

The Use of Miming Game for English Vocabulary Acquisition at an Islamic Junior High School

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Abstract: The inspiration for this study is to use various teaching techniques in acquiring English vocabulary to avoid monotonous activities that make students bored and not interested in learning. Teachers can use miming games as a teaching technique to make the learning process in the classroom more fun and easier to understand. Miming games also allow students to acquire vocabulary to easily remember and understand a word. The focus of this research is 1) the use of miming game to acquire English vocabulary, and 2) student responses about the use of miming game to acquire English vocabulary. This study used qualitative methods, with data collection techniques used such as observation, questionnaires, interviews, and documentation. The data was analyzed and then triangulated for the inferences. The results of this study shows that, as based on the observations in the field notes, the students enjoyed the learning process and easily memorized the new vocabulary. In addition, they also felt interested, happy, enjoyable, and the learning process was efficient for acquiring the vocabulary by miming game.

Keywords: students' experience, miming game, vocabulary acquisition.

Abstrak: Inspirasi penelitian ini adalah penggunaan berbagai teknik pengajaran dalam memperoleh kosakata bahasa Inggris untuk menghindari kegiatan monoton yang membuat siswa bosan dan tidak tertarik untuk belajar. Guru dapat menggunakan miming game sebagai teknik mengajar untuk membuat proses pembelajaran di dalam kelas lebih menyenangkan dan lebih mudah untuk dipahami. Miming game juga memungkinkan siswa untuk memperoleh kosakata untuk mengingat dan memahami suatu kata dengan mudah. Fokus penelitian ini adalah 1) penggunaan miming game untuk memperoleh kosakata bahasa Inggris di kelas VIIA. 2) tanggapan siswa tentang penggunaan miming game untuk memperoleh kosakata bahasa Inggris. Penelitian ini menggunakan metode kualitatif, dengan teknik pengumpulan data yang digunakan adalah observasi, kuesioner, wawancara, dan dokumentasi. Data tersebut dianalisis menggunakan metode triangulasi. Hasil penelitian ini berdasarkan pengamatan dari hasil data observasi dimana siswa dapat menikmati proses pembelajaran dan dengan mudah mengingat kosakata menggunakan miming game. Selain itu, siswa merasa tertarik, senang, menikmati, dan efisien dalam mempelajari kosakata dengan menggunakan miming game sebagai teknik pembelajaran.

Kata kunci: students' experience, miming game, vocabulary acquisition.

INTRODUCTION

In recent years, English is important in human life because this language makes people from various countries easier to communicate. It is in line with Telaumbanua, (2020) asserting that English is an international language and it is important in human life. Also in several countries, such as the Philippines, India, Malaysia, and Singapore, English is also used as a second language to communicate with each other. While in Indonesia, English is a foreign language. According to Quimosing, (2022), foreign language means a language that is not generally spoken in the community daily. Indonesian people only speak English in formal classrooms or courses, foreign offices, and language institutions. Whereas in public places like cinemas, markets, and offices, they used their mother language “Bahasa Indonesia” or their local language. Therefore, the people are not familiar with English vocabulary. When students do not know a vocabulary, they

cannot translate the meaning of words and respond to them. In this condition, vocabulary is one of the most important aspects of understanding and learning a language (Situmeang et al., 2022).

In teaching English, the game is one of the techniques often used by teachers. Currently, many teachers have already used various kinds of techniques to teach vocabulary and help students to acquire English vocabulary. According to Andrew (as in Lele, 2021), games are considered an alternative strategy to improve vocabulary. Specifically, miming game is one of the teaching techniques used in vocabulary learning because it uses bodies to convey the meaning of an action or expression on the handbook without speak and the other students have to guess the word.

After conducting a preliminary observation, problems with vocabulary also occurs in an Islamic junior high school located in Gresik. Most students find it difficult to acquire English vocabulary because the technique used when teaching vocabulary is not interesting for them. Therefore, this study is aimed at describing the use of miming game for English vocabulary acquisition at an Islamic junior high school and describe the students' perception when using the game in learning vocabulary.

LITERATURE REVIEW

1. Vocabulary Acquisition

Vocabulary, as defined, is acquisition process of learning new words of any language. According to Indrawati, (2013 as cited from Krashen, 1982), the process of acquiring a language subconsciously is known as language acquisition.

Language acquisition occurs when the students can receive messages that they can understand, so the students need comprehensible input. Then, this comprehensible input should be one step beyond the student's current language ability, containing $i+1$, in order for students to improve with their language development (Krashen, 1982 as cited in Chao, 2013). Therefore, Vocabulary acquisition refers to how people increase the number of words they comprehend while learning a new words in a language.

2. Teaching Vocabulary

The main duty of a teacher is teaching. Teaching vocabulary is one of the most common to be discussed as parts of teaching English as a foreign language. In acquiring vocabulary, students have some difficulties. However, the problem that English teachers are encountered in teaching vocabulary can be seen from three factors: students, teachers, and other factors. (Sari & Wardani, 2019). First, students' limited knowledge of pronunciation and the meaning of words. Second, teachers' limited knowledge of the words and techniques. The last factor is time constraints and word selection in learning materials. Thus, the teachers should prepare, find, and implement the appropriate techniques.

3. Miming Game

Miming game is one kind of the guessing games, besides guessing pictures and guessing words or sentence. However, in miming game, students use a gesture, facial expression, and body movement. The movement of the body appears to be a significant mediator for understanding a language (Ibrohim et al., 2019 as in Richard & Rodgers, 1986: 92). The rule of the miming game is that the students are banned to speak or produce sound. The students are only allowed to mime the word through movement or body language and the other students have to guess the words and give a good answer from the clue. If they cannot guess the word, they can open the dictionary to search for the word based on the movement, or the teacher will write the word on the whiteboard and give a good pronunciation.

This game uses several gestures to act or mime the word out and the others should guess it. According to Afifah, (2020), there are many procedure to play miming game. They are as follows:

- a) The students are divided into groups
- b) The students only give a clue about the words, phrase, or sentences
- c) One student has to show the characteristic of the words, phrase, or sentences by gesture
- d) The member of the group has to guess the what they get from the gesture
- e) Each group must play the game alternately.

4. Previous Study

There have been some previous studies in relation to the use of miming games. The first study was done by Puspitasari & Akmaliah (2018). This study used experimental design. The instrument used in this study were the test and questionnaire. The findings of this study show that students understood present continuous tense by using miming game. This result was also supported by the result of the test and questionnaire.

The second previous study was conducted by Purnama (2017). This study used Classroom Action Research (CAR). The procedure of the study is applied cycle to cycle. This study revealed that the use of mime game could improve students' vocabulary. Therefore, mime game as based on this study could be a good medium for increasing students' vocabulary.

The third study was done by Afifah (2020). This study also used Classroom Action Research (CAR). The data were collected using interview, observation, document review, and speaking test. The procedure of the study was divided into two cycles namely cycle one and cycle two. The result of the study showed that the implementation of miming game in speaking skill could increase the students' speaking skill of the second-grade students at Madrasah Tsanawiyah NU 1 Bondowoso.

The summary of the three studies above is as the following. Puspitasari & Akmaliah (2018) conducted an experimental study utilizing tests and questionnaires to examine the impact of miming games on students' understanding of the present continuous tense. Results indicated that students showed improved comprehension of the grammatical concept through the use of miming games, as evidenced by both test scores and questionnaire responses.

Purnama (2017) conducted Classroom Action Research (CAR) to investigate the effects of miming games on students' vocabulary acquisition. The study employed iterative cycles of implementation, revealing that the use of mime games led to noticeable improvements in students' vocabulary skills. This suggests that miming games serve as an effective tool for enhancing vocabulary learning in educational contexts.

Afifah (2020) also employed Classroom Action Research (CAR) methodology to assess the impact of miming games on students' speaking skills. Data collection methods included interviews, observations, document reviews, and speaking tests conducted across two cycles of the study. The results demonstrated that the integration of miming games into speaking skill instruction positively influenced the speaking proficiency of second-grade students at Madrasah Tsanawiyah NU 1 Bondowoso.

The studies collectively indicate that the incorporation of miming games in educational practices can yield positive outcomes for language learning. They highlight the effectiveness of miming games in enhancing students' understanding of grammatical structures, expanding vocabulary knowledge, and improving speaking proficiency. These findings underscore the potential of miming games as a valuable pedagogical tool for educators seeking to engage students and facilitate language acquisition in diverse educational settings.

However, this present study focuses on English vocabulary acquisition. Then, the design of the previous researches used classroom action research (CAR), and experimental design. Instead, this study is a descriptive qualitative design with the framework of the methodology as in Figure 1.

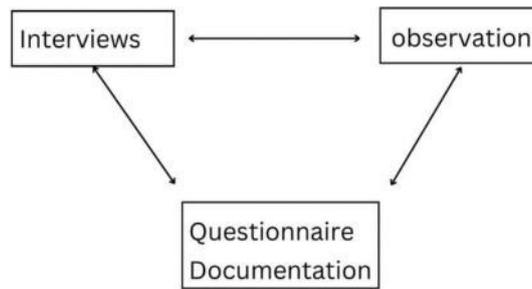


Figure 1. Research framework

METHOD

This study uses a qualitative method. The subject of this study was 39 students. Qualitative description is well suited to studies that involve mixed methods or questionnaire design, or description of the facts of the phenomena (Turale, 2020). This study used observation, questionnaire, interview, and documentation as a tool for data collection technique. According to Oun & Bach, (2014), the observations help to decide the important targets to be identified in the research. The observation used field notes during English class.

The questionnaire is series of questions to gather the information from respondents. It is stated that the purpose of questionnaire is to identify subject's attitude, opinion, or perception (Ibrohim et al., 2019). It used Likert scale that consist of ten questions. Then, interview is conversation to gather information where someone ask question was known interviewer, and those who answer question as respondent. This study used semi-structured interview (Ibrohim et al., 2019). Furthermore, this study also used the form of photographs. Photos were records classroom activities during the process of English class for acquiring vocabulary using miming game that may give a general overview of the teaching and learning process.

In addition, this study also Miles, Huberman method namely data reduction, display, and conclusion. After that, the data were combined with triangulation to get the trustworthiness of findings from various types of data sources. Triangulation is process of to aid in the identification of inconsistencies in the findings that can lead to a deeper understanding of the phenomenon (Lemon & Hayes, 2020 as in Patton, 1999).

RESULT AND DISCUSSION

Findings

Based on the analysis, there are some evidence that can be described such as the vocabulary learning using miming game in the classroom, and students' perception of using miming game to acquire English vocabulary. Besides that, it also reveals the fact found by the researchers through class observation and documentation in two meetings. This observation was purposed to provide a clear description about the use of miming game and all activities in the classroom, whereas questionnaire and interview were used to describe the students' perception.

1. The Use of Miming Game for Vocabulary Acquisition.

In order to obtain the data, the researcher conducted the observation in two meetings. The allocated time was 2x45 minutes in each meeting.

a) First Meeting

The researcher conducted the observation in class VIIA. Field notes were written to describe the vocabulary teaching and learning process using miming game. The female teacher started the

lesson by opening session with greeting and checking the students' attendance. After that, the researchers explained the material dealing with vocabulary learning by using a miming game. The words that were learned by the students were already determined and prepared by the teacher. When they were still confused, she gave an example by choosing the word "eat" and demonstrated hand gesture to describe the given word by putting something into the mouth and chewing it. The researchers asked the students to take a guess of the word.

Before starting the activity, the teacher divided the class into three groups. One student in each group was asked to demonstrate a miming game to describe one word. This activity carried out in 3 sessions. The students sitting in front of the class were prohibited to say the word, speak, or give clues. Instead, they only used gestures or facial expressions to describe the word and the other two groups had to answer.

The first female student came forward to receive the word she had to demonstrate. The word was "shoes". Firstly, to indicate the number of the word that she had to share through gestures and/or facial expressions, she pointed up one finger to other students to let them know that the word they would guess consisted of one word.

Furthermore, she sat down focusing her eyes on her shoes and pretended to the shoelaces. She also repeated the same gesture twice. After understanding what she was miming, other students immediately opened the dictionary and started to look up the word. One student guessed that it was "shoes" and the student who gave the clue by miming the word confirmed that the answer was correct.

The second student received the word "dance". He raised both hands forming the letter "O", twisted his body, and walked back and forth like a dancer. Then, other students immediately searched for the word in the dictionary. Two students directly answered that it was "dance", and the clue-maker student confirmed that the answer was correct.

The last student received the word "hang" and demonstrated hand gesture as if taking off the uniform and then hanging it on the coat rack behind the door. But other students were still confused about the action. Then, she made another effort by giving another clue. She pretended to hang up herself by moving her hands around her neck as if a rope was in her hands. She also held out her tongue. Then, the students became very enthusiastic and competed to guess the correct word for the movement and facial expression.

To guess the words, the students used some Indonesian-English dictionaries. When they finally succeeded to interpret the miming action performed by a clue maker, they opened the dictionary to find the given words and figure out the meanings.

The next activity was presenting the given words on the whiteboard. One of the students was asked to come forward to write down and pronounce the words. The teacher gave them the correct pronunciation by saying the words loudly as well as giving them simple questions so that they would recall the vocabulary they have obtained. All the activities were carried out in forty minutes.

b) Second Meeting

The learning process in the second meeting was the same as the previous meeting. The teacher started the class with greeting and the students gave a response to it. The teacher explained the correct rules of doing the miming game when learning English and gave some advice. One of the pieces of advice was that when student acted out in front of the class, the classmates ought to observe it carefully. She also explained that when they knew word in Indonesian language, they could search directly for the word in the dictionary quietly so that the students from other groups would not steal the points. Before the game started, the teacher picked and called a student as a clue maker to come forward and take a small rolled paper. Containing one word from the box.

Firstly, one male student demonstrated the word "laugh". He demonstrated hand gesture by closing his eyes and holding his stomach while laughing silently. The other students were eager

to guess the word quickly and enthusiastically opened a dictionary to find the correct word. The first team could not answer, so the opportunity to answer was given to the other groups.

Moreover, another student received the word “write”. The student demonstrated hand gesture by holding a pen and did movement as if he was writing something. In addition, he tried to repeat the hand gesture several times so that the other students could easily find the right word. When three students answered that the word was “writing”, he asked a confirmation from the teacher and she said that the answer was correct.

After that, the teacher asked the students to pronounce the words that have been written down on the whiteboard and that have been acquired through the use of miming game. The teacher began to read out loud each word and asked the students to repeat after her to have a correct pronunciation. That activity finally ended the class.

The result obtained by observing the second meeting was that the use of miming game in learning vocabulary could make students easier to acquire English vocabulary. The students became more active. In addition, the vocabulary learning combined with a miming game was enjoyable.

However, when one of the students felt nervous and insecure when demonstrating the chosen word, the other students seemed to start shouting so that the teacher had to come to the student table to give them a warning. It made situation crowded but conducive. In addition, some students started chatting about other topics. They disturbed the concentration of other students who got interested in following this game.

2. The Student’s Perception towards the Use of Miming Game for English Vocabulary Acquisition

The questionnaire used Google Form to get the perception of the students on learning English vocabulary using miming game.

Table 1. Questionnaire results

No	Statement	SA	A	N	SD	D
1	I am interested in the use of miming game in acquiring English vocabulary	30,8%	56,4%	12,8%	0%	0%
2	Miming game is helpful to acquire English vocabulary	61,5%	38,5%	0%	0%	0%
3	I am more confident to get involved in miming game	10,3%	33,3%	53,8%	0%	2,6%
4	Through miming games, I can be more active in learning English in the classroom	33,3%	56,4%	10,3%	0%	0%
5	The miming game develops the students’ creativity	30,8%	59%	10,35%	0%	0%
6	I am motivated to memorize a new word by using miming game	43,6%	43,6%	12,6%	0%	0%
7	Miming game wastes my time	0%	0%	25,6%	33,3%	41%

8	I do not get more experience by using miming game	0%	0%	5,1%	64,1%	30,8%
9	The miming game is not suitable for English vocabulary acquisition	0%	0%	2,6%	66,7%	30,8%
10	I feel bored when using the miming game in acquiring vocabulary	0%	0%	5,1%	64,1%	30,8%

Description:

SA : Strongly Agree D : Disagree
A : Agree SD : Strongly Disagree
N : Neutral

To obtain a more detailed description about the students' responses, this study also used interview to collect the data. The interview questions were semi-structured questions. In this session, the students should have answered what has been felt from students' responses on using miming game as a learning technique for English vocabulary acquisition.

Table 2. Students' response of interview

No	Name	What do you think about using Miming Game? Was it advantageous for you?	What are the advantages/disadvantages of using miming game?
1	ARH	Not so interested, but it has advantages.	It helps us to remember a new word but I felt that the activities were just monotonous
2	ATW	I feel exhilarated and get the benefit	The game is very easy to understand and I get some new words after using it.
3	ASQ	Miming game is very good	I can remember and understand the Meaning of the words.
4	ATA	I'm very excited and the game benefits for me	I can be more active in class when using the game
5	ASR	It is a fun activity and easy to use it	I feel more active in the process of learning English in class and I can remember new vocabulary
6	ACW	I feel interested	It is an easier understanding of learning and I can remember the vocabulary that I have gotten
7	AA	I'm very excited and enjoy the game	I can know and remember the English vocabulary that I have to acquire
8	BSAAM	It was fun when used it	That game helped me easily to acquire and remember new vocabulary
9	BYA	I really enjoyed the game	I can increase and remember my English vocabulary than before
10	CPNH	It is very fun	It helps us to acquire a new English vocabulary

No	Name	What do you think about using Miming Game? Was it advantageous for you?	What are the advantages/disadvantages of using miming game?
11	DL	I'm happy and excited when used it	The game makes me understand and remember the meaning of the English vocabulary
12	EEA	I'm so excited and happy	I can get a new vocabulary than before used it
13	FAH	This game is very fun	It helps me to get a new vocabulary but it wastes my time because demonstrating or replying takes a long time and the learning activities were very monotonous
14	GA	That is a fun game	I get a new vocabulary and I can be confident to share my ideas in the learning process
15	HF	Miming game is very fun	Miming game help me to memorize the vocabulary that I get
16	IFG	It is the enjoy game	It helps me to acquire a new vocabulary and it makes me know how to use the dictionary
17	KR	It is a fun game	I can be active and memorize the word
18	RNAM	I fell enjoyed it	It makes my English vocabulary well than before
19	MISG	I'm so happy and enjoy it	I get a new experience to acquire and remember the vocabulary
20	MK	The game is very fun and benefit	The miming game help me to be an active student in the class

The first question was about students' responses when using miming game. The data presented above indicated that 35 students were satisfied and interested in miming game because it made them feel happy and they enjoyed learning English, especially in acquiring English vocabulary by using miming game. Furthermore, the students also felt that they were more active and creative when using it, whereas 4 students claimed that they were bored when a student spent a long time to mime the words and consequently other students did not have time to come forward for their turn.

The second item was about the advantages and disadvantages of using miming game. From the data above, 37 students gave various answers. Some of them became more interested in the learning activity because miming game could help them to acquire and memorize new vocabulary easily. Some students had a better understanding and being more focused when learning, thus made them easy to understand the material when using miming game for English vocabulary acquisition. Whilst, 2 students stated that miming game wasted their time and they got bored because miming words and taking a guess of the words took a long time so the learning activities were monotonous. In addition, the teacher only focused on certain students who actively participated in the activity.

Discussion

Miming game is one of the guessing games that is helpful to acquire vocabulary. Miming game must involve the imagination of students combined with hand gestures, body language, and facial expressions because they can use and mix them to illustrate the word they want to say. According to Asher, (1966 as in Magnussen & Sukying, 2021), students can relax and enjoy

acquiring languages by physical movement. Moreover, gestures help people to convey meaning for learning difficulties (Goldin- Meadow 2003 as in Macedonia & Von Kriegstein 2012). Therefore, when learning and acquiring vocabulary using miming game, the students get four advantages, namely enjoyable learning activities, activeness in learning, stimulation and creativity, and memorization of vocabulary.

Firstly, most students enjoy the activities of learning vocabulary when using miming game in the classroom. It can be seen from the enthusiasm of students in participating in the learning process. Enthusiasm is a feeling of energetic interest in a particular subject or exertion and an appetite to be involved in it. Moreover, effective and formative literacy activity is not only cognitive process but also feeling and emotion, therefore enthusiasm is crucial for students. Yusriah, (2020) claimed that student's enthusiasm is very important because students' emotions and feelings are involved in the effectiveness of learning.

Students' enthusiasm by using miming game can be seen from their expression of happiness when miming and guessing a word, and paying attention to the teacher's explanation. This argument is supported by Sagala, (2018), claiming that students have more enjoyment, feel happy and fun when using miming game because they can understand the learning materials better and in a more meaningful way.

The expression of happiness during learning is one of the significant and supporting factors in second language acquisition (SLA). According to Krashen, (1982 as in Rahman et al., 2020), the low affective filter is very important to acquire a second language. The situation of learning in the classroom is fun when the teacher uses miming game. Then, the students feel no psychological pressure. No stressors and anxiety during learning is one prominent factor that provides great opportunities to succeed to acquire a second language. Moreover, when the students are happy, they have no reluctance to actively participate in learning activities.

Secondly, students become more active in English learning. The term "active" means the students' ability in interacting with other students in learning activities. It can be seen from participation in learning as evidenced by the students' involvement in miming and guessing words using gestures (body language) and facial expressions. In addition, when guessing a word, they consistently open a dictionary. It means that they become more active in using a dictionary to find words they have not yet acquired before.

Thirdly, the use of miming game in vocabulary acquisition can also stimulate the ability of students to acquire vocabulary. When they receive stimulation to acquire new words, they become more creative. They create and perform certain movements to mime words. Stimulation and creative are two things that are related to each other in honing students' learning abilities. Stimulation is a series of activities that aim to optimize students' learning and growth abilities. This stimulation can be done through various ways, such as through the use of educational games, story books, or play activities. Furthermore, stimulation is very important because it can accelerate the development of the students' brain to improve students' creativity. In learning vocabulary, the use of miming game stimulates the students so that they are creative in miming the words by using gestures and facial expressions. Thus, it can be helpful to encourage students' cognitive, affective, and psychomotor (Hertia & Tiarina, 2014).

Fourth, the students can easily memorize new words by using miming game. The term "memorize" means the ability to understand and remember information or experiences in the human brain. By using miming game, the students become easier to answer the teacher's questions dealing with the words that have been acquired because the procedure of the game is very simple (Hertia & Tiarina, 2014). Thus, the students' understanding comes through their hands, eyes, and their physical.

In general, teachers can use miming game to teach new vocabulary. In each meeting, they can give the students new words to increase the amount of vocabulary acquired in the previous meetings. This idea is supported by Krashen, (1982 as cited in Chao, 2013) that "*containing i+1*" when students are given a vocabulary addition that is more advanced than the previous level without realizing they have been exposed to the language with the vocabulary. Based on the

statement above, the implementation of miming game as a fun teaching technique can help students obtain new vocabulary without knowing that they are learning new words through game activity.

CONCLUSION AND SUGGESTIONS

The reason for conducting this study is that the students of VIIA in an Islamic junior high school had problems in memorizing and acquiring English vocabulary. To solve the problem, the English teacher used miming game. Miming game is a guessing game in which students perform body movements and facial expressions to mime a word, whereas other students guess the meaning. When miming the word "eat", one student mimes it by using hand gestures to describe the given word by putting something into the mouth and chewing it. While miming the word, he/she uses no voice.

The students give positive responses when using miming game. They think that miming game can help them acquire English vocabulary effectively and efficiently. Miming game is an appropriate technique in vocabulary acquisition. The students experience fun and interesting activities during learning. The characteristics of fun and interesting are the two most important features of miming game that enable them to participate more actively in the game activities with high motivation. Therefore, the use of miming game enables the students to memorize and internalize new words easily and finally acquire new vocabulary. Considering the limitation of this study concerning the scope of the research which is only at one location of the school, it is expected for other future researchers to do the same study like this in a broader scale, related to the sample and case for making more generalizable.

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