

**IMPROVING STUDENTS' VOCABULARY MASTERY BY USING
MIME GAME IN SMPN 3 SUNGAI RAYA**

AN ARTICLE

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IMPROVING STUDENTS' VOCABULARY MASTERY BY USING MIME GAME IN SMPN 3 SUNGAI RAYA

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Abstract

The students' problem in learning English was lacking of vocabulary. One of the factors was the lack of their interest in learning English. In order to enrich their vocabulary, the researcher used Mime game in order to attract their interest to learn. The purpose of this research is to improve students' vocabulary mastery and interest by using Mime game to the Class VII A students of SMPN 3 Sungai Raya. The method used in this research is Classroom Action Research which consists of Planning, Acting, Observing, and Reflecting. This research was done in two cycles. The participants of this research were the seventh-grade students in class VII A with the total of 32 students. The technique of collecting the data was observation, field note, and measurement test. The writer elaborated the result of observation checklist, field note and students' mean score to get the findings. The results of this study showed that the implementation of Mime Game improved students' vocabulary, they began to show interest by actively answered questions, and enthusiastic while guessing the action word.

Keywords: Vocabulary Mastery, Mime Game

Teaching and learning cannot be separated because the learning itself depends on teaching. So does learning English. It cannot be separated from vocabulary. Harmer (2001, p. 4) stated that vocabulary is one of the most obvious components of language and one of the first things applied linguistics turned their attention. In addition, Wilkins cited in Thornburry (2002, p. 13), without grammar very little can be conveyed; without vocabulary nothing can be conveyed.

The researcher had done the observation through preliminary study at Class VII A in SMPN 3 Sungai Raya. Some students were found to have some difficulties in acquiring vocabulary. In fact, many

students have been struggling and found some difficulties in the learning process. The students did not have enough knowledge and experience of English because most of them are beginner students. Therefore, it was difficult for them to remember words in English while it is play an important role in study foreign language.

To achieve the competence in curriculum of 2013, however, is still didn't achieve well yet. The researcher found that the difficulty of their learning English came from their vocabulary mastery. Those problems such as difficulties in understanding the meaning of words, difficulties in pronouncing words correctly, the students could not spell the

words correctly, and the students could not use it and unawareness the reference well. Therefore, the limited of vocabulary meaning, the word spelling, and the anxiety to make mistakes affect their study.

Besides, some students did not engage and participate in discussion with the teacher when she explained the lesson. Some students played by themselves and even slept in the classroom. When they were asked to answer the questions from the tasks or to translate the questions, some of them could not do it because of the poor mastery on vocabulary. Therefore, acquisition of vocabulary would help the students gain, understand, and also enhance the process of knowledge transfer for a better language acquisition. The more they acquire words, the better they can express their ideas and use the language effectively.

Based on the observation, one of the ways of the teacher applied to reduce students' difficulties in acquiring vocabulary is by bringing dictionary in English class. But it did not seem to solve the problem yet. Using their dictionary to seek every meaning of the words spent too much time. In other words, it is very important for students to master vocabulary well in order to enable students to speak or read. Therefore, the use of technique and media are required to allow students to participate in the learning process.

Game is a technique that include in Free Techniques in teaching English as a foreign language. Yolagildili and Arikan (2011, p. 221) state that playing game while learning will acquaint the students more with their environment. Using game in the classroom will enhance students' learning process and interest. It gives them an enjoyable and fun situation in acquiring the words. In addition, Crookal as cited in Yolagildili and Arikan (2011, p. 220) claim that game can increase positive feeling and reduce anxiety as well as build learners' self-confidence, because learners are not

worried of getting a punishment or criticism when they make mistakes.

Some studies show that learning through play provides a successful education experience. Thornburry (2002, p. 15) stated that creating a classroom atmosphere in which words are fun, and playing with words is encouraged can be a powerful antidote to the very natural fear of making mistakes that can easily inhibit learning. Warschauer & Healey as cited in Sorensen & Meyer (2007, p. 561) stated that games have often been utilized to increase motivation and authentic communicative practices, since games have been conceptualized as an enjoyable factor in language learning. All the students can actively participate in the teaching learning process as they learn in pairs or individually in the game.

Supported by previous research, the researcher came up with Mime game in order to improve students' vocabulary. Mime game is one of guessing games besides guessing picture and guessing word or sentence. Stated by Lambdin as cited in Firdausi (2015, p. 15) that mime uses the creative instrument everyone has: our body. The students can use their bodies to express ideas and feelings, including those of them who don't speak English well, or who have trouble reading.

Mime games are extremely popular and with good reason. It is suitable for all levels since they do not always require a lot of language, it is a great way to revise or check students understanding of a new language, they are inherently fun and silly. According to Goleman (1996), students always enjoy fantasy, imagination and movement, and he claims that learning does not take place in isolation from students' feeling. The students remember faster when they are happy, relaxed and unthreatened, therefore teacher has to create a conductive and pleasurable atmosphere, so that what they learned have a lasting effect on them (Hartani, 2012, p. 15).

This game uses many gestures to act or mime the word out and the others should guess what it is. This game makes them show their own ability, their imagination, and their way of thinking and learning. It allows them to express and act freely and comfortably. That atmosphere of learning made the students be able to cooperate, trust, respect each other, and become responsible to their learning.

Talking about mime game, the implementation in teaching and learning language has several advantages. According to Firdausi (2015), Mime game encouraged students to interact and communicate. It builds students' social interaction whether it is team work or their confident. Hartani (2012) also added some advantages of mime game that the students got closer through playing mime game. Through well-planned organization, mime game helps the students repeat and drilling their memory to remember the words and pronounce it correctly. It also helps the teacher to not speak too much. The competitiveness builds by this game enhance students' motivation.

In addition, according to Pinter (2006), mime game reduces the stress in the classroom. They can teach and learn in relaxing atmosphere. The students' can explore their imagination freely. By performing mime game to the front, it reduces their fear and shyness of making mistake. In brief, the purpose of mime game is to make the students have a happy and fun class. They do not have to feel worried of getting punishment or criticism when making mistakes.

Mime game had been conducted by Firdausi (2015) and Hartani (2012) who concluded that Mime game is effective to teach English. Mime game build students' participation, confidence and good cooperation. In addition, Hidayati (2010) also conducted the same research with the findings that mime game can improve students' English Grammar. Therefore, those researchers supported the technique used in this study by which the students can

improve their vocabulary mastery, the differences from them were on the materials and the skill used in the research.

The rule of mime game is that the students are banned to speak or produce sound. The students only allow to mime the word through movement or body language. The procedure of mime game based on Wright et al (2006, p. 80) as follow: (1) Divided the students into groups, consist of 4; (2) Reveal the list of words to the students; (3) Each group take turn to mime an action from the action cards give; (4) The member of the group must identify the action by guessing the correct word. If the group cannot answer, the other group are allowed to guess it.

There are about 30 words that put on the bottle. So, each group got different words. The groups that give the correct answer received 3 points and the other group that successfully identify the action receive 2 points. Talking about mime game, the implementation in teaching and learning language has several advantages. According to Firdausi (2015), Mime game encouraged students to interact and communicate. It builds students' social interaction whether it is team work or their confident. Hartani (2012) also adds some advantages of mime game that the students got closer through playing mime game. Through well-planned organization, mime game helps the students repeat and drilling their memory to remember the words and pronounce it correctly. It also helps the teacher to not speak too much. The competitiveness builds by this game enhance students' motivation.

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worried of getting punishment or criticism when making mistakes.

Some of the advantages above would be an attractive point for mime game. However, there is a slight lack in mime game. Based on Wright et al (2006, p. 82), if mime game not well-organized, it could create a messy class. The students became uncontrollable. But on the contrary, if the students did not confidence, it could make the atmosphere of the class in silent mode. In addition, it could take more time than how it should be. Therefore, it can cause some students did not have their turn. Whereas, mime game here used to assess the improvement of each student.

Despite these shortcomings that can lead to imperfections, the teacher can fix it with a well-preparation beforehand. The teacher should give a clear explanation related to the game. The teacher can also minimize the time by dividing the students into groups. Hence, those disadvantages can be minimized.

RESEARCH METHODOLOGY

This study was conducted by applying Classroom Action Research, that was when there are problems appear in teaching and learning process. Burns (2010, p. 2) said that action research is related to reflective practice. Furthermore, Burns explain that action research involves taking a self-reflective, critical and systematic approach to exploring your own teaching contexts. In other words, action research is used where the problems appear in the classroom and need to resolve. According to Burns (2010, p. 2), the purpose of conducting action research is to intervene in a deliberate way in the problematic situation in order to bring about changes and, even better, improvements in practice. To see the improvement, Zuber-Skerritt in Cohen et al (2007, p. 305) set that action research collects the data systematically through cycles by following four stages: planning, action, observation, and reflection. These cycles will continue or iterative until the

researcher achieved a satisfactory outcome and stop it.

Since there are problems found in VII A students of SMPN 3 Sungai Raya, Classroom Action Research is an appropriate design to help the teacher finds the right technique for teaching in order to pull students' interest in learning English. Classroom action research is used to facilitate the researcher to implement a technique as an alternative solution to resolve the problem in teaching and learning process. In conducting this research, the researcher acted as the collaborator to observe the class and the teacher taught using Mime Game in teaching and learning process. This research was conducted in two cycles.

The procedure of this research is through four stages that stated above. This is to make sure that this study is effective. The four stages explained as follow: (1) Planning, the researcher discussed and make a plan with the teacher about how the technique should be conducted and what is need in implementing the technique. In making the lesson plan, the researcher and the teacher must prepare the learning materials, learning media, and the assessment sheet; (2) Acting, the teacher was implementing the Mime Game in teaching in the classroom. The teacher gave explanation about how the game itself and what they should do according to this technique. The students were divided into some groups. Firstly, the teacher demonstrated Mime Game for about 2 or 3 rounds as a warm up activity. Next, each group did the Mime Game and they selected a word randomly in a bottle and mime it. The other group should answer it correctly according to what their friend acted it. While the teacher and students were doing their activities, the researcher recorded the process through observation checklist and made a note; (3) Observing, the researcher observed what happens during the activity, how the technique works, how the teacher and students behave, and whether or not it solves the

problems. The result written in observation notes; (4) Reflecting, the researcher analyzed the data collected through those three phases or stages above. The researcher analyzed the strength and weakness of this method. If the result was not reach the satisfaction, the other cycles were conducted by giving some improvisation.

The participants of this research were VII A students of SMPN 3 Sungai Raya. There are 32 students in total. The appropriate technique of collecting the data is very important to obtain the objectives of the research. By choosing and using an appropriate technique to collect the data, it would guarantee that the outcome of the research can be considered objectively. In this research, the researcher carried out two techniques in collecting the data, they are Observation and Measurement Test.

Observation contains several features related to students' interest that being observed. According to Best and Kahn (2006, p. 264), when observation is used in qualitative research, it usually consists of detailed notation of behaviors, events, and the contexts surrounding the events and behaviors. Observation Checklist and Field Notes were used while observing the classroom.

To know whether teaching vocabulary through Mime Game was improve students' vocabulary mastery, the researcher conducted observation checklist and field note in every meeting, and then scored the students' understanding by giving assessment at the end of the lesson. The test was multiple choices and consist of 20 questions.

To get students' mean score, the researcher measured it by using the following formula:

$$M = \frac{\sum X}{n} \dots\dots\dots (1)$$

Note: M = the mean score of the students
 $\sum x$ = the total score of students

N = the total of students in the classroom

RESEARCH FINDINGS AND DISCUSSION

Research Findings

This research was conducted in two cycles. Every cycle consisted of planning, acting, observing, and reflecting stage as Classroom Action Research procedures. The acting stage was conducted in two meeting in 80 minutes. In the first cycle, the teaching learning process was not run smoothly. Some students were not participated in the game because the lack of time. The students still confused about the procedure of the game. In the second cycle, both the researcher and the teacher were satisfied because the teaching learning process done according to the lesson plan.

First Cycle

a. Planning Stage

In this stage, the researcher prepared the lesson plan as guideline for the teacher in teaching process. In addition, the researcher also prepared the observation checklist and field note. The topic for the first cycle is things in the classroom. The objective of the materials was to make the students be able to know the name of the objects in the classroom and be able to wrote the words correctly.

b. Acting Stage

As usual, the teacher started the class by greeting the students and checking students' attendance. Then the teacher began the teaching learning process by giving the students displayed pictures and asked them to guess the name of the things based on their knowledge. After that, the teacher asked them what else they know besides the pictures showed by the teacher. Then, the teacher asked and explained about singular and plural form. Next, the teacher divided the students into groups. Each group consisted of four.

The teacher asked them to label the pictures with the correct words within the group. They were allowed to use dictionary. While they were practicing, the teacher went around the class to check their work. The following activity was Mime Game. The teacher gave instruction of it, but the teacher forgot to demonstrated Mime game and only explained the rule. There were about 30 words that students must mime. After doing Mime Game, the teacher asked the students if there were any difficulties during the lesson and gave reinforcement to them. The last, the teacher gave individual test according to what they have learned.

c. Observing Stage

During teaching and learning process, the researcher found that more than a half of the students in the class did not bring dictionary. While the teacher asked them to guess the picture, few students were able to guess it correctly. The rest were still silent. Then, teacher corrected their pronunciation and the spelling of the words. Then, when the teacher asked them to name the other objects in the classroom, only few students who respond to the teacher.

The following activity was labeling or matching the pictures and the words correctly. Some students actively did the match but found one or two each group that just sat and do nothing. Then after, the teacher gave feedback to each group and corrected their mistakes in the matching activity. The teacher found there are some groups still have many mistakes in matching the words and the action.

After that, the teacher asked them to play a game, that was *What's my mime?* Before that, the teacher gave them the worksheet each group. The students each group wrote the words based on the mime on the worksheet. Each group took turn and mime 4 words in 10 seconds each word. However, the teacher did not demonstrate the game that made some students confused. Because of their confusion and some students did not familiar with the words took much time in the process of

mime game. In result, the time took more than it should be. Some groups did not have their turn to perform because the lack of time.

During the process of mime game, the other groups raised their hand in order to guess it. The first cycle showed that only one or two groups that raised their hand. In addition, the researcher also found that few students still wrote the words incorrectly. Some students actually also known the object but did not know the words in English. That was why they did not dare to guess it. During the game, the researcher also found that some students disturbed each other. When the teacher focused on the other students, they played by themselves.

On the other hand, based on the students' individual score, the results of the test did not give a good result. It could be seen in the scoring table. Total of the students who had low score were 17 students. They still made mistakes about 3 to 5. Whereas, the researcher expected at least 80% of the students answer 8 to 10 correctly. The score of the students in vocabulary was still unsatisfactory. From 32 students, there were 20 students that got higher score as expected to be 8 to 10 correct answer. That was about of the total number of the students. And there were 12 students got low score below, that was about from total number of the students. The overall result can be seen on table 1.1. By the result, it was considered poor enough and the researcher and the teacher had to think the better preparation for the next cycle.

d. Reflecting Stage

Both the researcher and teacher reflected what have been done. In conclusion, the first cycle was not perfect as expected. According to the observation checklist, the teacher did not try the mime game in front of the students. It made them confused how to do the Mime Game. That was why it needed to be revised, corrected, and improved in order to get the better result. Therefore, the researcher conducted

the next cycle to revise and improve the shortage and weakness in the first cycle.

Second Cycle

a. Planning Stage

The second cycle was done according to the lesson plan that have been revised by the researcher and the teacher. The topic for the second cycle was things in the kitchen and bathroom. The objective of the materials was to make the students be able to know the name of the objects and be able to wrote the words correctly. In addition, the researcher also prepared the observation checklist and field note.

b. Acting Stage

As usual, the teacher started the class by greeting the students and checking students' attendance. Then the teacher began the teaching learning process by giving the students display pictures and asked them to guess the name of the things based on their knowledge. After that, the teacher asked them what else they know beside the pictures showed by the teacher. Then, the teacher asked and then explained about singular and plural form. Next, the teacher divided the students into groups. Each group consisted of four.

The teacher asked them to do match-open like as warm up activity. They were allowed to use dictionary. While they were practicing, the teacher went around the class to check their work. The following activity was Mime Game. The teacher gave instruction of it and did not forget to demonstrated Mime game and explained the rule. There were about 20 words that students must mime. After doing Mime Game, the teacher asked the students if there were any difficulties during the lesson and gave reinforcement to them. The last, the teacher gave individual test according to what they have learned.

c. Observing Stage

During teaching and learning process, the researcher found that more than a half of the students were bringing their dictionary. While the teacher display pictures and asked them to guess it, almost all of them participate even though there

were few students guess it randomly. It showed that they began to show their interest. Then, the teacher corrected their pronunciation and the spelling of the words.

The following activity match-open like. All the students actively did the match-open like activity. As they did the activity, the teacher gave feedback to each group and corrected their mistakes in the matching activity. Some students actively did the match but found one or two each group that just sat and do nothing. Then after, the teacher gave feedback to each group and corrected their mistakes in the matching activity. The teacher found there are some groups still have many mistakes in matching the words and the action.

After that, the teacher asked them to play a game, that was *What's my mime?* Before that, the teacher gave them the worksheet each group. The students each group wrote the words based on the mime on the worksheet. Each group took turn and mime 4 words in 10 seconds each word. Each group took turn and mime 4 words in 10 seconds each word. Fortunately, all the groups had their turn to perform. This time, the teacher was able to control the time. Mime game itself also run smoothly because they brought dictionary and used it well.

During the process of mime game, the other groups raised their hand in order to guess it. The first cycle showed that only one or two groups that raised their hand. This time, almost all the students show their enthusiasm by raising their hand passionately. They did not afraid of making mistakes this time. Even though few students still pronounce and wrote the words incorrectly, they were brave enough and did not shy in front of the other students. During the game, the researcher did not find that the students disturbed each other. This time, they were busy to looked in the dictionary for the words they did not know. And then, when they know the answer they were quickly raiser their hands.

Soon after the game, the teacher gave them some feedback and did the individual test. On the other hand, based on the students' individual score, the results of the test show a good improvement. It could be seen in the scoring table 2.1. In the first cycle, the 25 students who got lower score showed an improvement. The results of the test showed to be expected. From those 12 students whose answered only 50-70% correct, they managed to answer 80% correct answer in this cycle. By the result, it was considered great and successful so that the researcher and the teacher decided to stop the action.

d. Reflecting Stage

In conclusion, the second cycle was successful. All the expectations of the process of the teaching and learning and the reflecting actions from the previous cycle had improved. The process and the students' achievement were better. It was done accordingly to the lesson plan. Therefore, the successfulness of the cycles convinced the researcher to stop the cycle.

Discussion

The general purpose of this research is to investigate the improvement of students' vocabulary mastery by implementing Mime Game. The researcher believes that Mime game can brought changes. Based on the preliminary study, the researcher found that the students' participation in the teaching learning process is quite disappointed. They were not showing any interest in the learning process. Whenever the teacher asked questions, they did not respond it, just kept silent. Only two or three students that actively answer it. On the other hand, they were shy and afraid of making mistakes.

Based on the observation above, the researcher conducted classroom action research in two cycles. The researcher acted as the collaborator that observed what is happening in the classroom and took notes. Based on the research findings, the students' vocabulary mastery improved by implementing Mime game. In the first cycle, about 40% of the students showed

improvement through their behavior and the mean score was 77.5. Then in the second cycle, about 85% of the students showed improvement through their behavior and the mean score was 90.15.

The findings of this research were consistent with Stojkovic and Jerotijevic (2011, p. 951), that game can bring fun and increase learners' motivation and promote learning. It helps and encourages them to sustain their interest and work. It builds students' social interaction whether it is a team work or their confident, builds cooperativeness and competitiveness in the teaching learning process. Hartani (2012) adds that the students got closer through playing mime game. It helps the students repeat and drilling their memory to remember the words and pronounce it correctly.

From those two cycles, students' enthusiastic and motivation increased than before mime game was implementing. Even though few students still tended to be passive in the first cycle, but in the next cycle it increased more. The activities outside the learning activity were minimized. It was because the learning activities were used by the teacher were interesting for them. In line with the changes, the students' score of the test also increased. It was because they have been paying attention to the lesson.

By the existed research, the researcher tried the same game to improved students' vocabulary. One of the aspects that makes the researcher interested is that this game required them to move (Lambdin, 1999 and Topham, 2014). In line with previous study conducted by Firdausi (2015) and Hartani (2012), concluded that mime game is effective to teach English. It showed that mime game makes the students interested in learning because it is a unique game. In addition, Hidayanti (2010), also conducted the same research with the findings that mime game improved students' English Grammar.

Based on the discussion above, it proofs that Mime game can improve students'

vocabulary mastery. The successful result showed in the findings and also in the discussion. The students are more likely to enjoy activities that involve them free to move and to think rather than just sitting accepted the lesson and answered questions. With graceful movements, they can express words. It can be said that when the students cannot express words, they tend to use body language to make others understand. The students could remember faster through this game, because this game brings happiness, relaxed and unthreatened feeling. The students could explore their imagination, fantasy and movement freely. By performing mime game, it reduced their fear and shyness of making mistakes. They did not have to worried of getting punishment or criticism when making mistakes.

CONCLUSION AND SUGGESTIONS

Conclusion

Based on the research findings, it can be concluded that students' vocabulary of Class VII A of SMPN 3 Sungai Raya improved after being taught through Mime Game in two cycles. The result showed that the use of Mime game could improve students' vocabulary from cycle to cycle. This technique did not only improved students' vocabulary, but also improved students' participation and interest in the learning process. In every cycle, the students showed different response in playing the game. In the first cycle, only around 12 students showed their interest and some were just playing around making noise. Then, in the second cycle, almost all the students showed their interest and enthusiasm in the process. It was because they did not confuse and understood the instruction of the game. The result of students' test improved. In the first cycle, the test result of the students was not satisfying, then the researcher decided to do the next cycle. It showed the progression in which each student who got lower score improved. It proved that Mime Game improved students' vocabulary.

Suggestions

From the conclusions stated above, the researcher would like to offer some suggestions to the teacher to improve the students' vocabulary mastery by using Mime game in order to get a better result. The researcher recommended: (1) In order to attract students' interest in learning English, the teacher could apply Mime Game especially in teaching things around them; (2) The teacher should pay attention to each student and manage the time effectively to create good atmosphere and for them to explore their ideas by giving them tasks specifically; (3) The teacher should remind the students to always bring their dictionary in order to maximize the Mime game; (4) The teacher should be a facilitator, guiding and motivate them in absorbing the lesson.

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