

การใช้การสอนแบบสมิทธิภาพด้วยการอ่านและการเล่าเรื่อง
เพื่อส่งเสริมผลสัมฤทธิ์การเรียนรู้คำศัพท์ของนักเรียนชั้นประถมศึกษาปีที่ 4
The Use of Teaching Proficiency through Reading and Storytelling
(TPRS) to Promote Vocabulary Learning Achievement of Fourth-Grade
Students

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บทคัดย่อ

การวิจัยในครั้งนี้มีวัตถุประสงค์เพื่อ 1) ศึกษาผลของการสอนแบบสมิทธิภาพด้วยการอ่านและการเล่าเรื่องที่มีต่อผลสัมฤทธิ์การเรียนรู้คำศัพท์ของนักเรียนชั้นประถมศึกษาปีที่ 4 และ 2) ศึกษาความคิดเห็นของนักเรียนที่มีต่อการเรียนภาษาอังกฤษโดยใช้การสอนแบบสมิทธิภาพด้วยการอ่านและการเล่าเรื่อง ประชากร คือ นักเรียนชั้นประถมศึกษาปีที่ 4 จาก 4 โรงเรียน กลุ่มตัวอย่าง คือ นักเรียนชั้นประถมศึกษาปีที่ 4 จำนวน 13 คน จากโรงเรียนบ้านหนองรัง อำเภอกะบุรี จังหวัดนครราชสีมา โดยใช้วิธีการสุ่มแบบกลุ่ม เครื่องมือที่ใช้ในการวิจัย ได้แก่ แผนการสอน แบบทดสอบวัดผลสัมฤทธิ์การเรียนรู้คำศัพท์ภาษาอังกฤษ และแบบสอบถามความคิดเห็นของนักเรียน สถิติที่ใช้ในการวิเคราะห์ข้อมูล ได้แก่ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน ค่าร้อยละและการทดสอบค่าทีแบบไม่อิสระ (t-test for dependent)

ผลการวิจัย พบว่า คะแนนเฉลี่ยผลสัมฤทธิ์การเรียนรู้คำศัพท์ภาษาอังกฤษของนักเรียนหลังจากเรียนแบบสมิทธิภาพด้วยการอ่านและการเล่าเรื่อง สูงกว่าก่อนเรียนอย่างมีนัยสำคัญทางสถิติที่ระดับ .05 และนักเรียนมีความคิดเห็นที่ดีต่อการเรียนภาษาอังกฤษ แสดงให้เห็นว่าการเรียนภาษาอังกฤษแบบสมิทธิภาพด้วยการอ่านและการเล่าเรื่อง สามารถส่งเสริมการเรียนรู้คำศัพท์ภาษาอังกฤษของผู้เรียนภาษาอังกฤษเป็นภาษาต่างประเทศได้

คำสำคัญ: การสอนแบบสมิทธิภาพด้วยการอ่านและการเล่าเรื่อง ผลสัมฤทธิ์การเรียนรู้คำศัพท์
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ABSTRACT

The research objectives of this study were: 1) to investigate the effects of Teaching Proficiency through Reading and Storytelling (TPRS) on students' vocabulary learning achievement, and 2) to examine students' opinions towards learning English using Teaching Proficiency through Reading and Storytelling (TPRS). The population was fourth-grade students from 4 government schools, and the samples were 13 fourth-grade students at Ban Nongrung School, Khonburi District, Nakhon Ratchasima Province. They were selected by using cluster random sampling. The instruments were the three lesson plans based on the TPRS, an English vocabulary learning achievement test, and a questionnaire. The data were analyzed using mean (\bar{X}), standard deviations (S.D.), percentage, and t-test for a dependent sample. The results of this research showed that the mean score of the post-test of the English vocabulary learning achievement of the participants who learned English using Teaching Proficiency through Reading and Storytelling (TPRS) was significantly higher than the pre-test one at the .05 level of statistical significance. The participants had favorable opinions about learning English using Teaching Proficiency through Reading and Storytelling (TPRS). This study indicated that using Teaching Proficiency through TPRS could effectively improve fourth-grade students' vocabulary learning achievement.

Keywords: Teaching Proficiency through Reading and Storytelling (TPRS),
Vocabulary learning achievement, Storytelling

Introduction

English is a global communication tool that almost all foreign countries use to communicate with each other. The English language is important to people because it is the main language that people use to convey information. It is also said that English language shows the civilization of education in that country, which can be used with fluency and accuracy for effective communication. The acquisition of English as a foreign language for Thai students is included and has become part of the Thai curriculum. This means that every student at every level must develop four skills: reading, writing, listening, and speaking. Thai students are required to study English from grade 1 to grade 12 (Ministry of Education, 2017).

Acquiring and learning vocabulary is an integral part of learning the English language. Sufficient vocabulary that the learners have acquired from a variety of sources is also necessary for effective communication. According to Alqahtani (2015), acquiring a sufficient vocabulary is crucial for successfully using a foreign language

since, without an extensive vocabulary, a language learner would be unable to use the structures and functions they may have learnt for comprehensible communication.

In Thailand, many methods are used in teaching English vocabulary as a foreign language. Most of the English teaching methods at the school emphasize teacher-centered methods, which provide less interaction between teachers and students. The students cannot achieve learning at the end of the course as they cannot speak or convey English. The cause is that they have a lower stock of vocabulary because the teaching method cannot motivate their interest in learning English. Harmer (2019) states that a teacher needs to be flexible and plan activities for some time. Therefore, the teacher should consider factors such as the teaching process and materials used in the classroom.

One of the successful teaching methods that can enhance vocabulary learning achievement is Teaching Proficiency through Reading and Storytelling (TPRS). TPRS, originally called TPR-Storytelling, was developed by Ray and Seely in 1998 (Ray & Seely 2019). It is a second language teaching method that develops fluency in teaching and learning a language by telling stories through gestures, translation, acting out, and pictures. It was adapted from the Total Physical Response teaching method, which is designed to assist students in learning English vocabulary through storytelling, reading, and retelling stories by using the target words from the stories.

Furthermore, while many studies have reported an increase in the use of the TPRS in teaching English language skills, very little research has been reported on vocabulary learning achievement. The purpose of this study is to investigate the effects of teaching English using the TPRS to promote vocabulary learning achievement.

Research Objectives

1. To investigate the effects of Teaching Proficiency through Reading and Storytelling (TPRS) on students' vocabulary learning achievement.
2. To examine students' opinions towards learning English using Teaching Proficiency through Reading and Storytelling (TPRS).

Significance of the Research

- 1) The results of the study can promote the vocabulary learning achievement of fourth-grade students.
- 2) The results of the study can help the teacher construct lesson plans to improve students' vocabulary knowledge.

3) The results of the study can help and support the students' opinions towards learning English using the TPRS.

Conceptual Framework

This study is one group pre-test and post-test design. It is expected that the use of Teaching Proficiency through Reading and Storytelling (TPRS) will effectively promote the vocabulary learning achievement of fourth-grade students. The TPRS is a method for teaching second language acquisition that uses interaction stories highly to provide comprehensible input which the language learner can understand (Lightbown & Spada, 2021, p. 106). The conceptual framework of this study is based on the TPRS method of Ray and Seely (2019), and Litchman (2018). The steps of teaching TPRS are divided into three main steps and are shown in Figure 1.

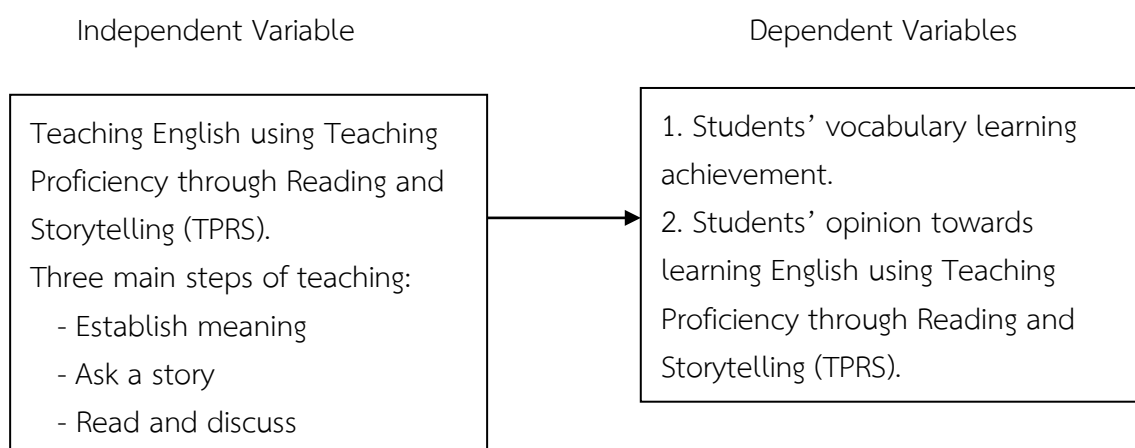


Figure 1 Conceptual framework

Research Methodology

1. Population and Samples

The population of this study was fourth-grade students from four government schools, of Nakhonthum Group, in Khonburi District, Primary Educational Service Area Office (PESA) 3, Nakhon Ratchasima Province, who was studying English in the second semester of the academic year 2021. The samples of this study consisted of 13 fourth-grade students at Ban Nongrung School, Khonburi district, Primary Educational Service Area Office (PESA) 3, Nakhon Ratchasima Province, in the second semester of the academic year 2021. The samples were selected by using cluster random sampling, consisting of 8 males and 5 females.

2. Instrumentation

2.1 The instruments used in the research procedure were the lesson plans based on Teaching Proficiency through Reading and Storytelling (TPRS), which were designed following the TPRS method of Ray and Seely (2019), and Litchman (2018). Each lesson lasted for four periods, making a total of 12 hours. The topics were The Careless Giant, Mr. Rabbit, and Mr. Turtle, and Little Red Riding Hood. The lesson plans were divided into three steps of teaching as follows:

2.1.1 Establish meaning: The teacher presents the new target words and grammar structures in the story and checks the students' comprehension of the words.

2.1.2 Ask a story: This step is creating a story where the teacher and the students will create a story together. While telling, the teacher should use the circling technique to check their comprehension, which is yes/no questions and wh-questions.

2.1.3 Read and discuss: The teacher gives a printed story and the students have to read the same story and translate the whole story. In the discussion, they have to discuss the story plot, characters, situations, and values. Then students retell the story to their classmates and act out following the characters.

The lesson plans were verified by three experts. The mean score of the lesson plan evaluation was 3.76, which meant the lesson plans were excellent. The lesson plans were tried out with students who were not sampled but had the same background knowledge as the samples.

2.2 The instruments for data collection were the English vocabulary learning achievement test used for pre-test and post-test assessment. The English vocabulary learning achievement test consisted of a vocabulary test, which is a kind of multiple-choice question with four alternatives. The questions asked the students to identify the meaning of words from the pictures or context and find the information and details from the reading texts. The difficulty index (p) of the test was from 0.40 to 0.77. The discrimination index (r) of the test was from 0.22 to 0.55, and the reliability of the test was 0.81, which meant the test was reliable. The questionnaire used to examine students' opinions about learning English using the TPRS consisted of 10 closed questions and three open-ended questions.

3. Data Collection

The data was collected in the second semester of the academic year 2021. First, the 13 fourth-grade students at Ban Nongrung School received a pre-test to investigate their vocabulary learning achievement before the treatment. Next, during the treatment, the three lesson plans of TPRS were conducted. The experiment lasted for six weeks, with two weeks for each lesson plan. Finally, after the experiment, the students completed a post-test to assess their English vocabulary learning achievement and a questionnaire to assess their attitudes toward learning English using the TPRS.

4. Data Analysis

The data from the vocabulary learning achievement test were analyzed using mean (\bar{X}), Standard Deviations (S.D.) percentage, and a t-test for the dependent. The data obtained from students' opinions towards learning English using the TPRS were analyzed using mean (\bar{X}), Standard Deviations (S.D.). Because the sample size in this study was small (13 students), the data obtained from the pre-test and post-test was tested for normality using the Kolmogorov-Smirnov (K-S) test before using the t-test.

5. Research Results

The results of the investigation of the effects of learning English using Teaching Proficiency through Reading and Storytelling (TPRS) are presented in Table 1 and Table 2.

Table 1 The fourth-grade students' pre and post-test and development scores on the English vocabulary learning achievement test (total score = 40 points)

Student No.	Pre-test		Post-test		Development	
	Score (40)	Percentage	Score (40)	Percentage	Score (40)	Percentage
1	11	27.50	25	62.50	14	35.00
2	11	27.50	16	40.00	5	12.50
3	14	35.00	21	52.50	7	17.50
4	8	20.00	26	65.00	18	45.00
5	8	20.00	13	32.50	5	12.50
6	10	25.00	18	45.00	8	20.00
7	12	30.00	22	55.00	10	25.00
8	6	15.00	16	40.00	10	25.00
9	12	30.00	22	55.00	10	25.00
10	13	32.50	32	80.00	19	47.50
11	9	22.50	18	45.00	9	22.50
12	9	22.50	26	65.00	17	42.50
13	17	42.50	32	80.00	15	37.50
\bar{X}	10.76	-	22.07	-	11.30	-
S.D.	2.91	-	5.96	-	4.80	-

As shown in Table 1, before learning English using the TPRS, the highest score on English vocabulary learning achievement was 17 points and the percentage was 42.50% (one student), and the lowest score was 6 points and the percentage was 15% (one student). After learning English using the TPRS, the highest score on English vocabulary learning achievement was 32 points and the percentage was 80% (two students), and the lowest score was 13 points and the percentage was 32.50% (one student). All sample students obtained higher scores in the post-test than in the pre-test.

Table 2 The comparison of mean score between the pre-test and post-test of fourth-grade students' English vocabulary learning achievement

Mode of Assessment	n	\bar{X}	S.D.	t	p
Pre-test	13	10.77	2.92	8.489*	.001
Post-test	13	22.08	5.96		

*p < .05

As shown in Table 2, the post-test mean score of the English vocabulary learning achievement of fourth-grade students was 22.08, which was significantly higher than the pre-test mean score (10.77) at the .05 level. This indicated that the students' English vocabulary learning achievement had improved after learning English using the TPRS.

The questionnaire used to study students' opinions towards learning English using the TPRS were shown in Table 3.

Table 3 Students' opinion towards learning English using the TPRS

Statements	\bar{X}	S.D.	Meaning
1. The lessons are interesting.	4.54	0.63	Agree
2. The content of the lessons is appropriate for the students' levels.	4.46	0.75	Agree
3. The learning materials are well-designed.	4.77	0.42	Strongly agree
4. The learning steps are well-arranged.	4.69	0.46	Strongly agree
5. The learning activities are appropriate for students' levels.	4.46	0.75	Agree
6. Learning English using Teaching Proficiency through Reading and Storytelling (TPRS) can effectively improve my vocabulary learning achievement.	4.69	0.61	Strongly agree
7. Learning English using Teaching Proficiency through Reading and Storytelling (TPRS) helps to stimulate my interest in learning English.	4.92	0.27	Strongly agree

Table 3 (Cont.)

Statements	\bar{X}	S.D.	Meaning
8. Learning English using Teaching Proficiency through Reading and Storytelling (TPRS) promotes group activities.	4.38	0.74	Agree
9. The knowledge from the lessons can be applied in daily life.	4.54	0.63	Agree
10. I like to learn English vocabulary through Teaching Proficiency through Reading and Storytelling (TPRS).	4.69	0.46	Strongly agree
Total	4.62	0.57	Strongly agree

As shown in Table 3, the assessment issue with the highest mean score indicated that most of the students strongly agreed that learning English using the TPRS helps to stimulate their interest in learning English ($\bar{X} = 4.92$). The assessment issue with the lowest mean score revealed that most of the students agreed that learning English using the TPRS promotes group activities ($\bar{X} = 4.38$). The total mean score of the questionnaire was 4.62. It could be concluded that students had positive opinions towards learning English using the TPRS. The followings are examples of students' opinions:

"Learning English using storytelling is fun and interesting." (Student A)

"I would like to learn English through reading and storytelling in the next lesson." (Student B)

"I can improve my vocabulary learning achievement by learning English through storytelling." (Student C)

Conclusion

The findings of this study revealed that the mean score of the post-test of the English vocabulary learning achievement of the samples who learned English using Teaching Proficiency through Reading and Storytelling (TPRS) was significantly higher than the pre-test at the .05 level. Furthermore, the results of the questionnaire revealed that the students strongly agreed that learning English using the TPRS can effectively improve their vocabulary learning achievement and enhance their positive opinions towards learning English using the TPRS.

Discussion

The positive results could be explained by the following aspects below.

Firstly, Teaching Proficiency through Reading and Storytelling (TPRS) is a method for language teaching using physical movement or gestures in which the students learn vocabulary and grammatical structures through comprehensible commands and instruction. In this study, there are three steps for learning, following Ray and Seely (2019) including 1) establish meaning: this activity has various purposes, including pre-teaching vocabulary, checking to understand and generating interest, 2) asking a story: this step enhances their vocabulary improvement through storytelling and creates communication between the teacher and the students, 3) reading and discussing: this step promotes cooperative learning in a small group with the mixed-ability of students which helps them to complete the task together.

Secondly, storytelling can enhance students' learning to practice English effectively to improve their vocabulary learning achievement. Ellis and Brewster (2014) stated the necessity to prepare materials, that the teachers can use: books, illustrations, media, art, pictures, story props, or puppets. Safdarian (2012) also stated that providing storytelling to the students in the classroom is helpful in learning because it demands the learners' imagination, increases motivation, and creates a meaningful context. Kara and Eveyik (2019) also investigated the possible effects of TPRS on very young learners' L2 receptive and productive vocabulary acquisition by using picture tests. The results showed that TPRS has a positive effect both on the recall and retention of receptive and productive vocabulary.

The results of the students' opinions towards learning English using the TPRS showed that students strongly agreed that learning English using the TPRS. Türkeş (2011) also indicated that the fifth-grade students gradually started to like the TPRS method due to stories; they had fun during the lesson; they found the topics covered in the lesson easily, and they learned new things.

In conclusion, although teaching English using Teaching Proficiency through Reading and Storytelling (TPRS) has not been widely used in vocabulary learning achievement in Thailand, this study confirms that learning English using the TPRS can be used in teaching English vocabulary. Moreover, the results from the questionnaire on students' opinions towards learning English using the TPRS supported students' opinions positively.

Recommendations

From this study, there are some recommendations for instruction, which are: 1) teachers should consider the story used in TPRS and students' background knowledge to formulate suitable learning materials and have a reasonable arrangement of learning activities. 2) teachers should focus on the three steps of teaching English using the TPRS, which are establishing meaning, asking a story, and reading and discussing to ensure that the students understand and master every step.

Recommendations for further study are: 1) The further study should implement the TPRS method to promote other language abilities, such as listening, speaking, reading, or writing. 2) Studies should investigate the TPRS with other story types which relate to students' levels and background knowledge.

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