

**TEACHING THE TOTAL PHYSICAL RESPONSE (TPR) METHOD
THROUGH TIKTOK TO IMPROVE STUDENTS' ENGLISH
LEARNING ACHIEVEMENT AT SMAN 18 MAKASSAR**

SKRIPSI

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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
FACULTY OF EDUCATION AND LITERATURE
BOSOWA UNIVERSITY
MAKASSAR
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Submitted to fulfill one of the requirements to obtain an S.Pd. Degree in English
Language Education Study Program of the Faculty of T Education and Literature
of Bosowa University

BOSOWA

By

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Had been defended in front of Skripsi the Examination Committee

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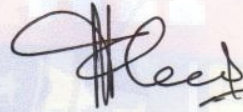
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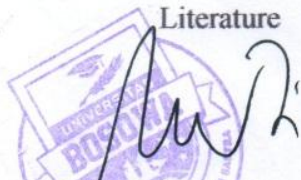
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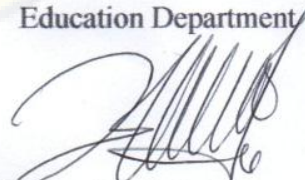
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ABSTRACT

Virgina Amelya Pare Datu. 2023. *Teaching the Total Physical Response (TPR) Method Through Tiktok to Improve Students' English Learning Achievement at SMAN 18 Makassar. (Supervised by Andi Hamzah Fansury and Muliati).*

This research aimed to determine the use of the Teaching the Total Physical Response method through tiktok to improve students' english learning achievement at SMAN 18 Makassar. The research used a pre-experimental research method. The population of this research was eleventh-grade students of SMAN 18 Makassar in the first semester of the academic year 2023/2024. The number of the sample was 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 increase in students' English learning achievement by using the Total Physical Response (TPR) Method through Tiktok as a learning media. The results of the average scores in the pre-test and post-test support this. 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' English learning achievement with the Total Physical Response (TPR) Method through Tiktok as a Learning Media.

Keyword: *Improving, English Learning Achievement, TPR.*

ABSTRAK

Virgina Amelya Pare Datu. 2023. Pengajaran Metode Total Physical Response (TPR) Melalui Tiktok untuk Meningkatkan Prestasi Belajar Bahasa Inggris Siswa di SMAN 18 Makassar. (Dibimbing oleh Andi Hamzah Fansury dan Muliati).

Penelitian ini bertujuan untuk mengetahui pengajaran metode Total Physical Response melalui tiktok untuk meningkatkan prestasi belajar bahasa Inggris siswa di SMAN 18 Makassar. Penelitian ini menggunakan metode penelitian pra-eksperimen. Populasi penelitian ini adalah siswa kelas XI SMAN 18 Makassar pada semester pertama tahun ajaran 2023/2024. Jumlah sampel sebanyak 33 siswa. Pada penelitian ini, peneliti mengumpulkan data dengan memberikan pre-test, treatment, dan post-test. Data penelitian ini dianalisis dengan menggunakan program SPSS versi 25.0. Peneliti menyimpulkan bahwa terdapat peningkatan yang signifikan pada prestasi belajar Bahasa Inggris siswa dengan menggunakan Metode Total Physical Response (TPR) Melalui Tiktok Sebagai Media Pembelajaran. Hal ini didukung oleh hasil skor rata-rata pada pre-test dan post-test. Nilai rata-rata pada pre-test adalah 55,45, sedangkan pada post-test adalah 84,70. Nilai signifikan dalam penelitian ini adalah 0,000 yang lebih kecil dari 0,5. Ini berarti bahwa terdapat peningkatan pada prestasi belajar Bahasa Inggris dengan Metode Total Physical Response (TPR) Melalui Tiktok Sebagai Media Pembelajaran.

Kata Kunci : *Meningkatkan, Prestasi Belajar Bahasa Inggris, TPR.*

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During the writing and research of this research, the researcher faced many difficulties, but with the guidance of the Lord Jesus, maximum efforts, and support from various parties, the researcher was able to solve it.

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patiently finish this undergraduate research by giving ideas, suggestions, guidance, and corrections until the completion of this research. Thankyou for all contributions that are very important in improving the result of this research.

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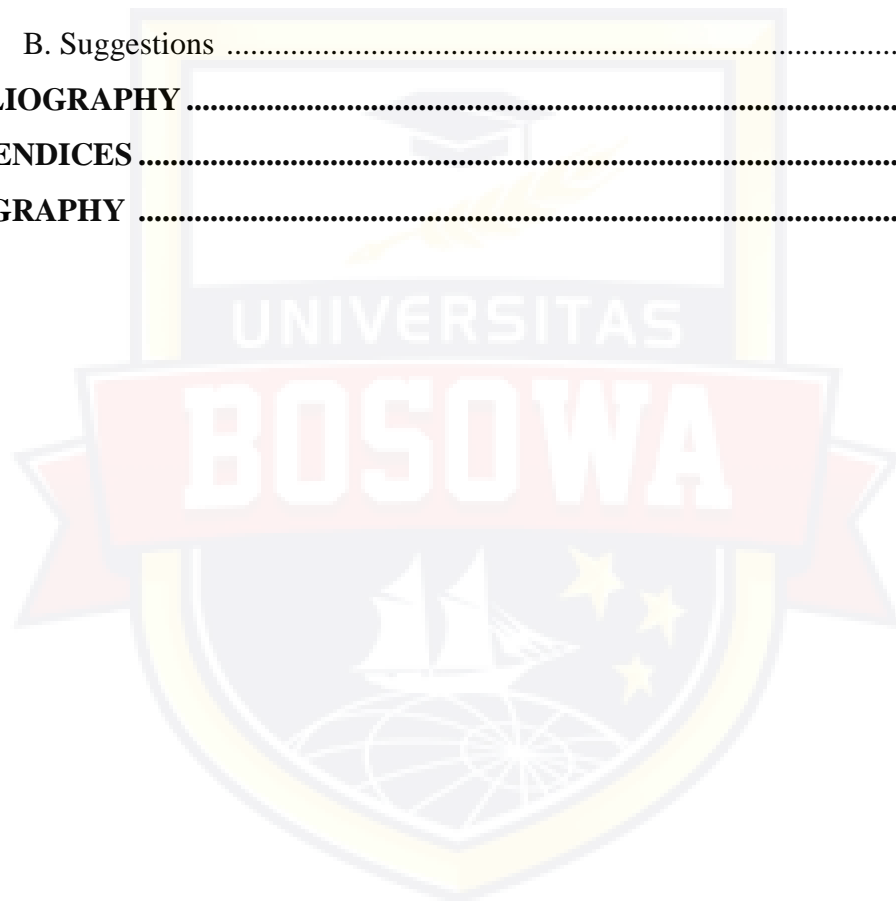
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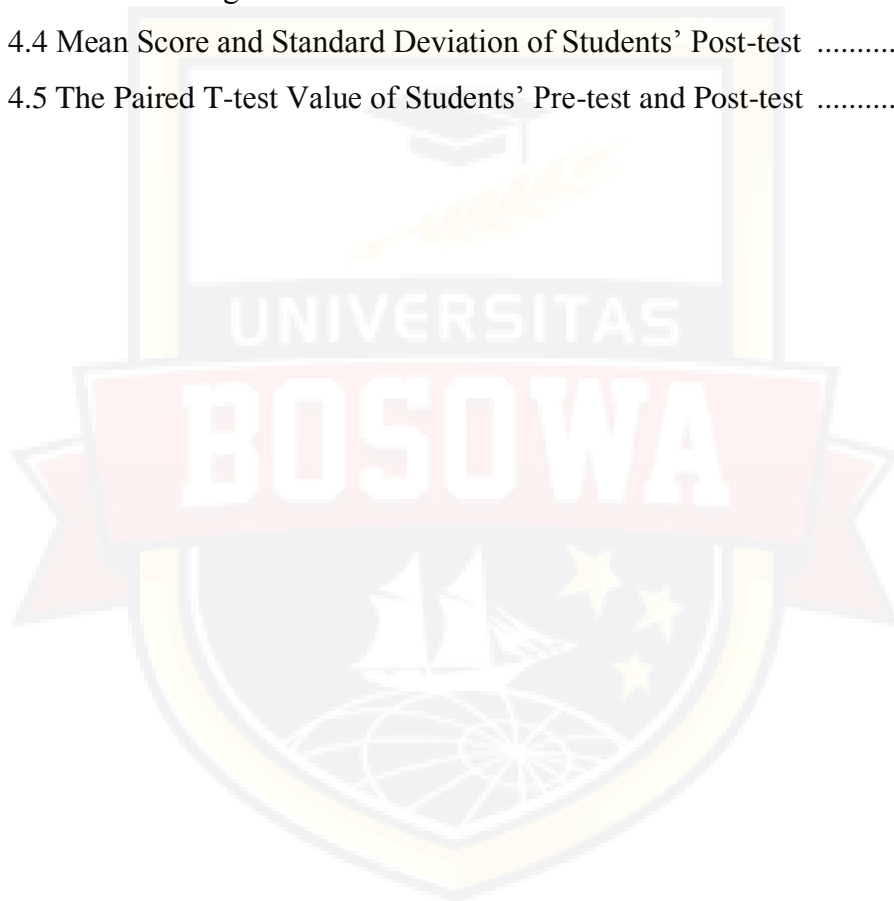
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CHAPTER I

INTRODUCTION

This chapter contains the research background, research questions, research objectives, research significance, and research scope.

A. Background of the Research

English is an international language used to communicate with various countries. Every person must get ready for the globalization period, also known as the free market, by gathering trustworthy resources, particularly in the area of communication. English is essential in this situation for both mastering communication technologies and for direct interaction. English needs to be actively mastered both orally and in writing because it is a universal language.

The importance of mastering English for every student is something that needs to be considered, both by the teaching staff and the students themselves. This is because the progress of science and technology, which continues to grow, requires that every individual be able to master English skills. After all, English is an international language that can connect people with the world in various ways, including education.

The mastery of the content and practice must be delivered in a balanced part in order to acquire optimal English proficiency. However, creating the ideal language class is not simple. A language teacher should be knowledgeable about the subject matter and also be aware of each student's

degree of language proficiency. The desired learning objectives will be difficult to achieve if all conditions are general. Each student essentially has unique qualities, such as learning styles, study habits, and a degree of current understanding consistent with the theory of many intelligences.

In some cases, the lack of understanding of English pronunciation, which can be quickly taught through ordinary auditory materials, is a difficulty faced by many learners of English as a foreign language.

For a long time, language instruction did not prioritize teaching listening comprehension. Although productive skills are emphasized in teaching strategies, little is known about how receptive and productive skills interact. To know what the speaker means, we have to listen carefully and listen to what is being said.

Given the challenges students face when 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 of interest to children and adults at this time, 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 media learning for learning English. This research aims to describe the phenomenon of the widespread use of social media as a media learning 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 for teaching English, especially in helping to improve students' English learning achievement, so that students' are ready and able to get maximum scores.

Professor James Asher popularized a method called TPR in 1960, which has becoming one of the most important methods of English education. Students are required to listen carefully because TPR requires a physical student response to a series of commands. This approach was proposed by J. Asher on the basis that comprehension of the target language should develop through the learner's physical movements and physical responses and would then develop into speaking ability (Asher, 1968). Next, Krashen proposed a "hypothesis" based on the Total Physical Response approach, in which Krashen said that young learners participate in listening activities when Young learners receive understandable input. Utilizing the Total Body Response approach when learning a foreign language is one way to do this. Total Physical Response approach suggests that foreign language teachers issue utterances containing commands directly to learners, who then respond physically before beginning to produce verbal responses or utterances. Not only does this encourage students to memorize verbally, but it also stimulates memory by moving and seeing the pronunciation of words.

The purpose of this study is to find out how the TPR method affects the improvement of students' English learning achievement. It attempts to teach language based on the coordination of speech and action through physical activity (movement). In TPR, the instructor gives commands to the student and the student responds with whole-body actions. Furthermore, this study fills the gaps in previous studies and analyzes the effectiveness of this method in developing some listening skills, such as hearing information for details and specifics, so learners feel more enthusiastic when performing listening comprehension activities, increasing student motivation and reducing their stress levels.

Therefore, researchers are interested in researching a study with the title **"Teaching the Total Physical Response (TPR) Method Throughout TikTok to Improve Students' English Learning Achievement at SMAN 18 Makassar"** to realize the improvement of students' English learning achievement with creative learning media and TPR method as an effective learning method for students.

B. Research Question

The researcher created a study question based on the preceding issue: "Is there any significant increase in using the total physical response method through tiktok to improve students' english learning achievement at eleventh grade IPS 2 SMAN 18 Makassar?"

C. The Objective of the Research

This study aims to determine the improvement of English language learning achievement of students of SMAN 18 Makassar by using the Total Physical Response Method through Tiktok as learning media.

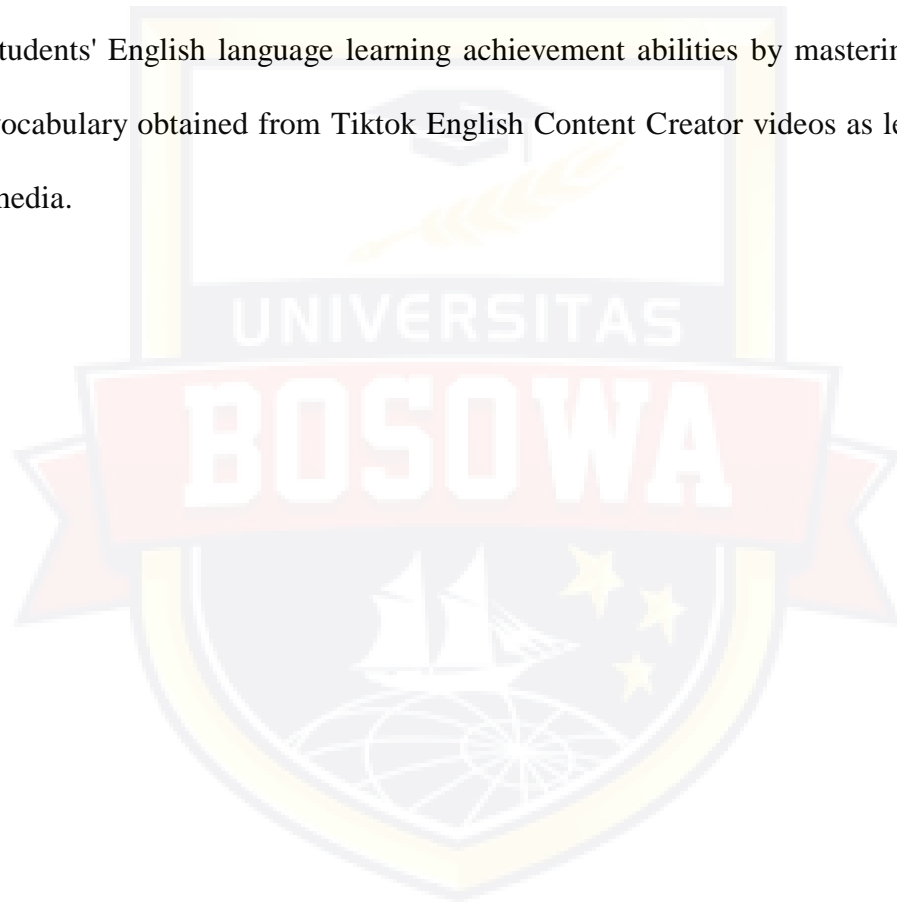
D. Significance of the Research

The findings of this research are anticipated to offer the following advantages based on the aforementioned research objectives: According to theory, This research will help English teachers use Tiktok as a learning tool while applying the TPR approach to help grade XI students at SMAN 18 Makassar improve students' English learning achievement. According to this research, researchers, teachers, students, and readers will all have new information:

1. Academically, the application of the Total Physical Response (TPR) Method using Tiktok as a learning media to improve students' English learning achievement at SMAN 18 Makassar, is intended to improve academics' understanding of subject matter in the field of education.
2. Theoretically, this research is expected to contribute ideas so that they can be used as reference material and considerations in making policies for scientific development.
3. Practically, it is hoped that the results of this research can provide practical benefits for educators both as input material or as a source of information for the world of education in the application of TPR.

E. Scope of the Research

This study examines the improvement of English language learning achievement of students in class XI IPS 2 SMAN 18 Makassar by using the Total Physical Response (TPR) method, students are expected to overcome obstacles in improving English language learning, and can also improve students' English language learning achievement abilities by mastering new vocabulary obtained from Tiktok English Content Creator videos as learning media.



CHAPTER II

LITERATURE REVIEW

On this section, researchers discuss use of TPR via Tiktok as a learning medium, conceptual frameworks, and hypotheses to test some of th theories related to improving listening skills.

A. Theoretical Review

1. Total Physical Response (TPR) Method

a. About Total Physical Response (TPR) Method

A psychologist at San Jose State University of California, Dr. James J. Asher created the Total Physical Response technique in 1977. Asher's observations of young toddlers learning their first language led to the development of TPR. Asher observed that parent and child interactions frequently consisted of the adult speaking, followed by the youngster responding physically. Based on his observations, Asher proposed three theories: (1) that language is primarily learned by hearing; (2) that language learning requires the right hemisphere of the brain; and (3) that stress-free language learning should be the goal.

Total Physical Response (TPR) aims to teach language through physical (motor) activity and is based on the coordination of speech and motion. In TPR, teachers instruct students in the target language, to which the pupils react by moving their bodies. Furthermore, teaching English by the support of TPR, teachers established 2 stages of pure modeling by teachers and demonstration by learners (Gusmuliana, 2018).

Ummah (2016) noted that children can quickly learn the language when their body and brain work together, thus introducing the use of what is known as "mnemonic strategies" (TPR). When the teacher employs this method in class, students respond physically to the teacher's introduction of numerous common directives in the target language, such as walking, clapping, sitting, etc. Example, teachers implement storytelling, songs, pressure text, Or there are even role-playing games that allow students to develop movements through our bodies using commands. A feature of TPR is the repetitive execution of actions that improve listening skills. In addition, students who take TPR courses can reduce stress and enjoy learning the target language.

When students can understand the complex language of adults, they begin to speak. In TPR-assisted teaching, students do not need to replay what the teacher said or speak quickly, because the method is based on listening and comprehension, followed by the speaking stage. The TPR method, on the other hand, focuses on mental ideals known as "memory traces." The theory emphasizes that the more frequently memory traces appear and the closer the contact, the more solid the link between memories. Additionally, because the TPR method involves "listening-doing models" and physical gestures, challenging instructions are made easier for students to understand.

b. The Total Physical Response (TPR) Characteristics

The Total Physical Response (TPR) methods focus primarily on giving instructions and monitoring the responses that students make. Because they are utilized to reinforce learning, each strategy is pertinent to both language proficiency and game-based teaching methods (Husanovic, 2020). The verbal and nonverbal cues of the teacher are imitated by students as part of the TPR process (Rambe'sLab, 2019). Again, the method is divided into three phases; the first is modeling, focusing on actions and commands, the second is identifying the student's responses to the learner, and at the end the learner becomes verbal and the teacher becomes a nonverbal agent. Similar to this, the approach is continuous and includes three phases: modeling, which focuses on orders and actions; the second phase, which acknowledges individual answers from the student; and the third phase, in which the learner verbalizes and the teacher transforms into a non-verbal agent. The TPR approach is based on several techniques, including pointing, guessing, acting out scenarios, displaying realia, and modeling movements.

c. Strategy of The Total Physical Response (TPR)

Imperative exercises: The most frequent TPR activity involves the teacher giving pupils directions or drills to which they must physically respond and show that they understand. Another TPR technique is "listen and do." You can choose activities such as "listen and highlight", "listen

and touch", "listen and write", "listen and draw" and "listen and pick up" and learn instructions accompanied by simple or complex sentences or vocabulary. Are all related to the class's action-based drills. The teacher can provide more complex orders by adding grammatical structures with nouns, adjectives, verbs, and adjectives, such as doors, desks, chairs, etc. As an illustration, the students act after the teacher says (listening and standing, listening and sitting, or listening and turning around). For illustration, if a teacher wanted to instruct the word "drink," they could show how to do it by really doing it, by mimicking it without glass, or by making the letter "c" with his hands. But the other, because they were incorporated with theatrical courses, gestures were crucial in the teaching of foreign languages.

The use of student-created rather than teacher-created gestures as memory support helps teachers teach vocabulary in a foreign language because it helps students improve their pronunciation of the word and delay forgetting. Similar to this, a two-step process is described where students repeat the text and bounce words to expand their vocabulary while the teacher narrates, reads, or delivers confusing directions.

d. Advantages and disadvantages of The Total Physical Response (TPR)

The TPR method is real and can provide joy to people who use it in the educational process, since it helps students recognize words and phrases and remember them for a long time (Adnan, 2019). In addition, it

is effective for students who have a kinematic learning style and respond through muscles, movements and hands.

There are several advantages and disadvantages, this approach does not require a single learning session, because TPR learning can mix multiple learning skills and the left and right hemispheres (Nurfalah & Musfiroh, 2019). However, some disadvantages of this approach are that teachers cannot teach abstract expressions, but teachers can use other resources in their place to strengthen the method rather than eliminate it. Also, the method sometimes becomes an iterative process that must be used alternately within the class.

Furthermore, TPR has various advantages that assist individuals who utilize this method, according to the author Rokhayani (2017), which makes it a useful tool for English teaching and learning. For example, (1) The TPR approach is an excellent method that allows students to be active, and have fun while studying the target language, (2) TPR can assist pupils in memorizing useful terms as well as basic or complex sentences, and (3) TPR is a method suitable for teaching active learners in the classroom.

e. The Development of Listening Skills and the Student's Total Physical Response (TPR).

These two variables are related, and TPR itself promotes the listening comprehension process. As we all know, Listening is the ability of a

person to comprehend the speaker through a sequence of involved factors such as accent, interpretation, pronunciation, and grammatical process. In addition, students' listening skills are also related to the understanding of the body language. For example, in language learning, listening comprehension can be improved by showing how students respond to parental commands (López & Villafuerte, 2021). Adnan (2019) states that listening ability is an action- and awareness-based process in which people interpret new verbal input based on contextual clues.

Furthermore, Understanding the language spoken, understanding body language, and subsequent listening periods to establish the conditions needed for individual responses are three aspects that improve TPR and listening abilities (Kumar & Sandaran, 2018).

According to Campos (2020), the auditory domain is where second language acquisition starts, and other language skills follow. The development of listening activities within the context of physical orders and acts is another way that TPR stands out. For instance, the instructor frequently uses expressions that students will remember over time, such as "listen then show", "listen then touch", "listen then do", and so on.

Additionally, teachers need age-appropriate learning methods, and TPR is the right way to do that. TPR courses help students feel confident and comfortable performing listening activity (Gulsanam & Farangiz, 2021). This method is strongly related to teaching English to students

since it emphasizes language skills such as listening. The method is focused on assuming the role of a teacher.. The first is the command receiver, the second is the famous modeler, and finally the active monitor. There, students react through actions to the input they receive. TPR listens carefully to the learner's attention and strives to focus on responding to the teacher's verbal commands in the target language.

Additionally, There's a link among TPR and student listening as well as following abilities. The primary benefit of this strategy is that it actively develops listening abilities in both hemispheres of the brain. The left brain, on the other hand, is in charge of receiving information and orders, but the right brain creates pantomime as students listen and perform (Rotua et al., 2021). For example, a teacher uses her TPR to listen to her students over a series of commands focusing on a single word, such as "stand", "sit", "walk", "stop", and "run". improve her skills. same, teachers give and model commands such as 'stand' to convey a clear message to students. When students hear “come forward” or “open the door”, they to understand the meanings of the context and to guide them to stop the behavior (Englishtina, 2019). It is critical to underline that when learners hear and grasp the target language, they demonstrate it by 'doing'.

2. Methods and Approaches to Teaching

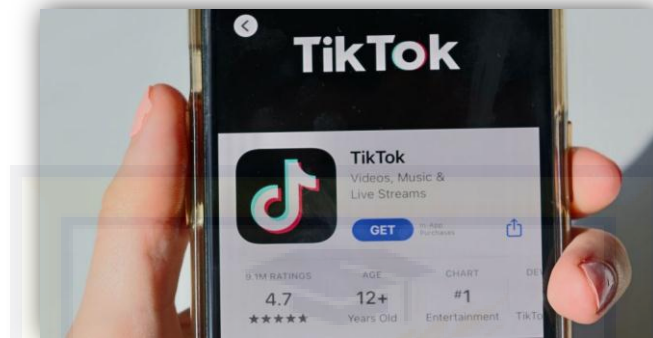
The methods and approaches arose from the needs of linguists and social scientists who have sought to innovate the way students acquire and learn

languages since the 19th century. This gave rise to principles and theories about how language is learned and remembered. Although methods and approaches are organized hierarchically, they are complementary to the other. Consequently, As a result, this strategy is based on a number of presumptions about how the teaching and learning process works. To put it another way, a method is axiomatic if its topic origin, or nature, is clear. On the other hand, this approach can use a number of techniques because it is a broad strategy that directs the display of linguistic material.

As is well known in the field of education, educational methods, and approaches are characterized as being based on certain principles, ideas, or beliefs that underlie education. An approach is an overview of learning and teaching a language and how that language can be learned. So the approach evolves into one that focuses on how to teach others something new. Similarly, this theme relates to activity and method used in class to facilitate student learning. In contrast, modern classrooms, coaching strategies and techniques are methods that may be related to 'educational psychology', as all teachers want to use many techniques based on the acquisition of style knowledge. In addition, students can fulfill their potential and be inspired and engaged in courses (Renau, 2016).

3. Tiktok Application

a. Understanding TikTok Application



TikTok is a unique and interesting application that users can easily use to create a short cool video that attracts the attention of many people who watch it. TikTok is a Chinese social networking and music video platform, launched in September 2016. This application is a music-enabled video creation application that is very popular with many people.

This TikTok application is an application that can also make videos with different expressions for each creator. The application's users can also mimic other users' videos, such as making music videos during dance and even learning for education.

b. History of the TikTok Application

The TikTok application is an application that allows users to create short music videos. In September 2016, the TikTok application was

developed by Chinese developers. During the first quarter (first quarter) of 2018, Tiktok became the most downloaded application, with 45.8 million downloads..

However, it was blocked on 10 July by the Ministry of Communications and Information for reasons of concern to the generation. In fact, this game has a more positive impact, one of which is a learning platform in the education world.

c. Factors driving the use of the Tiktok App

Mulyana stated that there are two aspects involved in using Tiktok, namely internal factors and external influences. Internal factors are factors that arise from within a person, such as emotions. Ahmadi believes that emotion is an internal factor that influences the use of the Tiktok application. According to Ahmadi, feelings are a state of consciousness and psychological events, which are subjective in relation to knowledge events, and in relation to feelings of pleasure or displeasure. According to him, if someone's feelings or soul do not like using the Tiktok application or does not feel satisfied, that person will not use it. Internal factors have a big influence on the use of the TikTok application. Internal factors can also be said to be the learning process of using social media, including the use of the Tiktok application.

External Factor. In Tiktok applications, people receive information from sharing videos, for example, the practical learning of grammar is

transmitted very quickly to users through creative delivery. Nasullah said that information becomes the identity of social media because social media create representations of their identity, produce content and interact on the basis of information. Thus, information has a major impact on the use of Tiktok applications. If someone does not know about Tiktok, they may not even know about Tiktok and become users. It is therefore said that information is very important in the use of the Tiktok application. Social media, part of information media, has the influence of affecting people's knowledge. In other words, information can also be influenced by knowledge of social media such as Tiktok.

4. English Language and Listening Skills

a. English Skills

One of the most extensively spoken languages in the world, English is regarded as a fundamental human need that contributes significantly to the growth of civilization. However, due to globalization, English must be a language that actively adapts to the environment of the speaker Fanego (2022). According to Mansfield (2021), Language has an essential role as it facilitates the communication process as the so-called lingua franca. Today, people live a mixed culture as the language has been adapted to different regions, producing different accents, dialects, phonemes, etc. Additionally, evidence is offered on this language's application in the classroom as well, where teachers create useful procedures based on a combination of practice and skills.

Because there are tens of millions of speakers, English has become a global language and an international method of communication that necessitates a variety of dialects.

Language skills are easily performed by a person; some can be demonstrated physically as a result of an action, while others can be demonstrated cognitively as a result of a process that requires intellectual acquisition. Four sub-skills, or so-called macro skills, make up the challenging skill of learning and teaching English (Saleem, 2021). As a result, the four abilities of writing, speaking, listening, and reading are separated into two groups: receptive skills and productive skills. The first English sub-skill has a passive character since students are exposed to information and must process it silently, whereas the second sub-skill has an active character because students must respond using noises or symbolic representations (Banditvilai, 2016).

b. English Learning Achievement

The first truly international language was English. English is a foreign language whose development is highly valued in Indonesia's educational system. From the primary through the tertiary levels of formal education, English is one of the disciplines covered. Motivation is one of the major variables that influences learners' performance in learning, according to all studies and experts. Although language aptitude accounts for a sizeable percentage of individual variability in language learning achievement,

motivating factors can override the aptitude effect. Barnett (2009) said that motivation appears to be the most crucial element in learning the English language. Intellectual ability, educational resources, and the function of the family are further influences. However, despite the fact that their distinct responsibilities cannot be overlooked, these elements do not appear to be the deciding factor.

Motivation is a change of energy in a person which is marked by the emergence of feelings and reactions to achieve goals. Motivation is the root word motive. Motive shows an impulse that arises from in someone that causes that person to act to do something. Meanwhile, motivation is the driving force of an effort that affects behavior someone so that he moved his heart to act to do something to achieve results or a specific purpose.

Another element that can help students improve their English proficiency is their learning strategy. There are still many students who struggle with learning. They have trouble speaking, writing, and comprehending words and sentences. Additionally, they put a lot of effort into their studies because they want to achieve high marks, but occasionally their English grades suffer. They need a strong learning strategy in addition to hard work in the classroom. To learn more effectively, students must be aware of, comprehend, and try to learn methods that are appropriate for them. Students who can recognize their preferred learning style will find learning to be simple and enjoyable. The

learning strategies are specific steps that can be taken to make learning simpler, quicker, more enjoyable, more self-assured, and more effective in novel situations. The learner uses the learning strategy as a way to comprehend, absorb, and remember information. To achieve learning objectives effectively and efficiently, teachers and students engage in a learning activity known as a learning strategy. Learning strategies are additional actions students take to improve their own learning. Because they are tools for active, self-directed involvement, strategies are particularly important for language learning because it is essential for the development of communicative competence. When a student is highly motivated and using effective learning techniques, learning English will be engaging and enjoyable for them. The success of students learning English will rise as a result. Students who lack motivation and a solid learning strategy, on the other hand, will be lazy and find it difficult to pick up the language.

Additionally, they will think that studying English is a dull subject. Oral and written communication are the two components of language functions that make up the achievement of English language proficiency. Speaking and listening here are examples of oral languages, while reading and writing are examples of written languages. The ability to speak, listen, read, and write in that language is expected of the students.

B. Previous Research

Relevant research is previous research that is used as a reference and comparison with the research that will be carried out. There are three relevant studies in this study as follows.

The first relevant research is research conducted by 3 people including Heriyanti, Ibrahim, and Taslim entitled "Application of the Total Physical Response (TPR) Method to Improve English Learning Outcomes for Class X SMA Negeri 2 Watampone". From this study, it was concluded that the results of learning English for class X 8 Watampone students through learning the TPR learning method had increased. This can be seen from the average value of 58.28 from the ideal score that might be achieved, namely 100 and being in the moderate category (before the implementation of Classroom Action Research) to 71.31, from the ideal score that might be achieved, namely 100 and being in the high category (after carrying out class action in cycle I), then the score increased to 78.15 from the ideal score that might be achieved, namely 100 and was in the high research category (after carrying out Classroom Action Research in cycle II). Also through learning with the TPR learning method there was an increase in student attendance increasing from 97.3% to 99.34%. The average percentage of students who cooperate 91.36% increases to 98.64% of students, the average percentage of students who are active 91.36% increases to 98.02% of students, the average percentage of students who use the provisions words 90.13% increased to 99.73% of students, the average percentage of students who used grammar provisions of

sentences 82.89% increased to 99.34% of students, the average percentage of students who had provisions in using speech acts 90.13% increased to 99.34% of students, students who had a determination in responding to speech acts 90.13% increased to 99.34% of students.

The second relevant research is research from Ziah Quartina entitled "Application of the Total Physical Response (TPR) Method to Increase Student Learning Motivation in Class XI SMK Negeri 2 Banjarbaru". From this study it was concluded that the increase in motivation and learning outcomes of students in the English learning process was seen to increase, this can be seen from the accurate data, namely the active involvement of students in the learning process increased because it has reached the set criteria, namely 82% of participants students are actively involved, students can answer questions orally without hesitation as much as 78%, group performance is high, because they are very compact and can complete assignments on time, students feel happy and enthusiastic in carrying out the tasks given without feeling burdened. The application of the Total Physical Response method has been successful in improving motivation and learning outcomes for TKRO B Class students at SMKN 2 Banjarbaru, which can be inferred from the description above. This has increased the level of participation and motivation of students in learning English.

The third relevant research is research that was conducted by Dr. Mohd Zuri Ghani (2014) entitled "The Effectiveness of Total Physical Response (TPR) Approach in Helping Slow Young Learners with Low Achievement

Acquire English As a Second Language". From this study it was concluded that the application of the Total Physical Response method showed a significant effect between the Total Physical Response approach and language acquisition. In addition, it also shows that Total Physical Response helps to close the gap between the experimental group and the control group. The research equation between the researcher and this relevant research is that they both use the Total Physical Response method. The difference is that this research is used to determine the effectiveness of using the Total Physical Response method, while research conducted by researchers is to increase students' vocabulary. Another difference lies in the research subjects and research sites used. In the research conducted by previous researchers, the research subjects were slow learners, while the research to be carried out by researchers was the subject of class V SD. Furthermore, the location of the research used by the previous researchers was the Primary School (School of Nationality) which is located in a rural area in the South-West District, Penang, while the place for the research to carried out by the researchers was at SDN II Logandu.

From the three studies above, what distinguishes the author's research from previous research is the research location, research object, research subject, and research focus. The location in previous studies was located in Bone Regency, East Kalimantan Regency, and Central Java Regency, while this study is located in South Sulawesi Regency, precisely in Makassar City. Then there are also differences in the objects and periods studied, where the

previous research object was elementary school students and the research was conducted in 2014 and 2021, while the current research object is high school students and the research period is conducted in 2023. There are also differences in the Subjects in previous studies were elementary school students in class V/SMK Class XI, the focus of previous research was student motivation and learning result with the TPR method in direct classroom action, while in this study the research focus was on teaching TPR to improve students' English language learning achievement through the Tiktok application as a learning medium.

C. Conceptual Framework

The conceptual framework produced in this research becomes the foundation in discussing how Total Physical Response (TPR) teaching is used to improve student learning achievement in English classes by using learning media, especially Tiktok video content at SMAN 18 Makassar.

Innovative learning methods as a solution to overcome less than optimal learning. An innovative learning method and fun is needed in order to motivate and activate students to overcome learning conditions that are not optimal. Through this TPR method, students are actively involved in learning and gain direct experience in discovering their knowledge and they understand the material more quickly because they learn by doing or responding in a manner direct use motor .

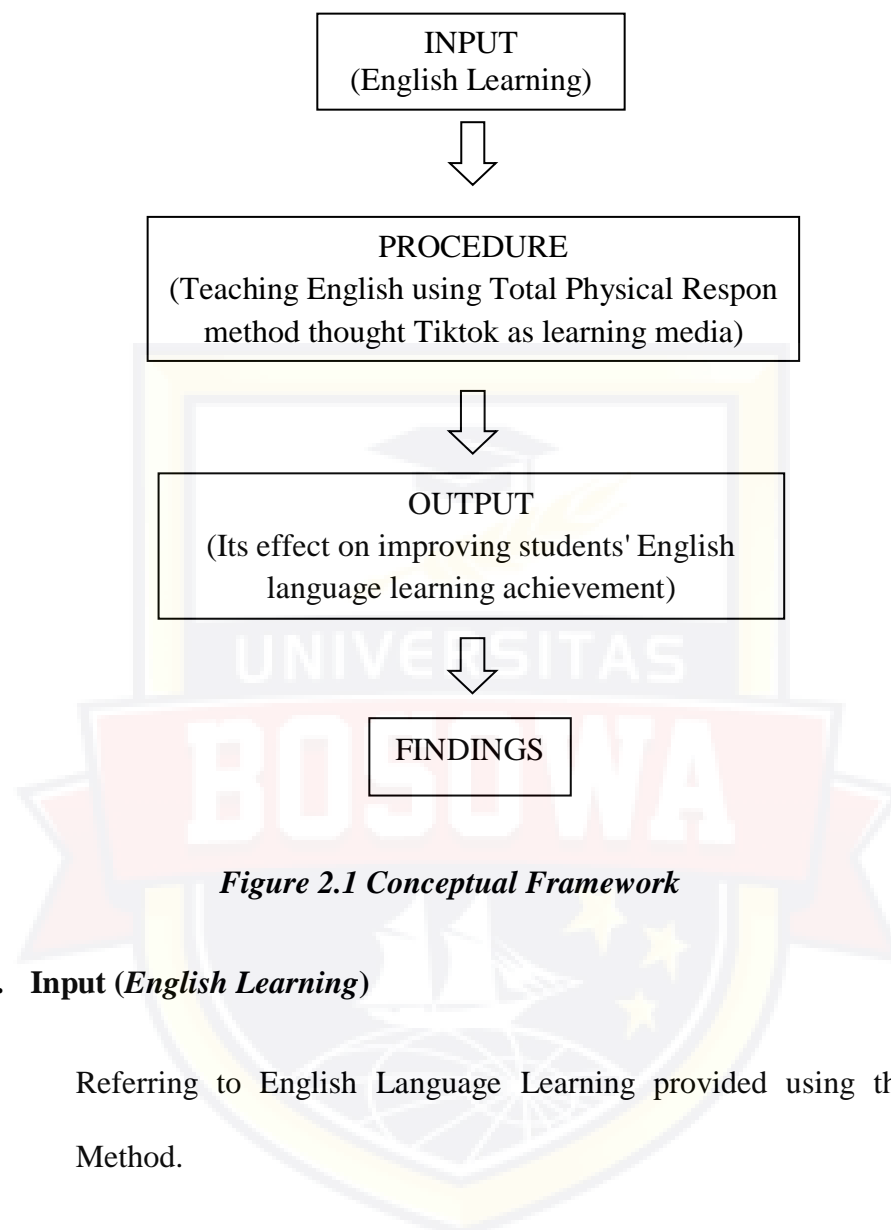


Figure 2.1 Conceptual Framework

1. Input (*English Learning*)

Referring to English Language Learning provided using the TPR Method.

2. Process

Refers to teaching and learning English using the TPR Method. Researchers introduce how to use the TPR Method through Tiktok as a teaching medium in the learning process, provide TPR Method treatment and videos, then students' English learning achievement will improve with the use of the TPR Method.

3. **Output** (*The affect on students' listening skills*)

Referring to teaching with the TPR Method, after the teaching and learning process, it was found that there was an influence on students' learning abilities, especially on improving students' English language learning achievement.

D. Research Hypothesis

The one that follows is the research hypothesis:

H0 = There is no significant effect on the use of the total physical response method through tiktok as a learning media to improve Students' English learning achievement at SMAN 18 Makassar, students of class XI IPS 2 in the first semester academic year 2023/2024.

H1 = The use of the total physical response method through Tiktok as a learning media significantly improves the English language learning achievement of students of class XI IPS 2 SMAN 18 Makassar in the first semester of the 2023/2024 academic year.

Variable:

Independent is the Total Physical Response (TPR).

Dependent is English learning Achievment.

CHAPTER III

METHOD OF THE RESEARCH

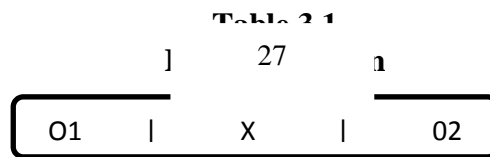
The section discusses the research approach the study's setting and duration, the population and sample, the study's tools, the data and sample research, collecting data methods, and data analysis methods.

A. Research Design

The researcher used pre-experimental design methods to obtain more comprehensive information on the effectiveness of the TPR method using Tiktok as a learning medium to improve students' english learning achievement. This research was conducted in 2023/2024 at SMAN 18 Makassar. The participants were 33 students from the second year of the IPS 2 of the Makassar school year SMAN 18. The data collected before and after treatment. The assessment is based on the accuracy, clarity and comprehension of the students. This analysis compares the scores of the students with those of the pre- test and post-test. The researcher used it to analyze both pre- and post-test quantitative data. All of these criteria are used to guide their English listening performance, regardless of whether it has improved or not.

Therefore, treatment results can be better known, because they can be compared to conditions before treatment is given by the researcher to the student.

The following is a description of the research's design:



Notes: O1 = Pre-Test , X =Treatment, O2 =Post-Test

(Sugiyono, 2018:74)

B. Time and Location

The analysis for this research was carried out during the first semester of the 2023/2024 school year. The study took 1 month. The researcher conducted his study at SMAN 18 Makassar, Jl. Komp. Mangga Tiga Permai Daya, Paccerakkang, Kec. Biring Kanaya, Kota Makassar, Prov. Sulawesi Selatan..

C. Population and Sample

1. Population Research

The subjects of this research were students of class XI IPS 2 SMAN 18 Makassar in the first semester of the 2023/2024 school year, with total 240 students divided into 9 classes with the number of students in each class around 35 students.

2. Sample Research

In the course of the researcher utilized a technique called random sampling. The student took one course with about 33 students SMAN 18 Makassar Grade XI IPS 2 Student Sample.

D. Research Variables

In the present research, there are 2 different types of variables: independent and dependent. The student's english learning achievement are dependent, while the independent is using Tiktok as a learning media and the Total Physical Response (TPR) method.

E. Technique of Collecting Data

Researcher use tests to collect data. The test results show how deep and good the students' abilities and knowledge are :

1. Pre-Test

The first phase of the test is to inform the student about the subject and why they should take the pre-examination test. A pre-examination test is a test performed before to treatment to determine how pure the students' abilities are. The researcher plays the audio and students fill in the blanks with words from the grid to test students' initial understanding.

2. Treatment

Treatment is conducted three times, and after the pre-test, the researcher administer the treatment to the students at three meetings.

The following steps are taken:

- 1) First session:** In the first meeting, the researcher will explain the importance to study prosedure text to motivate the students in studying. Then, the researcher ask students to open Tiktok Application and search vocabulary about kitchen. After that the

students are going to do the first task to check vocabulary for this lesson. The students then watched Pharell Williams' video "How to Make Pancakes".

2) Second Session : At the second meeting (2nd), The researcher controls student learning activities, and provides learning through videos that use the total physical response method through TikTok as a learning media.

3) Third Session: In the third (3rd) meeting, the researcher asks the students to watch a video learning from the TikTok application and listen to the topic, to get a general idea of what is it about. When students have listened to the audio, they will scroll down the page to read another video learning, students watch the video again and listen for the words needed to remain and will do practice with total physical response. Finally, when students feel confident that they know the new vocabulary, they will perform the commands correctly.

3. Post-Test

The post-test includes a test given after treatment to see if the treatment was effective and if TPR improved students' listening skills.

F. Technique of Data Analysis

The data was collected through pre-test would be analyzed by following steps:

1. Scoring the students correct answer by the following steps:

$$\text{Score} = \frac{\text{Correct Number}}{\text{Total Number}} \times 100$$

2. The student's score is classified by percentage according to the following.:

$$p = \frac{f}{N} \times 100\%$$

Notes:

p: (Percentage),

f: (Cumulative Frequency),

N: (Total number of students)

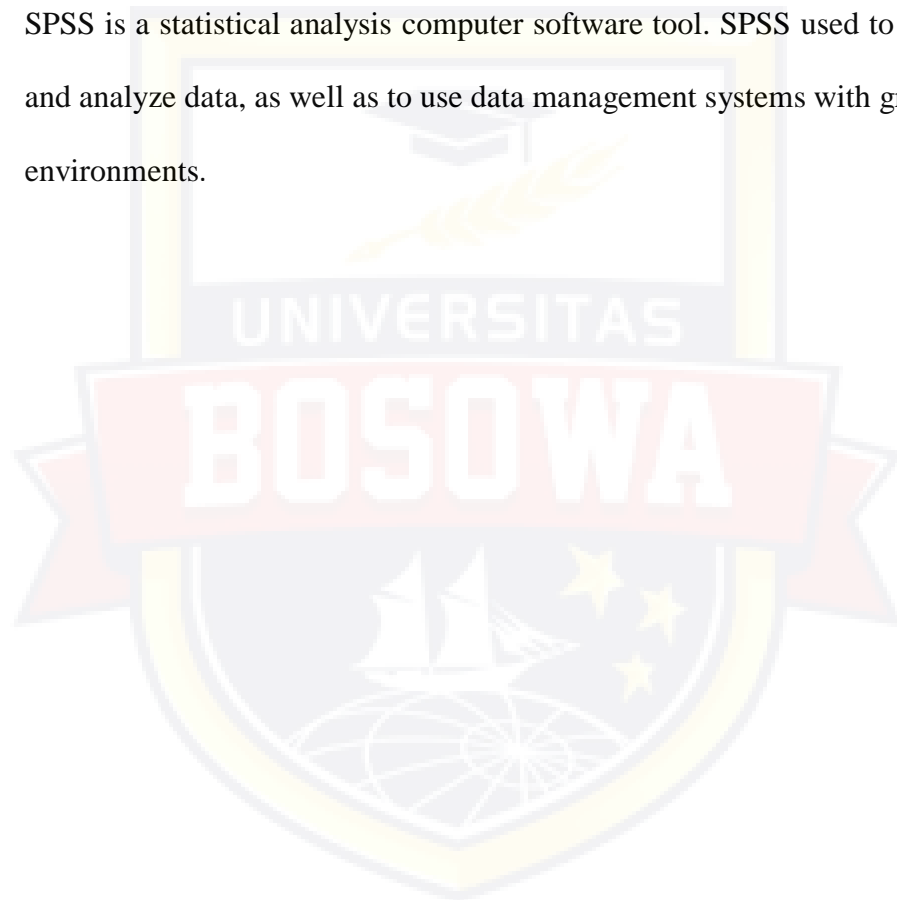
Then classify student scores according to the classification of the following classes:

Table 3.2
Score Classify

No	Score	Classify
1.	91-100	Excellent
2.	76-90	Good
3.	61-75	Average
4.	51-60	Poor
5.	< 50	Very Poor

Depdiknas in Muadzdzinul (2017:31)

Using the inferential analysis of the SPSS version 25.0 (Statistic Product and Statistic Solution) application, the following explanation is used to produce average scores, standard deviations, frequency tables, and t-test results to identify the difference between the pre-test and post-test. SPSS is a statistical analysis computer software tool. SPSS used to handle and analyze data, as well as to use data management systems with graphics environments.



CHAPTER IV

FINDINGS AND DISCUSSION

The research described in this section is based on data from examinations to determine how well students were able to improve their English language learning achievement after receiving instruction using the total physical response method with TikTok as the learning medium. Through the use of research tools, research findings were collected. The discussion then turns to the research findings that address the research topic.

A. Findings

The data used in this research is to confirm students' English learning achievement after getting treatment using the Total Physical Response Method. The discussion section of this research covers the description and analysis of its findings. The findings of this research were based on the data gathered and the use of the methods described in the preceding chapter. The researcher summarizes the student's pre-test, treatment, and post-test results as follows.:

1. Classification of Students' Scoring in Pre-test

A fill-in exam was used to collect information for this section. The three stages of analysis included averaging 33 statistical items, and classifying student scores, standard deviation, frequency, and other supporting data. On a pre-test, students classify and assess. Table 4.1, as

mentioned earlier, categorizes the pre-test score into five groups: excellent, good, average, poor, and very poor.

Table 4.1
The Score Percentage of Students' Pre-test

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%

Table 4.1 shows the results of the pre-test there were 33 students. In the pre-test there was 1 (3,3%) student got 91-100 score for excellent classification, there was 1 (3.3%) student got 96-90 score for good classification, 13 (39,3%) students got 61-75 score for average classification, 5 (15,1%) students got 51-60 score for poor classification, and 13 (39,3%) students got <50 scores for very poor classification.

The researcher gave a pre-test to the students to determine students' initial knowledge. The test's secondary goal was to determine whether the pupils fell into the same category. The results of the student pre-test have been calculated, and the mean score and standard deviation of the researcher are attached in the attached table.

Table 4.2
The Mean Score and Standard Deviation of Students' in Pre-test

Mean Score	Standard Deviation
55.45	18.556

Based on Table 4.2, The mean score of the pre-test results was 55.45, and the standard deviation value was 18.556. This indicates that the student's categorization scores were average.

2. Scoring classification of students' post-test.

As was previously indicated, the students' scores were tabulated and analyzed into percentages, and then they were divided into five groups. The student's post-test scores and the proportion of the experimental class are shown in Table 4.3.

Table 4.3
The Score Percentage of Students' post-test

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%

Based on Table 4.3 the result of the post-test was 33 students. In the post-test none of the students were classified as poor and very poor. There were 9 (27.2%) students who got 91-100 for excellent classification,

15 (45.4%) students who got 76-90 for good classification, and 9 (27.2%) students who got 61-75 for average classification.

After using the TPR method to treat those students, there is no table poor and very poor student listening skill scores in English listening skills on the post-test.

3. The Students' Mean Score and Standard Deviation in Post-test

The mean score and standard deviation were calculated using the students' post-test results. The post-test mean score and standard deviation are displayed in the following table 4.4

Table 4.4
The Students' mean and Standard Deviation in post-test

Mean Score	Standard Deviation
84.70	10.821

Based on the table 4.4, the mean score of the post-test was rated at 84.70, and the standard deviation was 10.821. From the results found, it can be concluded that the post-test report of the students' mean score and standard deviation, when compared to the pre-test score of 55.45, the score on the post-test is higher or shows a greater improvement of 84.70.

4. Test of Significance (T-Test)

By comparing the pre-test and post-test scores of students in the experimental class, researcher in this research employed the t-test to

establish the hypothesis. The t-test measures whether there is a statistically significant difference between the mean scores of students in the pre-test and post-test. The significance test and inferential t-test are both analyzed by the researcher using SPSS version 25. The significant differences in the T-test can be more easily analyzed by employing inferential analysis. The degrees of freedom (df), $df = N-1$, and the number of students (33-1) equal 32. The significance level is $(\alpha) = 0.05$.

Table 4.5 describes the results of the t-test values:

Table 4.5
The Paired T-test Value of Students' Achievement

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	-29,24242	14,42227	2,51060	-34,35634	24,12851	-11,648	32	,000

Pre-test and post-test results from the data analysis were reported in table 4.5. The t-test result showed that Sig. (2-tailed) was 0,000. The result showed that the 2-tailed Sig. table was less significant than the level of significance ($\alpha = 0,05$). As a result, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted.

The researcher discovered that the degree of freedom was 33 and the p-value (probability value) was less than ($0.000 < 0.05$) based on the

results of data analysis presented in table 4.5 pre-test and post-test. It demonstrated that employing total physical response method through Tiktok as a learning media greatly increases students' success in developing listening skills.

B. Discussion

Findings show that there was a significant improvement after giving treatment total physical response method through the Tiktok application as a learning media.

The findings showed that using total physical response through TikTok as learning media makes students interested in joining the class. In addition, the students were more active and creative during the implementation of the total physical response method through TikTok as learning media. Therefore, the researcher took the conclusion that the use of the total physical response method through TikTok as learning media can enhance students' English learning achievement.

This finding shows that the pre-test results in improving student learning achievement with the results of statistical analysis on improving student learning achievement show that from their pre-test scores; in pre-test the mean score was 55,45, there was 1 (3,3%) student got 91-100 score classified as excellent, 1 (3,3%) student got 76 – 90 score classified as good, 13 (39,3%) students got 61-75 score classified as average, 5 (15,1%) students got 51-60 score classified as poor, and 13 (39,3%) students got <50 score classified as

very poor. On the other hand, students' learning improvement can be classified as very poor and average. From the pre-test results, many students had difficulty in improving their English learning achievement. The students got treatment after conducting the pre-test. The data showed that the mean score of the post-test was 84.70 and there were no students classified as poor and very poor. There were 9 (27.2%) students who got 91-100 scores classified as excellent, 15 (45.4%) students who got 76 – 90 scores classified as good, and 9 (27.2%) students who got 61 – 75 scores classified as average. Although the students' pre-test performance was poor, they felt more motivated to learn after receiving treatment. Students' scores improved once the post-test was administered.

The result of the t-test analysis reveals a substantial difference between the pre-test and post-test results. The result of the t-test analysis reveals that the table was less significant than the level of significance based on the results of the paired samples test, which supplied the Sig. (2-tailed). There was a significant difference between the pre-test and post-test results in the paired samples test increase of using the total physical response method through TikTok as learning media on students' english learning achievement. As a result, the researcher can conclude that the using of the total physical response method through Tiktok was effective in improving students' english learning achievement in students in the second grade of IPS 2 SMA Negeri 18 Makassar.

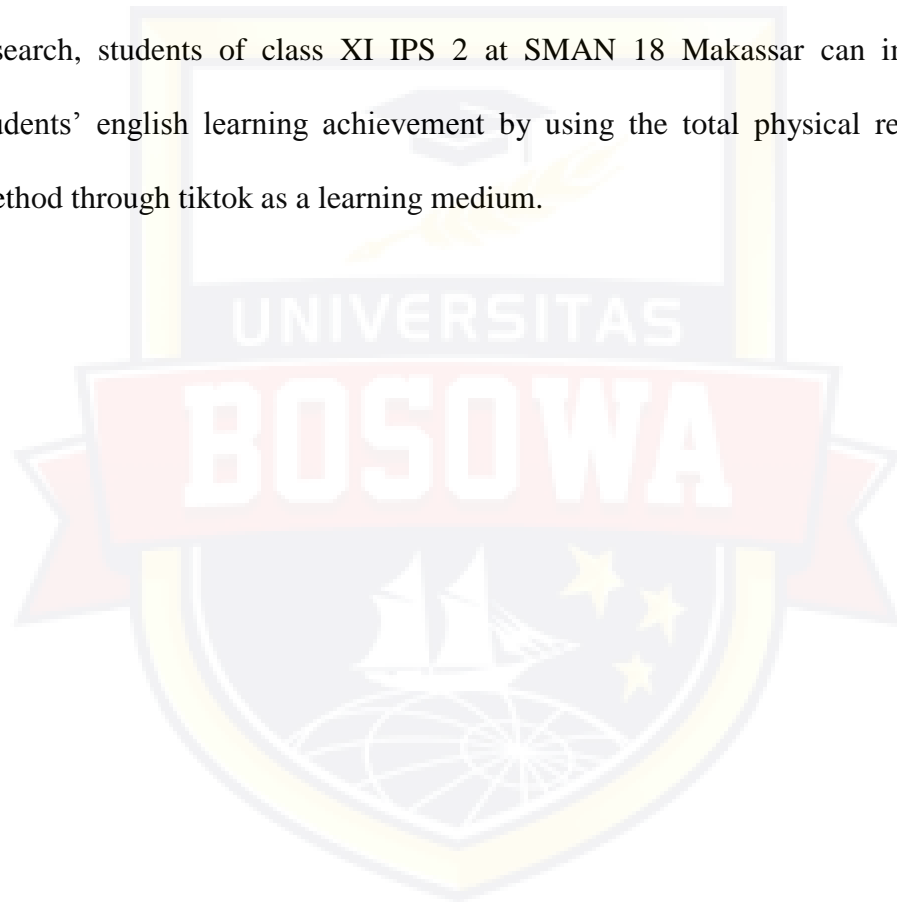
In keeping with Dr. Ghani's (2014) article titled "The Effectiveness of Total Physical Response (TPR) Approach in Helping Slow Young Learners with Low Achievement Acquire English As a Second Language". According to the findings of this research, there is a significant relationship between language acquisition and the use of the Total Physical Response method.

Additionally, after conducting the research, the researcher discovered that using the TikTok application as a learning media has various benefits that make it simple for students to learn wherever they are, whenever they want, using the content provided by the content creator. Because TikTok offers audiovisual content, teachers can use it to engage students in learning. As a result, students are more interested in the explanations of the topic. Each learning process will be made more attractive by using learning models, which will boost their interest in learning. Teachers can carry out instruction using various learning media that can be customized to the subject matter being taught. The teacher establishes a pattern for the learning process before beginning it, which will serve as a guide for using the learning medium. There are so many learning media that contain technology and make students easy to understand the material.

In this research, researchers also realized that this research was limited by the small number of meetings in the classroom because this research used an experimental design that only tested whether the total physical response method through Tiktok learning media affected improved students' english learning achievement. Then, during the treatment, some students did not have a

quota when they wanted to access videos Tiktok themselves, but that did not hinder the smooth process of this research.

Although there are challenges in the research process, using the tiktok application and the total physical response method as teaching tools has several advantages. Based on the findings mentioned above, it is concluded that in this research, students of class XI IPS 2 at SMAN 18 Makassar can improve students' english learning achievement by using the total physical response method through tiktok as a learning medium.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consisted of two parts. The first deals with the conclusion of the findings, and the second deal with the suggestion.

A. Conclusion

Learning English seems boring, but when the teacher combines the lesson with creative methods, it will make students more enjoy learning English. Students' learning can be made more interesting through technology. Students tend to practice directly rather than sticking to textbooks. To help students learn to listen better in English lessons, teachers can use creative learning media and methods. In this research, the researcher used Tiktok Application as creative media learning and total physical response as the method. Applying the total physical response method in XI IPS 2 SMAN 18 Makassar at the second semester 2023–2024 academic year had significant results. The using of the total physical response method can improve students' English learning achievement. In addition, research has shown that the using of the total physical response method and Tiktok as a learning media to improve student English learning achievement competence has several advantages. Students can easily learn anytime and anywhere students want to learn.

The reseacher used t-test to test the hypothesis. The result of pre-test and post-test showed that the value of Sig. (2-tailed) is zero. The result of TPR showed that the table's Sig. (2-tailed) value was below the level of significance. The findings indicate that the null hypothesis (Ho) was rejected

and the alternative hypothesis (H1) was accepted. Therefore, the researcher concludes that the use of total physical response and Tiktok as learning media can enhance students' listening skills in the 11 IPS 2- grade of SMAN 18 Makassar in the first semester 2023/2024 academic year.

B. Suggestion

The researcher suggests the following in light of the findings of the research described above:

1. Teacher

There are many methods that can be used in improving students' english learning achievement. The teachers are encouraged to use total physical response method and Tiktok can be used as a learning tool to help students develop their english learning abilities. Students learn English more easily and enjoyably using this method and media, especially during the listening-learning process.

2. Students

In the classroom, students should not be more involved in creative and non-boring learning, especially in English language learning that involves listening. Students can use the Total Physical Response method through Tiktok as a learning media to improve students' english learning achievement.

3. Next Researchers

The researcher hopes that this research can be an additional reference and source of information for the next researchers. To make this research better, the researcher welcomes feedback from all readers. The researcher welcomes comments, corrections, and criticisms

including suggestions for improvements. It is greatly anticipated that reader feedback will improve this research.



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APPENDICES



APPENDIX 1: PRE-TEST

Pre- Test

Nama :

Kelas :

Check your understanding : Gap fill

Do this exercise while you listen. Complete the gaps with a word from the box!

How to make a pancake

For the ingredienrs. We (1)

- 3 or 4 spoonful of flour.
- 2 eggs. 250 ml of milk. 1 stick of butter.

For the (2). Plase prepare :

- (3)
- 2 table spoons and
- 1 small pan

Here are the steps.

- (4), put the flour into the bowl.
- Then, put 250 ml of milk in the bowl.
- After that, (5) the 2 eggs into the bowl. (6) it with a spoon
- (7) Heat up the pan and put the (8) and then put the mix in the pan.
- Let the pancake mix cook about 5 minutes, (9) pancake over when the top is brown.
- (10) your pancake is ready to serve.

Finally

Break

first need

Bowl

Equipment

Mix

Flip

Breaking

Then

Need

A bowl

Butter

11. This is delicious, how do you make it? Well, first you the onion
12. And then you to small pieces.
13. After that, you the onion and oil
14. Next, meat and then the lemon
15. and then with pepper and salt.

Check your understanding : Multiple Choice

Do this exercise while you listen. Circle the correct answer.

16. How many ingredients do you need to make the juice ?
 - b. Five
 - c. Three
 - d. Two
 - e. Four
 - f. Six
17. What is the goal from the prosedure text?
 - a. How to make Apple Juice
 - b. How to use Lime
 - c. How to make Pineapple
 - d. How to use Peach
 - e. How to make Pear Juice
18. What imperative sentences are used in the procedure text?
 - a. Cut off, put, pour, add
 - b. Add, next, then, cut off
 - c. Cut off, pour, add, finally
 - d. First, put, pour, finally
19. What should we do on the last step before blend the juice ?
 - a. add two water into the blander
 - b. Add two cup of water and milk
 - c. Add three spoon sugar and pineapple
 - d. Add two pieces pineapple and sugar
 - e. Add three spoon of sugar and ice cup
20. What is the most important ingredient of making pineapple juice ?
 - a. Ice cup
 - b. Blennder
 - c. Water
 - d. Sugar
 - e. Pineapple

APPENDIX 2: POST-TEST

Post- Test**Nama :****Kelas :****Check your understanding : Gap fill**

Do this exercise while you listen. Complete the gaps with a word from the box!

How to make a pancake

For the ingredienrs. We (1)

- 3 or 4 spoonful of flour.
- 2 eggs. 250 ml of milk. 1 stick of butter.

For the (2). Plase prepare :

- (3)
- 2 table spoons and
- 1 small pan

Here are the steps.

- (4), put the flour into the bowl.
- Then, put 250 ml of milk in the bowl.
- After that, (5) the 2 eggs into the bowl. (6) it with a spoon
- (7) Heat up the pan and put the (8) and then put the mix in the pan.
- Let the pancake mix cook about 5 minutes, (9) pancake over when the top is brown.
- (10) your pancake is ready to serve.

Finally

Break

first need

Bowl

Equipment

Mix

Flip

Breaking

Then

Need

A bowl

Butter

11. This is delicious, how do you make it? Well, first you the onion
12. And then you to small pieces.
13. After that, you the onion and oil
14. Next, meat and then the lemon
15. and then with pepper and salt.

Check your understanding : Multiple Choice

Do this exercise while you listen. Circle the correct answer.

16. How many ingredients do you need to make the juice ?
 - a. Five
 - b. Three
 - c. Two
 - d. Four
 - e. Six
17. What is the goal from the procedure text?
 - a. How to make Apple Juice
 - b. How to use Lime
 - c. How to make Pineapple
 - d. How to use Peach
 - e. How to make Pear Juice
18. What imperative sentences are used in the procedure text?
 - a. Cut off, put, pour, add
 - b. Add, next, then, cut off
 - c. Cut off, pour, add, finally
 - d. First, put, pour, finally
19. What should we do on the last step before blend the juice ?
 - a. add two water into the blander
 - b. Add two cup of water and milk
 - c. Add three spoon sugar and pineapple
 - d. Add two pieces pineapple and sugar
 - e. Add three spoon of sugar and ice cup
20. What is the most important ingredient of making pineapple juice ?
 - a. Ice cup
 - b. Blennder
 - c. Water
 - d. Sugar
 - e. Pineapple

APPENDIX 3: STUDENTS' CORRECT ANSWERS IN PRE-TEST

Responsive and selective level assessment rubric			
No	Students' Initial	Correct answer	Wrong answer
1.	A	11	9
2.	ANAS	19	1
3.	ANAJ	13	7
4.	AL	14	6
5.	ESA	15	5
6.	FP	14	6
7.	H	10	10
8.	IIR	15	5
9.	MH	13	8
10.	NZ	13	7
11.	NA	16	4
12.	NRH	11	9
13.	NFPL	14	6
14.	R	12	8
15.	RA	14	6
16.	SY	14	6
17.	SS	9	11
18.	VNA	5	15
19.	AGP	8	12
20.	AM	8	12
21.	MAIDM	5	15
22.	MY	11	9
23.	MASSP	14	6
24.	MDYS	5	15
25.	MIS	4	16
26.	MF	10	10
27.	MFA	8	12
28.	MRA	9	11
29.	RF	13	7
30.	RR	5	15
31.	RS	8	12
32.	RF	14	6
33.	EAS	12	8

APPENDIX 4: STUDENTS' CORRECT ANSWERS IN POST-TEST

Responsive and selective level assessment rubric			
No	Students' Initial	Correct answer	Wrong answer
1.	A	15	5
2.	ANAS	19	1
3.	ANAJ	18	2
4.	AL	17	3
5.	ESA	20	0
6.	FP	19	1
7.	H	17	3
8.	IIR	20	0
9.	MH	20	0
10.	NZ	17	3
11.	NA	20	0
12.	NRH	18	2
13.	NFPL	18	2
14.	R	16	4
15.	RA	20	0
16.	SY	16	4
17.	SS	15	4
18.	VNA	13	7
19.	AGP	13	7
20.	AM	15	5
21.	MAIDM	16	4
22.	MY	14	6
23.	MASSP	19	1
24.	MDYS	15	5
25.	MIS	17	3
26.	MF	14	6
27.	MFA	18	2
28.	MRA	15	5
29.	RF	17	3
30.	RR	18	2
31.	RS	14	6
32.	RF	19	1
33.	EAS	18	2

APPENDIX 5: THE SCORE OF STUDENTS' ANSWER 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	



APPENDIX 6: : THE SCORE OF STUDENTS' ANSWER 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	



APPENDIX 7: THE STUDENTS' SCORE OF 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

No	Students' initial	Pre-test	Classification	Post-test	Classification
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					



APPENDIX 8: THE STUDENTS' DATA ANALYSIS

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					

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre_test	55,4545	33	18,55581	3,23015
	Post_test	84,6970	33	10,82094	1,88368

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	-29,24242	14,42227	2,51060	-34,35634	-24,12851	-11,648	32	,000

APPENDIX 9: LESSON PLAN

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**Satuan Pendidikan : SMA Negeri 18 Makassar****MATA PELAJARAN : Bahasa Inggris****Kelas / Semester : XI / I****Materi Pokok : Listening****Alokasi Waktu : 2 x 45 Menit****A. Standar Kompetensi**

1. Mengungkapkan makna teks tulis fungsional dan esei pendek sederhana berbentuk procedure text untuk berinteraksi dalam konteks kehidupan sehari-hari.

B. Indikator Pencapaian

1. Mampu mengungkapkan kontent dan tujuan procedure text.
2. Mampu mengungkapkan ide dan gagasan pokok yang ada pada teks procedure.
3. Mampu mengungkapkan procedure teks dengan menggunakan kalimat simple present dalam teks procedure.

C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, murid diharapkan dapat:

1. Memahami beberapa vocabulary baru terkait dengan topic kitchen.
2. Mengembangkan keterampilan listening dengan merespon orang.

3. Menangkap makna terkait fungsi sosial dan unsur kebahasaan secara kontekstual terkait procedure text.

D. Langkah-langkah Kegiatan Pembelajaran

Pendahuluan (10 menit)

- Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan memberi salam, mengajak peserta didik untuk merapikan kelas dan penampilan mereka, mengajak peserta didik untuk mengawali kegiatan dengan berdoa, dan memeriksa kehadiran peserta didik.
- Guru memberi salam dan menyapa peserta didik.
- Dengan bimbingan guru, siswa mengungkapkan pengalaman-pengalaman masa lalu terkait dengan aktivitas melakukan sesuatu dalam bentuk procedure text (15 menit).
- Mengamati dan mengarahkan Siswa menyaksikan video pembelajaran mengenai procedure text melalui aplikasi Tiktok sebagai media pembelajaran.

Kegiatan Inti – 80 menit

- Guru memberikan video tiktok terkait Procedure text about kitchen
- Murid diminta mendengarkan dan menebak kata-kata yang hilang dalam video
- Murid menjawab pertanyaan berdasarkan intruksi

- Murid diminta menganalisa struktur kebahasaan (kosakata) dari video pembelajaran
- Guru dan murid membuat kesimpulan tentang hal-hal yang telah dipelajari. Murid kemudian diberi kesempatan untuk menanyakan Kembali hal-hal yang belum dipahami.

Kegiatan Penutup – 5 menit

- Murid dan guru merefleksi kegiatan pembelajaran.
- Menugaskan murid untuk terus mencari informasi dimana saja yang berkaitan dengan bahan yang sedang atau yang akan dipelajari.
- Guru menutup kegiatan pembelajaran dengan mengucapkan salam dan doa.

E. Penilaian Pembelajaran

Afeksi: Lembar pengamatan Pengetahuan

kognitif: LK peserta didik

Keterampilan/Psikomotorik: Kinerja & observasi diskusi

Makassar, 17 Juli 2023

Mengetahui,
Guru Mata Pelajaran

Mahasiswa



Drs. H. Mustafa, M.M.Pd.
NIP. 19640428 198903 1 013

Virgina Amelya Pare Datu
NIM. 4518101015

APPENDIX 10: THE RESULT OF STUDENTS' PRE-TEST

$$\frac{13}{20} \text{ Aso} = 65$$

Pre- Test

Nama : Miftah Hidayah ☺

Kelas : XI IPS 2

Check your understanding : Gap fill

Do this exercise while you listen. Complete the gaps with a word from the box!

How to make a pancake

For the ingredienrs. We Need (1) ✓

- 3 or 4 spoonful of flour.
- 2 eggs. 250 ml of milk. 1 stick of butter.

For the Equipment (2) ✓. Please prepare :

- Bowl (3) ✓
- 2 table spoons and
- 1 small pan

Here are the steps.

- First need (4) ✓, put the flour into the bowl.
- Then, put 250 ml of milk in the bowl.
- After that, Break (5) ✓ the 2 eggs into the bowl. Then (6) ✓ it with a spoon.
- Then (7) ✓ Heat up the pan and put the butter (8) ✓ and then put the mix in the pan.
- Let the pancake mix cook about 5 minutes, Flip (9) ✓ pancake over when the top is brown.
- Finally (10) ✓ your pancake is ready to serve.

Finally

Break

first need

Bowl

Equipment

Mix

Flip

Breaking

Then

Need

A bowl

Butter

- ✗ 11. This is delicious, how do you make it? Well, first you the onion ^{Pin}
 ✗ 12. And then you ~~put~~ to small pieces.
 ✓ 13. After that, you ~~grind~~ the onion and oil. ^{fried}
 ✓ 14. Next, ~~add~~ meat and then the lemon → ^{squeeze}
 ✓ 15. and then with pepper and salt. ^{season}

Check your understanding : Multiple Choice

Do this exercise while you listen. Circle the correct answer.

- ✓ 16. How many ingredients do you need to make the juice ?
 b. Five
 c. Three
 d. Two
 Ⓐ Four
 f. Six
- ✓ 17. What is the goal from the procedure text?
 Ⓐ How to make Apple Juice
 b. How to use Lime
 ✗ How to make Pineapple
 d. How to use Peach
 e. How to make Pear Juice
- ✓ 18. What imperative sentences are used in the procedure text?
 Ⓐ Cut off, put, pour, add
 b. Add, next, then, cut off
 c. Cut off, pour, add, finally
 d. First, put, pour, finally
- ✓ 19. What should we do on the last step before blend the juice ?
 a. add two water into the blander
 b. Add two cup of water and milk
 c. Add three spoon sugar and pineapple
 d. Add two pieces pineapple and sugar
 Ⓒ Add three spoon of sugar and ice cup
- ✓ 20. What is the most important ingredient of making pineapple juice ?
 a. Ice cup
 b. Blennder
 c. Water
 d. Sugar
 Ⓒ Pineapple

Pre-Test

Nama : Nur rahmawati hartono

Kelas : XI IPS 2

$$\frac{11}{20} \times 100 = 55$$

Check your understanding : Gap fill

Do this exercise while you listen. Complete the gaps with a word from the box!

How to make a pancake

For the ingrediens. We ^{need}..... (1) ✓

- 3 or 4 spoonful of flour.
- 2 eggs, 250 ml of milk, 1 stick of butter.

For the (2). Plase prepare :

- (3)
- 2 table spoons and
- 1 small pan

Here are the steps.

- (4), put the flour into the bowl.
- Then, put 250 ml of milk in the bowl.
- After that, ~~break~~ (5) the 2 eggs into the bowl. ^{then}..... (6) it with a spoon
- ~~Mix~~ (7) Heat up the pan and put the ~~Flip~~ (8) and then put the mix in the pan.
- Let the pancake mix cook about 5 minutes, ^{about}..... (9) pancake over when the top is brown.
- ^{Finally} (10) your pancake is ready to serve.

10	Finally ✓	5	Break ✓	4	first need ✓	Bowl
9	Equipment	7	Mix	Flip	8	Breaking
6	Then	✓	1	Need ✓	3	A bowl ✓
				4	Butter	

11. This is delicious, how do you make it? Well, first you . . . the onion ^{to cut}
 12. And then you . . . to small pieces. ~~cut~~ ^{cut}
 ✓ 13. After that, you ~~add~~ ^{grind} the onion and oil. ~~add~~ ^{grind}
 ✓ 14. Next, . . . meat and then ~~add~~ ^{add} the lemon
 ✓ 15. and then . . . with pepper and salt. ~~add~~ ^{Season}

Check your understanding : Multiple Choice

Do this exercise while you listen. Circle the correct answer.

16. How many ingredients do you need to make the juice ?
 b. Five
 ✓ c. Three
 d. Two
 e. Four
 f. Six
17. What is the goal from the procedure text?
 a. How to make Apple Juice
 b. How to use Lime
 c. How to make Pineapple
 ✓ d. How to use Peach
 e. How to make Pear Juice
- ✓ 18. What imperative sentences are used in the procedure text?
 ✓ a. Cut off, put, pour, add
 b. Add, next, then, cut off
 c. Cut off, pour, add, finally
 ✓ d. First, put, pour, finally
- ✓ 19. What should we do on the last step before blend the juice ?
 a. add two water into the blander
 b. Add two cup of water and milk
 c. Add three spoon sugar and pineapple
 d. Add two pieces pineapple and sugar
 ✓ e. Add three spoon of sugar and ice cup
20. What is the most important ingredient of making pineapple juice ?
 a. Ice cup
 ✓ b. Blennder
 c. Water
 d. Sugar
 e. Pineapple

APPENDIX 11: THE RESULT OF STUDENTS' POST-TEST

35

Post- Test

$\frac{20}{20} + 100 = 100$

Nama : Miftahul Hidayah

Kelas : XI IPS 2

Check your understanding : Gap fill

Do this exercise while you listen. Complete the gaps with a word from the box!

How to make a pancake

For the ingredienrs. We Need (1) ✓

- 3 or 4 spoonful of flour.
- 2 eggs. 250 ml of milk. 1 stick of butter.

For the Equipment (2). Plase prepare :

- ~~pancake~~ (3) → A bowl ✓
- 2 table spoons and
- 1 small pan

Here are the steps.

- First need (4) ✓, put the flour into the bowl.
- Then, put 250 ml of milk in the bowl.
- After that, break (5) ✓ the 2 eggs into the bowl. Mix (6) ✓ it with a spoon
- Then (7) ✓ Heat up the pan and put the Butter (8) ✓ and then put the mix in the pan.
- Let the pancake mix cook about 5 minutes, Flip (9) ✓ pancake over when the top is brown.
- Finally (10) ✓ your pancake is ready to serve.

10 Finally	5 Break	4 first need	Bowl
2 Equipment	6 Mix	9 Flip	Breaking
7 Then	1 Need	3 A bowl	8 Butter

11. This is delicious, how do you make it? Well, first you the onion ^{peel ✓}
 12. And then you ~~die~~ ^{dice} to small pieces. ✓
 13. After that, you ~~grate~~ ^{grate} the onion and oil. ^{Fry} ✓
 14. Next, ~~add~~ ^{add} meat and then the lemon ^{squeeze} ✓
 15. and then with pepper and salt. ^{season} ✓

Check your understanding : Multiple Choice

Do this exercise while you listen. Circle the correct answer.

- ✓ 16. How many ingredients do you need to make the juice ?
 g. Five
 h. Three
 i. Two
 (j) Four
 k. Six
- ✓ 17. What is the goal from the procedure text?
 a. How to make Apple Juice
 b. How to use Lime
 (c) How to make Pineapple
 d. How to use Peach
 e. How to make Pear Juice
- ✓ 18. What imperative sentences are used in the procedure text?
 (a) Cut off, put, pour, add
 b. Add, next, then, cut off
 c. Cut off, pour, add, finally
 d. First, put, pour, finally
- ✓ 19. What should we do on the last step before blend the juice ?
 a. add two water into the blander
 b. Add two cup of water and milk
 c. Add three spoon sugar and pineapple
 d. Add two pieces pineapple and sugar
 (e) Add three spoon of sugar and ice cup
- ✓ 20. What is the most important ingredient of making pineapple juice ?
 a. Ice cup
 b. Blennder
 c. Water
 d. Sugar
 (e) Pineapple

$$\frac{18}{20} \times 100 = 90$$

Post-Test

Nama : Nurrahmanabi hartono

Kelas : XI IPS 2

Check your understanding : Gap fill

Do this exercise while you listen. Complete the gaps with a word from the box!

How to make a pancake

For the ingredients. We ^{Need} (1) ✓

- 3 or 4 spoonful of flour.
- 2 eggs, 250 ml of milk, 1 stick of butter.

For the ^{Equipment} (2). Please prepare :

- ^{Bowl} (3) X
- 2 table spoons and
- 1 small pan

Here are the steps.

- ^{First} (4), put the flour into the bowl.
- Then, put 250 ml of milk in the bowl.
- After that, ^{Break} (5) the 2 eggs into the bowl, ^{Mix} (6) it with a spoon
- ^{Then} (7) Heat up the pan and put the ^{Butter} (8) and then put the mix in the pan.
- Let the pancake mix cook about 5 minutes, ^{Flip} (9) pancake over when the top is brown.
- ^{Finally} (10) your pancake is ready to serve.

• Finally

• Break

• first need

Bowl

• Equipment

• Mix

• Flip

Breaking

• Then

• Need

• A bowl

• Butter

9


- ✓ 11. This is delicious, how do you make it? Well, first you the onion ^{peel}
- ✓ 12. And then you ^{dice} to small pieces.
- ✓ 13. After that, you ^{great} the onion and oil . . . Fry
- ✓ 14. Next, ^{add} meat and then the lemon ^{sau eeze}
- ✓ 15. and then with pepper and salt. ^{season}

Check your understanding : Multiple Choice

Do this exercise while you listen. Circle the correct answer.

- ✓ 16. How many ingredients do you need to make the juice ?
- g. Five
 - h. Three
 - i. Two
 - ~~x~~ Four
 - k. Six
- ~~x~~ 17. What is the goal from the prosedure text?
- ~~x~~ a. How to make Apple Juice
 - b. How to use Lime
 - ~~x~~ c. How to make Pineapple
 - d. How to use Peach
 - e. How to make Pear Juice
- ✓ 18. What imperative sentences are used in the procedure text?
- ~~x~~ a. Cut off, put, pour, add
 - b. Add, next, then, cut off
 - c. Cut off, pour, add, finally
 - d. First, put, pour, finally
- ✓ 19. What should we do on the last step before blend the juice ?
- a. add two water into the blander
 - b. Add two cup of water and milk
 - c. Add three spoon sugar and pineapple
 - d. Add two pieces pineapple and sugar
 - ~~x~~ e. Add three spoon of sugar and ice cup
- ✓ 20. What is the most important ingredient of making pineapple juice ?
- a. Ice cup
 - b. Blennder
 - c. Water
 - d. Sugar
 - ~~x~~ e. Pineapple

APPENDIX 12: ADMINISTRATION


 PEMERINTAH PROPINSI SULAWESI SELATAN
 DINAS PENDIDIKAN
UPT SMA NEGERI 18 MAKASSAR
 Alamat : Jl. Puccerakgang Komplek Mangga Tiga Permai Daya, Telp. (0411) 511121 Makassar 90241
 Email : sman.dels@yahoo.co.id Website : www.sman18makassar.sch.id
 NSS 3 0 1 1 9 6 0 1 3 1 3 1 NPSN 4 0 3 1 1 9 5 2

SURAT KETERANGAN

Nomor : 422/478-UPT.SMA.18/Mks.1/DISDIK

Yang bertanda tangan dibawah ini, Kepala UPT SMA Negeri 18 Makassar menerangkan bahwa :


Nama : VIRGINA AMELYA PARE DATU
 Nomor Pokok : 4519101005
 Program Studi : Pendidikan Bahasa Inggris
 Pekerjaan/Lembaga : Mahasiswa (S1) Universitas Bosowa
 Alamat : Jl. Urip Sumiharjo Km. 04 Makassar

Menindak lanjuti Surat Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Sulawesi Selatan selaku Administrator Pelayanan Perizinan Nomor: 21448/S.01/PTSP/2023 tanggal 17 Juli 2023 Perihal Surat Izin Penelitian yang bersangkutan telah mengadakan penelitian pada tanggal 17 Juli s/d 17 Agustus 2023 dengan judul :

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

Demikian Surat Keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Makassar, 31 Juli 2023


 Kepala UPT SMAN 18 Makassar
 UPT
 SEKOLAH MENENGAH ATAS
 NEGERI 18
 KOTA MAKASSAR
 H. SUBHAN S.Pd.,M.Si
 Pembina Utama Muda
 NIP. 19670205 199103 1 016

Tembusan :

1. Kepala Dinas Pendidikan Prov. Sulawesi . Sul-Sel
2. Kepala Cabang Dinas Pendidikan Wilayah I Makassar - Maros
3. Pertiinggal.



PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
 Jl. Bougenville No.5 Telp. (0411) 441077 Fax. (0411) 448936
 Website : <http://simap-new.sulselprov.go.id> Email : ptsp@sulselprov.go.id
 Makassar 90231

Nomor : 21448/S.01/PT SP/2023 Kepada Yth.
 Lampiran : - Walikota Makassar
 Perihal : Izin penelitian

di-
Tempat

Berdasarkan surat Dekan Fak. Keguruan dan Ilmu Pendidikan Univ. Bosowa Makassar Nomor : A.450/FKIP/UNIBOS/VI/2023 tanggal 14 Juli 2023 perihal tersebut diatas, mahasiswa/peneliti dibawah ini:

Nama : VIRGINA AMELYA PARE DATU
 Nomor Pokok : 4519101005
 Program Studi : Pendidikan Bahasa Inggris
 Pekerjaan/Lembaga : Mahasiswa (S1)
 Alamat : Jl. Urip Sumoharjo Km. 04 Makassar

PROVINSI SULAWESI SELATAN

Bermaksud untuk melakukan penelitian di daerah/kantor saudara dalam rangka menyusun SKRIPSI, dengan judul :

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

Yang akan dilaksanakan dari : Tgl. 17 Juli s/d 17 Agustus 2023

Sehubungan dengan hal tersebut diatas, pada prinsipnya kami *menyetujui* kegiatan dimaksud dengan ketentuan yang tertera di belakang surat izin penelitian.

Demikian Surat Keterangan ini diberikan agar dipergunakan sebagaimana mestinya.

Diterbitkan di Makassar
 Pada Tanggal 17 Juli 2023

A.n. GUBERNUR SULAWESI SELATAN
 KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU
 SATU PINTU PROVINSI SULAWESI SELATAN



A SRUL SANI, S.H., M.Si.
 Pangkat : PEMBINA TINGKAT I
 Nip : 19750321 200312 1 008

Tembusan Yth

1. Dekan Fak. Keguruan dan Ilmu Pendidikan Univ. Bosowa Makassar di Makassar;
2. Peringat.

APPENDIX 13: DOCUMENTATION

1. Pre-tets



Picture 1: The researcher was giving pre-test to the students



Picture 2: The students were doing the pre-test

2. Treatment



Picture 3: The researcher was explaining about listening skill, TPR, and Tiktok Application



Picture 4: The researcher was asking students to open Tiktok Application and search Konten Using TPR



Picture 5: The researcher was explaining the use and showing the work of Tiktok Application to learn.



Picture 6: The students were doing the Total physical response method after watching video learning from tiktok application.

3. Post-test



Picture 7: The researcher was giving post-test to the students



Picture 8: The students were doing the post-tes

BIOGRAPHY



Virginia Amelya Pare Datu was born in September 26th, 2001 in Fakfak, West Papua, from the marriage of her parents, Samuel and Yosepina. She is the second child of three siblings. She has one sister and one brother. She began her first education at SD Inpres Negeri 2 Wagom Fakfak West Papua in 2007 until 2013. After graduated in 2013, she studied in SMP St. Don Bosco Fakfak and finished in 2016. She completed her education at senior high school in SMA St. Don Bosco Fakfak and graduated in 2019. After that in 2019, she decided to continue her study of strata one at the English Language Education Program Faculty of Education and Sastra of Bosowa University finished in 2023. She has participated in the BEM FKIP UNIBOS organization (Badan Eksekutif Mahasiswa Fakultas Keguruan dan Ilmu Pendidikan Universitas Bosowa), in 2022/2023 and is also actively in organization of HIMAPBING UNIBOS (Himpunan Mahasiswa Pendidikan Bahasa Inggris Universitas Bosowa), and served as general treasurer in 2022/2023.