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The Use of Teaching Proficiency Through Reading and Storytelling (TPRS) to Promote English Reading Aloud of Young Learners

การใช้การสอนแบบสมิทธิภาพด้วยการอ่านและการเล่าเรื่อง เพื่อส่งเสริมการอ่านออกเสียงของผู้เรียนวัยเยาว์

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Abstract

The objectives of this research were: 1) to examine the effects of Teaching Proficiency through Reading and Storytelling (TPRS) on second-grade students' English reading aloud, and 2) to study students' opinions about learning English using TPRS. The samples were six second-grade students at Ban E-Tom School, Kanthararom District, Sisaket Province. They were selected by using cluster random sampling. The research instruments were the two lesson plans based on TPRS, an English reading aloud test, a questionnaire, and a semi-structured interview. The data were analyzed to test the normal distribution of the pre-test and post-test using the K-S test. Mean ($\bar{X}$), Standard Deviation (S.D), and t-test for a dependent sample were also used. The results revealed that the post-test mean score ($\bar{X}$=9.67, S.D. = 1.86) of the English reading-aloud of the participants who learned English using TPRS was significantly higher than the pre-test one ($\bar{X}$=5.17, S.D. = 1.33) at the .05 level. Moreover, the participants had positive opinions towards learning English using TPRS. Most students strongly agreed that the learning activities made them enjoy learning English ($\bar{X}$ = 4.83, S.D. = 0.41), and most students agreed that learning English through the lessons can improve their English reading aloud ($\bar{X}$ = 4.00, S.D. = 0.63) as well. The findings of the individual semi-structured interview revealed that the students enjoyed the lesson and increased their confidence in reading aloud. This study showed that learning English using TPRS could effectively improve second-grade students' English reading aloud.

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บทคัดย่อ

การวิจัยในครั้งนี้มีวัตถุประสงค์เพื่อ 1) ศึกษาผลของการสอนแบบสมิทธิภาพด้วยการอ่านและการเล่าเรื่อง (TPRS) ที่มีต่อการอ่านออกเสียงภาษาอังกฤษของนักเรียนชั้นประถมศึกษาปีที่ 2 และ 2) ศึกษาความคิดเห็นของนักเรียนที่มีต่อการเรียนภาษาอังกฤษโดยใช้การสอนแบบ TPRS กลุ่มตัวอย่าง คือ นักเรียนชั้นประถมศึกษาปีที่ 2 จำนวน 6 คน จากโรงเรียนบ้านอีต้อม อำเภอกันทรารมย์ จังหวัดศรีสะเกษ โดยใช้วิธีการสุ่มแบบแบ่งกลุ่ม เครื่องมือที่ใช้ในการวิจัย ได้แก่ แผนการสอน 2 แผน แบบทดสอบการอ่านออกเสียงภาษาอังกฤษ แบบสอบถาม และการสัมภาษณ์แบบกึ่งโครงสร้าง วิเคราะห์ข้อมูลโดยการใช้ K-S test ในการทดสอบการแจกแจงแบบปกติของคะแนนก่อนเรียนและหลังเรียน การหาค่าเฉลี่ย ค่าส่วนเบี่ยงเบนมาตรฐาน และการทดสอบค่าทีที่ไม่เป็นอิสระ ผลการวิจัยพบว่า คะแนนเฉลี่ยการอ่านออกเสียงภาษาอังกฤษของนักเรียนหลังจากการเรียนที่ใช้รูปแบบ TPRS ($\bar{X}$ = 9.67, S.D. = 1.86) สูงกว่าก่อนเรียน ($\bar{X}$ = 5.17, S.D. = 1.33) อย่างมีนัยสำคัญทางสถิติที่ระดับ .05 อีกทั้งนักเรียนมีความคิดเห็นที่ดีต่อการเรียนภาษาอังกฤษแบบ TPRS โดยนักเรียนส่วนใหญ่เห็นด้วยอย่างยิ่งว่ากิจกรรมการเรียนรู้ทำให้นักเรียนสนุกสนานกับการเรียนภาษาอังกฤษ ($\bar{X}$ = 4.83, S.D. = 0.41) และเห็นด้วยว่าการเรียนภาษาอังกฤษจากบทเรียนช่วยปรับปรุงการอ่านออกเสียงของนักเรียน ($\bar{X}$ = 4.00, S.D. = 0.63) นอกจากนี้ จากการสัมภาษณ์แบบกึ่งโครงสร้างกับนักเรียนเป็นรายบุคคลพบว่านักเรียนสนุกกับการเรียนและมีความมั่นใจในการอ่านออกเสียงภาษาอังกฤษมากขึ้น ผลการวิจัยนี้ แสดงให้เห็นว่าการเรียนภาษาอังกฤษแบบ TPRS สามารถพัฒนาความสามารถในการอ่านออกเสียงอังกฤษของนักเรียนชั้นประถมศึกษาปีที่ 2 ได้อย่างมีประสิทธิภาพ

คำสำคัญ: การสอนแบบสมิทธิภาพด้วยการอ่านและการเล่าเรื่อง การอ่านออกเสียง การเล่าเรื่อง

Introduction

Reading aloud is vital for all language students, especially young children. Comprehensibility may be a primary component of reading, whereas reading aloud focuses on pronunciation-related considerations, especially speaking, rhythm, stress, intonation, and accuracy of individual sounds (Luoma, 2004). Reading aloud would create more opportunities for children to comprehend the meanings of what they have heard and read. Moreover, reading aloud can build an optimistic attitude through the amusement of reading dialogue, text talk, and print reference. It also helps to increase vocabulary memorization, listening skills, and syntactic improvement (Lane & Wright, 2007).

EFL young learners mostly face three main difficulties with their literacy skills when they perform their reading: decoding sounds, weak comprehension, and pace (Cicerchia, 2022). In decoding sounds, they might not discriminate letters from each other (e.g. b and d). They might have difficulty matching sounds with the corresponding letters and letter patterns. Then, this spelling-sound knowledge of letters leads to a poor understanding of the meanings of what they read (Snow et al., 1998). Snow et al. (1998) and Moats (1998) claimed that children need to be taught about decoding while they are in the process of reading development. Teaching children to recognize letters, words, and sounds from the beginning of language learning is

immensely important as it eventually affects word recognition (Adams, 1994). Finally, reading speed is slow if they cannot recognize and understand words, phrases, sentences, and paragraphs. Decoding sounds, understanding the meanings of words, and reading speed inevitably affect the student's reading performance.

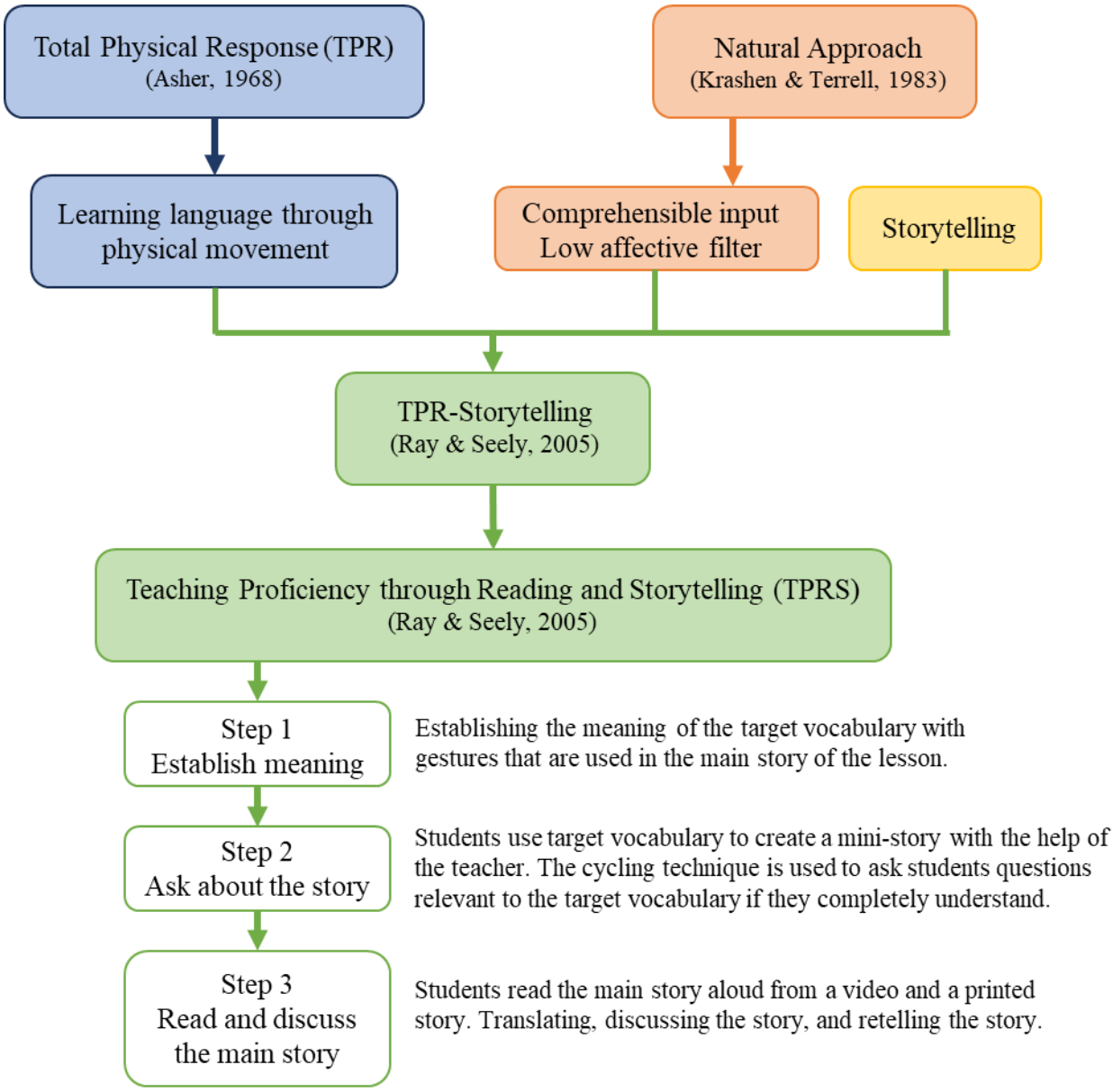
Reading ability is essential for Thai students, as stated in the Basic Education Core Curriculum B.E.2551 (A.D., 2008) (Ministry of Education, 2008). Second-grade students need to identify the alphabet and sounds, pronounce and spell words, and read simple sentences accurately by observing the principles of reading. The focus of reading skills in this study emphasizes fluency and accuracy in reading aloud. Reading aloud is undoubtedly one of the most important instructional activities for helping children become good readers. It relates to improving vocabulary, pronunciation, comprehension, listening, speaking, writing, enthusiasm, literacy, and critical thinking skills (Senawati et al., 2021). Batini et al. (2018) claimed that reading aloud developed cognitive skills and supported teaching at school as it decreased awareness of emotions of the school awkwardness. In addition, Acosta-Tello (2019) clarified the advantages of reading aloud to young children as follows: increasing their engagement, connecting with personalized experiences, using different tones of voice for different characters in the story, asking questions while reading throughout the story and choosing enjoyable reading books. Reading aloud is important and benefits students as it helps them decode sounds, increase vocabulary recognition, and pronounce words correctly.

At Ban E-Tom School, a small school in the rural area of Sisaket Province, the students have recently started learning English because the school lacks English teachers. The English tests are usually conducted as multiple-choice tests, with the teacher reading each question out loud while the students complete it. The students' listening skills are rated to be average because they can understand what the teacher is reading out loud and completely understand what they have to do. The final English examination showed satisfactory results, averaging 22.4 out of 30 points. However, it would be better if they could take the test independently without help and get pleasant results. Accordingly, reading aloud is beneficial for students at Ban E-Tom School. To help the students overcome this problem, they should be taught how to decode sounds and recognize words by reading aloud.

One of the popular methods for developing students' reading skills is Teaching Proficiency through Reading and Storytelling (TPRS). The development of TPRS began when Blaine Ray, a Spanish teacher, attempted to apply Total Physical Response (TPR) to his class (Ray & Seely, 2005). In 1980, Blaine Ray studied the TPR method to teach his students through Asher's (1969) research report and tried introducing students to physical movement while learning a foreign language (Ray & Seely, 2005). The TPR method gave pleasant feedback to his classroom environment but gradually dropped when students stopped acting as commanded. Later, Blaine Ray was introduced to the Natural Approach of Stephen and Tracy (1983). The Natural Approach emphasized comprehensible input and low affective filter. He adjusted teaching methods to enhance the TPR method and started applying storytelling to his class (Ray & Seely, 2005). The development of TPRS is presented in Figure 1.

Figure 1

The Development of Teaching Proficiency through Reading and Storytelling (TPRS)



The focused skills of this method are fluency and accuracy in reading aloud. Students start to read aloud after the silent period of vocabulary and grammatical structure listening drill. Ray and Seely (2005) believed that teachers could better apply TPRS to the class than other ways to improve students' language proficiency. The Personalized Mini-situation (PMS) is a short story with three or fewer phrase structures that provide vocabulary in common uses. PMS is necessary to help students learn new vocabulary and sentence structures with three elements: bizarre, exaggerate, and personalize (BEP). The teacher must present unnormal sentences with exaggerated size, shape, quantity, and quality. For example, the ant is an extremely tiny animal. When students hear vocabulary and sentence structure repetition, they acquire those linguistic skills and remember how they use them (Ray & Seely, 2005). There are three steps of TPRS, including establishing the meaning of the target vocabulary, asking students to create the story using the target vocabulary and reading and discussing the main story.

Storytelling is a process in which a person (the teller) communicates with others (the audience) using vocalization, narrative structure, and mental imagery. The audience also uses mental imagery and responds to the teller primarily through body language and facial expression. As the cycle of communication continues, a narrative is developed (Roney, 1996). When narrating a story, the listener's imagination, language, and gestures are all used to capture scenarios in their minds. Storytelling is the only one among other strategies that help students become competent and confident readers and writers (Roney, 1996).

TPRS shows various benefits for students at the beginning level of learning English; they need to acquire the most important aspects of the English language, including vocabulary and phrase structures, through reading aloud. It also benefits students struggling with remembering vocabulary and sentence use, which impacts reading fluency. In the first step, students establish the meaning of the target vocabulary with gestures used in the lesson's main story. Then, students can use the target vocabulary to create a story with PMS. When reading a story part, students can understand and read the story more fluently. Thus, the researcher aims to investigate how TPRS affects second-grade students' English reading aloud. It is hoped that the method can increase second-grade students' English reading skills by helping them develop high reading skills through stories and constructing a solid foundation of reading ability for their future learning.

Objectives

1. To examine the effects of Teaching Proficiency through Reading and Storytelling on English reading aloud of second-grade students.

2. To study students' opinions towards learning English using Teaching Proficiency through Reading and Storytelling.

Research Questions

1. How does Teaching Proficiency through Reading and Storytelling affect English reading aloud of second-grade students?

2. What are students' opinions towards learning English via Teaching Proficiency through Reading and Storytelling?

Research Methodology

This research was a pre-experimental design with one group pre-test and post-test design. The research was conducted at Ban E-Tom School, Kanthararom, in Sisaket Province.

1. Samples

According to the context of the schools' population in the same areas as the samples, there were primarily small schools with less than 120 students in each school. The second-grade students of each school were approximately 5-16 students in numbers and they were arranged in mixed-ability classes. The samples were selected using cluster sampling for six second-graders studying English during the second semester of the academic year 2023 at Ban E-Tom School.

2. Research Instruments

Research instruments included lesson plans, an English reading-aloud test, a questionnaire, and semi-structured interview questions which validated by the three experts who graduated with at least a Master's degree in English, TEFL, or related fields to ensure and evaluate the accuracy of language, learning objectives, contents, procedure, materials, and assessment. Each research instrument is described below.

2.1 Lesson plans

This research used two lesson plans and was carried out over six weeks. Each lesson plan comprised six hours, twelve hours in total. Each lesson plan was taught for three weeks, two hours per week, following vocabulary learning, Personalized Mini-situation teaching, and storytelling reading. The two stories that students were familiar with were used: *Little Red Riding Hood* and *Goldilocks and the Three Bears*. Ten vocabulary words were selected as the target vocabulary for each lesson plan. The vocabulary was chosen to be relevant to the second-grade level. Each lesson comprised reading texts, worksheets, flashcards, and videos relevant to storytelling. The three experts were requested to rate their opinions on five scales in the evaluation form. The average score was 4.68, meaning the lesson plans were very good.

In this study, the researcher applied the three steps of TPRS teaching of Ray and Seely (2005) to develop reading aloud for second-graders consisting of (1) establishing the meaning of target vocabulary, (2) asking students to create a mini-story by themselves, and (3) reading and discussing the main story.

The first lesson plan was conducted in the first week with two periods (120 minutes). The topic of this lesson plan was *Little Red Riding Hood*. Students learned English in the first step of TPRS, which was establishing meaning. The teacher presented target words to the class and gave their meanings on the whiteboard so everyone could see them. The students created gestures while learning the vocabulary based on the TPR method. Then, the teacher taught the students mini-stories and asked them questions to check their understanding and increase their vocabulary memory.

In the second week, the students learned the second step: asking about the story. This step also took two periods within 120 minutes. The teacher presented pictures of a story in class and stuck them on the board. The teacher instructed the students to create the story from the pictures by connecting sentences. The teacher taught the students to create the story by using taught words from the establish meaning step. After students had completed each statement for the storyline, the teacher asked several questions using the cycling technique, which means that the students heard and understood the target words of the teacher's questions (Ray & Seely, 2005).

The third step, reading and discussing, was conducted in the third week, and it lasted two periods or 120 minutes. The teacher turned on the video with subtitles to let students practice reading the texts aloud. Students read aloud the story following the video. They practiced reading each sentence and pausing to read aloud clearly. Then, the teacher gave students a printed story to read. The teacher asked a volunteer to translate the line one at a time while the rest followed. The teacher helped students if they had an obstacle in translating. Next, the teacher and students discussed the story together, including the characters and morals from the story. After that, the teacher asked for some volunteers to retell the story. For the second

lesson plan, *Goldilocks and the Three Bears* was used. It was conducted using the same steps and the same amount of time as the first lesson plan.

2.2 English reading-aloud test

The English reading-aloud test was used for pre-test and post-test. The tests aimed to examine the effects of TPRS on the English reading aloud of second-grade students. The test consisted of three parts: words, sentences, and a short paragraph. Students were required to read ten words, five sentences, and a short paragraph aloud to the teacher. Reading words and sentences was handled as a warm-up for a reading-aloud test for students and used as a prompt before testing the student's ability to read a paragraph.

The assessment criteria used in this research was the Multidimensional Fluency Scale of Rasinski and Smith (2018). The assessment was used to assess fluency in reading, and accuracy is a subcomponent of reading fluency. It included four components: Expression, Automatic word recognition, Rhythm and phrasing, and Smoothness (EARS). Each component provided clarification in four levels ranging from 1 to 4. The total score was 16 points. The researcher used the Pearson Product-Moment formula to check the inter-rater correlation of two raters. The Correlation coefficient value was 0.98, which meant that the relationship between the English reading-aloud test scores between the two raters was highly reliable.

2.3 Questionnaire

The questionnaire was constructed to obtain students' opinions about learning English using TPRS. Students were asked to indicate their feelings or thoughts about learning English using TPRS on a 5-level rating scale. The questionnaire consisted of five closed questions.

2.4 Semi-structured interview

The semi-structured interview was designed to study students' opinions towards learning English using TPRS. The students were interviewed individually. The interview was performed by asking students four open-ended questions about learning English using TPRS. The questions were as follows:

1. What do you think about learning English through these lessons?
2. What are your favorite parts of learning English through these lessons? Why?
3. Which activities do you still have some problems or need help from the teacher?
4. Do you have any comments or suggestions for improving the English lessons?

3. Data collection

Before implementing the lesson plans, students were given a pre-test to examine their prior knowledge and skills of English reading aloud. After that, the treatment was conducted using two lesson plans based on TPRS. The implementation lasted for six weeks. Each lesson plan was taught for six hours. Then, the students were required to take the English reading-aloud test as the post-test. Finally, the students were asked to complete the questionnaire in Thai. The teacher interviewed the individual students using semi-structured interview questions to elicit their opinions about learning English via TPRS in Thai.

4. Data analysis

Since this study's sample size was small (6 students), the collected data from the pre-test and the post-test were tested for normality using the Kolmogorov-Smirnov (K-S) test before selecting the suitable inferential statistics to analyze the data, as shown in Table 1.

Table 1

The Test for Normality of Data

Mode of Assessment	n	$\overline{X}$	S.D.	K-S	p
Pre-test	6	5.17	1.33	.310	.074
Post-test	6	9.67	1.86	.315	.064

*p < .05

As shown in Table 1, it indicated that the p-value of the pre-test was .074 and the post-test's p-value was .064. The distribution of the pre-test and post-test scores was normal, or each data point was insignificant because the p-value was higher than .05. Therefore, the data obtained from the pre-test and the post-test could be analyzed using the t-test for a dependent sample.

The data obtained from the English reading aloud pre-test and post-test were analyzed using mean ($\overline{X}$), Standard Deviations (S.D.), and t-test for a dependent sample. The questionnaire data were analyzed using mean ($\overline{X}$) and Standard Deviations (S.D.).

The data from the semi-structured interview were analyzed using content analysis. The answers were presented as qualitative data.

Findings

The findings were presented according to the two objectives.

1. Results of Research Objective 1

The first objective is to examine the effects of TPRS on the English reading-aloud of second-grade students using the English reading-aloud test. The results are presented in Tables 2 and 3.

Table 2

Second-grade Students' Pre-test and Post-test Scores on the English Reading-aloud Test (total score = 16 points)

No.	Pre-test					Post-test				
	E (4)	A (4)	R (4)	S (4)	Total (16)	E (4)	A (4)	R (4)	S (4)	Total (16)
1	2	1	2	1	6	3	3	2	3	11
2	1	1	1	1	4	2	2	2	2	8
3	1	1	1	1	4	2	2	2	2	8
4	2	1	2	2	7	3	3	3	3	12
5	1	1	1	1	4	2	2	2	2	8
6	1	1	2	2	6	3	3	2	3	11

No.	Pre-test					Post-test				
	E (4)	A (4)	R (4)	S (4)	Total (16)	E (4)	A (4)	R (4)	S (4)	Total (16)
$\overline{X}$	1.33	1.00	1.50	1.33	5.17	2.50	2.50	2.17	2.50	9.67
S.D.	.52	.00	.55	.52	1.33	.55	.55	.41	.55	1.86

Note: E = Expression A = Automatic word recognition
R = Rhythm and phrasing S = Smoothness

From Table 2, before learning English through TPRS, the highest score in the pre-test of English reading aloud was 7 points (one student), and the lowest was 4 points (three students). The pre-test mean score was 5.17. After learning English through the TPRS method, the highest post-test score for English reading aloud was 12 points (one student), and the lowest score was 8 points (three students). The post-test mean score was 9.67. All samples obtained higher scores on the post-test than on the pre-test. Moreover, the students who got the lowest scores from the pre-test before learning English using TPRS developed their English reading aloud from 4 points to 8 points after learning English using TPRS.

In addition, according to the conversion of the fluency levels in the Multidimensional Fluency Scale, this post-test mean score (9.67) would rank students' performance in approaching grade-level norms of fluency (Score of 7-11). This indicated that students could perform English reading aloud with the target vocabulary through storytelling corresponding to their levels of learning English.

Table 3

The Comparison of Second-grade Students' Pre-test and Post-test Scores on the English Reading-aloud Test by Components

Components	Total score	Pre-test		Post-test		MD	t	p
		$\overline{X}$	S.D.	$\overline{X}$	S.D.			
Expression	4	1.33	0.52	2.50	0.55	1.17	7.000*	.001
Automatic word recognition	4	1.00	.00	2.50	0.55	1.50	6.708*	.001
Rhythm and phrasing	4	1.50	0.55	2.17	0.41	0.67	3.162*	.025
Smoothness	4	1.33	0.52	2.50	0.55	1.17	7.000*	.001
Total	16	5.17	1.33	9.67	1.87	4.50	20.125*	.000

*p < .05

As shown in Table 3, the post-test mean score of each English reading-aloud component (Expression, Automatic word recognition, Rhythm and phrasing, and Smoothness) was significantly higher than the pre-test mean score at the .05 level. Moreover, the total mean score of the post-test (9.67) was significantly higher than the total mean score of the pre-test at the .05 level.

Automatic word recognition showed the most improvement in overall components, as shown by the mean of 1.50. The rhythm and phrasing component had the lowest mean, 0.67.

2. Results of Research Objective 2

This part was meant to reveal the students' opinions about learning English using TPRS from the questionnaire and a semi-structured interview. The results of students' opinions towards learning English using TPRS are presented in Table 4.

Table 4

Students' Opinions Towards Learning English Using TPRS

Statements	$\overline{X}$	S.D.	Meaning
1. The content of the lessons is appropriate for the student's level.	4.17	0.41	Agree
2. The learning materials are well-organized.	4.67	0.52	Strongly agree
3. The learning activities make me enjoy learning English.	4.83	0.41	Strongly agree
4. Reading aloud encourages my confidence in learning English.	4.33	0.82	Agree
5. Learning English through the lessons can improve my English reading aloud.	4.00	0.63	Agree
Total	4.40	0.40	Agree

Note: 4.51-5.00 = Strongly agree, 3.51-4.50 = Agree, 2.51-3.50 = Partly agree, 1.51-2.50 = Disagree, 1.00-1.50 = Strongly disagree

As shown in Table 4, the highest mean score indicated that most students strongly agreed that the learning activities made them enjoy learning English ($\overline{X}$ = 4.83). The lowest mean score showed that most students agreed that learning English through the lessons can improve their English reading aloud ($\overline{X}$ = 4.00). The total mean score was 4.40, which concluded that students had positive opinions about learning English through TPRS.

For a semi-structured interview, the students were interviewed individually to communicate with the teacher personally. They were asked four questions to express their opinions about learning English through TPRS, which were categorized into four issues including enjoyment, reading aloud encouragement, more games and activities requirement, and the need for reading aloud practice assistance.

First, the students expressed that learning English using TPRS was pleasing and that the English lesson brought them enjoyment.

"I enjoyed learning like this. It was fun". (Student B, March 14, 2024)

"I enjoyed reading the stories with my friends. It was fun when I could tell the story. I liked it because I could read a lot". (Student D, March 14, 2024)

"It was good and fun. I could be a character in a story. I wanted to read more…". (Student E, March 14, 2024)

"I enjoyed it when the teacher taught us new vocabulary, and we acted out following those vocabularies". (Student F, March 14, 2024)

In addition, some students were encouraged to read aloud after learning English using TPRS. They liked to learn when they could perform the reading with their friends.

"I liked the part when we did a reading theatre. I wanted the teacher to provide us with more storytelling reading on the video". (Student A, March 14, 2024)

"I liked it when we read in groups". (Student B, March 14, 2024)

Moreover, the students required more activities and games as they were inspired to learn English through movement and media.

"I also liked Starfall when we practiced reading because it had games. I wanted the teacher to add more activities and games". (Student C, March 14, 2024)

"I enjoyed it when the teacher taught us new vocabulary, and we acted out following those vocabularies. I wanted the teacher to bring many games in class, for example, guessing the word". (Student F, March 14, 2024)

However, the students needed assistance with reading-aloud practices as all participants wanted the teacher to stay close and listen to their reading. The teacher played a massive part in this teaching because the students could gain more confidence in reading the storytelling aloud.

"I need some help when I have to practice my role of reading the story alone". (Student A, March 14, 2024)

"I wanted to read more, but I needed help when I had to practice my role of reading the story alone". (Student E, March 14, 2024)

The students said the lessons were interesting, enjoyable, and fun. Most students believed they enjoyed the lessons when they read with their friends and could act out the roles in the storytelling. They acquired more vocabulary recognition through their reading development. However, they reflected on asking for assistance from the teacher when they had to practice their lines for reading stories.

In conclusion, the study's results showed that second-grade students' English reading aloud improved after learning English using TPRS, and the students had positive opinions about learning English using TPRS.

Discussion

According to the findings, learning English via TPRS impacted students' English reading aloud because most students' post-test mean scores ($\bar{X}$=9.67) after learning English using TPRS were significantly higher than the pre-test mean score ($\bar{X}$=5.17). The questionnaire revealed that most students agreed that learning English via TPRS was beneficial as it promoted their English reading aloud ability. The highest mean score indicated that most students strongly agreed that the learning activities made them enjoy learning English ($\bar{X}$ = 4.83). Most students agreed that learning English through the lessons can improve their English reading aloud ($\bar{X}$ = 4.00), which was revealed as the lowest mean score from the questionnaire.

Furthermore, the individually semi-structured interview revealed that the students enjoyed the lesson and increased their confidence in reading aloud.

Learning English using TPRS was an essential factor in the success of this study. The lesson was designed to build a better atmosphere in the classroom so that students could have positive opinions toward the English language. The students needed a safe environment to express their feelings and perform. The TPRS method mainly focuses on learning with movement, especially in the vocabulary learning process, in which students recognize vocabulary by acting out and reading it aloud. For young students, learning with enjoyment kept them excited about English learning as it was not their first language. Students preferred to move around the class, stand, and express their feelings through their body language rather than sitting down to hear the language they hardly understand. It was relevant to Prastikawati (2018), who pointed out that TPRS was a communicative-friendly teaching English for young students as the students could interact with the teacher while they were learning and were active during class. The acting out of the teacher was also crucial because the students learned from it. The response of students while they were listening to the teacher's storytelling in the personalizing mini-story related to students' personal information could encourage them to speak or repeat the vocabulary. This part led to the success of students reading the story aloud so that each student could read in a role as they put the character on and had fun and laughed while their friends acted out. The students could understand the story because they could achieve vocabulary recognition skills through movement with the meaning of vocabulary. It encouraged them to read out loud without hesitation when they read vocabulary, sentences, and the story by themselves.

Furthermore, the frequency of vocabulary drills for students could affect their English reading aloud. The TPRS started with the established meaning step, in which students learned the meaning of vocabulary before being taught how to read the story. This step took the longest period of the entire method because students had to be familiar with the meaning of the vocabulary, which affected the comprehension of storytelling. The inadequacy of vocabulary meaning understanding could reduce students' confidence and motivation to learn English. Adding some bizarre, exaggerated, and personalized stories related to students helped them participate in class constantly, for example, putting student's names with the target vocabulary to demonstrate the meaning. According to the obtained data, students performed reading target vocabulary and sentences with satisfactory outcomes. However, there were some side words that students had a small number of obstacles organizing, such as 'the', 'and', and pronouns such as 'she' and 'it'. Those words were not emphasized as the target vocabulary; the students were English language learning beginners. The students might feel unfamiliar with those words because they barely practiced reading English before getting the treatment from this study. The study's results showed that the increasing post-test score after learning English using TPRS positively affected students' vocabulary acquisition via reading aloud in English. According to Kara and Eveyik-Aydin (2019) and Fagertun (2020), TPRS impacted young students' receptive and productive vocabulary acquisition and increased vocabulary knowledge. Ponguagoon and Lonklang (2022) revealed that the TPRS positively affected students' English vocabulary learning achievement after the students got higher scores in the post-test and suggested using this method to promote other language abilities. The vocabulary understanding significantly impacted students' reading in storytelling performances, which will be discussed in the next paragraph.

Storytelling made this method different because it was a key to learning English using TPRS. It was found that learning English through reading and storytelling affected students' reading fluency as it was revealed that students' post-test mean scores approached grade level-norm fluency and were higher than those of the pre-test, which related to Nugraha's (2021) finding that the experimental group's post-test mean scores were higher than the pre-test scores after students had learned English using TPRS for improving their speaking skill. Kara and Eveyik-Aydin (2019) also revealed that storytelling in the TPRS had an efficacy result on their students' vocabulary acquisition after they were taught English lessons using TPRS through five storybooks. Ahead of other skills, English lessons constantly focused on vocabulary with meaning and spelling instruction. However, reading aloud improvement could provide more benefits for other instruction components and language skills development. This is supported by Baker et al. (2020), who pointed out that reading aloud ability was implemented to develop other language skills in students, such as vocabulary, listening, comprehension, and language proficiency. At the same time, vocabulary learning impacts other language skills, and reading aloud could build a vocabulary bank for students. Moreover, the target vocabulary students learned was selected according to their level with the frequent tense used in the story, which impacted how well they read a paragraph.

The teacher played a massive part in reading the story to students before letting them read it themselves. Fluency is the connection between word decoding or accuracy and comprehension that affects two subcomponents: word recognition automaticity and prosody (Rasinski & Smith, 2018). A bridge between word recognition and comprehension affected reading fluency. The Multidimensional Fluency Scale of Rasinski and Smith (2018) was used to assess fluency in reading, and accuracy is a subcomponent of reading fluency. Students increasingly developed from being unable to read any English words in the examination paper to improving storytelling reading from the study. While learning English using TPRS, the students asked for help with practicing reading aloud. The improvement in expression and smoothness components showed that students could use more expression through varied intonation, volume, and tone and read more smoothly with fewer hesitations. It showed the impact of how students wanted to imitate the actions or movements of the teacher while reading storytelling because they were encouraged to perform similarly to the teacher's actions. Håland, Hoem, and McTigue (2021) supported that the teacher has an essential role in delivering effective reading, and the storytelling chosen should be enjoyable for students. However, the students needed more improvement in rhythm and phrasing as it was shown that they had the lowest improvement in this component. This component in reading aloud was also important as it emphasized that students read in phrases, chunks, and sentence units. To improve rhythm and phrasing in reading, students should have some more phrases, chunks, and sentence units practiced during and outside the English class. In this study, the TPRS provided more opportunities for students to practice reading and some storytelling as they were created as the topics of the English lesson so that students increased their reading aloud ability. The students showed how they were encouraged to read stories they were familiar with, such as Little Red Riding Hood and Goldilocks and the Three Bears. As a result, students could read the target vocabulary fluently and accurately.

Considering students' opinions towards learning English using TPRS, the findings revealed that students had positive opinions towards learning English using TPRS. The results from the questionnaire showed that most students agreed that learning English via TPRS improved their English reading aloud efficiency. The high level of agreement from the students in this study reflected that they strongly agreed that learning activities make them enjoy learning English. Ponguagoon and Lonklang (2022) pointed out the related results of the students' opinions that they had positive opinions after learning the English language by using TPRS, which affected their vocabulary improvement. Utami et al. (2023) also claimed that the students had positive attitudes towards learning via TPRS. They agreed that the TPRS encouraged them to understand the vocabulary and increased their vocabulary recognition. Çimen and Çeşme (2022) supported the positive feedback from the students after learning English using TPRS through a semi-structured interview. The students mentioned that using TPRS affected their speaking skills and reduced stress.

A semi-structured interview with the students showed that they preferred reading in groups with their friends, as they mainly mentioned this part. Gao (2022) supported this idea as students' group work increased motivation and language acquisition through learning English with cooperative learning in TPRS. Moreover, the questionnaire data revealed that students agreed that reading aloud encourages students' confidence in learning English. Prastikawati (2018) pointed out that the TPRS helped students gain confidence when they experienced familiar vocabulary through reading stories and questions related to the vocabulary. In this study, the students experienced the vocabulary they had learned and practiced through three steps of TPRS. They had vocabulary drill and story reading so that they got less stressed but gained more confidence when they performed the reading aloud.

In conclusion, although teaching English using TPRS had not been widely used in English reading aloud improvement in Thailand, this study confirmed that learning English using TPRS could be applied to teaching English reading aloud. TPRS helped to encourage students to read vocabulary, sentences, and a paragraph of storytelling aloud with 1) learning with enjoyment and movement during the three steps of TPRS, 2) having a frequency of vocabulary drills before teaching about reading the story, 3) reading the story that they are familiar with, and 4) providing a cooperative activity such as reading in groups to gain more of their participation. Additionally, the results from the questionnaire and a semi-structured interview on students' opinions towards learning English using TPRS showed that the method positively encourages their English language learning.

Conclusion

This study aimed to improve second-grade students' English reading aloud using TPRS. The study's objectives were 1) to examine the effects of TPRS on second-grade students' English reading aloud and 2) to study students' opinions about learning English using TPRS.

The results of this study revealed that the mean post-test score of the English reading aloud of the samples who learned English using TPRS was significantly higher than the pre-test mean score at the .05 level. Most students agreed that learning English via TPRS improved their English reading aloud efficiency. They had positive opinions about learning English using TPRS, as shown in the questionnaire and semi-structured interview results.

Implications

There was a limitation in this study as the samples were small (6 students). Most of the schools in nearby areas of the sampled school were small, with less than 120 students per school. The population of the second-grade students of each school was approximately 5-16 students. Medium and large schools might get more effective results if they apply TPRS to teach the English language.

Further studies should implement the TPRS to promote other language literacy skills such as listening, speaking, reading, and writing. Teachers should design more interesting and related activities and games for grade-level students to encourage learning English using TPRS. Providing a more extended period for students to practice reading storytelling rather than two stories would better familiarize students with reading aloud. Furthermore, they should investigate teaching English using TPRS with larger samples to present the efficiency of English reading aloud ability.

Based on this study, other researchers may give students a longer period to drill the target vocabulary to confirm whether they recognize words and their meanings. Moreover, activities and games might help younger students improve their reading aloud ability. Finally, the chosen storytelling should correspond to their background knowledge because it makes them understand the story better. Students who struggle with vocabulary reading might have trouble understanding the story, which will decrease their confidence in reading aloud fluently and accurately.

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