

**ENHANCING READING COMPREHENSION AT SMPN 7
BANJARMASIN THROUGH TEACHING PROFICIENCY
THROUGH READING AND STORYTELLING (TPRS): AN
INVESTIGATION OF STUDENT ACHIEVEMENT**

SARJANA'S THESIS

**MUHAMMAD RAMADHAN ALFARIDZI
REG.NUMBER 2010117210018**



**ENGLISH LANGUAGE EDUCATION
STUDY PROGRAM FACULTY OF TEACHER TRAINING
AND EDUCATION
UNIVERSITY OF LAMBUNG MANGKURAT
BANJARMASIN**

2025

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SARJANA'S THESIS

**Presented to Faculty of Teacher Training and Education as a Partial
Fulfillment of the Requirements for Completing the Sarjana Pendidikan
Program in English Language Education Study Program**

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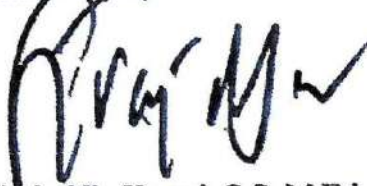
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LETTER OF APPROVAL

This is to certify the Sarjana's Thesis of Muhammad Ramadhan Alfaridzi , Reg. Number 2010117210018 entitled "Enhancing Reading Comprehension at SMPN 7 Banjarmasin through Teaching Proficiency through Reading and Storytelling (TPRS): An Investigation of Student Achievement" has been approved by the Board of Examiner as the requirement for completing *Sarjana Pendidikan* Program in English Language Teaching.

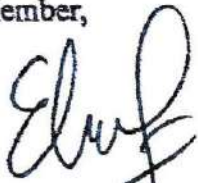
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STATEMENT

I hereby declare that this thesis contains no work that has previously been submitted for the award of a bachelor's degree at any university, and to the best of my knowledge, it also contains no work or opinions written or published by others, except those that are explicitly cited in the text and listed in the References.

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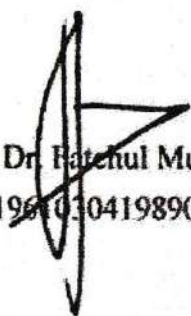
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This is to certify that the *Sarjana's Thesis Proposal* of Muhammad Ramadhan Alfaridzi Reg. Number 2010117210018 entitled "The Effectiveness of The Teaching Profeciency Through Reading and Story Telling (TPRS) Method in SMPN 7 Banjarmasin" has been approved by the advisor for oral examination.

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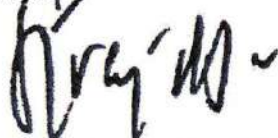
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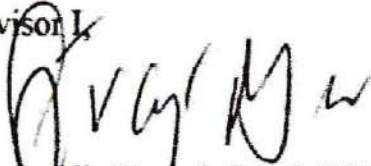
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ABSTRACT

Muhammad Ramadhan Alfaridzi. 2024. Enhancing Reading Comprehension at SMPN 7 Banjarmasin through Teaching Proficiency through Reading and Storytelling (TPRS): An Investigation of Student Achievement. Sarjana's Thesis English Department, Faculty of Teacher Training and Education, Lambung Mangkurat University, Banjarmasin. The first advisor: Sirajuddin Kamal, S.S. M.Ed the second advisor: Elsa Rosalina, S.Pd. M.Pd

Keywords: TPRS, TPR, Reading Comprehension Achievement

This research aimed to investigate whether there is a significant difference in reading comprehension achievement between seventh-grade students taught using Teaching Proficiency Through Reading and Storytelling (TPRS) and those taught with the traditional Total Physical Response (TPR) method at SMPN 7 Banjarmasin. In Indonesia's efforts to enhance English proficiency to meet globalization demands, junior high school students are expected to develop core language skills, including reading comprehension. While conventional text-based approaches align with international standards, innovative techniques like TPRS which integrate storytelling and active participation are emerging as promising methods to boost student engagement and understanding.

The study employed a quantitative, quasi-experimental design involving two classes: an experimental group receiving TPRS instruction and a control group taught with TPR. Data collection was conducted through pre-tests and post-tests administered to both groups. The data were analyzed using paired samples t-tests to compare the effectiveness of the two methods. The results showed that the experimental group's mean score increased from 60.5 to 77.13 ($t = -5.189$, $p < 0.001$), while the control group's score improved from 72.47 to 79.72 ($t = -3.231$, $p = 0.003$). Although the control group had a higher post-test average, the experimental group showed a greater improvement overall.

The findings demonstrated that TPRS significantly improves students' reading comprehension compared to traditional TPR. The larger mean difference and stronger t-value in the TPRS group indicate that storytelling and contextual input play a substantial role in enhancing student understanding. While both groups benefitted from their respective instructional methods, TPRS led to more meaningful progress in reading comprehension. These results suggest that TPRS is a more effective approach for developing reading skills among seventh-grade learners.

In conclusion, this research confirms that TPRS is more effective than TPR in improving reading comprehension achievement at SMPN 7 Banjarmasin. Based on these findings, it is recommended that English teachers consider implementing TPRS to create more engaging and impactful learning experiences. Students are also encouraged to actively participate in TPRS activities to enhance vocabulary retention and reading skills. Future studies may explore the long-term effects of TPRS and its application across other language skills, educational levels, and classroom contexts.

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This research has not certainly achieved perfection. Thus, constructive feedback and suggestions for improving its quality will be highly appreciated. Finally, it is expected that this research may yield positive contribution to the development of English Language Teaching.

Banjarmasin, 15 September 2025



Muhammad Ramadhan Alfaridzi

2010117210018

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