

ABSTRACT

Dewi Permata Sari. 2023. An Analysis of Total Physical Response Storytelling (TPRS) Method with Islamic Values in Learning Descriptive Text (A Case Study at MTs NU MIFTAHUL HUDA 02 Piji, Dawe, Kudus). Institut Agama Islam Negeri Kudus

Total Physical Response Storytelling (TPRS) method is fun language teaching method which combine physical activities with storytelling. This study aimed to investigate the implementation of Total Physical Response Storytelling (TPRS) method with Islamic values in learning descriptive text, the challenges and solutions faced by teacher and students, and the opportunities by implementing TPRS method in seventh graders at MTs NU Miftahul Huda 02 Piji, Dawe, Kudus. This research was field research in which the researcher went directly to MTs NU Miftahul Huda 02, Piji, Dawe, Kudus to collect data. Researcher used a qualitative approach to analyze data. The data was collected using passive participatory observation, semi-structured interviews, and documentation. The data that has been collected was selected based on the main points of the research topic. Then, the data was systematically arranged in narrative-descriptive analysis.

The research results showed that (1) In the implementation of TPRS, there were three stages: planning, practice, and evaluation. The planning stages included preparing the learning material, media, and lesson plan. In the practice stages, there were seven TPRS steps implemented, including introducing vocabulary, giving commands and gestures, personalizing mini-story, retelling the story by the teacher, retelling the story by the students, retelling the story with another perspective by the teacher, and retelling the story with another perspective by the students. The evaluation stage was the final stage in learning, where the teacher assessed the form of a formative assessment. (2) There were several challenges and solutions faced by the teacher and students, such as the students' low ability in basic English, difficulties in controlling class conditions, and low confidence. To overcome the challenges the teacher gave additional explanation into Bahasa and translated the text being studied into bahasa, gave a jokes and punishment to the students that making noisy in the class, and guided the student in retelling the story in front of the class. (3) The opportunities also found in implementing TPRS include increasing students' English vocabulary, training students to speak English, and training students to analyze the content of the texts they are studying.

Keywords: Teaching method, TPRS, Islamic values, Descriptive text

ABSTRAK

Dewi Permata Sari. 2023. An Analysis of Total Physical Response Storytelling (TPRS) Method with Islamic Values in Learning Descriptive Text (A Case Study at MTs NU MIFTAHUL HUDA 02 Piji, Dawe, Kudus). Institut Agama Islam Negeri Kudus

Metode Total Physical Response Storytelling (TPRS) merupakan metode pengajaran bahasa menyenangkan yang menggabungkan aktivitas fisik dengan bercerita. Penelitian ini bertujuan untuk mengetahui penerapan metode Total Physical Response Storytelling (TPRS) dengan nilai-nilai Islami dalam pembelajaran teks deskriptif, tantangan dan solusi yang dihadapi guru dan siswa, serta peluang penerapan metode TPRS pada siswa kelas VII MTs NU Miftahul Huda 02 Piji, Dawe, Kudus. Penelitian ini merupakan penelitian lapangan dimana peneliti mendatangi langsung MTs NU Miftahul Huda 02, Piji, Dawe, Kudus untuk mengumpulkan data. Peneliti menggunakan pendekatan kualitatif untuk menganalisis data. Pengumpulan data dilakukan dengan observasi partisipatif pasif, wawancara semi terstruktur, dan dokumentasi. Data yang telah dikumpulkan dipilih berdasarkan pokok-pokok topik penelitian. Kemudian, data disusun secara sistematis dalam analisis naratif-deskriptif.

Hasil penelitian menunjukkan bahwa (1) Dalam pelaksanaan TPRS terdapat tiga tahapan yaitu perencanaan, praktik, dan evaluasi. Tahapan perencanaan meliputi penyiapan materi pembelajaran, media, dan RPP. Pada tahap praktik, ada tujuh langkah TPRS yang dilaksanakan, antara lain pengenalan kosa kata, pemberian perintah dan gerak tubuh, personalisasi cerita mini, menceritakan kembali cerita oleh guru, menceritakan kembali cerita oleh siswa, menceritakan kembali cerita dengan sudut pandang lain oleh guru, dan menceritakan kembali cerita dengan sudut pandang lain oleh siswa. Tahap evaluasi merupakan tahap akhir dalam pembelajaran, dimana guru melakukan penilaian dalam bentuk penilaian formatif. (2) Terdapat beberapa tantangan dan solusi yang dihadapi guru dan siswa, seperti rendahnya kemampuan siswa dalam bahasa Inggris dasar, kesulitan dalam mengontrol kondisi kelas, dan rendahnya rasa percaya diri. Untuk mengatasi tantangan tersebut guru memberikan penjelasan tambahan ke dalam Bahasa Indonesia dan menerjemahkan teks yang dipelajari ke dalam Bahasa Indonesia, memberikan lelucon dan hukuman kepada siswa yang membuat keributan di kelas, dan membimbing siswa dalam menceritakan kembali cerita tersebut di depan kelas. (3) Peluang yang juga didapat dalam penerapan TPRS antara lain meningkatkan kosakata bahasa Inggris siswa, melatih siswa berbicara bahasa Inggris, dan melatih siswa menganalisis isi teks yang dipelajarinya.

Kata Kunci: Metode Pengajaran, TPRS, Nilai Islami, Teks Deskriptif