

CHAPTER IV RESEARCH FINDINGS AND DISCUSSION

A. Research Results

In this section, the researcher will present the data descriptively relating to the observations, interviews, and documentation results. The data results will be divided into three parts: the implementation of the Total Physical Response Storytelling (TPRS) method with Islamic values in learning descriptive text, the challenges and solutions in implementing the Total Physical Response Storytelling (TPRS) method with Islamic values in learning descriptive text and the opportunities in implementing Total Physical Response Storytelling (TPRS) method with Islamic values in learning descriptive text.

1. The implementation of the Total Physical Response Storytelling (TPRS) method with Islamic values in learning descriptive text at MTS Miftahul Huda 02 Piji, Dawe, Kudus.

a. First Meeting

The first meeting of learning descriptive text in grade 7 was taught on Saturday, May 13, 2023, with the fourth and fifth hours starting at 08.45 to 09.55 WIB—time allocation 2 x 35 minutes. Based on the observations, interviews, and documentation results, there were several stages of the TPRS method that had been implemented by teacher S in the class, namely planning, implementation, and evaluation.

1) Planning

This stage is the planning or preparation stage in a learning activity that aims to prepare learning practices to achieve the learning objectives. The teacher carried out the planning stage by preparing lesson plans (RPP) and learning materials. Hence, teacher S had prepared a lesson plan (RPP), learning materials, and learning media⁷⁷. Teacher S said:

"RPP is usually made before the learning day because if there is no RPP, there is no benchmark for what learning activities are like; with RPP, the learning is more directed and more systematic."⁷⁸

⁷⁷ Documentation of lesson plan and learning materials by researcher, May 13, 2023.

⁷⁸ S, English Teacher, Interview by researcher, May 23, 2023. Transcript 4

The teacher must comply with the 2013 curriculum and implement Islamic values in creating the lesson plan. Deputy Head of Curriculum SJ said that in making English language learning plans, the teacher considers descriptive text learning elements based on the 2013 curriculum. In implementing English language learning with Islamic values, the teacher links the learning material with verses from the Koran or Hadith and uses Islamic text⁷⁹.

Moreover, in terms of subject material taught in learning descriptive text in grade 7, the teacher prepared learning material about describing people, places, objects, or animals. As the statements of teacher S:

"Several types of descriptive texts describe people, things, animals, and places. Then, for grade 7, based on the curriculum, all kinds of descriptive texts are taught."⁸⁰

In prepared learning material containing Islamic values, the teacher created a story or text that will be used to teach the descriptive text. Teacher S revealed that:

"There are usually several texts that contain Islamic values, for example, a description of a place, so I made a text describing a place related to Islamic matters, for example, describing a mosque. Then about the description of people, namely describing the prophet Muhammad or ustadz or religious figures."⁸¹

Moreover, in terms of subject material taught in learning descriptive text in first meeting, the teacher prepared learning material about describing people. In prepared learning material containing Islamic values, the teacher created a story or text that will be used to teach the descriptive text. Teacher S said that in preparing

⁷⁹ SJ, Deputy Head of Curriculum, Interview by researcher, May 27, 2023. Transcript 5

⁸⁰ S, English Teacher, Interview by researcher, May 23, 2023. Transcript 4

⁸¹ S, English Teacher, Interview by researcher, May 23, 2023. Transcript 4

learning material about describing people, she prepared the text describing Prophet Muhammad.⁸²

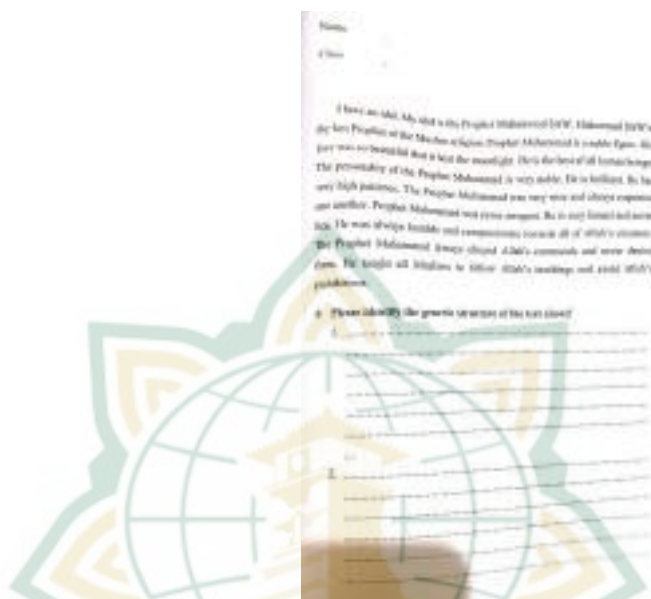


Figure 1. Learning Material about Prophet Muhammad SAW

Some students also revealed about the descriptive text learning material delivered by the teacher, including KAK students stated that:

"When learning descriptive text yesterday, used texts with Islamic nuances such as texts about the prophet Muhammad ..."⁸³

The SAP student also stated that:

"Text descriptive learning by the teacher gives texts with Islamic nuances such as texts about the prophet Muhammad ..."⁸⁴

Moreover, IM students also expressed the same opinions with the two students above:

"In descriptive text learning, the teacher teaches several texts with Islamic nuances such as descriptions of the Prophet Muhammad ..."⁸⁵

⁸² S, English Teacher, Interview by researcher, May 23, 2023. Transcript 4

⁸³ KAK, Student, Interview by researcher, May 23, 2023. Transcript 1

⁸⁴ SAP, Student, Interview by researcher, May 23, 2023. Transcript 2

In terms of learning media used by the teacher in the first meeting when teaching descriptive text in grade 7 at MTs NU Miftahul Huda 02 Piji, Dawe, and Kudus used worksheets containing text and exercises. Teacher S said:

"For learning media, I usually use texts such as making worksheets ..."⁸⁶

Some students also revealed that the learning media used by the teacher in learning descriptive text included. Namely, KAK students stated that:

"During descriptive text lessons, the teacher does not use LKS but text sheets."⁸⁷

SAP Student said:

"When learning descriptive text, the teacher uses sheets of paper containing texts."⁸⁸

IM students also said that:

"When learning descriptive text, you do not use worksheets; you use paper like that, then there will be the same text as the questions."⁸⁹

2) Implementation

There were several stages carried out by teacher S based on the results of observation, documentation, and interviews that had been done in learning descriptive text using the TPRS method, which can be seen in the following data:

a) Opening activities

The researcher observed that before carrying out the learning activities, teacher S greeted the students by saying, 'Assalamualaikum warohmatullahi wabarokatuh,' then the students answered by greeting teacher S by saying, 'Waalaikum salam warohmatullahi wabarokatuh. After saying salam, teacher S asked how the students were doing by saying, 'How are you students,' and then the students answered, 'I am fine.'⁹⁰

⁸⁵ IM, Student, Interview by researcher, May 23, 2023. Transcript 3

⁸⁶ S, English Teacher, Interview by researcher, May 23, 2023. Transcript 4

⁸⁷ KAK, Student, Interview by researcher, May 23, 2023. Transcript 1

⁸⁸ SAP, Student, Interview by researcher, May 23, 2023. Transcript 2

⁸⁹ IM, Student, Interview by researcher, May 23, 2023. Transcript 3

⁹⁰ Observation of greeting activities, by researcher, May 13, 2023

After the greeting activity, teacher S checked the student attendance list. This activity was carried out by mentioning the names of the students one by one. When the student's name was called by teacher S, the students said 'present' while raising their hands. The next activity that had been done by teacher S was praying. This activity was carried out by reading 'Bismillahirrahmanirrahim' together.⁹¹ After that, the teacher delivered goals and benefits of the learning materials to be carried out and some motivation to students⁹².

Moreover, teacher S introduced some vocabulary related to the text that will be used. The teacher wrote some vocabulary on the blackboard and interpreted the vocabulary using gestures or movements. After that, the students guessed the meaning of the word being demonstrated⁹³. This activity includes the first and the second stages of TPRS namely introducing vocabulary and giving commands and gesture.

b) Core activities

In the core activities, the researcher found that the teacher implemented two stages of TPRS method namely personalizing-mini story and the teacher retelling the story. Based on the observations, the personalizing story stage was done by conducting the explanation toward the discussed text.⁹⁴ Moreover, in the retelling story stages, the teacher S was retelling the story. At this stage, teacher S did a storytelling in a circling style and used exciting gestures to motivate students to be excited about participating in learning activities. At this stage, teacher S also translates the text into language⁹⁵.

c) Closing

Closing activities carried out by the teacher S was concluding the learning material being taught. KAK students said that at the end of the lesson, the

⁹¹ Observation of attendance list checking, by researcher, May 13, 2023

⁹² Observation of introducing learning materials, by researcher, May 13, 2023

⁹³ Observation of introducing vocabulary, by researcher, May 13, 2023

⁹⁴ Documentation of personalize-mini story, May 13, 2023, picture 1

⁹⁵ Observation of the teacher retell the story, by researcher, May 13, 2023

teacher and students concluded the learning that had been carried out, such as concluding the moral values that could be taken from the text that had been studied⁹⁶. Afterward, the teacher and students say, 'Alhamdulillahirobbil alamin,' and then end the learning activities with greetings.⁹⁷

a. Evaluation

After the teaching and learning activities have concluded, an evaluation was carried out. Teacher S completed an assessment by giving an assignment in the class⁹⁸. However, in the first observation, the teacher gave an essay exercise to identify the generic structure of the text and a true or false exercise⁹⁹. Teacher S said that using the essay question form is related to identify the text used and using the true and false question. The exercise used by teacher S aimed to train students' understanding of identifying the generic structure of the descriptive text. Moreover, the teacher S also gave the true and false question to evaluate the students understanding in the first meeting.¹⁰⁰

b. **Second Meeting**

The second meeting of learning descriptive text in grade 7 was taught on Tuesday, May 16, 2023, with the second and third hours starting at 07.35 to 08.45 WIB—time allocation 2 x 35 minutes. There are several stages carried out by teacher S, including:

1) Planning

To achieve goals in a lesson, preparation or planning is critical. As with general learning activities, planning utilizing the TPRS method in learning descriptive text strives to ensure that the implementation of learning flows smoothly and activities are completed effectively.

At the second meeting, teacher S prepared the descriptive text about Islamic figure who is notable near the school areas. It is the description of Ustadz Mu'alimin. The teacher also prepares worksheets related

⁹⁶ KAK, Student, Interview by researcher, May 23, 2023. Transcript 1

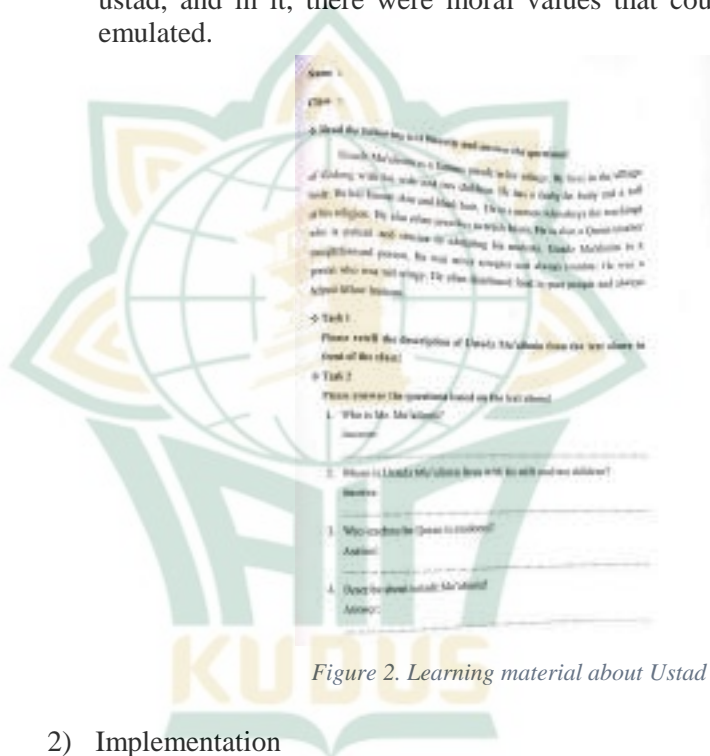
⁹⁷ Observation of closing activities, by researcher, May 13, 2023

⁹⁸ Observation of evaluation activities, by researcher, May 13, 2023

⁹⁹ Documentation of students exercise, by researcher, May 13, 2023

¹⁰⁰ S, English Teacher, Interview by researcher, May 23, 2023. Transcript 4

to this material¹⁰¹. Teacher S revealed that implementing Islamic values in descriptive text material used texts with Islamic nuances, such as descriptive texts about religious figures such as *ustad*. From this text, it is hoped that students can emulate the good qualities of this character. Several students, including KAK, SAP, and IM, stated the same thing: At the second descriptive text learning meeting, the teacher used a descriptive text about the *ustad*, and in it, there were moral values that could be emulated.



2) Implementation

The second meeting of learning descriptive text, which refers to the 2013 curriculum, has several stages, including opening, core, and closing activities.

a) Opening activities

Based on the observation in the opening activities, teacher S entered the class by greeting, checking the attendance list, praying, delivering learning materials, and introducing the vocabulary¹⁰².

¹⁰¹ Documentation of learning materials, by researcher, May 16, 2023

¹⁰² Observation of opening activities, by researcher, May 16, 2023

It is supported by the interviewed results, which KAK students said that:

"Usually, the teacher enters the classroom to say hello, greet students, ask how they are doing, check absences, and then pray. Then, yes, it is conveyed like what the function of the text is. Then yesterday, the teacher wrote the English words on the blackboard, and both said the words interpreted with gestures."¹⁰³

b) Core Activities

In the core activities, the researcher found that the teacher implemented three stages of TPRS method namely personalizing mini story, retelling the story, and demonstrating or retelling the story by the students. Based on the observation above, first, in personalizing the story, the teacher conducted this activity by describing the text to be studied. Teacher S explained the text points regarding to the description of Islamic figures or ustadz by using simple language in the second meeting. Second, in the next stage carried out by teacher S was retelling the story¹⁰⁴. At this stage, retelling the story stage, teacher S told the text by using interesting gestures and told the story by going around the class and translating the text into the student's first language. After doing storytelling, teacher S asked one of the students to be a volunteer¹⁰⁵. Students who become volunteers retell the story that the teacher has done¹⁰⁶. Teacher S said the students must be guided smoothly in retelling the story.¹⁰⁷

c) Closing activity

In the closing activity that had been done by teacher S in the second meeting, the researcher observed that teacher S did this stage by concluding

¹⁰³ KAK, Student, Interview by researcher, May 23, 2023. Transcript 1

¹⁰⁴ Documentation of teacher storytelling, by researcher, May 16, 2023, picture

2

¹⁰⁵ Documentation of students demonstrated or retell the story, by researcher, May 16, 2023, picture 3

¹⁰⁶ Observation of students retell the story, by researcher, May 16, 2023

¹⁰⁷ S, English Teacher, Interview by researcher, May 23, 2023. Transcript 4

the learning activity with students and then closing the meeting by saying "Hamdallah" together, and after that, the teacher S said salam.¹⁰⁸

a. Evaluation

After the teaching and learning activities have concluded, an evaluation was carried out. The teacher conducted an assessment in the form of an assignment or administered a daily test¹⁰⁹. The teacher gives an exercise in the form of an essay that relates to the text¹¹⁰. Teacher S said that the exercise used was in the form of an essay related to the text used. The use of essay questions aims to practice students' writing and see students' understanding of the content of the text being studied¹¹¹.

c. **Third Meeting**

The third meeting in learning descriptive text in grade 7 is taught on Tuesday, May 23, 2023, with the second and third hours starting at 07.35 to 08.45 WIB—time allocation 2 x 35 minutes. There are several stages carried out by teacher S, including:

1) Planning

In the third meeting, preparation or planning stages are carried out by teacher S, namely, prepared text material related to describing Islamic buildings. The text used by the teacher is a description of the Kudus Tower Mosque. Teacher S also prepared pictures and text to be taught. Additionally, teacher S also prepared a worksheet related to the text used¹¹².

¹⁰⁸ Observation of closing activities, by researcher, May 16, 2023

¹⁰⁹ Observation of evaluation activities, by researcher, May 16, 2023

¹¹⁰ Documentation of students exercise, by researcher, May 16, 2023

¹¹¹ S, English Teacher, Interview by researcher, May 23, 2023. Transcript 4

¹¹² Documentation learning materials, by researcher, May 23, 2023



Figure 3. Learning material about Islamic building

2) Implementation

Several stages are carried out by teacher S, including opening, core, and closing activities.

a) Opening activities

Teacher S greeted them in the opening activity, and continued praying together. After praying, teacher S checked the student attendance list. After that, the teacher conveyed the aims and benefits of studying descriptive texts in collaboration with Islamic values-related material describing Islamic buildings¹¹³. Teacher S said that in the introduction learning material activity, he also motivated students to be more active in class¹¹⁴. Teacher S showed pictures related to the material that will be studied later¹¹⁵. Afterward, teacher S wrote down some vocabulary relating to the text to be studied. Then, teacher S represented the vocabulary by using gestures. After that, the students guessed the meaning of the words demonstrated by

¹¹³ Observation of opening activities, by researcher, May 23, 2023

¹¹⁴ S, English Teacher, Interview by researcher, May 23, 2023. Transcript 4

¹¹⁵ Observation of introduction learning materials, May 23, 2023

the teacher, and the teacher said the words and did her gesture simultaneously¹¹⁶.

b) Core activities

In the core activities, the researcher found that the teacher implemented four stages of TPRS method namely retelling the story by the teacher, retelling the story with another perspective taught by teacher, and retelling the story with another perspectives told by the students.

Based on the observation that had been done, teacher S carried out several stages. First, teacher S personalized the mini-story by showing a picture of an Islamic building, namely the Kudus Tower Mosque, then provided warming activities by asking questions such as 'What do students know about the picture?'. After that, teacher S did storytelling with text descriptions of the Kudus Tower mosque¹¹⁷.

The second stage carried out by teacher S was retelling the story from another perspective¹¹⁸. In this stage, the teacher provided an additional explanation regarding the text that was told based on the object described in the material being thought. At this stage, the teacher explained in unclear language. Sometimes, the teacher also used students' first language to make it easier for students to understand¹¹⁹.

The third stages, teacher S asked students to note down the points in the text told by the teacher in English. Then, the teacher asks the students to arrange the points noted into a sentence or paragraph¹²⁰. And the fourth stages, the teacher asks one of the students, as a volunteer¹²¹. Then, a

¹¹⁶ Observation of introducing vocabulary, by researcher, May 23, 2023

¹¹⁷ Observation of personalize-mini story, by researcher, May 23, 2023

¹¹⁸ Documentation of the teacher retell the story with another perspective, by researcher, May 23, 2023, picture 4

¹¹⁹ Observation of the teacher retell the story with another perspective, by researcher, May 23, 2023

¹²⁰ Observation of students retell the story with another perspective, by researcher, May 23, 2023

¹²¹ Documentation of students retell the story with another perspective, by researcher, May 23, 2023, picture 5

volunteer retell the text that has been told by the teacher based on their perspective¹²².

c) Closing activities

At this stage, the teacher and students concluded the learning that has been carried out. Then, the teacher concluded what Islamic values have been learned at the third meeting in descriptive text learning. Afterward, the teacher closed the learning activity by reading 'Hamdallah' together, and then the teacher said greetings¹²³.

3) Evaluation

An evaluation is carried out after the teaching and learning activities are completed. Formative assessment was used by teacher S in carrying out assessments. Formative assessment is used during the learning process to determine how students' mastery of the material progresses. In the formative assessment, the teacher observed students regarding the extent of students' understanding of the material taught and the achievement of learning objectives. Teachers also evaluated the difficulties students face during descriptive text learning¹²⁴. Teacher S said that in conducting assessments, she uses a formative assessment where the teacher observes the extent of students' understanding when learning descriptive text during learning activities. Then, for formative assessment, exercises or daily tests are given¹²⁵.

2. The Challenges And Solutions In Implementing Total Physical Response Storytelling (TPRS) Method With Islamic Values In Learning Descriptive Text At Mts Miftahul Huda 02 Piji, Dawe, Kudus

Based on the observations, interviews and documentation that have been done, the researcher found three challenges faced by the teacher in implementing TPRS method to teach descriptive text.

¹²² Observation of students retell the story with another perspective, by researcher, May 23, 2023

¹²³ Observation of closing activities, by researcher, May 23, 2023

¹²⁴ Observation of evaluation activities, by researcher, May 23, 2023

¹²⁵ S, English Teacher, Interview by researcher, May 23, 2023. Transcript 4

a. The low ability of basic English

One of the challenges faced by teacher S was the low ability of basic English had by the students. It can be seen through students' difficulties in guessing and pronouncing the vocabulary meaning displayed by the teacher through gestures and pronunciation¹²⁶. Teacher S revealed that:

"If the challenge is like this, for example, when introducing vocabulary, I have used a gesture that matches the word being demonstrated, so the student still has difficulty guessing the word in understanding the meaning of the word, so I have to rethink how to make them understand because sometimes there are words that are difficult to give movement..."¹²⁷

Moreover, the result of the interview with student KAK also presented that she has difficulty in interpreting the meaning showed by the teacher independently. KAK students said that:

"Sometimes it's hard to translate the text by myself..."¹²⁸

The results of teacher interviews showed that students' learning experiences influence the challenges students face in elementary school. Teacher S explained that there were students who did not receive English lessons and students who only received basic English lessons.¹²⁹. Apart from that, the results of an interview with the Deputy Head of Curriculum, SJ, also stated that students' low basic English skills were influenced by their elementary school learning experiences. That is shown by the fact that students' understanding of English still needs to be improved. Students must improve their English vocabulary, develop their speaking skills, and understand grammar. Therefore, English teachers need appropriate methods to teach English¹³⁰.

To overcome the challenge faced in the classroom, teacher S provided additional explanations using the student's

¹²⁶ Documentation of difficulties in guessing and pronouncing the vocabulary, by researcher, picture 6

¹²⁷ S, English Teacher, Interview by researcher, May 23, 2023. Transcript 4

¹²⁸ KAK, Student, Interview by researcher, May 23, 2023. Transcript 1

¹²⁹ S, English Teacher, Interview by researcher, May 23, 2023. Transcript 4

¹³⁰ SJ, Deputy Head of Curriculum, Interview by researcher, May 27, 2023.

first language to make it easier for students to understand the meaning of the text being taught. In addition teacher S guided students in translating the text being studied¹³¹.

b. Difficulty in controlling class conditions

Based on the observations that had been done, the researchers found that many students were not focused and paid attention to the learning process. It can be seen by students' action during learning process such as talking with their peers and sleeping¹³². Moreover, some students played alone and disturbed other friends¹³³. Teacher S said:

"... "Then it's a bit difficult to focus on the children, sis, because some children do whatever they want, so conditioning them is rather difficult." ..."¹³⁴

Based on the interview results with the deputy head of curriculum, SJ said that one of the challenges often occurs is difficulty in conditioning students. Hence, teachers need more effort to create a conducive atmosphere¹³⁵.

Through the interview result with the students, the researcher found that some students felt bored and sleepy when teacher did the storytelling. KAK students said that:

"But it is also quite boring, yes, sometimes it is monotonous, just like that, the movements are just like that, there are not many movements, the interactions with the students are lacking, sometimes it is sleepy, so it is like telling a story to a classmate miss."¹³⁶

In dealing with unconducive class conditions, teacher S reprimanded students who made noise and gave some jokes so students did not feel bored and sleepy¹³⁷.

c. Low confidence

Based on the observations that had been done, the students felt unconfident when the teacher asked them to retell the story. Many students felt shy when they

¹³¹ Observation of the solution by the researcher, May 23, 2023

¹³² Documentation of difficulty in controlling class condition, by researcher, picture 7

¹³³ Observation of the challenges of TPRS by the researcher,

¹³⁴ S, English Teacher, Interview by researcher, May 23, 2023. Transcript 4

¹³⁵ SJ, Deputy Head of Curriculum, Interview by researcher, May 27, 2023. Transcript 5

¹³⁶ KAK, Student, Interview by researcher, May 23, 2023. Transcript 1

¹³⁷ Observation of the solution by the researcher

demonstrated gestures to retell the story in front of the class¹³⁸. This low confidence influenced the students to speak and pronounce vocabulary correctly¹³⁹. Teacher S said:

“As for retelling stories, it is still difficult for Grade 7, sis. To use the TPRS method, students retell the text and then retell according to their perspective, so they are still having difficulties.”¹⁴⁰

In overcoming the condition of students with low confidence, teacher S guided students individually and accompanied students when telling stories in front of the class. Teacher S guided students in pronouncing English vocabulary and corrected students if the pronunciation is wrong¹⁴¹.

"...when they find it difficult to retell, I guide them slowly one by one, sometimes so that they are trained to speak. If there is a wrong pronunciation, I will guide them. If it is about gesture expression, it is not easy to give motivation how to give examples of expressions or movements. No matter what, they are still like that..."

3. The Opportunities In Implementing Total Physical Response Storytelling (TPRS) Method With Islamic Values In Learning Descriptive Text At MTS Miftahul Huda 02, Piji, Dawe, Kudus.

Based on the data collection, the researcher found several opportunities faced by the teacher when implementing the TPRS method in learning descriptive text, including:

a. Improving students' vocabulary

One opportunity to use the TPRS method is to improvise student vocabulary. It can be seen when the teacher asked questions regarding the meaning of the words introduced by using gestures and some students should guess the words in Indonesian at the beginning of learning. Through the conducted observation, students were active in responding to vocabulary recognition activities using gestures by the teacher because they are curious about the gestures used, which encourages them to guess the words

¹³⁸ Documentation of students low confidence, by researcher, picture 8

¹³⁹ Observation of the challenges of TPRS by the researcher

¹⁴⁰ KAK, Student, Interview by researcher, May 23, 2023. Transcript 1

¹⁴¹ S, English Teacher, Interview by researcher, May 23, 2023. Transcript 4

exhibited by the teacher¹⁴². The teacher S explained that this activity helped the students add to their vocabulary so that some students find it easier to understand the text used by the teacher. Teacher S revealed that:

"If the opportunity is yes when using the TPRS method, they are more enthusiastic, they understand more about the vocabulary, improve their vocabulary, then they are better able to understand the meaning of the text...."¹⁴³

The result of the interview with the SAP student also presented that she quickly remembered the vocabulary taught by the teacher using gestures. SAP students said:

"Interesting, Miss, always easy to understand, easier to understand means it is always more interesting to use movements. Instead of not using movement."

"Yeah, miss, it is easier to remember if the teacher uses movements."¹⁴⁴

Moreover, the results of the interview with the deputy head of curriculum, SJ, said that using the TPRS method has the opportunity to increase students' English vocabulary. Apart from that, students also remember English vocabulary more efficiently by using the movements they make¹⁴⁵.

b. Training student's speaking skills

Based on the observations that have been done, one step of the TPRS method, namely Retelling the Story Step, can train the students speaking skill ability. In this activity, the teacher forced the students to retell the story delivered by the teacher. Through the observation, the teacher asked one student as a volunteer to retell the story that had been done actively in front of the class. It makes students inevitably have to retell the pictures and stories that the teacher has told in the student's language style¹⁴⁶. Teacher S revealed that:

"...training them to speak English from retelling the story..."¹⁴⁷

¹⁴² Observation of opportunities of TPRS by the researcher

¹⁴³ S, English Teacher, Interview by researcher, May 23, 2023. Transcript 4

¹⁴⁴ SAP, Student, Interview by researcher, May 23, 2023. Transcript 2

¹⁴⁵ SJ, Deputy Head of Curriculum, Interview by researcher, May 27, 2023.

Transcript 5

¹⁴⁶ Observation of opportunities of TPRS by the researcher

¹⁴⁷ S, English Teacher, Interview by researcher, May 23, 2023. Transcript 4

c. Training Students' Ability in Analyzing The Story

The opportunity found in using the TPRS method is to train students in analysis. Through the observation, teacher S asked the students to analyze the picture shown, then teacher asked students to retell the picture with their own perspective. It can be seen that the students can describe the picture shown and can tell the picture according to their perspectives¹⁴⁸. Teacher S revealed that:

"...train them in analyzing the text like that. Because in teaching descriptive text, pictures or photos must be provided, so they analyze what the photos look like then describe them."¹⁴⁹

B. Discussion

1. Analysis the implementation of the Total Physical Response Storytelling (TPRS) method with Islamic values in learning descriptive text at MTS Miftahul Huda 02 Piji, Dawe, Kudus.

There are three stages in implementing the TPRS method: Planning, implementation, and evaluation.

a. Planning

Planning is a critical stage because the planning stage aims to achieve the expected learning objectives. With good learning planning, great and directed learning can be created¹⁵⁰. The planning stage for implementation of TPRS in descriptive text learning in class 7 was conducted by preparing an appropriate learning plan based on the 2013 curriculum and preparing learning materials related to descriptive text material, including descriptive text about the prophet Muhammad, Ustadz Mu'alimin, and Islamic buildings, namely about the Kudus Tower mosque. Moreover, the teacher prepared learning media, including pictures and worksheets. Teacher S also prepared students' assessments, including essays about identifying the generic structure of the descriptive text, essay exercises related to the text, and true and false.

¹⁴⁸ Observation of opportunities of TPRS by the researcher

¹⁴⁹ S, English Teacher, Interview by researcher, May 23, 2023. Transcript 4

¹⁵⁰ I Putu Widyanto and Endah Tri Wahyuni, "Implementasi Perencanaan Pembelajaran," *Satya Sastraharing* 04, no. 02 (2020): 16–35.

b. Practice

Three activities were done during the practice stage: opening, core, and closing. The specific particulars regarding the activities are outlined below.

1) Opening activities

The teacher performed several activities at this stage, including greeting, praying, and checking the attendance list. At this stage, there are also two TPRS steps: the first is introducing the vocabulary and the second is giving commands and gestures. In the first stage of TPRS, the teacher introduces some vocabulary related to the text and then translates it into the student's first language¹⁵¹. This activity can make it easier for students to understand the content of the text being studied and increase students' vocabulary. It is because the teacher first reviews the vocabulary in the text that will be used, and the teacher translates it into Bahasa.

In the second stage, the teacher gave gestures and commands, then the teacher asked the students to repeat the pronunciation made by the teacher along with the movements that the teacher has practiced¹⁵². In this stage, the teacher can help students to remember the meaning of vocabulary because the teacher might show the unique gestures that can be remembered by the students.

2) Core activities

In applying core activities, there are five stages of TPRS, including personalizing the mini-story, retelling the story by the teacher, retelling the story by students, retelling the story with the different perspectives by the teacher, and retelling the story with different perspectives by students.

The personalizing mini-story stage is the third stage of the TPRS method based on Numpaque and Rojas (2010). At this stage, the teacher explains the text points that will be used and shows pictures related to the

¹⁵¹ 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

¹⁵² 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

material to be studied¹⁵³. The teacher can also ask questions like warming activities related to the study material¹⁵⁴. This activity expects the students to know the material to be studied because students have first analyzed the reading material they will study.

The fourth stage of TPRS method is retelling the story by the teacher. In this activity, the teacher does storytelling with gestures and exciting expressions¹⁵⁵. Using gestures and expressions is expected to increase student motivation and minimize student boredom in learning activities. Apart from that, the teacher also does it as a circle. The teacher translates the text into the student's first language when telling the story¹⁵⁶. This activity made it easier for students to understand and analyze the text's content. It is because, the teacher used simple and exciting stories at this stage so students could easily understand the content.¹⁵⁷

The fifth stage of TPRS method is retelling the story by the students. At this stage, the teacher asks one of the students as a volunteer to retell the story that the teacher has done. Volunteers are asked to retell the story in a funny and exciting style¹⁵⁸. The students had to retell the narrative by employing their individual performance style and a different textual structure¹⁵⁹. The students are more enthusiastic about participating in learning activities and can create a pleasant atmosphere because of the funny style and exciting performance during the learning process.

¹⁵³ Numpaue and Rojas.

¹⁵⁴ Mehmet Asmalı, "How Effective Is TPRS for Adult EFL Learners with Limited English Proficiency?," *Focus on ELT Journal* 1, no. 1 (2019), <https://doi.org/10.14744/felt.2019.00005>.

¹⁵⁵ Numpaue and Rojas, "TPR-STORYTELLING A Key to Speak Fluently in English Contar Historias a Través Del Método."

¹⁵⁶ Lasim Muzammil and Andy, "Teaching Proficiency Through Reading And Storytelling (TPRS) As A Technique To Foster Students' Speaking Skill," *Jeels* 4, no. 1 (2017): 19–36.

¹⁵⁷ Muzammil and Andy.

¹⁵⁸ Numpaue and Rojas, "TPR-STORYTELLING A Key to Speak Fluently in English Contar Historias a Través Del Método."

¹⁵⁹ Muzammil and Andy, "Teaching Proficiency Through Reading And Storytelling (Tprs) As A Technique To Foster Students' Speaking Skill."

The sixth stage of TPRS method is retelling the story from another perspective by the teacher. At this stage, the teacher retells the story from a different perspective¹⁶⁰. Here, the teacher added points in different views about the text that has been told. In this stage, the teacher can also retell the story by changing the grammatical structure to a different one¹⁶¹. In the sixth stage, TPRS is carried out by the teacher so that students get additional information related to the text they are studying. Apart from that, students also have the opportunity to increase their knowledge regarding grammatical structures.

The seventh stage is retelling the story from another perspective by the students. At this stage, the teacher asked one of the students to volunteer to retell the story from a different perspective¹⁶². The teacher asked students to note down the points in the text being told and then change it from a different point of view. At this stage, students can also change different grammatical structures¹⁶³. This activity is carried to train students' critical thinking so that students can improve their ability to analyze characters in the text and improve their understanding of grammatical structures.

3) Closing activities

Based on the result of the study, the teacher mostly closes the learning activity by concluding the material studied. Students and teachers conclude what Islamic values can be learned from the descriptive text that has been taught. Afterward, the teacher and the students said 'Hamdallah' then closed with greetings.

¹⁶⁰ Nurul U. Namkatu, "Teaching Proficiency through Reading and Storytelling: A Method to Improve Students' Speaking Ability (Class a of Access Microscholarship Program Batch 5 Ambon)," in *Advances in Social Science, Education, and Humanities Research*, vol. 145, 2017, 175–79, <https://doi.org/10.2991/iconelt-17.2018.39>.

¹⁶¹ Muzammil and Andy, "Teaching Proficiency Through Reading And Storytelling (TPRS) As A Technique To Foster Students' Speaking Skill."

¹⁶² Namkatu, "Teaching Proficiency through Reading and Storytelling: A Method to Improve Students' Speaking Ability (Class a of Access Microscholarship Program Batch 5 Ambon)."

¹⁶³ Muzammil and Andy, "Teaching Proficiency Through Reading And Storytelling (TPRS) As A Technique To Foster Students' Speaking Skill."

c. Evaluation

This stage is the final stage in learning activities by implementing the TPRS method. The aim of the evaluation for teachers is to obtain data related to student competency achievement in ongoing learning activities based on learning achievement indicators¹⁶⁴. At the evaluation stage, teacher S conducts a formative assessment to observe student development and then reflects. Teacher S gave several exercises to students, including essays about identifying the generic structure of the descriptive text, true and false, and essays about the related text, which aimed to determine the level of students' understanding regarding the material being taught.

2. Analysis the Challenges and Solutions In Implementing Total Physical Response Storytelling (TPRS) Method With Islamic Values In Learning Descriptive Text At Mts Miftahul Huda 02 Piji, Dawe, Kudus

Based on the results of the research, there were several challenges in implementing TPRS method, including:

a. Challenges

1) The low ability of basic English

The experience of learning English in elementary school influences students' English language skills at the junior high school level. However, many elementary school students have not learned basic English, such as basic vocabulary, grammatical structure, speaking, writing, and listening skills. As a result, students' ability in English could be low. The low ability of basic English experienced by students includes the lack of vocabulary, difficulty pronouncing English vocabulary, difficulty in mastering the grammatical structure of English, and difficulty in translating English sentences independently. Because of that, the teacher faced difficulties in implementing the TPRS method.

2) Difficulty in controlling class condition

Difficulty in conditioning the class is one of the challenges faced by teacher S. Some students cannot focus and do not pay attention when learning activities are taking place. Apart from that, some students feel

¹⁶⁴ Nunung Nuriyah, "Evaluasi Pembelajaran: Sebuah Kajian Teori," *Jurnal Eduksos* 3, no. 1 (2014): 73–86, <https://doi.org/10.1165/rcmb.2013-0411OC>.

bored and sleepy. Hence, teachers need more effort in conditioning the class so that it takes more time to make the class atmosphere conducive. That resulted in the allocated time being cut so that the implementation of the TPRS method could only be carried out in a few stages.

3) The Low Confidence

When implementing the TPRS method during the retelling story by the student stage, the teacher observed that students needed to improve their self-confidence. It is because students feel embarrassed and afraid of making mistakes. Students feel not confident in speaking English, and they are afraid of pronouncing English vocabulary because their English language skills is low¹⁶⁵. Apart from that, students are also embarrassed when retelling the story using movements and expressions done by the teacher before. As a result, in practice, students only retell the story without using gestures and expressions.

b. Solutions

- 1) In order to address the first challenges faced in the classroom, teachers employ supplementary explanations in students' native language, enhancing comprehension of educational material. According to Davidheiser, the language employed in the TPRS method is straightforward and accessible to students¹⁶⁶. In addition, the TPRS technique frequently engages students in activities such as introducing new words and recounting the story, during which the teacher also provides translations of the English text into the student's native language¹⁶⁷. Thus, to surmount this issue, educators assist pupils in comprehending the material being studied.
- 2) In taking a solution the second challenge, the teacher sanctions students who make noise and joke so that

¹⁶⁵ Birgul AKDAG CİMEN and Hatice ÇEŞME, "The Impact Of Total-Physical-Response Storytelling On Efl Learners' Speaking Anxiety And Self-Assessed Speaking Skills," *International Journal of Language Academy* 10, no. 2 (2022): 232–47, <https://doi.org/10.29228/ijla.62630>.

¹⁶⁶ Davidheiser, "Teaching German with TPRS (Total Physical Response Storytelling)."

¹⁶⁷ Asmalı, "How Effective Is TPRS for Adult EFL Learners with Limited English Proficiency?"

students do not feel bored and sleepy¹⁶⁸. The teacher also used to make the class to be conducive. Using humor is a significant benefit of TPRS, as it strives to foster increased student engagement in the learning process and cultivate an enjoyable educational environment¹⁶⁹.

- 3) In order to handle the third challenge of lost confidence in students, the teacher offered individualized instruction and assistance to students, specifically during storytelling activities carried out in the presence of the entire class. The teacher offered coaching to the students in the pronunciation of English terms and provided remedies for any pronunciation problems.

3. The Opportunities In Implementing Total Physical Response Storytelling (TPRS) Method With Islamic Values In Learning Descriptive Text At MTS Miftahul Huda 02, Piji, Dawe, Kudus.

a. Improving students vocabulary

The use of the TPRS method conducted teachers can improve students' vocabulary. That is because several stages focus on developing students' vocabulary, such as the first stage and the second stage of TPRS¹⁷⁰. In the first stage of TPRS, namely introducing vocabulary, teacher S writes down some of the vocabulary in the text that will be used and then translates it into Bahasa. It allows students to increase their vocabulary that they did not know before and makes it easier to understand the content of the text being studied.

The second stage of TPRS is giving commands and gestures. At this stage, the teacher provides appropriate gestures to practice the meaning if vocabulary learn. After that, the teacher and students pronounce the vocabulary using gestures. Using gestures at this stage makes it easier for students to remember English vocabulary because several

¹⁶⁸ Silaban, "The Effectiveness Of Using Total Physical Response Storytelling In Teaching Speaking For Mid Wife Study Program University Audi Indonesia Academic Year 2021/2022."

¹⁶⁹ Davidheiser, "Teaching German with TPRS (Total Physical Response Storytelling)."

¹⁷⁰ Nuraeningsih and Rusiana, "Improving Students' Vocabulary Mastery through TPR Storytelling."

students stated that they are more enthusiastic in guessing the meaning of vocabulary by using gestures¹⁷¹.

b. Training student's speaking skills

One of the opportunities found when implementing the TPRS method is training students' speaking skills. It is because, in the fifth stage of the TPRS method, namely retelling the story by the students, the teacher asks one of the students as a volunteer to retell the story in front of the class¹⁷². This results in students who are volunteers being forced to retell the story so that students train their speaking skills. Moreover, with storytelling activities, there is an opportunity for students to use new vocabulary that has been introduced in the first and second steps of TPRS so that it can encourage students to practice their speaking skills¹⁷³. Moreover, Wahyuningsih and Afendi stated that training students' speaking skills can be done by providing more opportunities for students to practice speaking in the class and outside of the class¹⁷⁴. Training students' speaking skills had been done by designing learning activities integrated using technology¹⁷⁵.

c. Training Students' Ability in Analyzing The Story

Using the TPRS method also allows students to practice critical thinking skills and practice their ability to analyze the content of the text used. It was because, at the sixth and seventh stages of TPRS, namely retelling the story

¹⁷¹ Nurlaili, Siti Nurani, and Larisa Yohana, "The Effectiveness Of Teaching English Vocabulary Through Total Physical Response Storytelling (TPRS)," *DEIKSIS* 07, no. 01 (2015): 63–68.

¹⁷² Silaban, "The Effectiveness Of Using Total Physical Response Storytelling In Teaching Speaking For Mid Wife Study Program University Audi Indonesia Academic Year 2021/2022."

¹⁷³ Taranindya Zulhi Amalia and Sonya Juli Ayushandra, "Storytelling Method : Embracing Fun Ways with Islamic Story ' The Prophet Hud Tale ' and Moral Values Implied in English Material," in *International Conference on English Teaching and Learning Issues (ICETLI 2022)*, 2022, 27–36.

¹⁷⁴ Sri Wahyuningsih and Muhamad Afandi, "Investigating English Speaking Problems: Implications for Speaking Curriculum Development in Indonesia," *European Journal of Educational Research* 9, no. 3 (2020): 967–77, <https://doi.org/10.12973/EU-JER.9.3.967>.

¹⁷⁵ Sri Wahyuningsih and Siti Malaiha Dewi, "Promoting Speaking Proficiency in Broadcasting Through YouTube Project: Perceptions of Undergraduate Students," in *Proceedings of the 3rd English Language and Literature International Conference, ELLiC, 27th April 2019, Semarang, Indonesia* (EAI, 2019), 1–7, <https://doi.org/10.4108/eai.27-4-2019.2285332>.

from different perspectives by the teacher, the teacher adds several additional explanations regarding the text that has been told in the teacher's version. At this stage, it allows students to narrate the story from another perspective because the teacher tells it differently.

Moreover, the seventh stage, namely retelling the story from another perspective by students, allows students to analyze the content of the text because, at this stage, students retell the text that the teacher has told with their version of the students' story according to their perspective¹⁷⁶. Before retelling the story from another perspective by students, students first note down the critical points in the text told by the teacher. After that, students arrange them into a paragraph and present them in front of the class. Based on this activity, students practice critical thinking in analyzing the text's content because they are asked to retell it according to their perspective.



¹⁷⁶ Jing Gao, "Culturally Relevant Pedagogy in Teaching Proficiency through Culturally Relevant Pedagogy in Teaching Proficiency through Reading and Storytelling," *Chinese Language Teaching Methodology and Technology* 3, no. 2 (2020).