CHAPTER V
CONCLUSIONS AND RECOMMENDATIONS

A. Conclusions

1. Based on the results of the analysis data, it can be concluded that the implementation of the TPRS method in learning descriptive texts with Islamic values in seventh graders at MTs Miftahul Huda Piji, Dawe, Kudus had three stages, namely planning, practice, and evaluation. The planning stage included preparing lesson plans, learning materials, and learning media. The practice stage included opening activities, core activities, and closing. In closing activities, the teacher and students concluded the learning that has been carried out, such as concluding what Islamic values can be learned from the text. The evaluation stage was the final stage in learning, where the teacher assesses the form of a formative assessment.

   Moreover, a total of seven steps of TPRS have been implemented in the practice stage. In the opening activities at each meeting, two steps of TPRS steps are implemented in the class. It is the first step, namely introducing vocabularies, and the second step of TPRS, namely giving commands and gestures. In core activities, several steps are implemented, including at the first meeting. Two steps are implemented: the third step of TPRS, which includes personalizing the mini-story, and the fourth step of TPRS, namely retelling the story by the teacher. At the second meeting, three TPRS steps were implemented, including the third TPRS step, which included personalizing the mini-story; the fourth TPRS step, namely retelling the story by the teacher; and the fifth TPRS step, namely retelling the story by the students. At the third meeting, four steps of TPRS were implemented; the third step of TPRS included personalizing the mini story; the fourth step of TPRS included retelling the story by the teacher; the sixth step of TPRS namely retelling the story with another perspective by the teacher, and the seventh step of TPRS namely retelling the story with another perspective by the student.

2. The challenges by the teacher and students as well as the solutions in implementing the Total Physical Response Storytelling (TPRS) method with Islamic values in learning descriptive text at Mts NU Miftahul Huda 02 Piji, Dawe, Kudus namely, the first challenge was the low ability of basic English including lack of vocabulary, difficulties in memorizing the vocabyulary, the low ablity of English skills (speaking, listening,

reading, and writing). To overcome the challenges, the teacher provided additional explanations using the student's first language to make it easier for students to understand the text's meaning. In addition, the teacher also guided students in translating the text being studied. The second challenges was difficulty in controlling class conditions. To overcome the challenges, the teacher reprimanded students who made noise and gave some jokes so students did not feel bored and sleepy. The third challenges was the low confidence. To overcome the challenges, the teacher guided students individually and accompanied students when telling stories in front of the class. The teacher guided students in pronouncing English vocabulary and corrected students if the pronunciation was wrong.

3. The opportunities in implementing Total Physical Response Storytelling (TPRS) Method With Islamic Values In Learning Descriptive Text At MtsMiftahul Huda 02 Piji, Dawe, Kudus namely:
   a. improving students' vocabulary
   b. training students' speaking skills
   c. training students' ability in analyzing the story

B. Recommendations

1. For Teacher

   For teachers who teach English at the junior high school level, the TPRS method can be used in teaching text story topics. Teachers can also use stories with exciting themes, such as folk tales or popular stories among students. Teachers can also use the TPRS method to improve students' vocabulary and train students in speaking English.

2. For School

   Schools should improve facilities such as props so that TPRS activities can be more exciting and other supporting facilities such as speakers and digital media to increase students' interest and motivation in participating in learning activities.

3. For Further Researcher

   Future researchers who wish to research the TPRS method in English language learning can develop this research by observing and investigating the challenges or opportunities found in each TPRS step in English speaking, especially at higher levels such as the senior high school. Researchers also hope this research can be a reference for future researchers and become helpful knowledge.

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