

**THE USE OF TIK TOK WITH THE TOTAL PHYSICAL RESPONSE  
(TPR) PRINCIPLES TO IMPROVE ACCURACY OF IMPERATIVE  
CLAUSES IN SPOKEN LANGUAGE PRODUCTION BY THE FIFTH  
YEAR STUDENTS OF SD MUHAMMADIYAH 1 BANDAR LAMPUNG**

**A Thesis**

**By**

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2023**

## ABSTRACT

### **THE USE OF TIK TOK WITH THE TOTAL PHYSICAL RESPONSE (TPR) PRINCIPLES TO IMPROVE ACCURACY OF IMPERATIVE CLAUSES IN SPOKEN LANGUAGE PRODUCTION BY THE FIFTH YEAR STUDENTS OF SD MUHAMMADIYAH 1 BANDAR LAMPUNG**

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The use of social media, TikTok, is believed to have been actively involved students in teaching learning activities.

The current study aimed at exploring the effect of TikTok on the students' spoken forms in terms of accuracy of using the imperative clauses. The study employed the Experimental Design, comparing two groups, the control group (*Zaid bin Haritsah*) and the experimental group (*Zaid bin Tsabit*). There were 40 students for two groups. The data were collected through the pre and the post tests in the forms of speaking tests. The mean score of accuracy in using imperative clauses for both classes were compared using an *independent group T-test*.

The results showed that there was a statistically significant difference of accuracy in imperative clauses between the pre test and post test and that of accuracy between the students in original TPR and those using TikTok with the TPR principles with the significance level, 0.05.

This suggests that using TikTok based on the TPR principles facilitates students to improve their spoken performance, in terms of accuracy of imperative clauses.

*Keywords: TPR, TikTok, Accuracy, Imperative Clauses,*

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**A Thesis**

**Submitted in a Partial Fulfillment of  
The Requirements for S-2 Degree**

**in**

**Language and Arts Education  
Department Teacher Training and Education Faculty**



**MASTER IN ENGLISH LANGUAGE TEACHING STUDY PROGRAM  
LANGUAGE AND ARTS EDUCATION DEPARTMENT TEACHER  
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2023**

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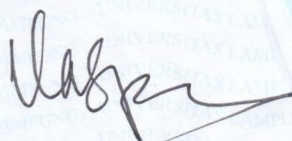
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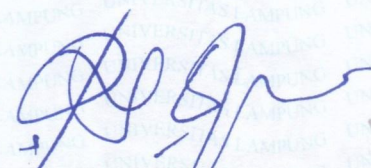
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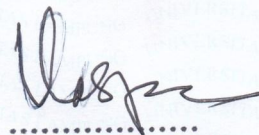


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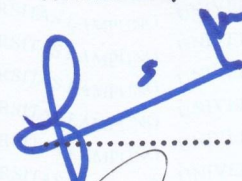
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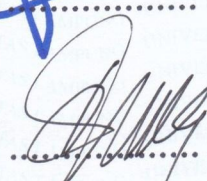
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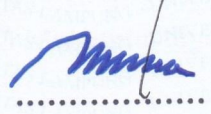
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Menyatakan bahwa tesis ini adalah karya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis oleh orang lian, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti pernyataan ini tidak benar, sepenuhnya menjadi tanggungjawab saya.

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## **CURRICULUM VITAE**

The author, Gita Amelia, was born on December 6<sup>th</sup>, 1996, in Bandar Lampung. She is the first child of Mr. Isya Ashari and the late Ms. Ida Nilawati. She has one sister and one brother, Widya Sabrina, S.Pd and Rafa Ashari.

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Besides studying as a magister student, the author has been working as an English lecturer at Malahayati University since 2022 and an English teacher at English First Lampung since 2018.

## **DEDICATION**

I dedicate this work to:

1. My beloved parents – Isya Ashari and Ida Nilawati
2. My sister and brother
3. My grandmother (Hasanah) and my entire family
4. My almamater – Lampung University
5. My lecturers and friends in Master’s Degree in English Education Study Program
6. My research place SD Muhammadiyah 1 Bandar Lampung
7. My colleges in Malahayati University and English First Lampung
8. My friends who support me



**MOTTO**

فَيَكُونُ كُنْ

*"Be!" then it happened.*

**(QS Yasin:82)**

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Finally, the writer believes that her writing is still far from perfect. There might be weaknesses in this research. Thus, comments, critics, and suggestions are always open for better research. Somehow, the writer hopes this research would give a positive contribution to educational development, readers, and those who want to conduct further research.

Bandar Lampung, October 2023  
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## I. INTRODUCTION

This chapter starts with the research background, research question, research objectives, uses, scope, and definition of term.

### 1.1. Background

Speaking is described as the process of verbally conveying and exchanging thoughts and feelings (Eliyasun, Rosnija & Salam, 2018). However, the students feel that speaking is difficult because it requires them to speak accurately and fluently. The purpose of fluency and accuracy in communicative language classes is to achieve some degree of accuracy by allowing students to focus on the elements of phonology, grammar, and discourse in their spoken output (Haryudin & Jamilah, 2018). As stated by (Brown, 2004) speaking is a productive ability that can be immediately and empirically observed. It makes some students consider learning English, especially speaking difficult. In line with this, (Prasetyaningrum & Azima, 2021) showed at various factors influence students' challenges in speaking, particularly in introducing themselves.

These issues include a lack of vocabulary, the inability to form words correctly, students lack of confidence in presenting themselves, and students lack of practice speaking English. According to (Syafiq et al, 2021), students believe that speaking is more difficult than reading, writing, or listening for two reasons. The first is because speaking is legitimate in everyday life, and the person we are interacting with is typically waiting for us to start the conversation at that moment. Second,

speaking, unlike writing, does not allow for editing and rewriting of what is intended to be expressed.

One of the important aspects of using spoken language is speaking in the imperative. When using imperative speaking, individuals employ sentences or phrases that give commands, make requests, or express strong suggestions. Halliday & Matthiessen (2013) provides insights into the importance of spoken language, including imperative clauses. The core message of an imperative clause is *'I want you to do something'* or *'I want us (you and me) to accomplish something'*. Teaching speaking is a primary requirement to be taught not only to adult learners but also to young learners in order to prepare every child to have a good communication skill (Pratama & Awaliyah, 2015). In the early stages of language acquisition, students typically focus on acquiring basic vocabularies sentence structures, and simple imperative clauses without adjectives. As their language skills develop, they gradually incorporate adjectives into their speech, including within imperative clauses. The ability to use imperative clauses with adjectives relies on students' vocabularies development. As students learn and acquire more adjectives, they can integrate them into their imperative clauses to provide more specific instructions or suggestions.

According to Koran (2015), teachers can assist students in learning to speak and overcoming language difficulty by taking on a range of roles, including feedback provider, organizer, facilitator, prompter, motivator, and participant. The use of media in the teaching and learning process is critical, thus the instructor must select media to teach speaking. Teaching media can help teachers to teach more effectively and students appreciate learning settings that are fascinating, enjoyable, and interactive. As a result, teachers must adjust to this type of situation (Tristiana & Swondo, 2020). Technologies have the ability to improve language learning for students by utilizing the social media. The recent social



media nowadays that used by many people is Tik Tok. Teachers can integrate technology into their online classrooms based on their past knowledge of technological aspects (Azmin, Susilawati & Ikhsanudin, 2022). It can inspire language teachers to create educational activities that include students' creativities in creating brief videos. Most people, from kids to adults, are currently quite interested in the Tik Tok application. Through watching videos on the internet or uploading their own videos, they can learn how to communicate in a variety of contexts and with different types of messages.

TikTok can be used for speaking skills instruction because it offers an editable audio capability. Teachers can design learning resources that are tailored to their students' needs. In relation to education, Tik Tok is a type of application that has been used as educational media. Within the teaching and learning process, video may be a powerful instructional and inspirational tool. Video is a useful tool for studying body language and applying kinesthetic learning to whole bodily reaction for language learners who are also learning about the world around them. Related with the changes of learning style and technology advances teachers require a technique that may liven up the classroom environment by doing the body movement in the class. Hence, there is a decent chance to activate and to show students skills in language learning process creatively.

One of the methods that can be utilized is TPR (Total Physical Response). According to the majority of educational psychologists, students at early age can gain knowledge through exposure to a learning process that provides actual items and genuine activities. Teachers embrace and utilize TPR language teaching approaches that emphasize the use of real items and real actions when teaching language to young learners (Rambe, 2019). This strategy has proven to be particularly effective for vocabulary learning because it can be used expressively with gestures (Ilmi & Anwar, 2022). Thus, the teaching procedure should be

fascinating, present examples that are easy to understand, always tuck the topic outside of school hours, require a lot of repetition, and take a long time (Haryudin & Jamilah, 2018).

The research focused on the fifth grade of SD Muhammadiyah Bandar Lampung. Based on the observation that was conducted, the researcher found the students have difficulties and some problems in learning English. The issues were the students felt less comfortable in learning, the students have found it difficult to remember vocabulary, they felt bored and less interested in learning English as the students concentrate only on the resources and do written exercises. The teachers did not use combinations or other teaching tools. Besides TPR, the researcher used Tiktok video to stimulate and showed the movement in applying TPR.

Moreover, according to Pratiwi, Ufairah & Sofiah (2021), it can be implicated that students' motivation in speaking increased because they had new experiences in learning the language. They felt happy and enjoyed learning from TikTok. It proved that the use of TikTok in motivating students' speaking skills was very interactive and effective. In the context of communication and collaboration between teachers and students during the learning process, learning media is employed. Learning media can make communication and information clearer in order to improve the learning process (Afidah & Mutiara, 2021).

Thus, there seems to be a research gap in the field of utilizing TikTok for educational purposes. Therefore, the researcher assumes that this is an opportunity to increase the novelty of this research by finding out a significant difference of the students' achievement in the accuracy of imperative clauses with adjectives after the implementation of Tik Tok adapting TPR principles.

## **1.2. Research Question**

To guide the research, a research question is formulated as follows:

1. Is there any statistically significant difference in the students' achievement in the accuracy of imperative clauses with adjectives between those who are taught by the implementation of Tik Tok adapting TPR principles and those who are not?

## **1.3. Research Objective**

1. To find out the difference in the students' achievement in the accuracy of imperative clauses with adjectives between those who are taught by the implementation of Tik Tok adapting TPR principles and those who are not.

## **1.4. Uses**

In general, these benefits can provide information about total physical response and imperative clauses with adjectives with tik-tok for accuracy.

1. Theoretical Benefits

The benefits of this research are to increase understanding, knowledge, implementation of the total physical response and imperative clauses with adjectives with tik-tok for accuracy.

2. Practical Benefits

- a) For Researchers

The researchers can add experience and insight into the total physical response and imperative clauses with adjectives with tik tok for accuracy.

- b) For Teachers

The teachers can apply the total physical response and imperative clauses with adjectives with tik tok for accuracy.

c) For the Headmaster

The headmaster can encourage teachers to teach English by the total physical response and imperative clauses with adjectives with tik tok for accuracy.

### **1.5. Scope**

The focus of this study is to find out whether there is a significant difference in students' achievement in the accuracy of imperative clauses with adjectives between those who are taught by the implementation of Tik Tok adapting TPR principles and those who are not. It covers the principles of TPR (total physical response), i.e., repetition, role play, and imperative sentences.

### **1.6. Definition of Term**

1. *Total Physical Response (TPR)* theory is an approach to language learning and teaching that emphasizes the importance of physical movement and action in the acquisition of language skills.
2. *TikTok* is a social media platform and mobile app that allows users to create, share, and discover short videos.
3. *Imperative clauses* are associated with the work of Michael Halliday; imperative clauses are a type of clauses used to give commands, instructions, or requests.
4. *Accuracy* is a key aspect of error analysis, as it involves identifying and categorizing errors to gain insights into learners' language development and proficiency.

Those points above include the background, research questions, objectives, uses, scope, and definitions of terms used in the research. This chapter consists of the explanations that are necessary to give more information in the next chapter.

## **II. LITERATURE REVIEW**

This chapter consists of the following topics: the concept of total physical response; the concept of tik tok video; the concept of accuracy; procedures for teaching the accuracy of imperatives with adjectives through TPR with tik tok; previous studies of teaching English TPR and tik tok; and hypothesis testing.

### **2.1. The Concept of Total Physical Response (TPR)**

According to Richards & Rodgers (2001), total physical response (TPR) is a language teaching method built around the coordination of speech and action; it attempts to teach language through physical (motor) activity. Developed by James Asher, a professor of psychology at San Jose State University, California, it draws on several traditions, including developmental psychology, learning theory, and humanistic pedagogy, as well as on language teaching procedures proposed by Harold and Dorothy Palmer in 1925 (Richards & Rodgers, 2001, p. 73). In a developmental sense, Asher sees successful adult second language learning as a parallel process to child first language acquisition. He claims that speech directed to young children consists primarily of commands, which children respond to physically before they begin to produce verbal responses. Asher feels that adults should recapitulate the processes by which children acquire their native language. Asher shares with the school of humanistic psychology a concern for the role of affective (emotional) factors in language learning. A method that is undemanding in terms of linguistic production and that involves game like movements reduces

learner stress, he believes, and creates a positive mood in the learner, which facilitates learning. According to Asher (1968), even an objective of listening and speaking is an unrealistic expectation with the limited amount of time available. Therefore we suggest that in the first stage of training, only one of the four language skills be selected and preferably this goal should be listening fluency.

### ***2.1.1. Theory of Language and Learning of Total Physical Response***

TPR reflects a grammar-based view of language. Asher states that "*most of the grammatical structure of the target language and hundreds of vocabulary items can be learned from the skillful use of the imperative by the instructor*" (1977: 4), cited in Richards & Rodgers, 2001:73–74. He views the verb, and particularly the verb in the imperative, as the central linguistic motif around which language use and learning are organized. Asher sees a stimulus-response view as providing the learning theory underlying language teaching pedagogy. TPR can also be linked to the "trace theory" of memory in psychology (e.g., Katona 1940) cited in Richards & Rodgers Book (2001:73–74), which holds that the more often or the more intensively a memory connection is traced, the stronger the memory association will be and the more likely it will be recalled. Retracing can be done verbally (e.g., by rote repetition) and/or in association with motor activity. Combined tracing activities, such as verbal rehearsal accompanied by motor activity, increase the possibility of successful recall. In addition, Asher has elaborated on what he feels facilitates or inhibits foreign language learning. For this dimension of his learning theory, he draws on three rather influential learning hypotheses:

1. There exists a specific innate bio-program for language learning that defines an optimal path for first and second language development.
2. Brain lateralization defines different learning functions in the left and right brain hemispheres.

3. Stress (an affective filter) intervenes between the act of learning and what is to be learned; the lower the stress, the greater the learning.

### ***2.1.2. Total Physical Response Procedures***

Total Physical Response provides a lesson-by-lesson account of a course taught according to TPR principles, which serves as a source of information on the procedures used in the TPR classroom. The course proceeded in the following way (Richards & Rodgers, 2001, p. 77).

#### **1. Review:**

This was a fast-moving warm-up in which individual students were moved with commands such as (Richards & Rodgers, 2001, p. 77) :

- *Pablo, drive your car around Miako and honk your horn.*
- *Jeffe, throw the red flower to Maria.*
- *Maria, scream.*
- *Rita, pick up the knife and spoon and put them in the cup.*
- *Eduardo, take a drink of water and give the cup to Elaine.*

#### **2. New Commands:**

These verbs were introduced.

1	Wash	Your hands.
		Your face.
		Your hair.
2	Look	For a towel.
		The soap.
		A comb.
3	Hold	The book.
		The cup.
		The soap.

Other items introduced were:

Rectangle	Draw a rectangle on the chalkboard
	Pick up a rectangle from the table and give it to me.
	Put the rectangle next to the square.
Triangle	Pick up the triangle from the table and give it to me.
	Catch the triangle and put it next to the rectangle.
Quickly	Walk quickly to the door and hit it.
	Quickly, run to the table and touch the square.
	Sit down quickly and laugh.

Next, the instructor asked simple questions, which the student could answer with a gesture such as pointing. Examples would be:

- *Where is the towel? [Eduardo, point to the towel!]*
- *Where is the toothbrush? [Miako, point to the toothbrush!]*
- *Where is Dolores?*

### **3. Role Reversal:**

Students readily volunteered to utter commands that manipulated the behavior of the instructor and other students (Richards & Rodgers, 2001, p. 77).

### **4. Reading and Writing:**

The instructor wrote on the chalkboard each new vocabulary item and a sentence to illustrate the item. Then she/he spoke each item and acted out the sentence. The students listened as she/he read the material. Some copied the information into their notebooks (Richards & Rodgers, 2001, p. 77).



## 2.2. The Concept of Tik Tok Video

In this digital era, social media is now used by people for a lot of functions; for example, it can be used as a medium for language learning. Many social media platforms can be used as effective learning media to assist the learning and teaching process, for example, the TikTok video application.

One of the world's fastest-growing social networks is TikTok, a platform for creating and sharing video clips that was first launched in China in 2016 and was given the Chinese name Douyin (Bernard, 2021).

Considering the findings of this study, this paper suggested instructors bring digital content responsibly and address the needs of the students in their lesson plans to accommodate the feedbacks of the students. However, when the instructors are teaching short genres such as poetry or short stories, using the digital contents are encouraged. This study notes a significant aspect of online classes regarding English Literature that the students of the 21<sup>st</sup> century were still focusing on the human interaction in the classroom to discuss and share ideas with the teachers and their peers to make it a meaningful experience (Islam, 2021).

Tik Tok has its own characteristics. Tik Tok videos include a "*watermark*" in the form of a username that differentiates them from other apps. Because TikTok is used by a wide range of individuals of all ages, it is conceivable that some of the contents may include harmful elements. Tik Tok is not a new social media in Indonesia since it has become a new trend in Indonesia in recent years, particularly in 2018 and 2019. Tik Tok is a music creative short video social software, which is a 15-second music short video community based on contemporary young people. Users of this software can choose their own music interface, add special effects such as beauty and slow motion, and then create their favorite short video of music (Yang, Zhao, & Ma, 2019).

In accordance with Tarmizi et al (2021), asking the students to make a video addresses the issue that many classroom students—especially those with low English proficiency and low self-confidence—have with speaking English in front of others. They might be inspired to speak the language through TikTok, but they might also learn to be independent or autonomous in developing their speaking skills. TikTok is a medium that teachers can use to extend learning outside of the traditional classroom as online learning becomes more popular. For instance, professors might require students to produce a captivating video every week for TikTok. In order to develop their creativity and reach their full potential, students can opt to create their own speech, lip-synch, or even sing along. Then, in order to ensure that students can actively engage with the speaking activities and move toward the targeted learning objectives, teachers may devise an online feedback session.

In classroom as learners are often scared to speak English in public (especially those who have low English pro and low self-confidence), asking the students to create a video us TikTok may not only encourage them to speak the language, but also ask them to become independent or autonomous in improving their speaking ability for example, teachers can ask learners to use TikTok for digital storytelling. For the outside classroom with the rise of online learning, TikTok is a medium that teachers can adopt to extend learning beyond the physical classroom. For example, teachers may ask learners to create an interesting video weekly on TikTok. Learners may choose to come up with their own dialogues, lip-sync, or even sing along to foster their creativity and full potential (Tarmizi, 2021)

### **2.3. The Concept of Accuracy**

An essential component of good communication is speaking. Speaking is a tool of communication that can be used to convey information. Students who are learning to speak may face the obstacles that make it difficult for them to talk. In addition, a variety of speaking challenges, including linguistic, psychological, and confidence issues. The educator or teacher must use proper techniques to assist the pupils in overcoming these challenges so they can become knowledgeable and effective communicators (Panjaitan et al., 2022).

One of the aspects of speaking is accuracy. Accuracy is a key aspect of error analysis, as it involves identifying and categorizing errors to gain insights into learners' language development and proficiency. Moreover, error analysis theory, developed by linguists such as Stephen Pit Corder, focuses on analyzing and understanding the errors made by language learners. By examining learners' language production, errors are systematically classified based on their types, such as grammatical, lexical, phonological, or pragmatic errors. In addition, one of the goals of learners in learning speaking is accuracy. It is related to the exact of being correct and without error, especially the result from careful effort. In this case, good pronunciation and structure can make the speaker utterances clearly understandable. Students at the school faced this problem when they pronounce English words. It is caused by their mother tongue (PW, 2015).

### **2.4. The Concept of Imperative**

Imperative clauses are functioning as commands, declaratives sentences, request, and also a negative command. According to Halliday & Matthiessen (2013) “*the imperative is the mood for exchanging goods-&-services; its subject is ‘you’ or ‘me’ or ‘you and me’*”. *If we take the ‘second person’, ‘you’, as the base form an imperative clause*”. Imperative sentences give commands, provide directions, or

offer advice. The speaker of an imperative sentence is telling another person what to do. An imperative verb is the action word in a sentence that gives a command. It is known as a bossy verb because it instructs or tells people to do something. The word imperative can be used as an adjective or noun. In the phrase "*imperative verb*", imperative is used as an adjective to describe the type of verb being used. When used as an adjective, imperative means required, and it demands action. Example : *Sit down. Open the window, Put the milk in the fridge.*

### **Imperatives: Synonyms & Antonyms**

1. A synonym is a word that has a similar meaning.

For example: *necessary = mandatory*

2. An antonym is a word that has the opposite meaning.

For example: *happy ><sad.*

### **Polite Imperatives**

The word "*please*" may be added to politely request an action. The tone of the request changes if the speaker uses the word please.

1. Please move that box. (*move*)
2. Please clean up your mess. (*clean*)
3. Please wash your hands. (*wash*)

According to Megah (2012), in teaching English normally the English teacher will use "*please*" to soften the instruction more polite. This is aimed to make an example that the teacher does politely so the students are easy to follow because the teacher preserve the students face. In addition, the teacher can use past tense "*would*" compared "*will*" in request to the students. Therefore, the imperative politeness in teaching English can be concluded as direct commands, orders, requests, and prohibitions. Then the teacher adds "*please*" and "*would*" are to soften the imperative sentences.

## **2.5. Procedures of Teaching Accuracy**

The procedure of teaching accuracy in this research was by implementing total physical response (TPR) and tik tok video. When learning a new language, students frequently associate a physical response with the spoken word. Then, by acting out the words that have been taught, students will be able to remember them easily, providing them with an unforgettable experience. This research incorporated physical exercise into learning that can help them create low-anxiety, and it used the antonym and synonym strategy. It is crucial to develop students speaking skills, especially accuracy.

Teachers are required to use effective teaching online methods to provide students with suitable content, as well as to provide opportunities for students to develop their speaking skills and solve problems through constructive activities (Rizkiyah & Arifin, 2022).

Teachers may use mini vlog on TikTok as a technical tool to solve students' speaking skill problems. Mini vlog activities provide students an excellent opportunity to practice this ability by allowing them to talk for several minute in a structured manner, covering different aspects of a single subject (Rizkiyah & Arifin, 2022).

Thornbury (2002), cited in Kozmonova (2008), using imagery is a strategy which focuses on creating mental or visual images of new words and represents something very useful for language learners in many ways. Firstly, presenting new vocabulary by showing pictures or real objects is based on this strategy and is very helpful especially for young learners. Therefore, most of textbooks designed for children are full of pictures. Secondly, using imagery helps learners transform abstract words into more concrete ones. This way is widely used in many

textbooks in introducing prepositions of place, for instance, where objects usually together with arrows are drawn to show their meaning instead of equivalents written in a mother tongue. Thornbury (2002: 25) labels this strategy as imaging and points out that words which easily evoke pictures are well memorable and that it is helpful for learners to associate also abstract words with some mental image. Thirdly, using imagery is helpful mainly for learners who prefer visual learning style - it involves remembering a word by imagining the place where it is written on the page of his/her vocabulary book.

Thornbury (2002), cited in Kozmonova (2008), using keywords is the object of attention of many methodologists. Thornbury calls this strategy the keyword technique and considers it to be the best known and the most well-attested memory technique, which “involves devising an image that typically connects the pronunciation of the second language word with the meaning of a first language word” (2002: 145). The strategy of using keywords is based on auditory and visual links and is very useful especially for remembering abstract words. Oxford (1990: 42) describes that an abstract word is associated with a picture of something concrete that sounds like the new word, which represents an effective way of remembering those words.

Those strategies could be assisted students in learning imperative sentences with adjective. In detail, here is the comparison table between the original teaching procedure and the teaching procedure based on TPR and Tik Tok.

**Table 2.5.1 Table of Teaching Procedures**

Stage	Original Teaching Procedure	Stage	Teaching Procedure Based on TPR and Tik Tok
<b>1st</b>	<b>Pre Teaching-Activity</b>	<b>1st</b>	<b>Pre Teaching-Activity</b>
	Teacher shows the flashcards (3 flashcards) to the students.		Teacher shows three videos from TikTok to the students.
<b>2nd</b>	<b>Whilst Teaching-Activity</b>	<b>2nd</b>	<b>Whilst Teaching-Activity</b>
	The teacher asks the students to memorize and imitate the sentences. Teacher drills the students with the imperative sentences from the flashcards (7 flashcards).		First, the students watch the video like in pre-activity.
		<b>3rd</b>	The teacher turns the videos again (without command), and the students themselves are asked to make a command.
		<b>4th</b>	The teacher plays the videos again and asks the students to perform or make expressions as shown in the videos.
		<b>5th</b>	A student shows a picture indicating certain conditions, then another student says or responds to the command sentence that is appropriate.
<b>3rd</b>	<b>Post Activity</b>	<b>6th</b>	<b>Post Activity</b>
	The students talk about what they are feeling from the learning process and explain their obstacles.		The students talk about what they are feeling from the learning process and explain their obstacles.

## 2.6. Relevant Research Studies

There are few previous studies that explore all of the topics of accuracy, total physical response, and tik-tok in order to support the research.

Using data from Ilmi & Anwar (2022), the study examined how students felt about the overall physical response method used to teach English vocabulary at Ban Nonsawan School in Thailand for eighth grade students in Thailand secondary school. This method has proven to be very suitable for vocabulary learning because it can be applied expressively with gestures.

Based on the results and discussion explained on Triwidyati & Pangastuti (2021) about storytelling through the tik tok application affects followers' behavior changes, it can be concluded that storytelling was effective in conveying messages. The use of storytelling and tik tok are effective in increasing readiness for digital change.

According to Afidah & Mutiara (2021), were investigating students' perspectives on the use of tiktok as an instructional media in distance learning during pandemic era. The results of the questionnaire, the majority of students admitted that they were bored with learning only using books. When presented with questions between audio and video media, most of them chose video as a medium of learning.

Diana, Wendy, Claudia, and Melor (2020), cited in Anumanthan & Hashim (2022) about enhancing form 4 Pupils' Speaking Skills via TikTok. They executed a program called #TikTokTell for a duration of 4 weeks and provided the module as a guide for facilitators. They collected the data through conducting a pre-test in week 1 and a post-test in week 4. After that, the facilitators of the program carried out a classroom assessment and analyzed the improvements of the students. Based on the findings, it was proven that participants' ability to speak was enhanced after conducting the "Let us #TikTokTell" program. The participants also began to use more adjectives by the end of the fourth week. Furthermore, in their video production, the students were able to provide more elaboration on the topics given to them. Therefore, based on the past studies, social media, especially TikTok seems to be very effective for the primary and secondary ESL classroom.



Since TikTok is the current trend, nowadays using the platform can be a good alternative for teachers to apply the method in their teaching, provided that the selected videos from TikTok are suitable for the students' level, interest, and best to match their learning needs and styles (Bernard, 2021).

According to (Ichsan & Ulya, 2021) the development of learning media through educative videos on TikTok content on hortatory exposition text in the writing for professional context class is a new thing and can be an alternative for lecturers who want to use the product. In addition, the responses from students and validators are quite good and also provide positive suggestions so that the learning media can be used in the future, especially in learning writing for a professional context.

From the results of the data obtained Mandasari & Jufri (2022), it can be concluded that the TikTok application has a good impact on the speaking skills of students in the Administration Public Study Program at STIA Lppn Padang.

Modern English language teachers, scholars as well as institutions should pay attention to the potential usage of TikTok in English education field for youngsters and also take the chances to create an innovative digital learning system in TikTok for EFL students in the pandemic of Covid-19 or even the post-pandemic period. (Xiuwen & Razali, 2021).

## **2.7. Hypothesis Testing**

The hypothesis in this research is stated as below:

H<sub>a</sub>: There is a significant difference in students' achievement in the accuracy of imperative clauses with adjectives between those who are taught by the implementation of Tik Tok adapting TPR principles and those who are not.

H<sub>o</sub>: There is no significant difference in students' achievement in the accuracy of imperative clauses with adjectives between those who are taught by the implementation of Tik Tok adapting TPR principles and those who are not.

The researcher proposes the hypotheses above in support of the theories and previous studies. This chapter has elaborated on some theories from various books and reputable journal articles. Briefly, the framework that has been discussed in this chapter is the prior theoretical information that is elaborated to bring to the next chapter.

### **III. METHODS**

This chapter discussed the research design, setting of the research, population and sample, research instrument, research procedure, data collection technique, data analysis, validity and reliability, normality and homogeneity, and the result of the students' achievement in the accuracy of imperative clauses with adjectives after the implementation of tik tok adapting TPR principles.

#### **3.1. The Research Design**

Quantitative methods involve the processes of collecting, analyzing, interpreting, and writing the results of a study. Specific methods exist in both survey and experimental research that relate to identifying a sample and population, specifying the type of design, collecting and analyzing data, presenting the results, making an interpretation, and writing the research in a manner consistent with a survey or experimental study (Cresswell & Cresswell, 2017).

In addition, the researcher used a true experiment (pre-test, post-test, and control group design). According to Setiyadi (2018), a true experiment consists of three main criteria: a control group, the subjects of the two groups selected randomly, the determination of the control group and the experimental group selected randomly, and an initial test conducted in order to see the initial abilities of the two groups. A control group pretest-posttest design is a type of this research this type of research has a pretest to measure students' initial abilities, and then

random selection assumes that two groups have the same characteristics. Therefore, by providing pre-tests, it can be determined whether students have the same initial abilities or not (Setiyadi, 2018),

The experiment of this research was conducted in two classes with different treatments. The experimental class with TPR and Tik Tok and the control class with TPR without Tik Tok before doing the research, the researcher administered pretest for the students in experimental and control groups. This test aimed to find out the students' prior accuracy of speaking before the treatments. It also functioned to make sure both groups had the same abilities. After that, the researcher gave a post-test to both groups then the students' differences of accuracy after the implementation was compared.

The design of the true experiment can be described as follows:

G1 (random) T1	X	T2
G2 (random) T1	O	T2

Setiyadi (2018)

Where:

G1: Experimental class.

G2: Control class.

T1: Pre-test

X: Treatment

T2: Post-test

### **3.2. Setting of the Research, Population, and Sample**

The setting included the time and place of the research. This research was conducted in the academic year 2023–2024, on March 5th–April 4th, 2023. It was held at SD Muhammadiyah 1 Bandar Lampung.

The population is the larger group to which one hopes to apply the results (Fraenkel & Norman, 2012). On the other hand, the sample of research is all individuals who will be given the material (Fraenkel & Norman, 2012).

The population of this research was students of *SD Muhammadiyah 1 Bandar Lampung*. Moreover, the researcher chose *Zaid bin Tsabit* as the experimental class and *Zaid bin Haritsah* as the control class for the samples. In choosing the sample, the researcher applied purposive sampling. In purposive sampling, the researcher chose the sample from some consideration so that the sample would be helpful for the study.

Class	Number of Students
<i>Zaid bin Tsabit</i> class as the experimental class	20
<i>Zaid bin Haritsah</i> class as the control class	20

### 3.3. Research Instrument

The instrument of this research was a pre- and post-test for measuring students' accuracy. In the beginning, the researcher gave the pretest to measure their initial accuracy. Then, the researcher applied the treatment based on Original TPR and TPR and Tik Tok. After that, the researcher gave the posttest to know whether their ability increased or not after the treatment, In addition, the data from this research was in the form of the accuracy score.

### 3.4. Research Procedure

Accuracy tests were conducted on this research. Accuracy features: in terms of lexicogrammatical accuracy, manual checks were done to find mistakes in the syntactic domains, morphology, and word order for grammatical accuracy.

Before giving the treatment to the sample, the researcher tried out on a different group of students in order to determine that the test was valid and reliable. After conducting the trial, the researcher administered the treatments. The treatments consisted of three meetings and need to be completed within 60 minutes. The purpose in this research was to present accurate and reliable data.

### **3.5. Data Collecting Technique**

In accordance with the research design, an accuracy test was primary tool. There were pretest and posttest. The researcher gathered the data using a recorder. The process of data collection generally carried out in this research was categorized into three stages. Those were the pretest, treatment, and posttest. In this research, the researcher collected the data by administering tests. Students' spoken data served as the source of the data.

In the pretest, both control and experimental groups were provided with 15 pictures (*imperative with adjective*) to be tested in order to know the students' accuracy before the treatments. The time allocation was 60 minutes. There were 20 students in the control class and 20 students in the experimental class.

The next step was treatment in those classes. It consisted of three meetings. Each meeting, students got 10 command sentences with adjectives. Thus, the total number of sentences needed to be understood by the students was 30. The difference was in the control class; the teacher did not provide Tik Tok video; the teacher only drilled students with the repetition, asked them to repeat those imperative sentences, and showed them the flashcard. However, in the experimental class, the teacher provided them with the Tik Tok video, next the teacher asked the students to watch the video three times, and then the teacher

asked the students to perform the role play, lastly the teacher asked them to observe the emoji from the video.

A posttest was conducted after the students received treatments. The researcher gave both the control class and the experimental class 15 pictures (*imperative with adjective*) to practice in front of the class on the test to know the students' accuracy after the treatments. The result of the posttest was compared to see which one had the better performance, the control class that was taught by using the original total physical response or the experimental class that was taught by using total physical response with Tik Tok.

The next step was transcribing students' utterances. The students' utterances required transcription. In other words, it is necessary to transfer speaking into writing. The students utterances was counted based on (*number of error-free AS units divided by AS units times 100*).

### **3.6. Data Analysis**

To answer the first research question, the researcher used independent group t-test on SPSS version 20 to analyze the difference in accuracy between the students taught through the TPR technique with Tik Tok and those taught through the original TPR technique. The justification is as follows: By calculating the ratio of the number

$$\frac{\text{number of Error-free AS units}}{\text{number of AS-units}} \times 100 =$$

of error-free AS units divided by the AS unit times 100, accuracy is calculated as cited in Mahpul & Oliver (2018, p.36). The calculation of accuracy is as follows:

### 3.7. Validity & Realibility

Validity demonstrates whether a test meets the criteria and is considered as usable or not. The instrument of this research was the oral test. Thus, it was necessary to measure the validity and reliability of the tests in order to obtain valid and reliable data.

#### 3.7.1. Validity

The validity of a test is determined by the extent to which it measures what it is supposed to measure (Heaton, 1998). To measure whether the test has good validity, the researcher analyzed the test for content validity and construct validity.

##### a. Content Validity

A test is said to have content validity if its contents constitute a representative sample of the language skills and structures being tested (Heaton, 1998). Content validity concerns whether the tests are a good reflection of the materials that need to be tested. To ensure the content validity of the test, the material is arranged based on the objectives of teaching in the school and the syllabus for the fifth grade of elementary students with basic competence. In order to judge whether or not the test has content validity, it needs a specification of the skills or structure being tested. The researcher conducted this test based on the course objectives in the English syllabus of SD Mumammadiyah 1 Bandar Lampung.

3.1	Apply text structure and language elements to the social function of the expression of the problems according to the context of their use.
3.2	Apply text structure and language elements to the social function of commanding and prohibiting an action or activity, according to the context of its use.



## **b. Construct Validity**

Heaton (1988), if the test is capable of measuring certain specific characteristic in accordance with a theory of language behavior and learning. Construct validity focused on the kind of the test that is used to measure the ability. In others words, the test can measure what need to be measure especially in accuracy skill. It means that construct validity is focused on the kind of test that is based on the concept and theory which can measure the ability especially for accuracy ability. This research used an oral test. The researcher used the theory by calculating the ratio of number of errors-free AS units divided with AS-unit times 100.

### **3.7.2. Reliability**

According to Heaton (1998), reliability is a necessary characteristic of any good test; for it to be valid at all, a test must be reliable as a measuring instrument". Reliability refers to the consistency of the scores obtained and how consistent they are for each individual. If the test is considered reliable, it is expected that the students receive high score.

Generally, values above 0.90 are considered excellent, values above 0.80 are considered good, and both are considered to be reflective of a reliable (internally consistent) measure. Values around 0.70 are often considered acceptable, although not ideal. But if the reliability coefficient for a test of that construct is around 0.50, it most likely means that the test is unreliable. After calculating the reliability of the accuracy test, the researcher found that the test is reliable. It can be seen in the table:

**Table 3.7.2.1. Reliability of Accuracy Tests**

<b>Group</b>	<b>Reliability</b>	<b>Criteria</b>
Pretest Experimental	0.933	Good reliability
Posttest Experimental	0.863	Good reliability
Pretest Control	0.653	Good reliability
Posttest Control	0.767	Good reliability

From the table above, it could be seen that the values are *0.933* for the pre-test in the experimental class, *0.863* for the post-test in the experimental class, *0.653* for the pre-test in the control class, and *0.767* for the post-test in the control class. They are at the significant level of *0.000*, which is lower than *0.05*.

### **3.8. Normality and Homogeneity Test**

#### **3.8.1. Normality Test**

In this research, the researcher used statistical computation by using SPSS (Statistical Program for Social Science). The normality test was used to determine whether the data in the experimental and control classes were normally distributed or not.

The results of the normality test were as follows:

**Table 3.8.1.1. Tests of Normality**

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Experimental_Class	.185	20	.720	.875	20	.115
Cotrol_Class	.172	20	.125	.938	20	.222

Based on the table above, it can be seen that the sig. P (value) for the experimental class was  $0.115$  and the sig. P (value) for the control class was  $0.222$ , with  $\alpha = 0.05$ . It means that  $\text{Sig. (Pvalue)} \geq \alpha$  and  $H_0$  are accepted. Thus, the data are in normal distribution. It is calculated based on the gains of the experimental and control classes.

### 3.8.2. Homogeneity Test

After the researcher got the conclusion of normality test, the researcher determined the homogeneity test in order to know whether the data homogenous or not. Levene test by using SPSS was used to know the homogeneity of the data. The result of homogeneity as follows:

**Table 3.8.2.2 Test of Homogeneity of Variances Results**

Levene Statistic	df1	df2	Sig.
.002	1	38	.967

Based on the table above, it can be seen that  $\text{Sig. (P value)} = 0.967 > \alpha = 0.05$ . It means that  $H_0$  was accepted because  $\text{Sig. (P value)} = 0.967 > \alpha = 0.05$ . The variances of the data are homogeneous.

## **V. CONCLUSION AND SUGGESTION**

This chapter is concerned with the conclusion of the current research, and the suggestions for English teachers and further research. The former provides English teachers with information of teaching English through TikTok based on the TPR principles, and the latter informs researchers what to do for future research so that better results will be made.

### **5.1. Conclusion**

The current research has shown that the students' achievement in terms of accuracy in using imperative clauses particularly incorporating adjectives after the students were taught through TikTok based on the Total Physical Response (TPR). On the other hand, the students taught through TPR without TikTok indicated no significant difference of their performance in accuracy of imperative clauses.

The use of TikTok based on the TPR principles encourages the students to actively participate in the teaching-learning activities as TikTok is not only an audio visual but also incorporated with emoticons which in turn help students better understand imperative clauses. In short, the use of TikTok with the TPR principles facilitates students to have better performance in understanding imperative clauses particularly with adjectives.

## 5.2. Suggestion

This part includes suggestion for teachers and for further research:

### 1) Suggestions to Teachers

Since TikTok has been found out to have been effective to improve the students' performance in using imperative clauses, it is suggested that English teachers make use of TikTok as social media to help students improve their performance particularly in spoken language production. English teachers are required to pay more attention on the following points particularly when teaching imperatives with adjectives using TikTok with the TPR principles. They first need to select emoticons appropriately represent the adjectives used in the imperatives and those contrasting with the selected adjectives so that students compare two contrasting words. This is expected to help students easily grasp the meaning of the adjectives which in turn ease students to perform the instruction of having thing done. Students are also required to pronounce the words, repeating after the teacher prior to performing the instruction. This is intended for students to have not only capability of performing the instruction (imperatives) but also that of pronouncing the words with eligible pronunciation. Once students are able to perform the instructions and to pronounce the words with edible pronunciation, they are asked to work in pairs or dyads to practice making imperatives with given adjectives.

### 2) Suggestions to Further Research

This research is expected to offer insights for studies with respect to the use of TikTok based on the TPR principles.

Further research is suggested i) to explore the roles of genders or learning styles whether or not genders contribute to the performance of understanding imperatives, and ii) to extend the focus on students' responses of using TikTok with the TPR principles so that students' difficulty, interest, and motivation in performing imperatives will be identified.

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