CHAPTER II
LITERATURE REVIEW

A. Theoretical Description
1. Methods in Language Teaching

The method is a series of procedures for doing something[29]. The teaching method is a procedure the teacher applies and carries out with students to achieve an expected learning goal[30]. A process ordinance is carried out to coordinate learning activities and apply the learning material[31]. Accordingly, the method of teaching and learning is a series of schemes used by teachers to achieve planned learning activities effectively.

In learning and teaching English activities, teachers must use an effective method for improvising students' English skills by planning fun learning activities so that students are more enthusiastic about participating in the learning process[32]. Teaching methods positively affect student achievement because teaching in their activities is an effort to develop student potential. Hence, in its use, teachers need modification and development to achieve optimal teaching goals to create effective learning[33]. Structured teaching planning and appropriate methods in teaching English can significantly influence the improvement of student language skills, namely reading skills, writing skills, speaking skills, and listening skills[34].

There are several methods in English language teaching, including namely:
1) Grammar Translation Method (GTM)
2) Direct Method (DM)
3) Reading Method (RM)
4) Audiolingual Method (ALM)

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[29] Donald C. Orlich et al., *Teaching Strategies: A Guide to Effective Instruction*, 9th ed. (Boston: WADSWORTH CENGAGE Learning, 2010)

[30] Suharti, Sumardi, and Moh Hanafi, *Strategi Belajar Mengajar*, ed. Tika Lestari (Surabaya: CV. Jakad Media Publishing, 2020).

[31] Ahmad Susanto, *TEORI BELAJAR & PEMBELAJARAN Di Sekolah Dasar* (Jakarta: PRENADAMEDIA GROUP, 2013).

[32] Mutiara Sofa, "Strategi Pembelajaran Eyl (English For Young Learners) Di Sekolah Dengan Metode Song And Games," *Adz-Zikr : Jurnal Pendidikan Agama Islam* 3, no. 2 (2018): 51–64.

[33] Isola Rajagopalan, "Concept of Teaching," *Shanlax International Journal of Education* 7, no. 2 (2019): 5–8.

[34] Mu'awanah, *Strategi Pembelajaran Pedoman Untuk Guru dan Calon Guru*, 1st ed. (Kediri: STAIN KEDIRI PRESS, 2011).

5) Silent Way
6) Suggestopedia
7) Total Physical Response (TPR)
8) Natural Approach
9) Community Language Learning
10) Communicative Language Teaching (CLT)
11) Task-Based Language Teaching (TBLT)[35]

The use of methods in language teaching serves as the basis for making lesson plans regarding the roles of teachers and students, materials and activities to be carried out in the class, and techniques to be used in learning activities[36].

2. Total Physical Response Storytelling (TPRS) Method

a. TPRS Background

Total Physical Response Storytelling (TPRS) is a language teaching method developed by Blaine Ray from the Total Physical Response (TPR) method by James Asher[37]. The Total Physical Response (TPR) method involves physical movement in the learning process that can improve students' understanding of language learning. Furthermore, the TPR is a language teaching method in which practically, this method combines commands and actions through coordination so that physical activity is formed in learning[38]. The total physical response has three main foundations in its use, including:

1) Using limb movements in the learning process.
2) Emphasizing speaking activities and understanding vocabulary before speaking activities.
3) Using instructions in their activities.

Due to several problem exists in TPR method such as concrete commands and object, the Total Physical Response Storytelling (TPRS) method is developed by Blaine Ray, which collaborated on the TPR foundation using storytelling.

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[35] J Harmer, *The Practice of English Language Teaching*, 4th Edition (PEARSON Longman, 2011), https://doi.org/10.1080/03626784.1987.11075294.

[36] Saepudin, *An Introduction to English Learning And Teaching Methodology, Yogyakarta : Trust Media*, (Yogyakarta: TRUSTMedia, 2014).

[37] Nurdan Bulan and Koray Kasapoglu, "An Investigation of the Effect of TPRS on Vocabulary Acquisition among Third Graders1 Nurdan," *JOURNAL OF LANGUAGE AND LINGUISTIC STUDIES ISSN:* 17, no. 1 (2021): 645–62.

[38] Tingting Shi, "A Study of the TPR Method in the Teaching of English to Primary School Students," *Theory and Practice in Language Studies* 8, no. 8 (2018): 1087, https://doi.org/10.17507/tpls.0808.25.

It is because in practice, Blaine Ray found that students acquire more language accepted, are more enthusiastic, and participate in the learning process.[39].

b. Definition of Total Physical Response Storytelling (TPRS)

The TPRS method combines three English language skills in the teaching process: reading, speaking, and listening. The TPRS method develops students' imagination and thinking power in its activities[40]. Because the storytelling activities in TPRS use a variety of different sound characters, different signs, and different intonations, the TPRS method will be fun, communicative method of learning foreign language[41].

Total Physical Response Storytelling (TPRS) is a language teaching method using stories and vocabulary development practices with translation to provide a lot of language input to be learned. The use of story media makes it easier for students to digest the material taught in language learning. In practice, the Total Physical Response Storytelling (TPRS) method combines the TPR method developed by James Asher by including stories in its application. In the Total Physical Response Storytelling (TPRS) method, in practice, the teacher teaches basic vocabulary by using short stories in a simple language style. So that students can quickly grasp the meaning of vocabulary, teaching and learning activities look exciting and increase students' motivation to participate in the learning process. Thus, students can gain understanding efficiently[42].

c. The procedure of Total Physical Response Storytelling (TPRS)

There are seven steps in the TPRS method, namely:

1) The teacher is introducing Vocabulary. In this step, the teacher first introduces a word that will be used in

[39] 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

[40] Roikestina Silaban, "The Effectiveness Of Using Total Physical Response Storytelling In Teaching Speaking For Mid Wife Study Program University Audi Indonesia Academic Year 2021/2022," *SKYLANDSEA PROFESIONAL Jurnal Ekonomi, Bisnis Dan Teknologi* 2, no. 1 (2022): 69–77

[41] Entika Fani Prastikawati, "TPR-Storytelling As A Communicative Friendly English Teaching And Learning For Children," 2018, 449–53.

[42] Karen Lichtman, "Research on TPR Storytelling," in *Fluency Through TPR Storytelling 7*, B. Ray and C. Seely, 2015, 364–79.

learning by noting the words, then the teacher translates the words.

2) The teacher gives a sign to practice the Vocabulary. In this step, oral repetition is carried out several times to optimize the transfer of Vocabulary according to the context of the material being taught.

3) Personalize mini-story. In this step, the teacher uses short stories with a simple language style so students can easily understand the stories used by the teacher. In telling stories, the teacher will tell the points in the text by rotating around the students.

4) The teacher retells the story.

5) Then the teacher allows the students to demonstrate or retell the story in an exciting and funny style.

6) The teacher retells the story from different perspectives.

7) Students retell the story from different perspectives[43].

d. **Advantages and disadvantages of TPRS**

There are several advantages of the TPRS method.

1) The TPRS method allows students to quickly remember the vocabulary they just learned.

2) Students become more enthusiastic about participating in learning activities.

3) The story is relatively simple and uses a language style that is easy to understand and remember the material being taught.

4) Using the TPRS method helps students develop English proficiency through accuracy in a more enjoyable way.

5) In storytelling activities, various jokes are inserted so students will enjoy it more.

6) The content presented relates to students' daily lives so that students can quickly grasp meaning in the context of the material being taught.

There are also some disadvantages to the TPRS method.

1) Organizing students while the TPRS activities are running takes some time.

2) It takes various kinds of material preparation and teaching and learning activities design.

3) There are difficulties in maintaining a conducive atmosphere during the activity.

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[43] Numpaque and Rojas, "TPR-STORYTELLING A Key to Speak Fluently in English Contar Historias a Través Del Método."

4) The rules applied to allow misunderstandings to occur[44].

3. Descriptive Text

a. Definition of Descriptive Text

Descriptive text is used to explain something that can be seen, smelled, felt, and heard[45]. Descriptive text is a series of sentences related to each other in an idea in a view to express a comment about an appearance, visually, and view of the object being seen[46]. The descriptive text aims to provide information in a description regarding an object, person, animal, place, and so on[47]. In descriptive text, the style of language used is transparent so that the contents of the text can be easily understood, and the reader can easily imagine the object being described[48].

b. Types of Descriptive Text

According to Tiur Asih Siburian, there are several types of descriptive text, including:

1) Describe a Process

To illustrate a series of mechanisms for doing something and why. In addition, it also explains the things that are needed in a mechanism.

2) Describe an event

To illustrate a series of events clearly and in detail so that the reader can imagine the atmosphere that is described naturally.

3) Describe a personality

To visualize a person's characteristics in detail, starting from describing his physical form (skin color, hairstyle, face shape), dynamic character (friendly, fierce, shy, and so on), moral values (wise, mischievous, greedy, and so

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[44] James Davidheiser, "Teaching German with TPRS (Total Physical Response Storytelling)," *Die Unterrichtspraxis / Teaching German* 35, no. 1 (2002): 25–35, https://doi.org/10.2307/3531952.

[45] Diani Syahputri and Siti Masita, "Ananalysis Of The Students' Error In Writing Descriptive Text," *Jurnal EduTech* 4, no. 1 (2018): 14–20.

[46] Tiur Asih Siburian, "Improving Students' Achievement On Writing Descriptive Text Through Think Pair Share," *International Journal of Language Learning and Applied Linguistics World (IJLLALW* 3, no. 3 (2013): 30–43.

[47] Panjaitan and Elga, "The Correlation Between Adjective Mastery And Students' Writing Descriptive Text At SMA Swasta Persiapan Stabat."

[48] Sri Rahmadhani Siregar and Nursahara Dongoran, "Students ' Ability in Writing Descriptive Text," *ENGLISH EDUCATION English Journal for Teaching and Learning* 08, no. 01 (2020): 81–90.

on), and intellectuality (stupid, smart, intelligent, and so on).

4) Describe a place

To describe a place in detail and based on the actual conditions. For example, the shape of the office, a home, a garden, and others.

5) Describe an object

To describe an object in detail and precisely by describing the physical characteristics of the object, such as explaining the color, shape, and others[49].

c. **Generic Structure of Descriptive Text**

There are two generic structures in descriptive text, namely

1) Identification

This section contains descriptions related to the introduction of objects to be described, such as depictions of people, places, objects, and other objects.

2) Descriptions

This section contains a detailed and precise description of the object being described[50].

d. **Language Features**

According to Eko Noprianto, there are several language features of descriptive text, including:

1) Focusing on an object in depth as the main subject of discussion.

2) Using the present tense.

3) Using connecting verbs such as (is, are, have, has, belongs to, and so on) to explain the visualization of the described object.

4) Using action verbs to provide additional information on the described object.

5) Using emotional verbs in describing feelings.

6) Using adjectives and adverbs to add more detailed information.

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[49] Siburian, "Improving Students ' Achievement On Writing Descriptive Text Through Think Pair Share."

[50] Novia Sartika and Mochamad Nurdin, "Students' Ability In Writing Descriptive Text Based On Its Generic Structure At The Tenth Grade Student Of Vocational High School," *Proffesional Jurnal of English Education* 2, no. 4 (2019): 436–41.

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7) Using adverbial phrases to add more in-depth information descriptions related to an ordinance, place, time, and atmosphere[51].

e. **The Curriculum of Descriptive Text at the Seven Grades of Junior High School**

Descriptive text is a text in English studied from junior high to senior high school. Each of these levels has its standard content indicator in the curriculum. The standard content of descriptive text at the junior high school level includes:

Core Competency	Basic Competency
1. Students can tolerate and live up to the religious values they adhere to it.	1. To make an analogy of social functions, text structures, and linguistic elements in short and straightforward descriptive texts in spoken and written forms related to asking for and giving descriptive information about people, animals, and objects according to the context of their use.
2. Students can show honesty, responsibility, discipline, tolerance, cooperation, politeness, and confidence in interacting in social life effectively.	
3. Students can understand factual, conceptual, and procedural insights based on curiosity about science, technology, and culture in phenomena in the surrounding environment.	2. Understand the contextual meaning of social functions, text structures, and linguistic elements in short and straightforward descriptive texts in spoken and written form in describing people, animals, and objects.
4. Students can process and present it concretely (using, analyzing, composing, collaborating, and creating). Students can express it abstractly (writing, reading, counting, drawing, and organizing) through the material studied at school and other sources. Another is from the point of view or theory.	3. Compose descriptive text briefly and simply in verbal and written form by paying attention to social functions, text structure, and linguistic elements[52]

Table 2.1 The Curriculum of Descriptive Text at the Seven Grades of Junior High School

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[51] Eko Noprianto, "Student's Descriptive Text Writing In SFL Perspectives," *IJELTAL (Indonesian Journal of English Language Teaching and Applied Linguistics)* 2, no. 1 (2017): 65, https://doi.org/10.21093/ijeltal.v2i1.53.

[52] PERATURAN MENTERI PENDIDIKAN DAN KEBUDAYAAN REPUBLIK INDONESIA, "37 Tahun 2018, Kompetensi Inti dan Kompetensi Dasar Pelajaran Pada Kurikulum 2013 Pada Pendidikan Dasar dan Pendidikan Menengah," (14 Desember 2018)

4. **Islamic Values**

Learning a language will teach the culture that is in it. Accordingly, in learning English, it is necessary to inculcate Islamic values to select something contained in that culture so that something wrong does not happen[53]. Applying Islamic-based characters in the learning process is not only applied contextually. However, it is also expected to be able to be applied to the daily lives of students[54].

In combining Islamic values in the material of teaching English, there are various ways can be done, including:

a) Creating training materials that demonstrate Islamic values on the topic being taught.
b) Including Islamic names for people, places, or events in the text or exercise sheets used.
c) Including quotations from the verses of the Qur'an or hadith that are appropriate to the topic of the primary learning material.
d) Combining typical Islamic expressions with appropriate English expressions learning materials.

Meanwhile, in the learning activities, the teacher can combine Islamic values in several ways, including[55]:

a) Mixing expressions with Islamic meanings in English expressions by the context used.
b) Connecting Islamic rules, the Qur'an, or hadiths that are by the taught materials context.
c) Using Islamic names, places, or events in exemplifying text sentences or conversations.
d) Giving assignments to students to write or look for certain types of texts related to Islamic values that are on the topics taught.

Moreover, the teacher can integrate Islamic values in assessment activities to see the extent of their mastery and understanding of the Islamic values being studied. Those activities can be done in several ways, including:

a) Oral questions in an Islamic context.

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[53] Aini, "Implementasi Pembelajaran Bahasa Inggris Secara Islami Berbasis Pendekatan Komunikatif."

[54] Zalisman, "Integrasi Pendidikan Bahasa Inggris Berbasis Pendekatan Islami Terhadap Santri Pondok Pesantren."

[55] Riza Amelia, "Merancang Pembelajaran Bahasa Inggris Berbasis Pendekatan Islami," *Jurnal Pemikiran Islam* 37, no. 1 (2012), https://doi.org/10.15408/sjsbs.v1i2.1537.

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b) Observation made by the teacher.
c) Reading activities related to Islamic content.
d) Daily tests in oral or written form[56].

B. Theoretical Framework

Based on the theory described above, the following theoretical framework can be formulated in this study. The theoretical framework is a conclusion from the concepts and theories used in research. A theoretical framework is essential in a study to explain the theoretical foundation of the research being conducted so that the research is conceptualized and has the proper foundation for analyzing the findings in the research being carried out[57].

This study believes that in learning and teaching English, the teacher has a dominant role in realizing the success of learning activities. Moreover, to create practical learning objectives, teachers must master various teaching strategies and methods. In using teaching strategies and methods, teachers need to consider the methods that will be used according to the conditions and situation of the class so that the teaching and learning activities are practical and fun. Moreover, it is expected to achieve the learning objectives.

In realizing practical and fun teaching and learning, this research use the TPRS method because, TPRS can produce learning and teaching English activities in an effective and fun way. The TPRS method is a communicative method that involves physical activity to improve students' English skills and create a pleasant atmosphere in English teaching and learning activities.

Therefore, researchers will investigate the implementation of TPRS in learning descriptive text that is collaborated with Islamic values in seven grades. Researchers will make observations on the implementation of TPRS and then analyze the opportunities, challenges, and solutions that the teacher face.

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[56] Amelia.
[57] Ewnetu Hailu Tamene, "Theorizing Conceptual Framework," *Asian Journal of Educational Research* 4, no. 2 (2016): 50--55.

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                    │    Teaching Method      │
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| Implementation of TPRS with Islamic Values | Descriptive Text |

| Planning | Implementation | Evaluation |

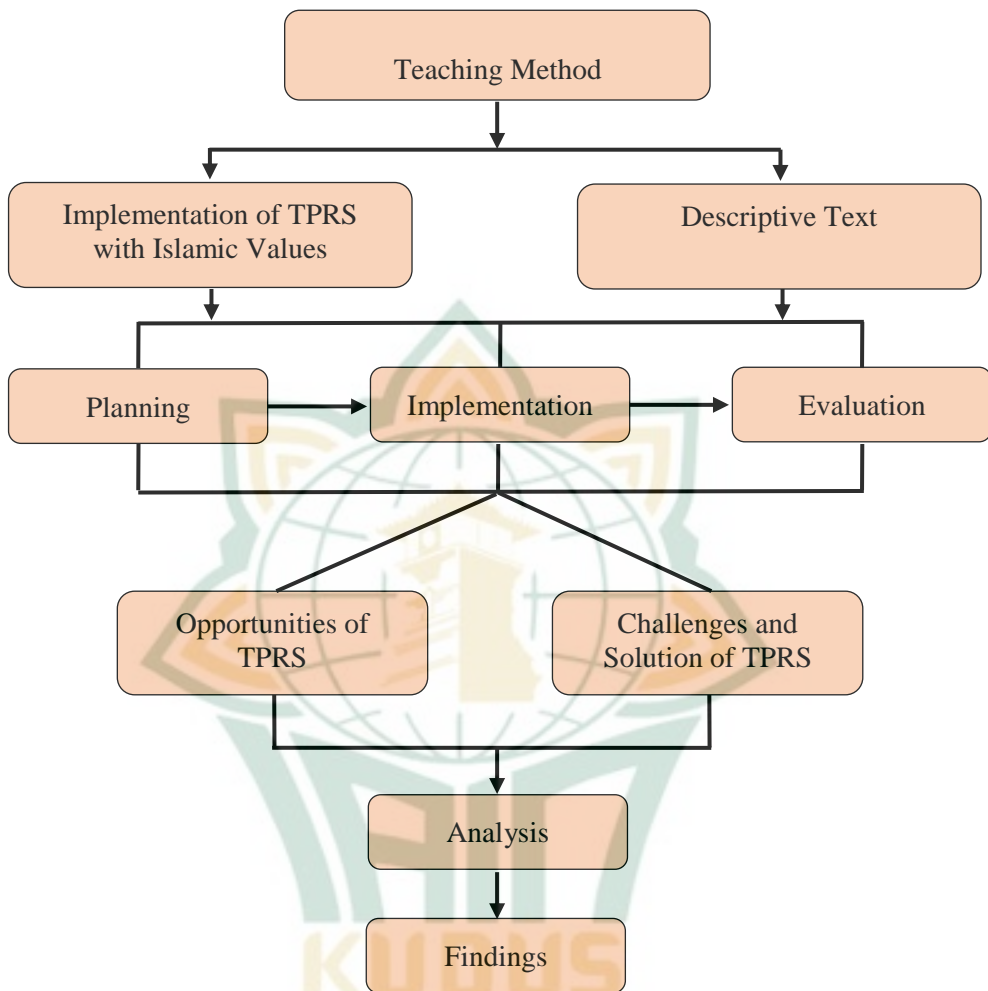| Opportunities of TPRS | Challenges and Solution of TPRS |

| Analysis |

| Findings |

Chart 2.1 Theoretical Framework

C. Review of Previous Studies

There are several previous studies that investigate the use of the Total Physical Response Storytelling (TPRS) method in learning English, including:

NO	Researcher and Tittle	Years	Similarity	Differences
1.	Yulia Iwani Faizuna, a thesis tittled "Using Total Physical Storytelling (TPRS) Method to Enhance Students' Reading Comprehension (An Experimental Study at MTs Negeri 2 Takengon)"	2020	Investigating in junior high school as study subject	This research used an experimental method, while the present research uses qualitative to analyze the data.
2.	Nurlaili, Siti Nurani, and Larisa Yohana, a journal tittled "The Effectiveness of Teaching Vocabulary Through Total Physical Response Storytelling (TPRS)"	2015	Investigating the implementation of TPRS in English language teaching and learning.	The previous study subject investigated the students in elementary school level, and used experimental method to analyze the data. While the present research will investigate the teacher in junior high school as the study subject and uses a qualitative method to analyze the data.
3.	Isti Arbaniah, Gatot Y Sutapa,	2018	Investigating in junior high	This research used an

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	and Eusabinus Bunau, a journal tittled "The Use Of Total Physical Response Storytelling (TPRS) Method In Teaching Speaking"		school as study subject	experimental method, while the present research uses qualitative to analyze the data.
4.	Nuraeningsih and Rusiana, a journal tittled "Improving Students' Vocabulary Mastery Through TPR Storytelling"	2016	Investigating the implementation of TPRS in English language teaching and learning	The previous study subject investigated the students in elementary school level, and used experimental method to analyze the data. While the present research will investigate the teacher in junior high school as the study subject and uses a qualitative method to analyze the data.
5.	Alan Becar, a thesis tittled "Using Total Physical Response through Storytelling (TPRS) to enhance vocabulary learning in High School"	2017	Investigating in junior high school as study subject	This research used an experimental method, while the present research uses qualitative to analyze the data.

Table 2.2 Similarity and Difference of Previous Study

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The similarities between this study and those previous studies above lay in the study subject, object, and study method. In study subject, most of the previous studies are similar to this study in investigating junior high schools students, such as Yulia Iwani Faizuna (2020), Isti Arbaniah, Gatot Y Sutapa, and Eusabinus Bunau (2018), and Alan Becar (2017). Moreover, all of the previous studies investigated the implementation of TPRS in English language teaching and learning.

However, the difference between this research and previous studies is that this research investigates the opportunities, challenges, and solutions to the challenges faced in implementing the Total Physical Response Storytelling (TPRS) method using descriptive text combined with Islamic values in teaching and learning English. At Islamic Junior High School/ MTs in grade 7.

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