REFERENCES

- Alik, B. (2019). The Students' Perception of The Professional English Teacher at MA PP Nurul Haq Benteng Lewo Kabupaten Sidrap. Parepare: Doctoral Dissertation, IAIN Parepare.
- Ary, D., Jacobs, L. C., Sorensen, C., & Razavieh, A. (2010). *Introduction to Research in Education*. Canada: Wadsworth, Cengage Learning.
- Atikah, D., & Anita Rezki. (2018). Repetition Facilitates Retrieval Opportunity in Vocabulary Learning. *Earth and Environmental Science*. Retrieved September 27, 2022, from https://iopscience.iop.org/article/10.1088/1755-1315/175/1/012148/pdf
- Baker, R. J. (2017). Teachers' Experiences with the Teaching Proficiency Through Reading and Storytelling (TPRS) Method of Language Instruction: A Qualitative Study Using Quas-Phenomenological Approach. Aston, Pennsylvania: Neumann University.
- Bulan, N., & Kasapoglu, K. (2021). An Investigation of The Effect of TPRS on Vocabulary Acquisition Among Third Graders. *Journal of Language and Linguistic Studies*, 17(Special issue 1), 645-662. Retrieved September 9, 2022, from https://www.jlls.org/index.php/jlls/article/view/2237/713
- Cohen, L., Manion, L., & Morrison, K. (2018). Research Methods in Education (Eight ed.). New York: Routledge.
- Creswell, J. W. (2012). Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Reserch. 501 Boylston Street, Boston: Pearson Education.
- De Costa, R. M. (2015). Traditional Methods Versus TPRS: Effects on Introductory French Students at A Medium-sized Public University in The Midwestern United States. All Theses, Dissertations, and Other Capstone Projects. Retrieved March 3, 2022, from https://cornerstone.lib.mnsu.edu/cgi/viewcontent.cgi?article=1512&contex t=etds
- Jacinto, J., & Yépez, Z. (2017). Raising Students' Vocabulary Level Through Teaching Vocabulary Learning Strategies and Providing Them With Intensive Practice. Peru: University of Piura.
- Judge, T., & Robbins, S. (2013). *Organizational Behavior*. One Lake Street, Upper Saddle River, New Jersey 07458: Pearson Education.

- Kariadi, M. T., & Pratiwi, D. I. (2022). Revealing University Students' Attitudes toward English Language. (pp. 053-1062). The Journal of Asia TEFL. Retrieved December 23, 2022, from http://journal.asiatefl.org/
- Leavy, P. (2017). Research Design: Quantitative, Qualitative, Mixed Methods, Arts-Based, and Community-Based, Participatory Research Approaches. New York, London: The Guilford Press.
- Lele, C. (2018). *The Vocabulary Builder Work Book*. 6005 Shellmound Street, Suite 175, Emeryville, CA 94608: Zephyros Press.
- Lessard-Clouston, M. (2013). *Teaching Vocabulary*. 1925 Ballenger Avenue Suite 550, Alexandria, VA 22314.: TESOL International Association.
- Lichtman, K. (2018). *Teaching Proficiency Through Reading and Storytelling*. USA: Routledge.
- Lu, H. (2019). Teaching Proficiency Through Reading and Storytelling. *Chinese Language Teaching Methodology and Technology*, 2(2). Retrieved March 31, 2022, from https://engagedscholarship.csuohio.edu/cgi/viewcontent.cgi?article=1056 &context=cltmt
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). Qualitative Data Analysis: A Methods Sourcebook. USA: Sage publications.
- Muzammil, L., & Andy. (2017). Improving Speaking Skill by Using Teaching Proficiency Through Reading and Storytelling (TPRS). *JEELS (Journal of English Education and Linguistics Studies)*, 19-36. Retrieved September 15, 2021, from https://jurnalfaktarbiyah.iainkediri.ac.id/index.php/jeels/article/view/47
- Namkutu, N. U. (2017). Teaching Proficiency Through Reading and Storytelling:

 A method to Improve Students' Speaking Ability. *Proceedings of the International Conference on English Language Teaching (ICONELT 2017)*.

 145, pp. 175-178. Atlantis Press. Retrieved August 12, 2021, from https://www.atlantis-press.com/proceedings/iconelt-17/25889008
- Nation, P., & Stuart, W. (2017). *How Vocabulary Is Learned*. Great Clarendon Street, Oxford, OX2 6DP, United Kingdom: Oxford University Press.
- Nugraha, M. A. (2021). The Effect of Teaching Proficiency Through Reading and Storytelling (TPRS) Method on Teaching Speaking Skill. *Journal of English Pedagogy and Applied Linguistics*, 42-54. Retrieved November 2022, 23, from https://jurnal.masoemuniversity.ac.id/index.php/englishpedagogy/article/view/_58/60

- Ortiz, M. P., & Guaraca, M. O. (2018). The Effects of The TPRS Method on The Students' English Vocabulary Acquisition. *Dominio de las Ciencias*, 264-277. Retrieved August 16, 2022, from https://dialnet.unirioja.es/servlet/articulo?codigo=6560203
- Qiong, O. U. (2017). A Brief Introduction to Perception. *Studies in Literature and Language*, 18-28. Retrieved May 11, 2022, from http://flr-journal.org/index.php/sll/article/view/10055/10553
- Susanti, E. (2016). Teaching English Vocabulary Using Total Physical Response (TPR) Method at Elementary School. Bandung: Sekolah Tinggi Keguruan dan Ilmu Pendidikan.
- Webb, S., & Nation, P. (2017). *How Vocabulary Is Learned*. Great Clarendon Street, Oxford, OX2 6DP, United Kingdom: Oxford University Press.

