

## CHAPTER I INTRODUCTION

### A. Research Background

In today's globalization era, English is used in several countries in Asia as a lingua franca. English is applied in areas where it is not originally from. For example in Cambodia, Laos, and Vietnam applied English as their foreign language<sup>1</sup>. Moreover, Asia is a region having the most significant number of enthusiasts who learn English as a foreign language<sup>2</sup>. Based on the Koran, Surah Ar-rum, verse 22 explain that:

وَمِنْ آيَاتِهِ خَلْقُ السَّمَوَاتِ وَالْأَرْضِ وَاخْتِلَافُ أَلْسِنَتِكُمْ وَالْأَلْوَانِكُمْ إِنَّ فِي ذَلِكَ لَآيَاتٍ لِّلْعَالَمِينَ

“And of His signs is the creation of the heavens and the earth, and the difference of your languages and colours. Lo! here in indeed are portents for men of knowledge.”<sup>3</sup>

In Indonesia itself, English lessons begin to be studied and are found in the learning curriculum at junior high school, senior high school, and even elementary schools, which add English lessons to their curriculum<sup>4</sup>. Therefore, English is one of the subjects that should be passed in Indonesian education.

There needs to be a good teaching strategy for learning English, considering that English is a foreign language in Indonesia. It is because, in reality, many students find it challenging to learn English, especially in rural Indonesia. Many students who are in rural Indonesia have low English competence<sup>5</sup>. That is because they do not get adequate English materials in Elementary School, which affect the stage they have to learn it fundamentally. They have difficulty in

<sup>1</sup> Andy Kirkpatrick, “English as an Asian Lingua Franca: The ‘Lingua Franca Approach’ and Implications for Language Education Policy,” *Jelf Journal of English as a Lingua Franca* 1, no. 1 (2012): 121–39, <https://doi.org/10.1515/jelf-2012-0006>.

<sup>2</sup> Sandy Kirkpatrick, “English as an Asian Lingua Franca and the Multilingual Model of ELT,” *Language Teaching* 44, no. 2 (2011): 212–24, <https://doi.org/10.1017/S0261444810000145>.

<sup>3</sup> The Holy Quran (United Kingdom: Islam International Publication Ltd, 2021).

<sup>4</sup> Santi Rahmadani, “Investigating The Implementation Of Tpr Approach In English Language Teaching For Children” (UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH, 2019).

<sup>5</sup> Mia Febriana et al., “Teaching in Rural Indonesian Schools: Teachers’ Challenges,” *International Journal of Multicultural and Multireligious Understanding* 5, no. 5 (2018): 11–20, <https://doi.org/10.22437/ijolte.v2i2.5002>.

memorizing vocabulary, pronouncing English words, and understanding the grammar elements<sup>6</sup>. Based on this phenomenon, students in the rural area face several problems in learning English.

Schools in rural areas have limited facilities and infrastructure, so they only use textbooks and worksheets (LKS) to learn English<sup>7</sup>. Besides, English teachers in rural areas still use traditional learning methods where the teacher is attached to teaching<sup>8</sup>. Because of that, motivational encouragement for students in rural areas is needed to foster interest and mastery of English. Adversely, schools in the city are supported by complete facilities and educators who are qualified in their fields so that students are influential in mastering English at their level<sup>9</sup>. Therefore, it can be concluded that learning English in rural areas has more challenges, such as lack of facilities, inadequate teachers, and lack of student motivation. While learning English in cities has greater opportunities because it has adequate facilities and high student motivation. For this reason, teachers are expected to be able to understand how students are interested and are able to motivate students about what they learn and the benefits of this learning for them<sup>10</sup>.

There are many schools in rural Indonesia, especially in the Kudus district. One of the schools located in rural areas is MTs NU Miftahul Huda 02 Piji, Dawe, Kudus. According to the observation which had been carried out over one months, many students felt that English is a difficult lesson. This is indicated by the student's English proficiency which is very low. In the English class, they find it difficult to follow the lesson. The difficulties they face make students feel uninterested in learning English. As a result, the learning outcomes they produce do not achieve satisfactory results and many even get grades below the standard they should be. In addition, many students think that learning English is very boring. This is because of several lacks found in the English Learning process such as the lack

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<sup>6</sup> Febriana et al.

<sup>7</sup> Heri Mudra, "Pre-Service EFL Teachers' Experiences in Teaching Practicum in Rural Schools in Indonesia," *Qualitative Report* 23, no. 2 (2018): 319–44, <https://doi.org/10.46743/2160-3715/2018.3115>.

<sup>8</sup> Tari dwi Septiana, "The Analysis of the Effectiveness of English Learning With Tpr Method" (PANCASAKTI UNIVERSITY TEGAL, 2021).

<sup>9</sup> Muhammad Aswad, Wahyuni Sakka, and Fajriani Fajriani, "Enhancement of English Student Learning Results through Total Physical Response (TPR) Method," *Eduvelop* 1, no. 2 (2018): 86–95, <https://doi.org/10.31605/eduvelop.v1i2.31>.

<sup>10</sup> Martin Lamb, "A Self System Perspective on Young Adolescents' Motivation to Learn English in Urban and Rural Settings," *Language Learning* 62, no. 4 (2012): 997–1023, <https://doi.org/10.1111/j.1467-9922.2012.00719.x>.

of innovation in the development of learning activities, the materials taught by the teacher, and inappropriate methods used by the teacher<sup>11</sup>.

Teacher skills play an important role in facilitating the teaching of English in order to achieve success in learning English, especially English as a foreign language in Indonesia<sup>12</sup>. It is important for teachers to use teaching strategies that can encourage student motivation and interest in learning English. For this reason, teachers are required to use effective methods so that students can overcome the learning difficulties they face because language learning is not the same as learning others<sup>13</sup>. In addition, teachers must be able to innovate students in learning English in order to create pleasant learning conditions so that students can be enthusiastic and motivated in participating in English learning. With the innovations created by teachers, it is hoped that they will be able to improve their understanding of English and encourage students to play an active role in the learning process<sup>14</sup>.

In the learning process, the teacher also plays a part in integrating character values in English learning materials since students not only use them contextually but also apply them in their everyday lives<sup>15</sup>. In learning a language, it will learn the culture that is in it. Therefore, in learning English, it is necessary to inculcate Islamic values as a means of selecting something that is contained in that culture so that something that goes wrong does not happen<sup>16</sup>. For integrating Islamic values into learning English the teacher can

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<sup>11</sup> Observation about the difficulties in English Language Teaching and Learning by the researcher, 1 August 2022

<sup>12</sup> Urip Sulistiyo, "English Language Teaching and EFL Teacher Competence In Indonesia," *Fourth International Seminar on English Language and Teaching*, no. 1994 (2016): 396–406.

<sup>13</sup> Hisyam Zaini, "Teori Pembelajaran Bahasa Dan Implementasi Strategi Pembelajaran Aktif," *Jurnal An-Nabighoh* 19, no. 02 (2017): 194–212

<sup>14</sup> R Catherine Shaniga and M Ilankumaran, "Trends In English Language Teaching," *Journal of Xi'an University of Architecture & Technology* XII, no. Iii (2020): 4704–12.

<sup>15</sup> Rosalia Rosada and Hafizah Ghany Hayudinna, "Integrasi Nilai Karakter Pada Pembelajaran Bahasa Inggris Di MSI 02 Keputran Kota Pekalongan," *Prosiding SEMAI*, 2021, 360–81

<sup>16</sup> Devi Nur Aini, "Implementasi Pembelajaran Bahasa Inggris Secara Islami Berbasis Pendekatan Komunikatif," *CENDEKIA: Jurnal Studi Keislaman* 6, no. 2 (2020): 234–44.

combine English learning materials by reflecting the Islamic character in them<sup>17</sup>.

There are several methods that can be used in teaching English. In this study, the method to be discussed is the total physical response storytelling (TPRS) method, which is a development of the total physical response (TPR) method. At first, the Total Physical Response (TPR) method is a language teaching method developed by Professor James Asher<sup>18</sup>. The Total Physical Response Method (TPR) is a language teaching method that practically combines commands and actions through coordination so that physical activity can be formed in learning to produce communicative learning<sup>19</sup>. Then Blain Ray developed the Total Physical Response Storytelling (TPRS) method by combining the TPR method using stories so that in its application students can gain understanding efficiently<sup>20</sup>.

There are several previous studies related to the implementation of TPRS in teaching and learning English. First is Faizuna regarding implementing TPRS on English reading skills in Islamic Junior high schools. This study showed that the TPRS method could improve students' reading skills. The result of the study also presented that the students think and respond well to the TPRS Method, which positively influences students<sup>21</sup>. Second is Nuraeningsih & Russiana, regarding implementing TPRS in teaching vocabulary at the elementary school level showed that TPRS can increase student vocabulary, and students give positive responses using the TPRS method. Students are more enthusiastic about learning English and are more motivated to participate in English classes<sup>22</sup>.

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<sup>17</sup> Zalisman, "Integrasi Pendidikan Bahasa Inggris Berbasis Pendekatan Islami Terhadap Santri Pondok Pesantren," *Jurnal An-Nida'* 44, no. 2 (2020): 160–72.

<sup>18</sup> Nur Indria Ningsih and Rusijono, "Pengaruh Metode Tpr (Total Physical Response) Terhadap Hasil Belajar Bahasa Inggris Pada Materi Pokok Activity Siswa Kelas Iii Mi Badrussalam Surabaya" (Surabaya, 2013).

<sup>19</sup> Sojuangon Rambe, "Total Physical Response," *English Education : English Journal for Teaching and Learning* 7, no. 01 (2019): 45–58, <https://doi.org/10.24952/ee.v7i01.1652>.

<sup>20</sup> Nidia Rocio Numpaque and Arcangel Rojas, "TPR-STORYTELLING A Key to Speak Fluently in English Contar Historias a Través Del Método," *Cuadernos de Lingüística ...*, no. 15 (2010): 151–62,

<sup>21</sup> Yulia Iwani Faizuna, "Using Total Physical Response Storytelling (Tprs) Method To Enhance Students' Reading Comprehension (An Experimental Study at MTsN II Takengon)" (Universitas Islam Negeri Ar-Raniry Banda Aceh, 2020)

<sup>22</sup> Nuraeningsih and Rusiana, "Improving Students' Vocabulary Mastery through TPR Storytelling," *IJELTAL (Indonesian Journal of English Language Teaching and Applied Linguistics)* 1, no. 1 (2016): 49, <https://doi.org/10.21093/ijeltal.v1i1.3>.

According to its implementation, the TPRS provides many positive impacts among others, TPRS method can improve reading skills, increase students' vocabulary, and positively influence English language skills at the junior high school and elementary school levels. The positive impact generated by the TPRS method is able to improvise students' English language skills, so the TPRS method is an effective method for learning English.

Unfortunately, there is still not much research on the Total Physical Response Storytelling (TPRS) method in junior high school. From the two studies carried out, the components in previous research are related to the effectiveness of implementing the TPRS method using narrative text. Therefore there is a need for further studies related to how efficient and inefficient the use of TPRS is, and there is a need for further research on the implementation of TPRS using different types of text.

According to the observation conducted by the researcher, there are several phenomena found at MTs NU Miftahul Huda 02 Piji, Dawe, Kudus. The first phenomenon that occurs was when the teacher only tells stories to students without any activities involving physical activity, so students feel bored and sleepy. The second phenomena included in the students enthusiastic in learning. The students were not enthusiastic about participating in learning activities because they feel bored, so they pay little attention and chat with their classmates. Therefore, with these phenomenon occurring, researchers will investigate further regarding the implementation of TPRS in learning and teaching English at MTs NU Miftahul Huda 02 Piji, Dawe, Kudus<sup>23</sup>

In this study, the focus was on implementing the Total Physical Response Storytelling (TPRS) method using descriptive text because the content in the descriptive text relates to everyday life that is often encountered. Therefore, the style of language used is short and simple so that students can easily understand it. The use of descriptive text can also be easier to integrate with Islamic values in English language teaching and learning, such as describing the figures in Islam, historical places in Islam, and so on. So that from learning descriptive text, it is hoped that later students can easily capture the Islamic values contained in the text and can apply them to everyday life.

In contrast to previous research which investigated the effectiveness of the TPRS method in teaching vocabulary, the

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<sup>23</sup> Observation about the use of storytelling by the researcher, 6 August 2022

effectiveness of the TPRS method in improving speaking skills, and the effectiveness of the TPRS method in improving students' reading skills, however, this study focuses on the implementation of Total Physical Response Storytelling (TPRS) method combining Islamic values in learning descriptive text and investigated the challenges and solutions faced by teachers and students, and investigated the opportunities and implementing the TPRS method.

Accordingly, the researcher is interested in examining the application of the Total Physical Response Storytelling (TPRS) method in teaching English at a junior high school / MTs (Madrasah Tsanawiyah) located in rural Kudus, Indonesia with the title of this study. "An Analysis of Total Physical Response Storytelling Method with Islamic Values in Learning Descriptive Text (Case Study at MTs NU MIFTAHUL HUDA 02 Piji Dawe Kudus)", this study aims To understand the teaching strategies in implementing Total Physical Response Storytelling (TPRS) method with Islamic values in learning descriptive text at MTs NU Miftahul Huda 02, Piji, Dawe, Kudus, to investigate the challenges in implementing Total Physical Response Storytelling (TPRS) method with Islamic values in learning descriptive text at MTs NU Miftahul Huda 02, Piji, Dawe, Kudus, to comprehend the opportunities in implementing Total Physical Response Storytelling (TPRS) method with Islamic values in learning descriptive text at MTs NU Miftahul Huda 02, Piji, Dawe, Kudus.

## **B. Research Focus and Scope**

This research is concerned with analyzing the implementation of the TPRS Method used by the teachers in Rural Schools, namely MTs NU Miftahul Huda 02 at Piji, Dawe, Kudus. In this study, researchers investigates the challenges and opportunities faced by English teachers in using the Total Physical Response Storytelling (TPRS) method by using descriptive text with Islamic values materials in English classes. This research focuses on grade 7 because, at the grade 7 level, there were some students who did not get English learning material at the elementary school level.

## **C. Research Problems**

1. How is the implementation of the Total Physical Response Storytelling (TPRS) method with Islamic values in learning descriptive text at MTs NU Miftahul Huda 02 Piji, Dawe, Kudus?
2. What are the challenges and solutions faced by teachers in implementing Total Physical Response Storytelling (TPRS)

method with Islamic values in learning descriptive text at MTs NU Miftahul Huda 02, Piji, Dawe, Kudus?

3. What are the opportunities in implementing Total Physical Response Storytelling (TPRS) method with Islamic values in learning descriptive text at MTs NU Miftahul Huda 02, Piji, Dawe, Kudus?

#### **D. Research Objectives**

1. To understand the teaching strategies in implementing Total Physical Response Storytelling (TPRS) method with Islamic values in learning descriptive text at MTs NU Miftahul Huda 02, Piji, Dawe, Kudus.
2. To investigate the challenges in implementing Total Physical Response Storytelling (TPRS) method with Islamic values in learning descriptive text at MTs NU Miftahul Huda 02, Piji, Dawe, Kudus.
3. To comprehend the opportunities in implementing Total Physical Response Storytelling (TPRS) method with Islamic values in learning descriptive text at MTs NU Miftahul Huda 02, Piji, Dawe, Kudus.

#### **E. Research Significances**

This study is expected to provide the following benefits:

##### **1. Theoretical Benefits**

The study adds data related to opportunities, challenges, and solutions using the Total Physical Response Storytelling (TPRS) method, which has implications for English language teaching and learning.

##### **2. The Practical Benefits:**

After doing the research in Islamic Junior High schools/ Madrasah Tsanawiyah (MTs), especially in rural areas, it is expected that this research can be helpful to the institution, the teachers, and other researchers.

##### **a. For the School**

Contribute ideas in improving the process of learning English, student interest in learning, motivation, and student learning outcomes, to improve the quality and ranking of schools.

##### **b. For the Teacher**

Teachers can develop skills to be more creative and innovative in using English teaching strategies and methods, especially the Total Physical Response Storytelling (TPRS)

method, so that students are enthusiastic in participating in learning and motivated.

c. For the Researchers

This research can be used as a reference relating to the Total Physical Response Storytelling (TPRS) method and the challenges and opportunities in its application in teaching English to junior high school students and for further learning.

## F. Definition of Key Terms

The following are some definitions of terms by the researcher.

### 1. English Foreign Language

English as a Foreign Language (EFL) is the study or use of English in countries where non-native speakers use it as the primary language<sup>24</sup>.

### 2. Total Physical Response Storytelling (TPRS) Method

Total Physical Response Storytelling (TPRS) is a learning process that involves physical movement and commands by combining stories to form social bonds in classroom learning<sup>25</sup>.

### 3. English Language Teaching and Learning

Language learning is learning habituation in using a language. Learning English as a second language means forming a habit of using English. The habituation that must be achieved in English teaching is improved articulation, a satisfactory rhythm, and improved intonation and pronunciation<sup>26</sup>.

### 4. Descriptive Text

According to Kane, quoted by Harmenita and Tiarina Journals, Descriptive text is a text which describes something that can be seen, felt, and heard according to the perception of the person who gets that experience<sup>27</sup>. The descriptive text aims to

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<sup>24</sup> Geoffrey Broughton et al., *Teaching English as a Foreign Language*, ed. John Eggleston, การสารวิชาการมหาวิทยาลัยศรีนครินทรวิโรฒ, Second, vol. 4 (New York: Routledge, 1980).

<sup>25</sup> Numpaque and Rojas, "TPR-STORYTELLING A Key to Speak Fluently in English Contar Historias a Través Del Método."

<sup>26</sup> F Patel, *ENGLISH LANGUAGE TEACHING (Methods, Tools & Techniques)* (Jaipur: Sunrise, 2008).

<sup>27</sup> Reszy Yuli Harmenita and Yuli Tiarina, "Teaching Writing A Descriptive Textt By Using Environmental Observation Strategy," *Journal of English Language Teaching* 1, no. 2 (2013).



provide information in a description regarding an object, person, animal, place, and so on<sup>28</sup>.

## G. Organization of Thesis

This study consists of five chapters:

### 1. Chapter I (Introduction)

It contains the background of the research, Research Focus and Scope, research questions, research objectives, research significances, the definition of key terms, and the organization of the thesis.

### 2. Chapter II (Review of the Related Literature)

It contains the theoretical description, a review of previous research, and theoretical framework.

### 3. Chapter III (Research Methodology)

It contains the research method, research setting, research participants/ subject, Instruments, Data Collection Technique, Research Data Validity, Data Analysis Technique, and Research Ethical Considerations.

### 4. Chapter IV

It contains research findings and discussion.

### 5. Chapter V

It contains a conclusion and recommendation.

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<sup>28</sup> Efrini Panjaitan and Elga, "The Correlation Between Adjective Mastery And Students' Writing Descriptive Text At SMA Swasta Persiapan Stabat," *ENGLISH TEACHING AND LINGUISTICS JOURNAL (ETLiJ)* 1, no. 1 (2020): 16–26.