

ENHANCING STUDENTS' VOCABULARY SKILL USING TEACHING PROFICIENCY THROUGH READING AND STORYTELLING (TPRS) METHOD

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Abstract

This research aims to find out the effectiveness of the TPRS method in enhancing students' vocabulary and to find out students' responses to the TPRS method in 7th grade of SMPN 1 Majasari. The researcher uses a quasi-experiment method and data from the questionnaire will present the table of percentage. The researcher uses a pre-test, post-test, and questionnaire in collecting data. The result of this research based on the data analysis that used by independent sample t-test, the significance data obtained is 0.02 smaller than 0.05 ($0.02 < 0.05$) and t-count is higher than t-table ($2,506 > 1,673$) which means that Teaching Proficiency through Reading and Storytelling (TPRS) method effective for enhancing students' vocabulary skill in experimental class on VII F students of SMPN 1 Majasari. Based on the questionnaire result, it is known that students give a positive response to English learning using the TPRS method. As many as 93% students gave *agree* answers that the TPRS method makes them understand the vocabulary better and 89% students agree that TPRS method makes vocabulary memorable. This student response was also signified by the increase in scores on the post-test.

Keywords: *Vocabulary; TPRS Method; Students'*

Abstrak

Penelitian ini bertujuan untuk mengetahui efektivitas metode TPRS dalam meningkatkan kemampuan kosa kata siswa dan mengetahui respon siswa terhadap metode TPRS yang dilaksanakan di kelas 7 SMPN 1 Majasari. Peneliti menggunakan metode eksperimen semu dan data dari angket akan disajikan dalam table presentase. Peneliti menggunakan pre-test, post-test, dan angket dalam pengumpulan data. Hasil penelitian berdasarkan analisis data yang menggunakan uji independent sample t-test diperoleh signifikansi data $0,02 < 0,05$ dan t-hitung lebih besar dari t-tabel ($2,506 > 1,673$), hal ini menunjukkan bahwa metode Teaching Proficiency through Reading and Storytelling (TPRS) efektif untuk meningkatkan keterampilan kosa kata siswa pada kelas VII F SMPN 1 Majasari. Berdasarkan hasil angket diketahui bahwa siswa memberikan respon positif terhadap pembelajaran Bahasa Inggris menggunakan metode TPRS. Sebanyak 93% siswa memberikan jawaban setuju bahwa metode TPRS membuat mereka memahami kosakata lebih baik dan 89% siswa setuju bahwa metode TPRS membuat kosakata mudah diingat. Respon siswa ini juga ditandai dengan peningkatan nilai pada post-test.

Kata Kunci: *Kosa Kata; Metode TPRS; Murid*

INTRODUCTION

Every human being uses language to express his or her thoughts, feelings, sentiments, ideas, and expressions. English has emerged as the fastest-growing language and has achieved commercial language status (Rao, 2021). In Indonesia, English has been introduced to younger generations from kindergarten to college. The mastery of a foreign language is essential as an introductory language to acquire a science that thrives in another country (Alrajafi, 2021).

When we use a second language, we see the world from a slightly different perspective and build the universe with a bit different conceptual framework. However, some of the educational advantages of learning a foreign language are obtained unintentionally during the first few months of study. The sense of a new language appears to be a product of the learner's growing experience with its written and spoken forms, as well as its subtle effects on the learner's perceptual, and emotional development (Broughton et al., 2003).

A vocabulary evaluation, or assessing a student's grasp of the meaning of a word, is as ancient as the reading exam itself. When it comes to learning appropriate vocabulary that will help them achieve in all areas, vocabulary is considered a reasonable responsibility for foreign language learners. They need a lot of words to strengthen their four talents quickly when children have the self-assurance and only a well-developed language can generate respect. The value of a large vocabulary in a child's literacy development has been thoroughly demonstrated over the past few decades. According to some research, understanding a child's vocabulary can predict subsequent academic achievement (Pearson et al., 2007).

Based on the MBKM curriculum, learning English has the following goals: 1) Develop English communication skill by using a range of multi modals texts (oral, written, visual, audiovisual), 2) Develop cross-cultural communication competencies to comprehend and appreciate the perspectives, practices, and products of Indonesian and foreign cultures, 3) Develop confidence in themselves to express as an independent and responsible individual, 4) Develop the critical and creative thinking abilities.

There are several classroom conditions when learning English, the first is the use of teaching materials. The teaching materials used at SMPN 1 Majasari are based on books published by the Ministry of Education and Culture. The second is the teaching method, the method used in class is the lecturing and discussion method. The third is learning media, SMPN 1 Majasari experiences limitations in using technology due to the lack of facilities in each class. In learning, the English teacher at SMPN 1 Majasari uses media such as pictures, cards and other simple learning

media according to the material to be taught.

According to Harmer, teachers must employ suitable media and approaches based on the students' capacity throughout the teaching-learning process, and instruction is crucial in foreign language classrooms because it may give intelligible information to the learner at the proper level (Harmer, 1998).

In 2022, 7th grade of SMPN 1 Majasari will be the first class to enter the school for direct learning when the Covid-19 pandemic was over. Because they have been in elementary school during a pandemic for two years and online learning has been implemented, students do not receive optimal English language learning, this affects students' abilities regarding English vocabulary. This is being a concern for English teachers at SMPN 1 Majasari, how they work hard to teach students with limited vocabulary that should have been obtained in elementary school. The pandemic's influence and English was abolished in elementary schools made students have lack of vocabulary. Researcher will use the TPRS method in teaching and learning process with the aim enhancing students' vocabulary skill.

According to previous study, the effects of the TPRS approach have been investigated in a variety of circumstances, including with adult learners. In terms of speaking ability, they observed that the experimental group outperformed the control group. The data also suggested that, while the application of the approach made students happy and encouraged them to listen to their partners' tales and speak in English in class, it was also a resource for lecturers to make the lesson more interesting and teach new language (Asmali, 2019)

The other research is titled "Teaching Proficiency through Reading and Storytelling (TPRS) as a Technique to Foster Speaking Skill". On the one hand, the data reveal that learners in the experimental group (using the TPRS approach) outperformed those in the control group (using non-TPRS) in their speaking performance (Muzammil, 2017).

The following are the distinctions between this study and previous research: Lasim's research established the extent to which TPRS can improve EFL learners' speaking as well as an effective method for increasing speaking. Asmali, on the other hand, is a researcher. He can only explain what TPRS is in general adult EFL students with a lack of English competence. And this study on the effectiveness of TPRS for enhancing students' vocabulary skill was carried out with seventh grade students from SMPN 1 Majasari. This research supports the results of previous research in enhancing students' skill by providing a different view regarding students' vocabulary skill.

This research aims to find out the significance of the TPRS method in enhancing students' vocabulary and to find out students' responses to the TPRS method.

METHODS

The research employs a quantitative approach. Quantitative research examines the relationship between variables utilizing research equipment that provide data that can be examined statistically. It means that the research factors may be monitored and examined to see how they affect one another.

Furthermore, this study uses a quasi-experimental design using a pre-test and post-test design and designating one of the classes as an experimental class that receives a pre-test, the treatment via the TPRS technique, and a post-test to assess whether or not the treatment had an impact. A second class is used as a control group, and it receives a pre-test, treatment without the TPRS method, and a post-test.

Questionnaire data was also gathered in this study to measure student responses to the TPRS method. The experimental group was given this questionnaire in the last meeting. This questionnaire uses quantitative research methods by calculating the percentage of student answers.

This research carried out in SMPN 1 Majasari in the academic year 2022-2023. This is a place where researchers practice (PLP). SMPN 1 Majasari is located in Pandeglang district, Majasari, Saruni. The study will be conducted at least five times in the course of the meeting. This study used a seventh-grade population and two classes as samples. The first class is an experimental class with 28 students, and the second class is a control class with 28 students. The experiment used in a quasi-experiment using this type of study non-equivalent control group design: the reason for using this type of research is that an experiment is conducted on two groups that are not randomly selected, then given a pre-test to know the differences between the experimental and control groups.

The instruments and data collection used in this research were the t-test and questionnaire. The researcher will administer two tests, pre-test and post-test. To analyze the data, the independent sample t-test was used in this study. This test is interpreted as a measurement of the same subject receiving different treatment, specifically measurements before and after treatment (Yusuf, 2014). The quantitative data from the questionnaire will present the table of percentages splits it based on the frequency of the information and the number of students.

RESULTS AND DISCUSSION

Vocabulary development is an essential component of learning a foreign language; whether in books or not, the meaning of new terms is typically stressed. To understand English in a classroom, students must have a vast vocabulary. They use a vast vocabulary to generate and comprehend oral and written communication. Vocabulary can refer to a list or group of words that an individual speaker of a language possesses. The words employed by the speaker indicate the language in this sentence (Dickinson et al., 2009).

As a result, mastering vocabulary is critical and as the foundation of language. It is necessary to first comprehend it. It is established that vocabulary size represents a person's level of education, intellect, and reading, and that the "literate" person in spoken language contact has a wide vocabulary. Word boundaries are assigned to the vocabulary.

Teachers have time to study vocabulary because each lesson has multiple courses. The use of words is no longer optional. Teachers now recognize the significance of words, their sound, collocation, and frequency. Students frequently struggle with seamless communication and find speech exercises tiresome (Rashid et al., 2022).

Vocabulary mastery is separated into receptive and productive mastery, which refers to the capacity to grasp and employ vocables. When reading and listening require comprehension skill, whereas writing and speaking need the capacity to employ language. As a result, reading comprehension and a good vocabulary are required to ensure that the subject to be studied will develop (Fahrurrozi et al., 2020).

Blaine Ray developed TPRS in 1997 as a language teaching method that focuses on storytelling, reading, and language acquisition through subject personalization. TPRS does not employ textbooks or grammar and vocabulary activities to improve the four language skills, but rather emphasizes the use of entertaining stories paired with physical motions. As a result, inductive reasoning is used to learn vocabulary and grammar in context.

As a result, the TPRS approach aims to improve language learners' fluency by enhancing basic grammar structures and vocabulary. This method is founded on three main pillars: receiving language input that is to improve learners' fluency, materials should be (1) understandable, (2) entertaining, and (3) repeating.

Steps in TPRS (Ray & Seely, 2004) are first is show, the teacher chooses three to four high-frequency target language structures to serve as the story's major components. A beginner's tale, for example, may utilize three goal structures: straight, turn right, turn left, next to, and across. Gesture, acting, and translation are

then used to discern meaning. The second step is ask, rather than narrating a tale, the instructor in TPRS asks a question. A pre-written script is used as a framework, but as the tale continues, the class provides precise information such as the characters' names and settings. To keep students interested, a questioning technique called as "circling" allows for several repeats of the target structures in varied formats. And the last step is read, after listening to and adding to their tale, students read multiple versions of it. They could write it as well. Students will also read other works that have similar themes and aim structures to their own but differ in specifics.

Furthermore, knowledge of vocabulary has been proposed as a predictor of reading comprehension. Orthographic and phonological processing, as well as phonological awareness. The ultimate purpose of reading is to read. This capacity is the result of the decoding and language understanding processes. Children with inadequate reading comprehension are often diagnosed using percentage scores or standard cut-offs for word reading and reading comprehension proficiency.

However, because reading involves numerous cognitive processes, knowledge of vocabulary and grammar (including morphological and syntactic abilities) is critical in understanding sentence meaning. The wider a person's vocabulary, the more likely he or she is to comprehend a statement or text. Vocabulary mastery is separated into receptive and productive mastery, which refers to the capacity to grasp and employ vocables. When reading and listening require comprehension skills, whereas writing and speaking need the capacity to employ language. As a result, reading comprehension and a good vocabulary are required to ensure that the subject to be studied will develop (Fahrurrozi et al., 2020).

There are two types of teaching vocabulary, (1) Learning Vocabulary from Meaning-focused Input (Listening and Reading). The majority of first language vocabulary development results from learning through meaning-focused material, such as listening and reading. Although this sort of learning is less definite than planned study, it has a lot of potential for native speakers. In fact, most research demonstrates the evident benefits of combining accidental and targeted vocabulary acquisition methodologies. It is also crucial to remember that incidental learning is cumulative, thus words will be encountered many times in order to strengthen the learning of each word and the understanding of each word. A well-organized, well-monitored, considerable comprehensive reading schedule based mostly, but not entirely, on graded readers for major reviews is at the core of a course's meaning-focused input strand. Listening is also a sort of meaning-focuses input, which implies that for efficient vocabulary development, a modest load of unfamiliar words, a lot of input, and some attention to essential words are all necessary. The

amount of input that influences immediate repetition can be gained in part through repeated listening, which involves students listening to the same tale numerous times over several days. The vocabulary repetition can be used in learning or everyday activities. (2) Learning Vocabulary from Meaning-focused Output (Speaking and Writing). In order to transform receptive information into productive knowledge, learners need to acquire through meaning-focused output, such as speaking and writing. This increase in vocabulary via productive abilities can happen in a variety of ways. First, activities including the use of annotated photos or definitions that stimulate the use of new language might be devised. Second, speaking exercises including group collaboration could assist students to discuss the meanings of unknown phrases with one each other. Third, because of vocabulary acquisition is a cumulative process, utilizing a partially understood term in speech or writing can assist enhance and expand understanding of the word (Nation & Meara, 2019).

The researcher gathered the sample of 56 students that divided into two classes, the experimental class and control class with 28 students in each class. In this study, the researcher used two types of tests: a pre-test and a post-test. A pre-test was used to measure the students' ability. The experimental class was chosen using the class with the lowest score among the two classes. After giving the treatment, the researcher used a post-test to see whether there was an improvement in student learning outcomes. The researcher delivered treatment in the form of learning using the Teaching Proficiency through Reading and Storytelling (TPRS) method in the experimental class, whereas the control class learned using conventional methods.

After the treatment, the researchers processed the data with an independent sample t-test to check if there was a significant difference between the experimental class using the TPRS method and the control class using conventional learning methods. This test was used by the post-test of experimental and control class.

Besides conducted a test to measure the effectiveness of Teaching Proficiency through Reading and Storytelling (TPRS) method for enhancing students' vocabulary skill, the researcher also conducted a close-ended questioner that consist of 15 questions to answer the second problem statement, "How is the response of students using the TPRS method?". This data is processed using the table of percentage from the frequency of students' responses

Table 1.1
Frequency of Pre-test Score in Experimental Class

N	Valid	28
	Missing	0
Mean		75.71
Median		75.00
Mode		70
Std. Deviation		11.031
Minimum		60
Maximum		100

Results from the statistical data showed an average student score of 76, with a median of 75, and mode 70. The minimum value is 60 and the maximum value is 100. The average pre-test score in this experimental class are lower than in the control class to see if there is an increase or significance in student vocabulary skill. After given the pre-test, students were treated using the Teaching Proficiency through Reading and Storytelling (TPRS) method three times.

Table 1.2
Statistical Result of Post-test in Experiment Class

N	Valid	28
	Missing	0
Mean		93.57
Median		90.00
Mode		90
Std. Deviation		6.215
Minimum		80
Maximum		100

Results from the statistical data showed an average student score of 93, with a median of 90, and mode 90. The minimum value is 80 and the maximum value is 100. The average post-test score in this experimental class is higher than in the pre-test, this shows that there is an improvement after given the treatment using Teaching Proficiency through Reading and Storytelling (TPRS) method.

Table 1.3
Statistical Result of Pre-test in Control Class

N	Valid	28
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Missing	0
Mean	80.36
Median	80.00
Mode	90
Std. Deviation	12.615
Minimum	50
Maximum	100

Results from the statistical data showed an average student score of 80, with a median of 80, and mode 90. The minimum value is 50 and the maximum value is 100. The average pre-test score in this control class is higher than in the experimental class. After the pre-test, students were treated using the conventional learning for three times. This conventional learning is done without using the TPRS method. The table below shows the post-test data in the control class.

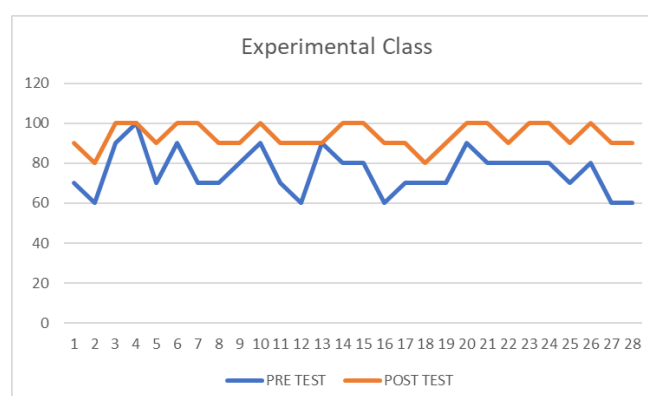
Table 1.4
Statistical Result of Post-test in Control Class

N	Valid	28
	Missing	0
Mean		88.21
Median		90.00
Mode		90
Std. Deviation		9.449
Minimum		70
Maximum		100

According to the statistical data, the average student score was 88, with a median of 90 and a mode of 90. The lowest and maximum values are 70 and 100, respectively. The average post-test score in this control group is lower than the average post-test score in the experimental group.

This research reveals that conventional learning process do not outperform experimental classes employing the Teaching Proficiency through Reading and Storytelling (TPRS) technique. The following graph depicts the difference in post-test data values between the experimental and control class.

Graphic 1.1



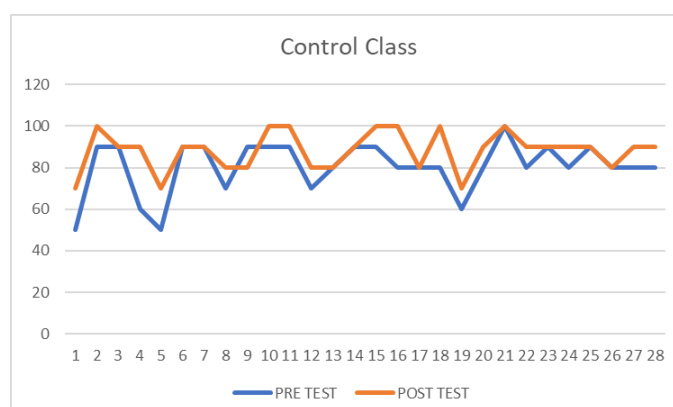
The graph 1.1 presents the results of a comparison of the experimental class's pre-test and post-test values. The experimental class was used Teaching Proficiency through Reading and Storytelling (TPRS) method in the learning process. There are 28 students in this class with a minimum score range of 60 and a maximum score range of 100. The experimental class has a pre-test average of 76 with the lowest 60 and the highest 100. Meanwhile, the post-test has average of 94 with the lowest score is 80 and the best is 100.

The graph shows that the score rises significantly from the pre-test to the post-test. There were two students whose grades did not change, while the other 26 students improved their final scores. In this experimental class there were also no students who received a decrease in grades, so it can be concluded that there was a significant increase in grades in learning using the Teaching Proficiency through Reading and Storytelling (TPRS) method.

The ability of students throughout learning also contributes to the development in value. Students in the experimental class appeared more enthusiastic and active in responding questions from the teacher during class. Students also appear more confident while speaking and responding to queries.

The graph 1.2 depicts the comparison between the pre-test and post-test in the control class.

Graphic 1.2



The graph 1.2 compares pre-test and post-test results in the control group. The control group use traditional learning methods. This class has the same number of students as the experimental class, that is 28. The control class has an average of 80 pre-test scores, which is greater than the experimental class. While the average post-test score in this class is 88. The lowest and maximum value ranges in the graph above are 50 and 100, respectively.

The graph shows that there is an increase in score but not higher than the experimental class. The increase in this value is not too high as seen from the line boundaries which almost merge with each other. There were students whose grades decreased and others whose grades did not improve between the pre-test and post-test.

In this control class, three times learning was carried out using conventional methods (without Teaching Proficiency through Reading and Storytelling (TPRS) method). During the learning, some students are active and some others just pay attention. This control class has a lower post-test score than the experimental class with a difference of 270.

valid

The data shown above compares from the experimental and control class. This indicates that the experimental class contains higher scores and averages than the control class. The experimental class that received the Teaching Proficiency through Reading and Storytelling (TPRS) method had a total score of 2620 with an average of 94, and 500 points gain score which was higher than the control class that received conventional learning methods (without TPRS method treatment) had a total score of 2470, an average of 88, and 230 points gain score.

Table 1.5
T-test Result
Student Vocabulary Skill

t-test for Equality of Means								95% Confidence Interval of the Difference	
Lavene's Test for Equality of Variances				Significance				Lower	Upper
F	Sig.	t	df	One-sided p	Two-sided p	Mean Difference	Std. Error Difference		

Student's Score Result	Equal variances assumed	2.610	2.506	54	.01	.02	5.357	2.137	1.072	9.542
		.112								
	Equal variances not assumed		2.506	46.678	.01	.02	5.357	2.137	1.057	9.658

According to the table 1.5, the significant databased on two-sided tailed collected is 0.02 less than 0.05 ($0.02 < 0.05$), and the t-count is higher than the t-table ($2,506 > 1,673$), indicating that H_a is accepted and H_o is rejected. H_a approved indicates that there is an effect of TPRS for enhancing students' vocabulary skill, and there is a difference between the vocabulary abilities of students in the experimental class and the vocabulary skill of students in the control class.

Based on the positive t-test results, it shows that the average in experimental class is higher than the average control class with difference 5357. This shows that Teaching Proficiency through Reading and Storytelling (TPRS) method is effective for enhancing students' vocabulary skill in experimental class on VII F students of SMPN 1 Majasari and significantly higher results than the conventional learning conducted in control class.

Furthermore, to see the magnitude of the effect of the Teaching Proficiency through Reading and Storytelling (TPRS) method. Based on the calculation, the size effect result is $d = 0,75$. It can be concluded that the magnitude of the effectiveness of Teaching Proficiency through Reading and Storytelling (TPRS) method is moderate with the classification of 0,75.

The researcher collects data from the questionnaire. The questionnaire is about response of students using the Teaching Proficiency through Reading and Storytelling (TPRS) method. The questionnaire contains 15 statements and 28 participants. This questionnaire was used to find out the students' response using TPRS method in table 1.5.

Table 1.6
Questionnaire Result

No.	Statements for the questionnaires	Response	
		Agree	Disagree
1.	Learning English is fun.	96 %	4 %
2.	The TPRS method makes me understand the vocabulary better.	93 %	7 %
3.	Learning English is monotonous.	14 %	86 %

4.	I have trouble understanding the material.	36 %	64 %
5.	Learning English keeps me motivated.	68 %	32 %
6.	I'm not interested in learning using pictures.	25 %	75 %
7.	Learning English makes me sleepy.	21 %	79 %
8.	The TPRS method makes me more active in learning.	82 %	18 %
9.	I am not interested in listening to the stories that told by the teacher.	11 %	89 %
10.	The TPRS method makes the material easy to understand.	93 %	7 %
11.	The TPRS method makes learning English more interesting	93 %	7 %
12.	The story in the TPRS method sounds boring.	11 %	89 %
13.	The TPRS method makes vocabulary memorable	89 %	11 %
14.	I enthusiastically listen to the story told by the teacher.	86 %	14 %
15.	I have trouble in remembering the vocabulary.	29 %	71 %

The result of the effectiveness of Teaching Proficiency through Reading and Storytelling (TPRS) method for enhancing students' vocabulary skill in class VII students in the even semester of SMPN 1 Majasari in the year of 2022/2023 which has been divided into two classes, VII-F as experimental class and VII-G as control class. The experimental class is a class that is treated by applying the Teaching Proficiency through Reading and Storytelling (TPRS) method and the control class is a class that is treated by conventional method in learning activities.

The test of vocabulary skill was carried out after being given treatment of TPRS method in the experimental class and conventional method in the control class. This learning was conducted in 5 meetings, 3 meetings to conduct the learning process and 2 meetings for pre-test and post-test. Based on the previous hypothesis testing, it states that there is an effect of the Teaching Proficiency through Reading and Storytelling (TPRS) method on students' vocabulary skill. The t-test was conducted to determine the effect of the teaching Proficiency through Reading and Storytelling (TPRS) method on vocabulary skill. T-test was conducted by comparing the post-test scores in the experimental class and the post-test in the control class.

Before determining the outcome of the hypothesis, the researcher proposed an interpretation using $H_a : t \text{ count} > t \text{ table} =$ There is a significant effectiveness of Teaching Proficiency through Reading and Storytelling (TPRS) method toward students' vocabulary skill. $H_o : t \text{ count} < t \text{ table} =$ There is no significant effectiveness of Teaching Proficiency through Reading and Storytelling (TPRS) method toward students' vocabulary skill.

From the result of the research above, there is a difference between the post-test scores obtained from the experimental class and the control class. It is known that from the post-test values listed, the experimental class gets an average score of 94, and the control class with an average of 88. The total difference of values between these two classes is 270 points, it means that students in the experimental class get a better score increase after being given treatment using the TPRS method. This shows that H_o is rejected and H_a is accepted which means there is an effect of the Teaching Proficiency through Reading and Storytelling (TPRS) method for enhancing students' vocabulary skill.

The application of the TPRS method can give the better effect of vocabulary skill. This can be seen from students who are able to mention the buildings at school and explain the direction. Students also seemed more confident when they were able to express the vocabulary they received and understood.

After finding out the differences between the results of the experimental class post-test and the control class using an independent sample t-test, the researchers calculated the impact of learning using the Teaching Proficiency through Reading and Storytelling (TPRS) method using Cohen's d-size effect. From the calculation result it is obtained 0,75 value. This means that vocabulary learning using Teaching Proficiency through Reading and Storytelling (TPRS) method is enough to have a medium influence on student learning outcomes in the class.

To find out the students' response using Teaching Proficiency through Reading and Storytelling (TPRS) method in English learning. The researcher conducted this study by giving students a questionnaire in the form of 15 close-ended questions with alternative answers 'agree' or 'disagree'. This questionnaire data collection was carried out in the experimental class after being given treatment using the TPRS method.

From the questionnaire data, the researcher obtained information about students' opinions about learning using the TPRS method. The table 4.28 shows that as many as 29% of students have difficulty in memorizing vocabulary, and 36% have difficulty in understanding the material (table 4.17). This research aims to

determine whether there is an effectiveness of using the TPRS method to improve students' vocabulary skill.

After being given treatment using the TPRS method, students gave their responses regarding learning using the Teaching Proficiency through Reading and Storytelling (TPRS) method. From the table that has been shown, it is known that students give a positive response to English learning using the TPRS method. As many as 93% students gave *agree* answers that the TPRS method makes them understand the vocabulary better and 89% students agree that TPRS method makes vocabulary memorable. This student response was also signified by the increase in scores on the post-test. The experimental class had a higher post-test score than the control class, for which they agreed that the TPRS method helped them to understand the material and it was easy to remember the vocabulary.

In learning using the TPRS method, researchers also used pictures and posters as media to support learning activities. A total of 75% of students gave a positive response to the use of picture media (table 4.19). The use of stories in this method made 86% of students enthusiastic about listening to the stories (table 4.27). This method used a story that told by the teacher and students, so the students can contribute in forming vocabulary. After being given treatment using the TPRS method, students were able to mention vocabulary confidently and also to describe about their favourite buildings at school. This is also supported by students' opinions regarding their activeness in learning (table 4.21) that 82% gave *agree* answers.

Based on prior studies, this study validates and agrees with the findings of the previous researchers that states students enjoy TPRS's active learning because it makes them feel validated and involved as they cocreate the tale with their instructor, and "TPRS is fun." Numerous studies have found that it increases student involvement, autonomy, self-confidence, and excitement for learning. The technique stresses both the teacher's and the students' creativity, making it entertaining for all parties involved. In other areas of language acquisition research, "having fun" through interesting, engaging activities has also been found as a significant motivator of motivation (Printer, 2021).

Specifically, knowledge of existing vocabulary can also be expected to affect how much of the word is obtained through oral input, considering the extent of the voice is positively correlated with the ability to listen. Students who gain a wider range of vocabulary are likely to gain more words than oral input, as they better understand what input they get in the first place (Zhang & Graham, 2020).

CONCLUSION

Based on the findings of the research, analysis, and hypothesis testing, it can be concluded that the results of the 95% confidence level hypothesis test show that the significance data obtained is 0.02 less than 0.05 (0.02 < 0.05) and t-count is greater than t-table ($2,506 > 1,673$), indicating that H_a is accepted and H_o is rejected. H_a approved indicates that there is a difference between the vocabulary abilities of students in the experimental class and the vocabulary skill of students in the control class.

Based on the positive t-test results, the average in the experimental class is higher than the average in the control class by a factor of 5357. This demonstrates the effectiveness of the Teaching Proficiency through Reading and Storytelling (TPRS) method for enhancing students' vocabulary skill in an experimental class of VII F students from SMPN 1 Majasari.

To conclude the questionnaire result, it is known that students give a positive response to English learning using the TPRS method. As many as 93% students gave *agree* answers that the TPRS method makes them understand the vocabulary better and 89% students agree that TPRS method makes vocabulary memorable. This student response was also signified by the increase in scores on the post-test. The experimental class had a higher post-test score than the control class, for which they agreed that the TPRS method helped them to understand the material and it was easy to remember the vocabulary.

From this explanation, researchers found that the experimental class that applied the Teaching Proficiency through Reading and Storytelling (TPRS) method was more significant than the control class that did not apply the method. Suggestions that can be based on this research are the English teachers can apply Teaching Proficiency through Reading and Storytelling method in learning to improve students' vocabulary skill and the English teachers can use this method as a fun learning method and use interesting stories.

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