

REFERENCES

- Afidah, A., & Machfudi, M. I. (2022). Students' Difficulties in Vocabulary Mastery. *Critical Review of English-Arabic World Journal*, 1(1).
- Al-Dersi, Z. E. M. (2013). The Use of Short-Stories for Developing Vocabulary of EFL Learners. *International Journal of English Language & Translation Studies*, 1(1), 72–86. www.eltsjournal.org
- Altalhab, S. (2018). Short- and Long-term Effects of Repetition Strategies on Vocabulary Retention. *Advances in Language and Literary Studies*, 9(2), 146. <https://doi.org/10.7575/aiac.all.v.9n.2p.146>
- Antle, T. (2018). Vocabulary Acquisition through Productive vs. Receptive Tasks. *Pan SIG Journal*.
- Ary, D., Jacobs, L. C., Sorensen, C., & Razavieh, A. (2010). *Introduction to Ressearch in Education*. WADSWORTH CENGAGE Learning.
- Asher, J. (1977). *Learning Another Language through Actions*. Sky Oaks Productions, Inc.
- Astutik, Y., & Aulina, C. (2017). Metode Total Physical Response (TPR) Pada Pengajaran Bahasa Inggris Siswa Taman Kanak-Kanak. *Jurnal Pendidikan Bahasa Dan Sastra*, 17(2), 196–207. <https://doi.org/10.17509/bs>
- Bai, Z. (2018). An analysis of english vocabulary learning strategies. *Journal of Language Teaching and Research*, 9(4), 849–855. <https://doi.org/10.17507/jltr.0904.24>
- Banegas, D. L., & Villacañas de Castro, L. S. (2019). Action Research. *The Routledge Handbook of English Language Teacher Education*, 570–582.
- Burns, A. (2009). Doing Action Research in English Language Teaching. In *Doing Action Research in English Language Teaching*. <https://doi.org/10.4324/9780203863466>
- Cang, T., Diem, L. T. K., & Thien, L. Q. (2021). Impacts of Total Physical Response on Young Learners' Vocabulary Ability. *VNU Journal of Science: Education Research*, 37(4), 101–112. <https://doi.org/10.25073/2588-1159/vnuer.4573>

- Celik, Cay, & Kanadli. (2021). The Effect of Total Physical Response Method on Vocabulary Learning/Teaching: A Mixed Research Synthesis. *English Language Teaching*, 14(12), 154. <https://doi.org/10.5539/elt.v14n12p154>
- Coombe, C. (2015). *Assessing Vocabulary in The Language Classroom*.
- Dakhi, S., & Fitria, T. N. (2019). The Principles and the Teaching of English Vocabulary : A Review. *Journal of English Teaching*, 5(1), 15–25.
- Harahap, N. A., & Zulfitri. (2022). Improving The Students' Vocabulary Mastery Through TPR Method At SMP Negeri 29 Medan Tahun Ajaran 2020-2021. *Education Achievement: Journal of Science and Research*, 3(2), 1–7.
- Hedstrom, B. (2012, May 03). The Basics of TPRS. *Workshop Notes and Pre-Reading*. Retrieved from Brycehedstrom.com
- Hornby, A., & Cowie, A. (1995). *Oxford Advanced Learners' Dictionary of Current English (5th ed)*. Oxford University Press.
- Katamba, C. V., & Sianipar, E. J. (2020). Students' Vocabulary Enhancement in Grade V: A Compative Study Using Total Physical Respose Storytelling and Jigsaw IV. *Human Behavior, Development and Society*, 21(2), 1–21.
- Kemmis, S., McTaggart, R., & Nixon, R. (2014). *The Action Research Planner (Doing Critical Participatory Action Research)*. <https://doi.org/10.1007/978-981-4560-67-2>
- Khakim, L., & Anwar, C. (2020). Improving Students ' Vocabulary Mastery Through Total Physical Response Learning Method. *Advances in Social Science, Education and Humanities Reseach*, 409(SoRes 2019), 506–512.
- Li, N. (2013). *Is TPRS an Effective Method for Teaching Chinese as a Foreign Language among Young Learners of Beginning Levels?* 641.
- Maskor, Z. M. (2016). Receptive Vocabulary Knowledge or Productive Vocabulary Knowledge in Writing Skill , Which One Important ? *International Journal of Academic Research in Bussiness and Social Sciences*, 6(11), 261–271. <https://doi.org/10.6007/IJARBSS/v6-i11/2395>
- Mayleta, S., Marten, R., Merni, Ullo, J., & Antiie, S. (2022). The Life of Elementary School Subjects on the Q&A Method in Indonesia. *Formosa Journal of Multidisciplinary Research (FJMR)*, 1(8), 1695–1712.

<https://doi.org/10.55927/fjmr.v1i8.2142>

- Miles, M., Huberman, M., & Saldana, J. (2014). *Qualitative Data Analysis*. In *SAGE Publications* (Vol. 13, Issue 1).
- Muhayyang, M., Sakkir, G., Ariyani, A., & Nappu, S. (2023). Lecturer Eye Contact on the Students' English Learning Motivation: Motivated or Demotivated. *EduLine: Journal of Education and Learning Innovation*, 3(1), 96–106. <https://doi.org/10.35877/454ri.eduline1695>
- Mumford, K. H., & Kita, S. (2014). Children use Gesture to Interpret Novel Verb Meanings. *Child Development*, 85(3), 1181–1189.
- Muzammil, L., & Andy. (2017). Teaching Proficiency Through Reading and Storytelling (TPRS) as a Technique to Foster Students' Speaking Skill. *Journal of English Education and Linguistics Studies*, 4(1), 19–36.
- Nation, I. S. . (2000). *Learning Vocabulary in Another Language*. Cambridge Applied Linguistics.
- Nazara, P. (2019). Learning Vocabularies Using Short Stories at Primary School : Students ' Perception. *Journal of English Teaching*, 5(3), 157–165. <https://doi.org/http://dx.doi.org/10.33541/jet.v5i3.1308>
- Nurlaili, Nurani, S., & Yohana, L. (2015). The Effectiveness of Teaching English Vocabulary through Total Physical Response Storytelling (TPRS). *DEIKSIS*, 7(1), 63–68.
- Patrick, R. (2019). Comprehensible input and Krashen's theory. *Journal of Classics Teaching*, 20(39), 37–44. <https://doi.org/10.1017/S2058631019000060>
- Pinos-Ortiz, M. A., & Orbe-Guaraca, M. P. (2018). The effects of the TPRS Method on the Students' English Vocabulary Acquisition. *Dominio de Las Ciencias*, 4(3), 264–277. <https://doi.org/10.23857/dc.v4i3.809>
- 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). <https://doi.org/10.14456/rpjnrru.2022.22>
- Purwanto, A. (2019). Teaching Pronunciation using Varieties of Pronunciation Teaching. *Journal of English Language Teaching*, 03(02), 81–92.

- Rasouli, F., & Jafari, K. (2016). A Deeper Understanding of L2 Vocabulary Learning and Teaching : A Review. *International Journal of Language and Linguistics*, 4(1), 40–46. <https://doi.org/10.11648/j.ijll.20160401.16>
- Rufino, M. C. A., & Trinidad, C. L. (2021). Total Physical Response Storytelling (TPRS) in Teaching Spanish as a Foreign Language: A Method in Improving Students' Oral Interaction Skill. *Interdisciplinary Journal of Applied and Basic Subjects*, 1(11), 52–61.
- Rushidi, J. (2013). The Benefits and Downsides of Creative Methods of Teaching in an EFL Classroom : A Case Study Conducted at South East European University, Tetovo-Macedonia. *Journal of Education and Practice*, 4(20), 128–136.
- Rusiana, & Nuraeningsih. (2016). Improving Students ' Vocabulary Mastery through TPR Storytelling. *IJELTAL*, 1(1), 49–61.
- Sarani, A., & Shirzaei, H. (2016). A Comparative Study of Vocabulary Learning Strategies Employed by Iranian Undergraduate and Postgraduate EFL Learners with a Focus on Motivation. *Indonesian Journal of EFL and Linguistics*, 1(1), 33–45.
- Saville, M., & Troike. (2012). *Introducing Second Language Acquisition* (Second Edi).
- Schmitt, N. (2019). *Understanding Vocabulary Acquisition, Instruction, and Assessment: A Research Agenda*. 52(3), 261–274.
- Seidl, S. L. (2013). *The Effect of Teacher-Students Relationship on the Academic Achievement of Fifth Grade Students*. May.
- Soro, S. H. (2019). *Analysis of English Vocabulary in the Mind of Student*. 4(8).
- Thornbury, S. (2002). *How to Teach Vocabulary*. Pearson Education Limited.
- Zulfikar. (2019). *Rethinking the Use of L1 in L2 Classroom*. 6(1), 43–51.