----------|-----------|------------|
| Excellent | 91 – 100 | 9 | 27.2% |
| Good | 76 – 90 | 15 | 45.4% |
| Average | 61 – 75 | 9 | 27.2% |
| Poor | 51 – 60 | 0 | 0% |
| Very Poor | <50 | 0 | 0% |
| Total | | 33 | 100% |

(Data Source: Post-test Score)

It can be seen in table 4 the result of post-test were 33 students. In post-test none of students classified as poor and very poor. There was 9 (27.2%) students classified as excellent, 15 (45.4%) students classified as good, and 9 (27.2%) students classified as average. After the researcher provided the treatment, the students' skill improved.

There are significant students' scores of listening skill after students in the listening skill of English by the students on post-test through treating those students use the total physical response method.

Table 5 The score of Students' pre-test and post-test

| No | Students' initial | Pre-test | Classification | Post-test | Classification |
|----|-------------------|----------|----------------|-----------|----------------|
| 1 | A | 55 | Poor | 75 | Average |
| 2 | ANAS | 95 | Excellent | 95 | Excellent |
| 3 | ANAJ | 65 | Average | 90 | Good |
| 4 | AL | 70 | Average | 85 | Good |
| 5 | ESA | 75 | Average | 100 | Excellent |
| 6 | FP | 70 | Average | 95 | Excellent |
| 7 | H | 50 | Very poor | 80 | Good |
| 8 | IIR | 75 | Average | 100 | Excellent |
| 9 | MH | 65 | Average | 100 | Excellent |
| 10 | NZ | 65 | Average | 85 | Good |
| 11 | NA | 80 | Good | 100 | Excellent |
| 12 | NRH | 55 | Poor | 90 | Good |
| 13 | NFPL | 70 | Fairly good | 90 | Good |
| 14 | R | 60 | Poor | 80 | Good |
| 15 | RA | 70 | Average | 100 | Excellent |
| 16 | SY | 70 | Average | 80 | Good |
| 17 | SS | 45 | Very poor | 75 | Average |
| 18 | VNA | 25 | Very poor | 65 | Fairly Good |

| | | | | | |
|--------------|-------|----|-----------|----|-------------|
| 19 | AGP | 40 | Very poor | 65 | Fairly Good |
| 20 | AM | 40 | Very poor | 75 | Good |
| 21 | MAIDM | 25 | Very poor | 80 | Good |
| 22 | MY | 55 | Poor | 70 | Average |
| 23 | MASSP | 70 | Average | 95 | Excellent |
| 24 | MDYS | 25 | Very poor | 75 | Average |
| 25 | MIS | 20 | Very poor | 85 | Good |
| 26 | MF | 50 | Very poor | 70 | Average |
| 27 | MFA | 40 | Very poor | 90 | Good |
| 28 | MRA | 45 | Very poor | 75 | Good |
| 29 | RF | 65 | Average | 85 | Good |
| 30 | RR | 25 | Very poor | 90 | Good |
| 31 | RS | 40 | Very poor | 70 | Average |
| 32 | RF | 70 | Average | 95 | Excellent |
| 33 | EAS | 60 | Poor | 90 | Good |
| TOTAL | | | | | |

(Data Source: pre-test and Post-test Score)

Table 5 showed that there was a significant increase between the pre-test and post-test of students' after being given treatment. In the pre-test; 1 (3,3%) student classified as excellent, 1 (3.3%) student classified as good, 13 (39,3%) students classified as average, 5 (15,1%) students classified as poor, and 13 (39,3%) students classified as very poor. In the post-test; none of students classified as poor and very poor. There were 9 (27.2%) students classified as excellent, 15 (45.4%) students classified as good, and 9 (27.2%) students classified as average. From the result of classification students' score pre-test and post-test is the score of post-tests higher than the score pre-test.

After calculating the result of the students' pre-test and post-test, the mean score and standard deviation were presented in the table below:

Table 6 Mean Score and Standard Deviation of the students' pre-test and post-test.

| Descriptive Statistics | | | | | | |
|-------------------------------|----|---------|---------|---------|---------|----------------|
| | N | Minimum | Maximum | Sum | Mean | Std. Deviation |
| Pre_test | 33 | 20,00 | 95,00 | 1830,00 | 55,4545 | 18,55581 |
| Post_test | 33 | 65,00 | 100,00 | 2795,00 | 84,6970 | 10,82094 |
| Valid N (listwise) | 33 | | | | | |

Table 6 showed that there was a significant increase between the pre-test and post-test. In the pre-test, it can be seen in the table the sum is 1830, the mean is 55,45 and the standard deviation is 18.555. For the post-test, it can be seen an increase with a sum 2795, mean is 84.69, and standard deviation is 10.820. In the table it can be seen that the sum and the mean of the post-test is higher than the

pre-test.

After conducting the students' pre-test and post-test score in experiment class, the writer used t-test for hypothesis test. T-test is a test to measure whether or not there is a significant difference between the results of the students' means scores in the pre-test and the post-test. By using inferential analysis of t-test or test of significance run by SPSS Version 24.0, the significant differences can be easier to analyze.

In this research, the Null hypothesis (H_0) stated that The use of Total Physical Response (TPR) method does not influence the development of listening skills in students XI IPS 2 SMAN 18 Makassar academic year 2023/2024. While the Alternative hypothesis (H_1) state that The use of Total Physical Response (TPR) method influences the development of listening skills in students XI IPS 2 SMAN 18 Makassar academic year 2023/2024. If the value of significance or sig. (2- tailed) lower than 0,05, H_1 accepted and H_0 rejected.

Table 7 Paired Samples Test

| Paired Samples Test | | | | | | | | | |
|---------------------|----------------------|--------------------|----------------|-----------------|---|---------|-------|-----------------|------|
| | | Paired Differences | | | | t | df | Sig. (2-tailed) | |
| | | Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference | | | | |
| | | | | | Lower | Upper | | | |
| Pair 1 | Pre_test - Post_test | -29,24 | 14,42 | 2,510 | -34,356 | -24,128 | -11,6 | 32 | ,000 |

Based on the result of data analysis as summarized in table 4.7 pre-test and post-test, the result of t-test stated that Sig. (2-tailed) was 0,000. The result provided that the Sig. (2-tailed) table was lower than level of significance ($< 0,05$). So, the alternative hypothesis (H_1) was accepted and the null hypothesis (H_0) was rejected. Based on the result of data analysis as summarized in table 4.7 pre-test and post-test, the researcher found that the p-value (probability value) was lower than α ($0.000 < 0.05$) and the degree of freedom was 33. It showed that using total physical response through TikTok as learning media significantly improve students' achievement in learning listening skill.

Discussion

After took the pre-test from the students, the researcher conducted treatment. The students are treated by used the total physical response from TikTok as Learning Media. On the first treatment conducted in class, the researcher introduced the total physical response and asked the students to open Learning Media TikTok.

After the researcher introduced the TPR, the researcher explained the material about listening skill and asked students to do total Physical Response.

While on the second treatment, the researcher explained kind of total physical response from TikTok as Learning Media. At the final meeting, researchers applied a post-test. In the post-test, researchers asked the same questions as in the pre-test.

Using Total Physical Response after seeing result results has great impact. This is evidenced by the change, mean, and standard deviation in student scores on the pretest and posttest. From the computation of the mean score of the pre-test and post-test, it found that the mean score of the pre-test was 55.45, while the mean score of the post-test was 84.70. Therefore, it was concluded that total physical response can contribute to students' learning of listening skills, as students taught using total physical response achieved higher scores than those taught by traditional methods. By looking at the students' pre-test results, the researchers assumed that the students appeared to have prior knowledge because they were unaware of the test or had not received treatment.

Post-test results showed that using total physical response on TikTok as Learning Media significantly improved student performance. This means that all students can improve their listening skills. This is evidenced by the results of students with intermediate scores before and after treatment, increasing as previously described. After the test, the student's grades improved. This is evidenced by the change, mean, and standard deviation of student scores on the pre-test and post-test.

Based on the description above, it can be concluded that the level of participation and motivation of students in learning English has increased, and the application of the Total Physical Response method has succeeded in increasing motivation and learning outcomes.

There are many benefits to using total physical response through TikTok as learning medium. Referring to the above results, this study concluded that using total physical response through TikTok as learning medium improved students' listening skills. SMAN 18 Makassar Grade XI IPS 2 students improved their listening comprehension after using total physical response through TikTok as learning media.

CONCLUSION

Learning English can seem boring, but combine lesson with things creative make students enjoy. Technology can make learning more engaging for students. Students tend to practice directly rather than sticking to textbooks. A teacher can use total physical response method and digital media to improve her listening skills in English lessons. On the results and observations of research collected by the researcher in SMAN 18 Makassar eleventh grade IPS 2 in the academic year 2023/2024, the researcher said that using of total physical response method on the Prosedure Text course could improve the students' hearing. In addition, research has shown that total physical response method and Tiktok as a teaching media to improve students' listening competencies have several advantages and that students can found it easy to learn anytime, anywhere. The result of conducting the students' pre-test and post-test scores in the experiment class, the writer used a

t-test for the hypothesis test. The result of the t-test stated that Sig. (2-tailed) was 0,000. The result provided that the Sig. (2-tailed) the table was lower than the level of significance. So, the alternative hypothesis (H_1) was accepted and the null hypothesis (H_0) was rejected. Therefore, the conclusion that the use of total physical response and Tiktok as teaching media can enhance students' listening skill in English at the eleventh -grade of SMAN 18 Makassar at the first semester 2023/2024 academic year.

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