



**Teaching Proficiency through Reading and Storytelling (TPRS) as a Technique to
Improve Vocabulary Skills of Malaysian Secondary School Students**

WONG LIN

21ATB01668

SUPERVISOR: Miss A.Avene a/p Atputharaj

UALZ 3023 - FYP2 REPORT

**SUBMITTED IN
PARTIAL FULFILMENT OF THE REQUIREMENTS
FOR BACHELOR OF ARTS (HONS) ENGLISH EDUCATION
FACULTY OF EDUCATION**

JUNE TRIMESTER 2025

© 2025 Wong Lin. All rights reserved.

This final year project is submitted in partial fulfilment of the requirements for the degree of the Bachelor of Arts (Honours) English Education at Universiti Tunku Abdul Rahman (UTAR). This final year project represents the work of the author, except where due acknowledgment has been made in the text. No part of this final year project may be reproduced, stored, or transmitted in any form or by any means, whether electronic, mechanical, photocopying, recording, or otherwise, without the prior written permission of the author or UTAR, in accordance with UTAR's Intellectual Property Policy.

Abstract

This study explores the effectiveness of Teaching Proficiency through Reading and Storytelling (TPRS) as a technique to improve vocabulary skills of Malaysian Secondary School Students. The objectives of the study are to investigate the effectiveness of using TPRS to improve secondary school students' English vocabulary skills and identify the students' responses towards the TPRS method. A group of 47 students participated in a four-week program where vocabulary was taught through TPRS method. Pre- and post-tests were conducted to measure the effectiveness of the TPRS method, and the students' responses were collected through a questionnaire. The pre- and post-test data were analyzed using Microsoft Excel and t-tests while the questionnaire was analyzed using descriptive method and past studies. The findings revealed that there are significant improvements in vocabulary skills after the intervention. The students also demonstrate positive attitude toward the TPRS method. According to the findings, this study suggested that the TPRS method can be an effective approach when it comes to language learning and apply in similar classroom settings to support language learning.

Keywords: Teaching Proficiency through Reading and Storytelling (TPRS), Vocabulary teaching, Reading, Attitude toward language learning, Malaysian Lower Secondary, Vocabulary Skills

Subject Area:

1. LB1025-1050.75 Teaching (Principles and practice)
2. LB1603-1696.6 Secondary education. High schools
3. LG173 Malaysia

Table of Contents

List of Tables, Figures, Symbols, Abbreviation, Terminology	I
Chapter 1.....	1
1.1 Background of the Study	1
1.2 Problem Statement.....	2
1.3 Research Objectives.....	3
1.4 Research Questions.....	3
1.5 Significance of the Study	3
1.6 Definition of Terms.....	4
Chapter 2.....	6
2.1 Introduction.....	6
2.2 Theoretical framework.....	7
2.3 Vocabulary Learning Strategies.....	8
2.4 The effectiveness of TPRS.....	10
2.5 Malaysian secondary school English Vocabulary Skills	11
Chapter 3.....	13
3.1 Introduction.....	13
3.2 Samples and Sampling Methods.....	13
3.3 Research Design.....	14
3.4 Instrumentation	16
3.5 Data Collection method	18

3.6 Data Analysis	19
Chapter 4.....	21
4.1 Reporting of data.....	21
4.1.1 Pre-test and Post test (Class 1).....	21
4.1.2 Questionnaire (Class 1).....	23
4.1.3 Pre-test and Post-test (Class 2)	24
4.1.4 Questionnaire (Class 2).....	25
4.2 Interpretation on the data	26
Chapter 5.....	29
5.0 Introduction of the chapter.....	29
5.1 Summary of the findings.....	29
5.2 Limitations of the study	30
5.3 Conclusion	32
5.4 Recommendations for future studies	33
References	35
Appendix	40

List of Tables, Figures, Symbols, Abbreviation, Terminology

1. List of Tables

Table No.	Title	Page
Table 4.1.1	Pre-test and Post-test Scores of Class 1	21
Table 4.1.2	Questionnaire results of Class 1 (Statements of questionnaire adopted from Muzammil & Andy, 2022)	23
Table 4.1.3	Pre-test and Post-test scores of Class 2	24
Table 4.1.4	Questionnaire results of Class 2 (Statement of questionnaires adopted from Muzammil & Andy, 2022)	25

2. List of Figures

Figure No.	Title	Page
Figure 1	TPRS Theory (adapted from Ray & Seely, 2004; Ponguagoon & Lornklang, 2022)	7
Figure 3.3	Conceptual Framework of the study	15

3. List of Symbols

Symbol	Meaning
\bar{X}	Mean
S^2	Variance
S_p^2	Pooled Variance

4. List of Abbreviation

Abbreviation	Full Form
TPRS	Teaching Proficiency through Reading and Storytelling

5. List of Terminology

Term	Definition
Intervention	A teaching method or strategy applied to improve learning outcomes.
Sample	A subset of the population selected for research.
CEFR level	A framework that can measure a language capacity based on 6 levels as an international standard.

Chapter 1

1.1 Background of the Study

In Malaysia education system, English is a very important subject that have been taught in school. According to Kementerian Pendidikan Malaysia (2018), studying English in schools are crucial as it can help students to gain access on the internet for the information they wanted. Besides gaining information on the internet, it is also a language for school leavers to use in their daily lives.

In this modern era, learning English Language have been crucial to everyone as it helps people to study the world. English have been the world language, as people can see and communicate through this language. However, learning English have been a challenge to students as students not only have to ace all the 4 skills – reading, writing, listening and speaking, they still need to master the grammar and vocabulary skills of the language. In fact, vocabulary have been very important to not only English but also other languages, because according to Yamat (2021), we cannot learn a language without vocabulary.

To address this challenge, this study will study the effect of Teaching Proficiency through Reading and Storytelling (TPRS) in teaching English Vocabulary. TPRS is a teaching method which developed in the 1980s by Blaine Ray, to teach Spanish in an English-speaking Highschool (Hedstrom, 2016). This teaching method have included both Krashen's Natural Approach and Asher's Total Physical Response (TPR) (Hedstrom, 2016). TPRS combines storytelling with actions, creating engaging, contextualized learning experiences where students can encounter high-frequency vocabulary in a personalized, interactive environment (Hedstrom, 2016). This method can bring a more

engaging experience while learning English Vocabulary and help them to learn new vocabulary in an interactive way (Hedstrom, 2016).

To study, the effect of Teaching Proficiency through Reading and Storytelling (TPRS) in teaching English Vocabulary have been a challenge to be identify in Malaysia, as Malaysia have rarely conduct studies related to this teaching method. TPRS is a great topic to study on is because it can help improve students' vocabulary in a more interactive and engaging way.

1.2 Problem Statement

According to Susanto (2017), vocabulary have been considered as the head of the language, however it is not valued when it was taught in the school. Grammar have been identified as the measurement on measuring student's English Achievement in nowadays (Nurlaili et al., 2015). However, it is questionable, when it comes to how students convey and understand the meaning of a conversation where they are lack on the vocabulary skills. It is important to focus on the vocabulary skills as it acts as a bridge that connects the reading, writing, listening and speaking skills by providing the meaning of the words (Nurlaili et al., 2015). Vocabulary is crucial as it helps students on convey the meaning using the specific word, without vocabulary, students will be lost while trying to convey the meaning of a certain conversation, projects and many more (Nurlaili et al., 2015).

Despite all the research made to enhance students' vocabulary skills, many of the students still suffer on learning vocabulary. Based on Wong et al. (2019)'s research on Malaysian Secondary School students Vocabulary size, many students can only understand

around 2000 words which the target supposed to be 3000-5000 words. With limitation of vocabularies, students are struggling after enrolling into a university due to the professional terms in journal article.

1.3 Research Objectives

1. To investigate the effectiveness of using TPRS method to improve secondary school students' English vocabulary skills.
2. To identify the students' responses towards the TPRS method.

1.4 Research Questions

1. How effective is the TPRS method in improving secondary school students' English vocabulary through TPRS method?
2. What are the students' responses toward the application of TPRS in teaching vocabulary skills?

1.5 Significance of the Study

This study is significant because it is one of the strategies that can help improving the students' vocabulary skills. TPRS is important to nowadays teaching method because students are more interested in studying using facts and stories than learning using the textbook and studying vocabulary word by word. Studying English vocabulary can become more motivating for students when they use TPRS. This study aims to improve secondary school students' English vocabulary skills through the TPRS method.

This study can provide benefits to the present teachers and the future teachers. This study provides a new teaching strategy to enhance students' English Skills. Teachers can use this study as a base and amend their way of teaching to make their classes more interesting. Although this study is focusing on the vocabulary skills, this teaching method are applicable to all the 4 skills, which are the reading, writing, listening and speaking skills.

This study not only provides benefits to the teachers but also the researchers. They might use this study as a model or an inspiration to learn more about the TPRS approach. This teaching method have many potentials for researchers to study on. This study can contribute on helping other researchers on developing the educational field. With these bear in mind, this study aims to investigate the effectiveness of TPRS in improving students' vocabulary skills.

1.6 Definition of Terms

1. Vocabulary

According to Lessard-Clouston (2013, as cited in Jaikrishnan & Ismail, 2021, pg. 299), vocabulary is defined as words of a language. Jaikrishnan & Ismail (2021) also mention that vocabulary is a term used to describe words in a language.

2. TPRS Method

According to Lichtman (2018), TPRS method focuses on teaching language by using stories. TPRS introduces new phrases in stories without explaining any possibilities for the verbs or rules about when to use which verb (Lichtman, 2018).

This approach's primary goal is to help teachers to spend maximum time in providing comprehensible input through teacher speech and reading (Lichtman, 2018).

3. CEFR level

Based on Wok Zaki and Darmi (2021), CEFR is a framework that can measure a language capacity based on 6 levels as an international standard. The 6 level are C2-C1 as advance level, B2-B1 as intermediate level and A2-A1 as elementary level. CEFR provides the foundations for language syllabi, exams, and textbook (Wok Zaki & Darmi, 2021).

Chapter 2

2.1 Introduction

According to Telfer (2012, as cited in Ascencio, 2023), one of the oldest arts that passed down for generations is storytelling which help people to understand and explain how the world is working, in fact based on him human brain is wired by stories. Haven (2007, as cited in Ascencio, 2023), these specific informative components, which make up a tale's fundamental design and satisfy the informational requirements of brain story maps, are what give stories their strength and efficacy.

The citizen in Malaysia nowadays is more aware of studying in university (Manan et al., 2013). Many of the form 5 students proceed to university and they need to read specialized textbooks, academic paper, etc (Manan et al., 2013). Hence, many of the students will encounter many low frequency words, like technical terms and sub-technical terms. Students will have a hard time on reading if they do not have enough knowledge about the vocabulary (Manan et al., 2013).

In this chapter, this study will be reviewing the literature on TPRS method as a technique to improve vocabulary skills of Malaysian Secondary Students. First, this study will provide the theoretical framework of this study which is the TPRS method. This study will also provide some definition of vocabulary skills. Later, this study will move to examine the effectiveness of TPRS method in the classroom.

2.2 Theoretical framework

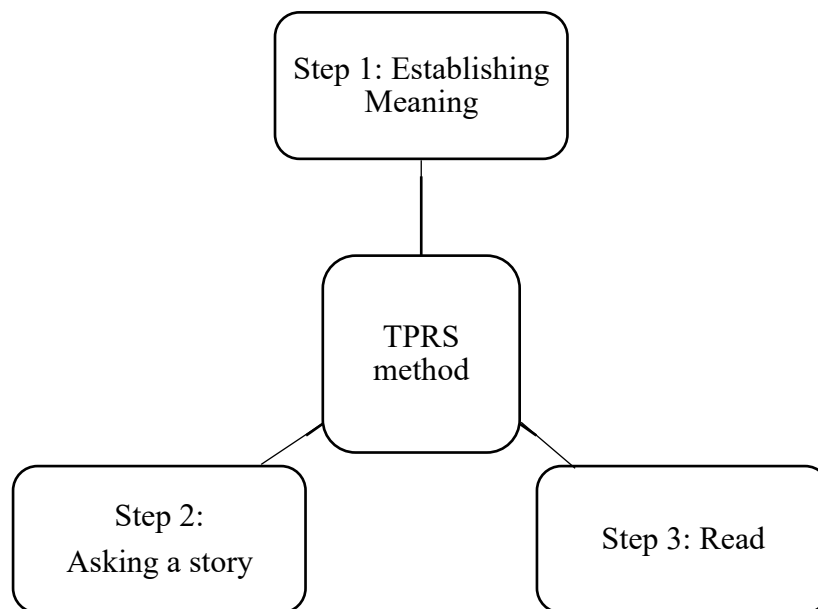


Figure 1: TPRS Theory (adapted from Ray & Seely, 2004; Ponguagoon & Lornklang, 2022)

In the 1980s, Blaine Ray developed the Teaching Proficiency through Reading and Storytelling (TPRS), and this method have been continued till this day (Hedstrom, 2016). This foundation of this method is Total Physical Response (TPR), however in this day, TPR is a relatively small part of this method (Asher, 1969 as cited in Debord, 2019). The core of a narrative language teaching and the primary valuable tools to deliver compelling comprehensible input to student is the class story (Hedstrom, 2016).

TPRS method consist of 3 steps, which are *establishing meaning*, *asking a story* and *read* (Ray & Seely, 2004). When it comes to *establishing meaning*, the teacher will have to provide the meaning of the vocabulary using English and ask a few questions using the new

vocabulary (Ray & Seely, 2004). During this step, teacher should clarify the students' misunderstanding and make sure that all students understand the vocabularies (Ray & Seely, 2004). In this step, teachers should present the main story and spends more time in explaining the story. The next step is "*Asking a Story*". According to Ponguagoon and Lornklang (2022), this is where students and teacher create a story together. The focus is that the teacher must use the circling method to check students' comprehension skills (Ponguagoon & Lornklang, 2022). By asking student questions, the student can remember the vocabulary rather than memorizing the meaning. The last step is the "*Read*". The steps, "*Establish meaning*" and "*Asking a Story*" are the foundation of "*Reading*", because these steps provide the foundations of the students' understanding on the vocabulary. In this step, the teacher will provide a printed story where the students will read and ask students to re-construct a new story using the new vocabulary learned (Ponguagoon & Lornklang, 2022).

This method is more on the teacher-directed, but a student-centred (Hedstrom, 2016). This is to be said due to the teacher is guiding the grammatical structure and the vocabulary, while the students are the one that determine how the story goes by providing interesting answers based on teacher's questions (Hedstrom, 2016).

2.3 Vocabulary Learning Strategies

Vocabulary Learning Strategies (VLS) are essential tools for students when a student learning a new language. They can be divided into two categories: consolidation strategies, which concentrate on remembering and using new vocabulary through communication, associations, and repetition, and discovery strategies, which entail figuring out the meanings of unknown words (Jaikrishnan & Ismail, 2021). Metacognitive Strategies, Memory Strategies, Social Strategies, and Cognitive Strategies are some of the different types of VLS (Jaikrishnan

& Ismail, 2021). VLS can be attained through incidental learning, which happens indirectly through reading, watching media, or having discussions, or purposeful learning, like writing definitions or remembering word lists (Jaikrishnan & Ismail, 2021). With resources like vocabulary applications, computer-assisted language learning (CALL), and games offering fun and interactive methods to reinforce vocabulary knowledge, technology plays a big part in VLS (Jaikrishnan & Ismail, 2021). These tactics demonstrate how flexible and dynamic VLS is, accommodating various learning preferences and context (Jaikrishnan & Ismail, 2021).

Another study discusses how Saudi students use Vocabulary Learning Strategies (VLS) in an EFL context. It shows modest use, with the most common methods being social and cognitive. Memory, cognitive, social, and application are important tactics (Yaacob, Shapii, Saad Alobaisy, Mugahed Al-Rahmi, et al., 2019). Cognitive tactics include consulting dictionaries, taking notes, and practicing pronunciation, whereas memory strategies use repetition and mnemonic devices to help with recall (Yaacob, Shapii, Saad Alobaisy, Mugahed Al-Rahmi, et al., 2019). While guiding techniques entail deriving meanings from context or visual assistance, social strategies entail cooperative learning through peer interactions and group debates (Yaacob, Shapii, Saad Alobaisy, Mugahed Al-Rahmi, et al., 2019). The frequent use of new vocabulary in speaking or writing assignments is emphasized by application tactics (Yaacob, Shapii, Saad Alobaisy, Mugahed Al-Rahmi, et al., 2019). By incorporating Brown and Payne's Five-Stage Model, the study offers a methodical framework for comprehending and using VLS in EFL contexts (Yaacob, Shapii, Saad Alobaisy, Mugahed Al-Rahmi, et al., 2019).

2.4 The effectiveness of TPRS

The impact of Teaching Proficiency through Reading and Storytelling (TPRS) in enhancing speaking abilities among Indonesian high school students is examined in a study conducted by Nugraha (2021). The study used an experimental design with pre-tests and post-tests, and a significance value of less than 0.05 showed that the experimental group's speaking scores had significantly improved (Nugraha, 2021). The qualitative data also showed that students were more engaged in speaking activities, had less nervousness, and had more confidence (Nugraha, 2021). TPRS was successful in breaking down linguistic, psychological, and cognitive obstacles by tackling important issues like a lack of contextual awareness, anxiety of making mistakes, and vocabulary deficiencies (Nugraha, 2021). These results highlight the value of TPRS as a speaking skill development method since it promotes fluency and positive student attitudes.

To improve holistic language abilities, Kanchana and Prativa (2020) investigated the application of Teaching Proficiency through Reading and Storytelling (TPRS), a storytelling-based method. Their results demonstrated how TPRS might enhance LSRW (listening, speaking, reading, and writing) abilities by establishing a relaxed atmosphere that encourages natural conversation and lessens apprehension about grammatical mistakes. It was discovered that the method's focus on multimodal engagement—which includes story frameworks, imagery, and vocalization—activates many intelligences, improving non-verbal communication skills including body language, intonation, and gestures as well as linguistic abilities (Kanchana & Prativa, 2020). Students who actively participated in storytelling not only improved their communication skills but also found the process to be interesting and memorable (Kanchana & Prativa, 2020). These results support the efficacy of TPRS as a

flexible teaching approach for fostering language competency in a range of educational settings.

The impact of Teaching Proficiency through Reading and Storytelling (TPRS) on vocabulary acquisition in Turkish preschoolers was investigated by Kara and Eveyik-Aydın (2019). The study, which used a pretest-posttest methodology, discovered that TPRS dramatically increased receptive vocabulary whereas productive learning shown modest but consistent gains (Kara & Eveyik-Aydın, 2019). This finding supports the notion that in language acquisition, comprehension comes before production. Furthermore, weeks after education, children were still able to retain a large portion of the vocabulary, indicating the method's long-term success (Kara & Eveyik-Aydın, 2019). The study also underlined how crucial it is to modify TPRS for young students by adding interactive, kinaesthetic, and sensory exercises that suit their developmental requirements (Kara & Eveyik-Aydın, 2019). These results support the flexibility and effectiveness of TPRS in early childhood education, especially regarding vocabulary acquisition.

2.5 Malaysian secondary school English Vocabulary Skills

The study conducted by Mayadi and Yamat (2021) focused on identifying the Malaysian Lower Secondary school students' proficiency on vocabulary skills and the effectiveness on using audio-visual materials in enhancing student's vocabulary skills. The researchers have identified that the level of vocabulary for many of the lower secondary school students are intermediate level where only 13.33% of the students are in advance level (Mayadi & Yamat, 2021). This research has shown that it is crucial for improving students' vocabulary skills.

Another study from Wong et al. (2019) have investigated about using the Vocabulary Level Test (VLT) to measure the vocabulary size of Malaysian secondary school students and determines whether final-year students have enough vocabulary to succeed in postsecondary education. According to their research, secondary school students' vocabulary size is comparable to that of university students, indicating that it did not alter after three years of education. They mentioned that that it is crucial for students to have at least 5000-to-10000-word levels. Hence, it is important for students to learn vocabulary in Malaysia.

Chapter 3

3.1 Introduction

In this chapter, the investigation on the effectiveness on using TPRS method to improve Malaysian Secondary School students' vocabulary skills and the responses of the students after being teach using the TPRS method will be explained using the research methodology chosen. The methodology is designed to make sure that the data is reliable and aligns with the research objectives. It begins by describing the target population and the sampling methods that will be used to determine the participants.

Next, this chapter will outline the research design, providing an insight into the conceptual framework that illustrates the relationship between the variables and the overall approach. The instruments used for data collection, such as questionnaires and the comparison results between the pre-test and the post-test, are also detailed, along with the steps taken to ensure their validity and reliability.

The procedures for data collection are then explained, emphasizing ethical considerations such as obtaining informed consent and ensuring confidentiality. Finally, the chapter concludes with a description of the data analysis techniques, including both qualitative and quantitative methods, used to interpret and present the findings in a systematic manner.

3.2 Samples and Sampling Methods

The study focuses on Malaysian Secondary School students. A total of 47 participants were selected to ensure the study was comprehensive and representative. The participants

included will be aged 14 years old (Form 2). These individuals were chosen for their relevance to the research objectives and their ability to provide meaningful insights.

The participants were chosen using the cluster sampling technique. This approach was chosen since it speaks of groups that are picked at random rather than individuals (Singh et al., 2006). All the members of selected groups have similar characteristics. For instance, instead of randomly pick students from all form 3 students in Perak, we can randomly pick 1 Form 3 classrooms and use all the students in each classroom. Participants are required to be a Form 2 average or low proficiency student. Individuals who are high proficiency students were excluded from the study.

The available resources and the limitations of a one-person researcher are used to establish the sample size. 47 participants in all were thought to be sufficient to produce trustworthy and useful results while taking time and resource restrictions into account.

3.3 Research Design

The study was guided by a conceptual framework that illustrates the relationship between the key variables involved in the study. The framework is designed to address the research objectives by exploring the effectiveness on using TPRS method to improve Malaysian Secondary School students' vocabulary skills and the responses provided by the students after experiencing the TPRS method.

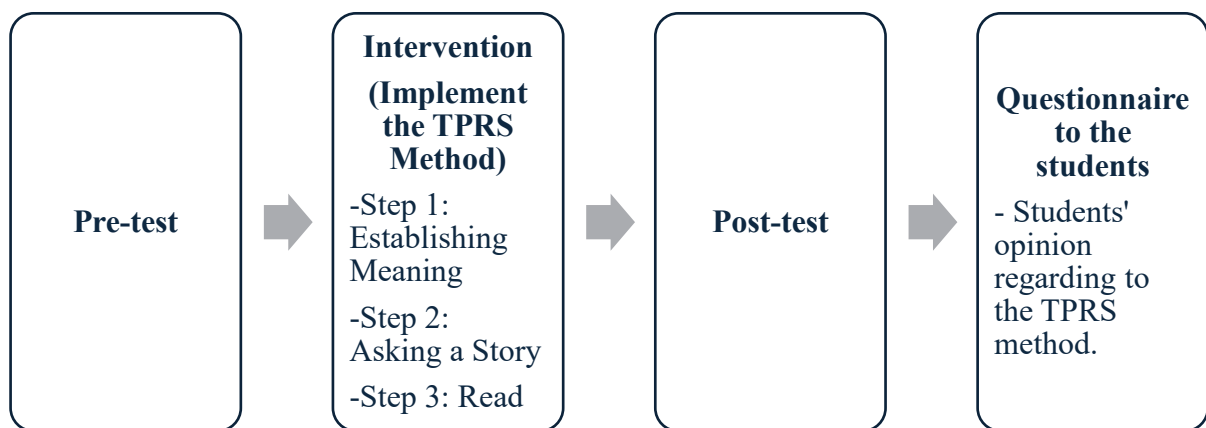


Figure 3.3 Conceptual Framework of the study

The conceptual framework identifies the effectiveness of the TPRS method towards enhancing their vocabulary skills. It also considers the students' response towards the new teaching method, which may influence the relationship between the key variables. For instance, the framework posits that TPRS method can improve Malaysian Secondary School Students' vocabulary skills. This structure ensures a systematic approach to investigating the research questions.

This study uses experimental research design to align with the objective. This study will use a group of pre-test and post-test experimental design. Data collection from participants occurs both before and after they participate in an intervention or program when using a pre-test and post-test design (Nuis et al., 2024). Therefore, in this study, students at Malaysian secondary school will go on a pre-test session before implementing the method and a post-test session to identify if they have improved on their vocabulary. The intervention will be a 1-month program, which students will learn vocabulary using the TPRS method once a week, therefore it should only have 4 class period in this intervention and each class period will be 1 hour per week. To successfully conduct the post-test session, the researcher will conduct the

class using the three steps of TPRS based on Hedstom (2016). The three steps start with establishing meaning of the word, which is introduce and reinforce grammatical structures using translation, gestures, and short activities to ensure comprehension. Then, tell a class story which require to create a simple, engaging story with the class that uses the target structures, emphasizing repetition and comprehension. Lastly, is reading. This step involves of reinforce and expand on the material through reading activities that may include slightly more advanced language than used in the story. After learning new vocabulary using the TPRS method, the participants will be tested again.

There will be one round of completion of the study's questionnaire. The pre-test and post-test experiments will be place prior to the questionnaire. The questions in the questionnaire will be related to the opinions of the students, to identify whether the students like the teaching method. Only the thoughts and suggestions that students can generate after learning English vocabulary through the TPRS approach will be the subject of this questionnaire. The researcher will give out the questionnaire after the students have taken the post-test and the test results have been discussed with the students.

3.4 Instrumentation

The primary instruments used for data collection were pre-test question papers and post-test question papers to improve Malaysian Secondary School students' vocabulary skills along with a structured questionnaire to investigate the responses of the students after being teach using the TPRS method. The pre-test and post-test questions were designed to measure the participants knowledge before and after an intervention. Both tests consist of 15 multiple choice questions of vocabulary from 1 CEFR level: intermediate level. Both tests will be having the same vocabulary. Each test will be differentiate based on their age (Form 1, Form 2, and

Form 3) as they have different vocabulary level. The questions were aligned with the learning objectives or program goals to ensure validity. The pre-test aimed to establish a baseline, while the post-test evaluated changes resulting from the intervention.

The questionnaire consists of 2 sections, the first section of the questionnaire will be demographic information which is related to the age, gender, and the education level of the participants and the second section of the questionnaire will be having specific questions related to the responses from the students after experiencing the teaching method on TPRS method. Questions were measured on a 5-point Likert scale ranging from “Strongly Disagree” to “Strongly Agree”. Likert scale refers to measure the preference of an attitude or an opinion (Joshi et al., 2015).

The instruments were administered through a physical platform, as the participants are students, and they have limited access to technology in school. Data collected through this process were analysed using the T-test method. T-test is to find the significance of the difference between the means of the two samples for this purpose (Al-kassab, 2022).

All the data collected will also be analysed digitalise using the Microsoft Excel. Microsoft Excel is a spreadsheet application which uses columns and rows to manipulate, organize, and perform calculation with data (Stachowiak, 2018). While the questionnaire offered contextual insights and ensured a thorough review of the students' responses after acquiring vocabulary through the TPRS approach, the use of pre-test and post-test question papers allowed for a direct measurement of changes attributable to the intervention.

3.5 Data Collection method

The data collection was conducted systematically to ensure reliability and consistency. The steps will be started from asking permission to conduct this research from the chosen secondary school. After obtaining the approval, the researcher will author an email to the principal of the chosen secondary school to officially inform him/her about the study and how will the study take place. Further, the researcher will ask the principal for cooperation on providing an agreement to the students' parents about the risk of answering the questionnaire as the data collected will be used to analyse and written in the findings in this study.

The researcher will request permission from the principal to administer the pre- and post-tests to the students. The test will take about thirty minutes to complete. Between the pre- and post- test, the participants will go under an intervention period, which involves the learning vocabulary from using the TPRS method. During the pre-test session, the students will be completing 15 questions regarding to the CEFR intermediate level questions. The test will take around 30 minutes. For the post-test session, it is also like the pre-test session. For the intervention period, the researcher will conduct a class using the TPRS to teach vocabulary through a 1-month time, where every week consist of 1 hour class.

After conducting the test, the researcher will provide the questionnaire for the students to answer immediately. The time for answering the questionnaire will only take up five to ten minutes. The researcher will collect the questionnaire after the students answer the questionnaire.

3.6 Data Analysis

The quantitative data collected through the pre-test and post-test session, and the effectiveness of the intervention was determined by analysing the questionnaire using statistical methods. The data from the questionnaire will be analysed using the computer software to calculate the results. The data will be calculated using the T-Test calculation method. After calculating the results, the researcher will compare the results seeing if the TPRS method is effective on improving students' vocabulary skills. The data collected from the questionnaire will be 5-point Likert scale questions. These questions will be analysed using journal article to identify the reason why students' choosing "Strongly Agree" or "Strongly Disagree". The questions are related to the experience after students participate in the TPRS program.

The pre-test and post-test, which a total of 15 points per test round, and the results will be analysed using a combination on both Microsoft Excel and T-Test statistical method. The Microsoft Excel will be providing descriptive data of the results. On the other hand, the T-Test statistical method will be providing the data about the comparison of the results and determine whether TPRS is effectively improving students' vocabulary skills.

For the questionnaire, this study will be only implementing the descriptive method. The data collected will be visualized using the table format. The researcher will be explaining the results by interpreting the students' opinions. This interpretation will be supported by journal articles.

The results from the pre-test and post-test will provide the measurable evidence of the improvement of student's vocabulary skills through TPRS method, while the questionnaire responses offered additional context. The pre-test and post-test data will be presented in tables

to visualize the improvement. The questionnaire responses will be presented in frequency tables for ease of interpretation. This approach ensures that both results of the pre-test and post-test and the participants feedback are thoroughly addressed and will be aligned with the research objectives.

Chapter 4

4.1 Reporting of data

This section displays the scores of the pre-test, and post-test and the responses of questionnaire and the analysis of the data collected. It includes the descriptive statistic and a t-test analysis that aligned with the research objectives and questions.

4.1.1 Pre-test and Post test (Class 1)

Class 1		
<i>Participant</i>	<i>Pre-test</i>	<i>Post-test</i>
A	21	24
B	15	22
C	21	23
D	16	21
E	20	22
F	17	20
G	19	23
H	13	23
I	12	16
J	13	21
K	10	20
L	17	22
M	21	24
N	18	20
O	20	24
P	22	24
Q	21	24
R	13	21
S	10	19
T	20	20
U	18	22
V	21	24
W	23	24
X	17	22
Total	418	525
Mean (\bar{X})	17.42	21.88

Table 4.1.1 Pre-test and Post-test Scores of Class 1

To find the differences between Class 1 students' pre- and post-test results, a two-sample t-test was utilized, assuming equal variances. Students' performance before and after TPRS intervention was analysed to see if there was any significant difference.

Based on table 4.1.1, the \bar{X} score for pre-test is 17.42, while the \bar{X} score for post-test is 21.88. To calculate the variance (S^2), each data points were subtracted the \bar{X} score, and each deviation were squared. The total of all deviations will be divided by the sum of data points minus one ($N-1$). Hence, S^2 for pre-test is 15.04, while S^2 for post-test is 4.11. There are twenty-four participants who took the pre-test and post-test.

A pooled variance (S_p^2) and standard error's value is needed to calculate the t-test. Pooled variance was calculated by averaging the variability of both groups, considering both having equal size. The result of S_p^2 is approximately 9.57. The standard error shows the expected S^2 in the differences of the two means. The calculated result is approximately 0.893.

Using the all the calculated data, the t-statistic was calculated using Microsoft Excel. The difference in \bar{X} ($21.88 - 17.42$) was divided by the standard error, which resulted in t-value of 4.99 with 46 degrees of freedom. The t-value exceeded the crucial value of approximately 2.01 at the 0.05 significance level when the data was compared to it. A p-value of less than 0.001 indicates that the findings are statistically significant.

These findings imply that the intervention was successful in raising students' performance since the scores rose statistically significantly from the pre- to the post-test.

4.1.2 Questionnaire (Class 1)

Class 1							
No.	Statements of Questionnaire	1	2	3	4	5	Score that majorly students pick
1.	TPRS method is new to me.	2		11	8	3	3
2.	I love studying English using TPRS Method.		4	13	4	3	3
3.	TPRS method helps me learn and recognize new vocabulary.		1	6	13	4	4
4.	TPRS method helps me learn and recognize correct sentence structure.		2	7	11	4	4
5.	TPRS method helps me learn and understand reading comprehension.	1	1	6	13	3	4
6.	TPRS method helps and encourage me to participate more actively in the classroom.		3	11	10		3
7.	TPRS method helps me learn to remember vocabulary well.		1	10	12	1	4
8.	TPRS method encourages me to participate more actively in English communication.		1	12	8	3	3
9.	TPRS method helps me learn to create indirect speech.	3	1	16	3	1	3
10.	TPRS method encourages me to learn context-based English expression		1	11	10	2	3

Table 4.1.2 Questionnaire results of Class 1 (Statements of questionnaire adopted from Muzammil & Andy, 2022)

Students generally have a positive opinion of TPRS, according to the results of the Class 1 questionnaire. Statements 2, 3, 5, 7, and 9 received majority scores of 4, indicating that although many students (majority score 3) said that TPRS is relatively new to them, they strongly agreed with its effectiveness in learning and recognizing new vocabulary, understanding reading comprehension, remembering vocabulary, and creating indirect speech. In a similar vein, students gave TPRS a relatively neutral assessment (score 3) when it came to its ability to promote active engagement, English communication, and the acquisition of context-based English phrases (statements 6, 8, and 10). However, they did find it useful in identifying proper sentence structures (statement 4). Though it might need extra tactics to improve student engagement and communication skills, the results generally indicate that TPRS is well-received, especially for vocabulary development and comprehension.

4.1.3 Pre-test and Post-test (Class 2)

Class 2		
<i>Participant</i>	<i>Pre-test</i>	<i>Post-test</i>
1	20	24
2	15	14
3	6	12
4	10	15
5	18	23
6	13	16
7	18	21
8	17	22
9	11	20
10	16	21
11	10	15
12	13	13
13	13	12
14	13	15
15	18	23
16	19	24
17	20	22
18	8	16
19	21	24
20	10	12
21	7	14
22	13	15
23	22	24
Total	331	417
Mean (\bar{X})	14.39	18.13

Table 4.1.3 Pre-test and Post-test scores of Class 2

Class 2 pre- and post-test scores are measured using the same methods as Class 1. The \bar{X} score for the pre-test was 14.39, while the post-test \bar{X} score was 18.13 (Table 4.1.3). The S^2 was calculated by squaring each deviation and subtracting the \bar{X} score from each data point. The sum of all deviations will be divided by the total number of data points less one (N-1). As

a result, S^2 for pre-test is 21.79, and S^2 for post-test is 20.75. There are twenty-three individuals in the pre- and post-test.

S_p2 and the standard error value are needed to calculate the t-test. The result of the S_p2 is around 21.27. The standard error result that was calculated is roughly 1.36. A t-value of 2.75 with 44 degrees of freedom was obtained by dividing the difference in \bar{X} ($18.13 - 14.39$) by the standard error. When comparing the data to the crucial value, which was around 2.02 at the 0.05 significance level, the t-value surpassed this threshold of significance. A statistical significance was founded when the p-value was less than 0.05 (0.009).

The fact that the student results significantly improved from pre-test to post-test indicates that the intervention was beneficial.

4.1.4 Questionnaire (Class 2)

Class 2							Score that majorly students pick
No.	Statements of Questionnaire	1	2	3	4	5	
1.	TPRS method is new to me.	1	1	4	6	11	5
2.	I love studying English using TPRS Method.			10	6	7	3
3.	TPRS method helps me learn and recognize new vocabulary.		1	5	6	11	5
4.	TPRS method helps me learn and recognize correct sentence structure.			12	9	2	3
5.	TPRS method helps me learn and understand reading comprehension.			10	9	4	3
6.	TPRS method helps and encourage me to participate more actively in the classroom.		2	4	10	7	4
7.	TPRS method helps me learn to remember vocabulary well.		1	10	8	4	3
8.	TPRS method encourages me to participate more actively in English communication.	2	3	9	6	3	3
9.	TPRS method helps me learn to create indirect speech.	2	1	5	12	3	4
10.	TPRS method encourages me to learn context-based English expression			8	9	6	4

Table 4.1.4 Questionnaire results of Class 2 (Statement of questionnaires adopted from Muzammil & Andy, 2022)

According to the results of the Class 2 questionnaire, students' opinions of the TPRS method are largely favourable, with multiple statements obtaining high agreement ratings. With the greatest majority score of 5, statements 1 and 3 demonstrated a strong recognition of the method's novelty and efficacy in vocabulary learning. Additionally, statements 6, 9, and 10 had a score of 4, indicating that students think TPRS promotes classroom engagement, fosters indirect speech, and aids in the development of context-based English language. However, the majority score for statements 2, 5, 7, and 8 was 3, indicating that although students find TPRS entertaining and useful for communication, vocabulary retention, and comprehension, their agreement was only moderate. Overall, Class 2 responded to TPRS more favourably than Class 1, especially when it comes to vocabulary acquisition.

4.2 Interpretation on the data

The findings indicate that majority of the students improve after the intervention of the TPRS method which indicate that it is effective to them. This maybe because of storytelling is interesting and easy to catch up. In Class 1, the mean scores increase from 17.42 to 21.88 showing a steady improving in their vocabulary skill. Similarly, in Class 2, students improved after the intervention of the TPRS method, which can be seen by the score mean increases from 14.39 to 18.13. These shown that students are more likely to study through TPRS method compared to the traditional method. The findings shows that the scores scored by the students from Class 1 is higher than Class 2. Class 1 is a higher intermediate class, which in the school it is rank as the 3rd class. Class 2 is lower intermediate class, which in the school, this class is rank as the 5th class. The proficiency level for the 2 classes is different. Hence, the scores from

both classes can be seen different. However, even though the scores are different, but it still can see the improvement of both classes.

These findings can be supported by past studies. Ponguagoon and Lornklang (2022) reported that students' interest on study through the TPRS method had improved the student's vocabulary skill through this method, which reinforcing the reliability of the current findings. Additionally, Utami et al. (2023) has also shown similar result where experimental students improved through the TPRS method compared to the control classroom students.

Furthermore, the questionnaire results revealed positive responses from both classes. For example, 13 out of 24 pupils from Class 1 voted 4 (Agree) and 11 out of 23 pupils from Class 2 voted 5 (Strongly Agree) that TPRS method help them to learn new vocabularies. However, compare to Class 1, Class 2 most likely have more interest in learning vocabularies through the TPRS method. According to the questionnaire data, the answers majorly given by the students from Class 1 for the questionnaire is either on 4 (Agree) or 3 (Neutral). Class 1 more likely to study through the traditional method compared to the TPRS method. This reason is maybe because they are higher in language proficiency they expected to learn the vocabularies using advance explanations instead of stories. For Class 2, they like using the TPRS method, because the story makes them more engaging in class as they are low proficiency. They enjoy the TPRS method because they can learn vocabularies while enjoying the story.

The results of the questionnaire for both classes can also be supported by past studies. Muzammil and Andy (2022) provides similar report where students expected studying through TPRS method than studying traditionally. Utami et al. (2023) also reported that students

provide positive response to the TPRS method, where the majority students agree that TPRS method help the students to understand the vocabulary and had made it more memorable.

Overall, the data supports the conclusion that TPRS method can effectively improve students' vocabulary skill effectively and student provide positive response towards this method, echoing past studies such as Ray and Seely (2005), which emphasized that TPRS method is effective while teaching languages.

Chapter 5

5.0 Introduction of the chapter

This chapter will provide a summary of the results, the study's conclusion, and suggestions for additional research. The summary focuses on the main findings that were discovered following the analysis of the test results and questionnaire responses. The study's overall viewpoint is given in the conclusion. Finally, the recommendations for future studies are offered to guide future practice, teaching approaches, and future studies.

5.1 Summary of the findings

The study has identified that TPRS is effective when it comes to students learning vocabulary, although both classes showed different outcomes. The post-test scores show significant improvement after the intervention compared to the pre-test scores. The test scores of Class 1 increase from 17.42 to 21.88 (25.60%), indicates that steady improvement which mean the TPRS method help students to strengthen their existing knowledge while expanding their vocabulary. On the other hand, Class 2 showed an improvement from 14.39 to 18.13 (25.99%). Although in the mean score is lower than Class 1, the percentage growth was marginally higher. These test scores confirmed that TPRS is beneficial to students with low proficiency, as it helps students to learn more effectively and gain confidence in their language use. Overall, TPRS can help both high and low proficiency students in terms of strengthening their vocabulary and learning new vocabulary.

Additionally, the questionnaire results revealed that students from both classes provide positive responses toward the TPRS method, with 13 out of 24 pupils from Class 1 voted 4 (Agree) and 11 out of 23 pupils from Class 2 voted 5 (Strongly Agree) that TPRS method help

them to learn new vocabulary. These responses were consistent with the test scores, as both sets of data highlighted the effectiveness of TPRS in lower secondary students. The high number of students that voted on 4 (Agree) and 5 (Strongly Agree) suggests that they found the method more engaging than traditional study method, the central feature of TPRS method, storytelling made the learning experience memorable and meaningful.

The quantitative statistics from both sets of data showed how student performance improved after using TPRS, and the students' opinions about it also showed how good TPRS is at helping lower secondary students learn vocabulary. For Class 1 students, TPRS served to reinforce and stabilize their existing knowledge, while for Class 2 students, TPRS functioned to build and expand their vocabulary knowledge where it was lacking. When both data are combined, it increases the credibility to the conclusion where TPRS method is an effective teaching strategy for vocabulary development.

Overall, the study concludes that TPRS provides benefits to students across proficiency level, although the results show differently. When Class 1 method uses TPRS, it strengthens and extend their vocabulary, while Class 2 uses TPRS, it helps them to gain new vocabulary knowledge. Even though both classes show different results, there is no doubt that TPRS method is not only a method to improve vocabulary but also a strategy for learners to be motivated in language learning.

5.2 Limitations of the study

While this study provided valuable results in the effectiveness of TPRS methods towards lower secondary school students, there were still limitations that can be found in the study.

The small sample size did not allow the study to examine generalizability of the study. This study was conducted with a limited number of participants drawn from a single school. The findings of this study might not be able to represent different regions, school types, or cultural contexts. This might limit the teacher's ability to apply this method in a class.

The study's one month duration, while aligning with the school's DSKP, presents a significant limitation. Although the time was sufficient for the study, it is not enough to determine the improvement made by the students in other areas after the intervention. A longer duration would allow future researchers to get better insight into the long-term effectiveness of the TPRS method.

Another limitation is that this study only focuses on one language domain. This study only focused on vocabulary skills to examine the effectiveness of the TPRS method. This study is incomplete because it did not assess the other 4 skills, speaking, writing, listening and reading skills, of which the full potential of the TPRS method was not being assessed.

The study was limited, as this study only relies on quantitative data only. The method of this study relied only on tests and questionnaires. Due to the lack of qualitative data, like classroom observations, and student and teacher interviews, the study lacked understanding the reasons of the findings of the study.

The study is limited by the lack of information on the teachers' perspective on TPRS. The teacher's experiences, challenges, and perceptions of the practicality, workload, and effectiveness of the TPRS method are crucial data to understand the method's practicality and it was not captured in this study.

Finally, the study did not evaluate the use of technology on TPRS. In this modern era, technology has become a must while conducting lessons. This study had failed to integrate technology while collecting data from the classrooms. This limits the study's relevance to the technology and a missed opportunity to investigate the students' engagement in both technology and TPRS methods.

In conclusion, these limitations help us to define the boundaries within the findings that need to be considered. They also provided a clear and valuable blueprint for future study to build upon this study and develop a more comprehensive understanding of the TPRS method.

5.3 Conclusion

To sum up, the results of this study demonstrate that TPRS works well for improving students' vocabulary across a range of proficiency levels. There are two research questions asked at the beginning of the study. The first aligns with the test results, while the second aligns with the questionnaire.

The first research question, *“How effective is the TPRS method in improving secondary school students' English vocabulary through TPRS method?”* was being answered. It is effective while improving students' vocabulary skills. Both Class 1 and Class 2 shows significant improvement after the intervention, showing that TPRS is not only suitable for strengthening the existing knowledge but also the support students that are low proficient in gaining new knowledge. This highlights the flexibility of TPRS as a teaching strategy, because it can meet the needs of various levels of students.

The second research question, “*What are the students' responses toward the application of TPRS in teaching vocabulary skills?*” was also being answered. The results from the questionnaire revealed that students from both classes responded positively toward the TPRS. Many shows agreement or strong agreement on TPRS had help them on learning new vocabulary more effectively. This positive feedback shows that the key concept of TPRS, storytelling, had created a more engaging and memorable learning experience compared to traditional methods, it increases students’ motivation and interest in vocabulary learning.

Taken together, the effectiveness in student performance and the positive responses collected from the questionnaire suggest that TPRS is effective in vocabulary teaching in lower secondary classrooms. It not only increases students' vocabulary but also fosters a fun and encouraging learning atmosphere. The overall conclusion is that TPRS can effectively applied in the classroom with students of different proficiency levels, making this method an applicable strategy for language teachers seeking to improve students’ language skills and engagement.

5.4 Recommendations for future studies

According to the findings and limitations of the study, there are a few recommendations can be made for future studies. Firstly, future studies should involve larger sample especially involving different school from different regions. This would allow the results of this study to be more generalize and provide a clearer insight of the ways on implementing TPRS method in various classroom context.

Secondly, this study was conducted in a very short time which is 1 month to align with the school’s DSKP. Extending the duration of the study, researchers can have more time to observe students’ improvement after the intervention of TPRS.

Thirdly, this study only focuses on vocabulary learning. Future researchers can focus on the other 4 skills, reading, writing, listening and writing.

Furthermore, it is also recommended that future studies can include interviews or classroom observations in addition to the tests and questionnaires. This would provide deeper insight into the ways of students engage themselves on the TPRS method and the reason on their positive respond toward the method.

Additionally, future studies can also include the teachers' point of view toward TPRS. This brings another perspective on how the teacher will implement this method in their lesson and their respond toward this method.

Lastly, since each generation have been evolving, technology should be involved in future studies. Future researchers can try to integrate technology in their lesson by combining the TPRS method while conducting a lesson. For example, during the story telling, teacher can integrate technology to show interesting pictures or prompts for students to make the classroom more engaging.

By addressing these aspects, future studies can use the strength of this study as a guide, to develop a more thorough comprehension of TPRS's effectiveness in language learning.

References

- Al-kassab, M. (2022). The use of one sample t-Test in the real data. *JOURNAL of ADVANCES in MATHEMATICS*, 21, 134–138.
<https://doi.org/10.24297/jam.v21i.9279>
- Ascencio, J. (2023). *TPRS STRATEGIES FOR FIRST AND SECOND GRADES TEACHERS IN ESL CLASSROOMS IN ACAJUTLA presented to the graduate program of greensboro college in partial fulfillment of the requirements for the degree master of arts in teaching english to speakers of other languages*. Greensboro College ProQuest Dissertations & Theses.
<https://www.proquest.com/openview/9ecfa2623e55c68b83e9ea8773f5b054/1?pq-origsite=gscholar&cbl=18750&diss=y>
- Asmah, M. (2019). How effective is TPRS for adult EFL learners with limited english proficiency? *Focus on ELT Journal (FELT)*, 1(1), 86–95.
<https://doi.org/10.14744/felt.2019.00005>
- Debord, A. D. (2019). The impact of blended professional learning focused on total the impact of blended professional learning focused on total physical response storytelling (TPRS®) on teacher perceptions physical response storytelling (TPRS®) on teacher perceptions and practices and practices part of the curriculum and instruction commons, and the teacher education and professional development commons. In *Gardner-Webb University*. Gardner-Webb University.
https://digitalcommons.gardner-webb.edu/cgi/viewcontent.cgi?article=1325&context=education_etd
- Hedstrom, B. (2016). *UNDERSTANDING TPRS®*. http://www.brycehedstrom.com/wp-content/uploads/2011/09/THE_BASICIS_OF_TPRS.pdf

- Husin, M. Z. M., Rahim, N. F. A. A., Ali, Z., Alzebaree, Y., & Bakar, N. A. (2022). Preferred vocabulary learning strategies among malaysian students. *Research Journal in Advanced Humanities*, 3(4), 80–98. <https://doi.org/10.58256/rjah.%20v3i4.942>
- Jaikrishnan, S., & Ismail, H. H. (2021). A review on vocabulary learning strategies used in learning english as A second language. *International Journal of Academic Research in Business and Social Sciences*, 11(9). <https://doi.org/10.6007/ijarbss/v11-i9/10512>
- Joshi, A., Kale, S., Chandel, S., & Pal, D. K. (2015). Likert scale: Explored and explained. *British Journal of Applied Science & Technology*, 7(4), 396–403. <https://doi.org/10.9734/bjast/2015/14975>
- Kanchana, S., & Prativa, R. S. (2020). STORY TELLING- A TOOL FOR ENGLISH LANGUAGE ACQUISITION FOR YOUNG LEARNERS. *Research Journal of English Language and Literature (RJELAL)*, 8(2). <https://doi.org/10.33329/rjelal.8.2.143>
- Kara, K., & Eveyik-Aydn, E. (2019). Effects of TPRS on very young learners' vocabulary acquisition. *Advances in Language and Literary Studies*, 10(1), 135. <https://doi.org/10.7575/aiac.all.v.10n.1p.135>
- Kementerian Pendidikan Malaysia. (2018). *Bahasa inggeris tingkatan 3*. <http://bpk.moe.gov.my/index.php/terbitan-bpk/kurikulum-sekolah-menengah/category/85-dskp-tingkatan-3?download=4520:dskp-kssm-bahasa-inggeris-tingkatan-3>
- Lichtman, K. (2018). Teaching proficiency through reading and storytelling (TPRS): An input-based approach to second language instruction. In *llib.sk*. Routledge. <https://llib.sk/book/28689117/a706bc/teaching-proficiency-through-reading-and-storytelling-tprs.html?dsorce=recommend>

- Manan, A. Abd., Ali, N. L., & Shamsudin, S. (2013). Does the malaysian english language syllabus cater to the academic vocabulary needs of secondary school students entering universities? *Jurnal Teknologi (Social Sciences)*, 65(2), 7–14.
<https://doi.org/10.11113/jt.v65.2345>
- Mayadi, N. S. N., & Yamat, H. (2021). An investigation of the english vocabulary knowledge of lower secondary students: A case study of a malaysian school. *International Journal of English Language Studies (IJELS)*, 3(2).
<https://doi.org/10.32996/ijels.2021.3.2.14>
- Muhamad, M., & Kiely, R. (2018). Understanding teachers' pedagogical knowledge in ESL vocabulary teaching. *Journal of Arts and Humanities*, 7(1), 36.
<https://doi.org/10.18533/journal.v7i1.1328>
- Muzammil, L., & Andy, A. (2022). Teaching proficiency through reading and storytelling (TPRS) as a technique to foster students' speaking skill. *JEELS (Journal of English Education and Linguistics Studies)*, 4(1), 19–36.
<https://doi.org/10.30762/jeels.v4i1.329>
- Nugraha, M. A. (2021). USE OF TEACHING PROFICIENCY THROUGH READING AND STORYTELLING (TPRS) IN TEACHING SPEAKING SKILL. *JEPAL (Journal of English Pedagogy and Applied Linguistics)*, 2(1), 42–54.
<https://doi.org/10.32627/jepal.v2i1.58>
- Nurlaili, S., Nurani, S., & Yohana, L. (2015). THE EFFECTIVENESS OF TEACHING ENGLISH VOCABULARY THROUGH TOTAL PHYSICAL RESPONSE STORYTELLING (TPRS) EFEKTIFITAS PENGAJARAN KOSAKATA BAHASA INGGRIS MELALUI METODE TOTAL PHYSICAL (TPRS). *Deikis*, 7(1).
<https://journal.lppmunindra.ac.id/index.php/Deiksis/article/download/539/806>

- Ponguagoon, P., & Lornklang, T. (2022). The use of teaching proficiency through reading and storytelling (TPRS) to promote vocabulary learning achievement of fourth-grade students. *Ratchaphruek Journal*, 20(3), 89–100.
<https://doi.org/10.14456/rpjnr.2022.22>
- Ray, B., & Seely, C. (2004). *Fluency Through TPR Storytelling* (4th ed.). Command Performance Language Institute. <https://1lib.sk/book/23796733/b8f1c7>
- Rosmanitz, K. (n.d.). *MCC005 multiple choice cloze*. <https://www.english-grammar.at/worksheets/language-in-use/multiple-choice/mcc005-free-time-trends.pdf>
- Singh, P., Chan, Y. F., & Sidhu, G. K. (2006). *A comprehensive guide to writing a research proposal*. Venton Professional.
- Stachowiak, S. (2018). *The beginner's guide to microsoft excel*. MakeUseOf.
<https://www.bing.com/ck/a?!&&p=61e6b10982a57d9b3af8f74f183e0bdd484bfbc986e9573e6f74879a973a449JmltdHM9MTczMjU3OTIwMA&ptn=3&ver=2&hsh=4&fclid=170614af-c970-6d9b-13e9-01b0c8d96c68&psq=excel+beginners+guide+pdf&u=a1aHR0cHM6Ly93d3cuYWVhZGVtaWEuZWR1LzZM3NzIzMjQ1L1RoZV9CZWdpbm5lc9zX0d1aWRlX3RvX01pY3Jvc29mdF9FeGNlbA&ntb=1>
- Susanto, A. (2017). THE TEACHING OF VOCABULARY: A PERSPECTIVE. *Jurnal KATA*, 1(2), 182. <https://doi.org/10.22216/jk.v1i2.2136>
- Torres, G. A. R. (2023). TPRS METHOD IN THE DEVELOPMENT OF VOCABULARY IN YOUNG-ADULT LEARNERS. *Pontificia Universidad Catolika Del Ecuador*.
<https://repositorio.puce.edu.ec/server/api/core/bitstreams/a7a7fd59-4e58-4ac7-b459-fdca947206ce/content>

- University of Cambridge: ESOL Examinations. (2011). *Using the CEFR: Principles of good practice*. Cambridge ESOL. <https://www.cambridgeenglish.org/Images/126011-using-cefr-principles-of-good-practice.pdf>
- Utami, W. N., Muin, A., & Suaidi, A. (2023). Enhancing students' vocabulary skill using teaching proficiency through reading and storytelling (TPRS) method. *Proceeding of Annual International Conference on Islamic Education and Language (AICIEL)*, 334–350. <https://ftk.uinbanten.ac.id/journals/index.php/aiciel/article/view/9717>
- Wok Zaki, A., & Darmi, R. (2021). CEFR: Education towards 21st century of learning. why matters? *Journal of Social Science and Humanities*, 4(2), 14–20. <https://doi.org/10.26666/rmp.jssh.2021.2.3>
- Wong, A. S. C., Lee, J. Y. V., Fung, M., & Willibrord, O. (2019). Vocabulary size of malaysian secondary school students. *International Journal of Modern Languages and Applied Linguistics*, 3(4), 27. <https://doi.org/10.24191/ijmal.v3i2.7364>
- Yaacob, A., Shapii, A., Saad Alobaisy, A., Al-Rahmi, W. M., Al-Dheleai, Y. M., Yahaya, N., & Alamri, M. M. (2019). Vocabulary learning strategies through secondary students at saudi school in malaysia. *SAGE Open*, 9(1), 215824401983593. <https://doi.org/10.1177/2158244019835935>

Appendix

Appendix 1: Sample lesson plan

Date	5 February 2024		
Time	9 am-10 am	Duration	1 hour
Class	Form 2 [Intermediate – B1]	Number of Students	20

Content Standard(s)	-
Learning Standard(s)	-
Theme	-
Topic	-
Language Skill(s)	Reading
Grammar Component	Vocabulary
Previous/ Background Knowledge	N/A

Lesson Objectives

This lesson aims to:

1. Help students to acquire and use target vocabulary in meaningful context.
2. Assist students to comprehend and respond to a story using the target vocabulary.

Learning Outcomes

By the end of this lesson, students should be able to:

1. provide the meaning of the 5 new vocabularies correctly
2. reconstruct a new story using the 5 news vocabularies.

Stage	Teacher Activity	Teaching Materials
Set Induction (10 mins)	<ol style="list-style-type: none">1. Teacher will use a few pictures to introduce the picture.2. Teacher will introduce 5 new vocabularies to the students by showing flash card.	<ol style="list-style-type: none">1. Presentation slides2. Flash card
Pre-reading (10 mins)	<ol style="list-style-type: none">1. Teacher will use personalized questions to ask students about the 5 new vocabularies. (e.g. “Who wakes up early?”)2. Teacher will then show some visual on helping the students to understand the meaning of the vocabulary.	<ol style="list-style-type: none">1. Flash card
While- reading (20 mins)	<ol style="list-style-type: none">1. The teacher will then tell a story to the class using the 5 new vocabularies.2. After telling the story, the teacher will ask the students some comprehension	<ol style="list-style-type: none">1. Printed story2. Flash card

	<p>questions.</p> <p>3. The teacher also will ask students about their idea on the story, but the story must still relate to the vocabulary.</p>	
<p>Post-reading (15 mins)</p>	<p>1. The teacher will divide students into 4 person per group.</p> <p>2. The teacher will instruct each group to reconstruct a new story using the 5 new vocabularies.</p> <p>3. Teacher will ask each group to share their story.</p>	<p>1. Mahjong Paper</p> <p>2. Marker Pen</p>
<p>Closure (5 mins)</p>	<p>1. The teacher will wrap up the class by asking the students questions on what they have learned today.</p>	

Appendix 2: Pre-test question paper (adapted from Rosmanitz, n.d.)

UNIVERSITI TUNKU ABDUL RAHMAN

MALAYSIAN SECONDARY STUDENTS

ENGLISH VOCABULARY TEST (30 MINUTES)

Name:	
Class:	
Marks:	/24

You are required to read the story carefully and choose the correct word from the multiple-choice options to fill each blank. You only need to circle the answer only.

Max's Busy Weekend

Max wanted to buy a new bike, but he didn't have enough money. His parents told him that if he worked hard and managed his money wisely, he could save up for it himself. Max decided to 1. ____ money from his brother to get started. His brother agreed, but only if Max promised to 2. ____ it back soon. To make money, Max offered to 3. ____ his neighbour's cat while she was on vacation. He also helped his aunt by 4. ____ her children one evening.

On Saturday, Max's dad asked him to 5. ____ the car for extra cash. His grandmother needed help, so he offered to 6. ____ in her garden. After lunch, Max helped his mom 7. ____ the table before dinner. He also had to 8. ____ the beds in the morning.

On Sunday, Max's sister asked him to 9. ____ the windows since they were very dirty. His parents were impressed, so they let him 10. ____ some money by doing the ironing. His uncle needed someone to 11. ____ newspapers around the neighbourhood. Max's little brother's

room was messy, so Max got paid to 12. ____ his room. His mother also asked him to 13. ____ after dinner. In the afternoon, Max's neighbour asked him to 14. ____ her dog while she was away.

By the end of the week, Max was happy to see how much money he was able to 15. _____. He counted his money and realized he still needed a little more, so he decided to 16. _____ an old video game to his friend. His friend didn't want to buy it, but they agreed to 17. _____ video games for a month instead. Max's dad noticed his hard work and decided to 18. _____ him some extra cash. Unfortunately, Max accidentally 19. _____ some of his money when he dropped his wallet. He was sad, but his grandmother helped him by 20. _____ him some money to make up for it. Max now had enough money to 21. _____ the bike he wanted. He went to the shop and realized the bike 22. _____ a little more than he had expected. Thankfully, Max had been careful with his money and hadn't 23. _____ it on unnecessary things. In the end, he was able to buy the bike and even had a little money left over to 24. _____ for the future!

- | | | |
|----------------|------------|-----------------------|
| 1. a) borrow | 2. a) earn | 3. a) swap |
| b) lend | b) pay for | b) pet sit |
| c) win | c) pay | c) babysit |
| 4. a) cleaning | 5. a) wash | 6. a) do the ironing |
| b) babysitting | b) collect | b) do the gardening |
| c) spending | c) lose | c) deliver newspapers |

- | | | |
|----------------------------|-------------------|-------------|
| 7. a) lay | 8. a) do | 9. a) clean |
| b) make | b) make | b) swap |
| c) tidy | c) spend | c) save |
| 10. a) spend | 11. a) collect | 12. a) lose |
| b) earn | b) deliver | b) tidy |
| c) borrow | c) save | c) lend |
| 13. a) do the washing up | 14. a) borrow | 15. a) save |
| b) take the dogs for walks | b) take for walks | b) lend |
| c) lay the table | c) spend | c) earn |
| 16. a) sell | 17. a) lend | 18. a) lend |
| b) win | b) swap | b) lose |
| c) collect | c) borrow | c) cost |
| 19. a) lost | 20. a) lending | 21. a) buy |
| b) spent | b) saving | b) spend |
| c) delivered | c) borrowing | c) cost |
| 22. a) earned | 23. a) spent | 24. a) win |
| b) cost | b) won | b) swap |
| c) won | c) lost | c) save |

Appendix 3: Post-test question paper (adapted from Rosmanitz, n.d.)

UNIVERSITI TUNKU ABDUL RAHMAN

MALAYSIAN SECONDARY STUDENTS

ENGLISH VOCABULARY TEST (30 MINUTES)

Name:	
Class:	
Marks:	/24

You are required to read the story carefully and choose the correct word from the multiple-choice options to fill each blank. You only need to circle the answer only.

Busy Weekend for Alex

Alex had a long to-do list for the weekend. On Saturday morning, his parents asked him to help around the house. First, he had to (1) _____ his little brother while they went shopping. After breakfast, he (2) _____ to get things ready for lunch. Next, he went to his room to (3) _____, since it was quite messy. His dad was outside, so Alex joined him to (4) _____ and pulled some weeds. Then he (5) _____ in the kitchen because the sink was full of plates and glasses. His sister helped (6) _____ for everyone before lunch.

After lunch, Alex (7) _____ in the bedrooms. He fluffed the pillows and straightened the blankets. Then, he (8) _____ with a neighbour's cat and watered their plants. At 3 p.m., Alex went outside to (9) _____ for their family dog. Later, he helped his grandmother (10) _____, folding shirts and trousers. Before dinner, Alex (11) _____ because they were covered in dust.

On Sunday morning, he helped his uncle (12) _____ and got wet but had fun. After all his hard work, Alex was happy to (13) _____ some pocket money. He wanted (14) _____ a cool new skateboard. When he checked the price, he saw it (15) _____ RM150—more than he had! So he decided to (16) _____ money for a few more weeks. He also planned to (17) _____ some old toys online to get more cash. Later, his friend Mia came over. She wanted to (18) _____ his comic book for a weekend. Alex agreed and asked her to (19) _____ a pizza in return when they went out. While looking for his charger, Alex found a ring he had (20) _____ last month! He told Mia he wanted to (21) _____ his sticker collection with her next time. Alex also (22) _____ toy cars as a hobby since he was young. That evening, his cousin asked him to (23) _____ RM10 until next week. And to end the day, Alex found out he had (24) _____ a school contest for “Most Helpful Student”!

- | | | |
|------------------------|----------------------|---------------------|
| 1. a) lend | 2. a) lay the table | 3. a) collect |
| b) clean the windows | b) sell | b) tidy his room |
| c) babysit | c) do the ironing | c) lose |
| 4. a) do the gardening | 5. a) babysit | 6. a) wash cars |
| b) swap | b) do the washing up | b) lay the table |
| c) lend | c) make the beds | c) lend |
| 7. a) made the beds | 8. a) sold | 9. a) take dogs for |
| b) paid for | b) pet sat | walks |
| c) earned | c) collected | b) borrow |
| | | c) do the ironing |

- | | | |
|----------------------|-------------------------|------------------|
| 10. a) win | 11. a) bought | 12. a) wash cars |
| b) clean the windows | b) delivered newspapers | b) collect |
| c) do the ironing | c) cleaned the windows | c) lend |
| 13. a) win | 14. a) buy | 15. a) cost |
| b) earn | b) collect | b) earned |
| c) lose | c) clean | c) lost |
| 16. a) lend | 17. a) swap | 18. a) borrow |
| b) save | b) sell | b) buy |
| c) spend | c) borrow | c) lose |
| 19. a) pay for | 20. a) lost | 21. a) wash |
| b) do the gardening | b) won | b) collect |
| c) clean the windows | c) sold | c) swap |
| 22. a) cleaned | 23. a) lend | 24. a) cost |
| b) collected | b) earn | b) won |
| c) borrowed | c) spend | c) sold |

Appendix 4: Questionnaire Questions (Adopted from Muzammil & Andy, 2022)

Questionnaire for TPRS Method

Introduction

My name is Wong Lin, a Year 3 Sem 2 student from Universiti Tunku Abdul Rahman. As part of our ongoing efforts to enhance educational experiences and contribute to academic research, I am conducting a research study titled **Teaching Proficiency through Reading and Storytelling (TPRS) as a Technique to improve Vocabulary Skills of Malaysian Secondary Schools Students**. This study aims to **investigate the effectiveness of using the TPRS method to improve secondary school students' English vocabulary skills and identify the students' responses towards the TPRS method**.

This questionnaire aims to **collect the responses from the students towards the TPRS method**. This questionnaire consists of 2 parts, part A as **demographic data** (bio-data) and part B as the **responses from the students**. As mentioned in the parent consent letter, the data collected will be used strictly for research purposes and will remain confidential. No personal information that could identify you will be shared or published.

Part A: Demographic Data

No.		Student
1.	Name	
2.	Age	
3.	Education Level	

Part B: Your responses after learning from the TPRS method, tick (/) in the column provided based on the numbers.

1- Strongly Disagree

2- Disagree

3- Neutral

4- Agree

5- Strongly Agree

No.	Statement of Questionnaires	1	2	3	4	5
4.	TPRS method is new to me.					
5.	I love studying English using TPRS Method.					
6.	TPRS method helps me learn and recognize new vocabulary.					
7.	TPRS method helps me learn and recognize correct sentence structure.					
8.	TPRS method helps me learn and understand reading comprehension.					
9.	TPRS method helps and encourage me to participate more actively in the classroom.					

10.	TPRS method helps me learn to remember vocabulary well.					
11.	TPRS method encourages me to participate more actively in English communication.					
12.	TPRS method helps me learn to create indirect speech.					
13.	TPRS method encourages me to learn context-based English expression					