

REFERENCES

- British Council, *Realia in English Foreign Language*, 2016, p.1, (<https://www.teachingenglish.org.uk>).
- Brown. 2007. *Principle of Language Learning and Teaching: Fifth Edition*, New York: Longman.
- Cameron. 2001. *Teaching Languages to Young Learners*. New York: Cambridge University Press
- Darnis, S. (2020). THE DEVELOPMENT OF CHILDREN'S STORY BOOK MEDIA BASED ON ORAL STORY OF LOCAL TRADITION TO SUPPORT THE LITERACY PROGRAM FOR KINDERGARTEN LEVEL. *Jurnal Pendidikan Anak Usia Dini*, 5(1), 1–8.
- Dewi. 2006. "A Study on Vocabulary Mastery in Teaching Learning Process of the Fourth Year Students of SD Min Jetis Sukoharjo in Academic Year 2005/2006", Thesis at UNY. Unpublished.
- Gordon, Tatiana. 2007. *Teaching Young Children a Second Language*. London: Praeger.
- Hilal, A. (2020). *Teachers' Perspective on Lesson Study to Encourage Teaching and Learning Process*.
- Malu, K. F. (2013). Exploring Children's Picture Storybooks with Adult and Adolescent EFL Learners. *English Teaching Forum*, v15 n3 p10-18, 1–9.
- Máximo, M. (2019). Storybook reading strategies to enhance English skills with preschool children in Honduras. *Paradigma: Revista de Investigación Educativa*, 26(41), 46–68. <https://doi.org/10.5377/paradigma.v26i41.7975>
- Muria, U., Nuraeningsih, K., & Kudus, U. M. (2016). *LANGUAGE CIRCLE: Journal of Language and Literature X/2* (. <http://journal.unnes.ac.id>
- Nevo, E., & Vaknin-Nusbaum, V. (2018). Enhancing language and print-concept skills by using interactive storybook reading in kindergarten. *Journal of Early Childhood Literacy*, 18(4), 545–569. <https://doi.org/10.1177/1468798417694482>

- Pandith, P., John, S., Bellon-Harn, M. L., & Manchaiah, V. (2022). Parental Perspectives on Storybook Reading in Indian Home Contexts. *Early Childhood Education Journal*, 50(2), 315–325. <https://doi.org/10.1007/s10643-020-01147-0>
- Rachmawati, T. F. (2017). *THE EFFECTIVENESS OF USING PICTURE STORYBOOK ON STUDENTS' VOCABULARY MASTERY (A Quasi-experimental Study at the Seventh Grade of SMP Kartika VIII-1 Cijantung) A Skripsi Presented to the Faculty of Educational Sciences in a Partial Fulfillment of the Requirements for the Degree of Strata I (Bachelor of Art) in English Education.*
- Restanto, M. (n.d.). THE USE OF PICTURE BOOK IN TEACHING READING FOR JUNIOR HIGH SCHOOL STUDENTS. In *Journal of English and Education* (Vol. 2016, Issue 2).
- Saracho, O. N. (2017). Parents' shared storybook reading—learning to read. *Early Child Development and Care*, 187(3–4), 554–567. <https://doi.org/10.1080/03004430.2016.1261514>
- Schulze, B. (2009). 5 Reasons to Love Dr. Seuss | Dr Seuss for Beginner Readers: The Childrens Book Review. *Thechildrensbookreview.com*. Retrieved 18 May 2015, from (<http://www.thechildrensbookreview.com/weblog/2009/09/5-reasons-to-love-dr-seuss.html>).
- Se, M., Ne, ;, & Chal, ; (n.d.). *The differential effect of storybook reading on preschoolers' acquisition of expressive and receptive vocabulary**.
- Suryani, Y. A., Utaminingsih, S., & Madjdi, A. H. (2021). Needs analysis of picture story book using augmented reality technology. *Journal of Physics: Conference Series*, 1823(1). <https://doi.org/10.1088/1742-6596/1823/1/012083>
- Werner, W. (2002). Reading visual texts. *Theory & Research in Social Education*, 30(3), 401-428.
- Wolf, J., & Baker, P. (2012). *Preventing School Failure: Alternative Education for Children and Youth* (p. 172). Philadelphia: Routledge