

Developing Traditional Games for Teaching Speaking in Junior High School

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Abstract: Speaking English was a problem for Junior High School students. Improving students' speaking ability was a difficult thing for the teacher and integrating speaking with character education as stated in curriculum was an additional work for the teacher. This study was conducted to develop traditional games into speaking games as an innovation of supporting English teaching material which was integrated with character education in Junior High School. Research and Development design in developing the games was used to achieve the aim of the study. The sources of the data were the students and teachers' need analysis and the teacher and students' responses toward the games. The data was analyzed descriptively in terms of proposed teacher's guideline for teaching speaking using traditional games integrated with character education. The development process of the product in this study was successful to motivate the students to speak and to build the students' character.

Key Words: Character education based Material, Traditional Games, Indonesian Traditional Games

Introduction

As stated in UU No. 20, 2003, national education system is functioned to improve students' knowledge and to teach good characters to the students. Teaching good characters must be integrated in every single subject including English subject. There are many ways to integrate character education in language class. As Lestari (2010) states that one of the ways to integrate character education in language class is through integrating culture in language lesson. This statement is supported by Floriasti (2012) that inserting local cultures in developing new English material is expected that students can develop awareness of their own culture and appreciation of others, which are good characters. Besides that, inserting local culture in teaching English can be an alternative way in preparing students with cultural background and identity that hopefully can improve their national identity (Sudartini, 2012)

Implementing character education in English classroom is not as easy as imagined. As the researcher's preliminary study in some schools in East Java, it is found that the English teachers are lack of resources and ideas to implement character education in language class especially in integrating character education concept with speaking activity since speaking is the most difficult thing for students at this school. This school has an extra class to improve the students' speaking ability, but the teachers have difficulty to integrate English speaking activity at class with character education.

Improving students' speaking ability is a difficult job for the teachers and integrating speaking with character education is an additional work for teachers. Indonesian students in general have low level at oral English proficiency (Widiati & Cahyono, 2006). The fact shows that there are a lot of Indonesian students who cannot speak well and less participation in classroom activity even

though they have learnt English many years. They are passive in speaking activity and some of them are shy to express their feeling (Jayanti & Murdibjono, 2012). Speaking English is a difficult thing for Indonesian students because the target language is so different from their mother tongue. Beside that English is not used in Indonesian daily life therefore students have limited access to use the language. To solve this problem, teachers use many ways including games. Through games, the teachers can improve students' speaking ability. Those games can make the students easier to understand new vocabulary and practice it (Salazar Posada, Francis, & María, 2012; Tang, 2011). These studies show that games can be alternative ways in improving students' speaking ability.

English teachers should know what the appropriate game and source that can affect effectively in teaching speaking because teaching speaking is not only teach students how to speak the target language but also how to teach good character to students. Traditional games can be one of the alternative ways to improve speaking ability and to teach good character to the students. As kind of game, traditional game can help the students to reduce their anxiety and shyness in speaking the foreign language. The studies found that game helps students to experience the language without any threat and accommodate the shy students to express their feeling (Ellis, 2005; Talak-Kiryk, 2010; Wright, Betteridge, & Buckby, 2005). Beside that as part of culture, traditional games can help teacher to teach good character of the students. It is supported by the study of Nur (2013) that traditional game can help children to evolve their emotional and social skill. Traditional game also teach students to work in team and appreciate the differences because the game is designed with much of philosophy and value (Sarintohe & Missiliana, 2011).

A preliminary study at SMP Islam Manbaul Ulum Gresik shows that teachers usually adopt the game from text book or internet which only improves the students' knowledge without any cultural context. Besides that, most students are shy to express their opinion in speaking class. Since this school is an Islamic school which emphasizes the character education and trying to introduce Indonesian culture to the students, the teachers need to integrate the value of character education in each subject including English through a fun activity which can reduce their anxiety to speak and provide them with cultural knowledge. Teachers have difficulties in creating a way which can integrate speaking activity and character education. Besides that, students also need an extra exercise in order to improve their ability in speaking outside the class.

Some studies have proved that the modification of traditional games can influence the students speaking skill and teach good character. A study which is conducted by Bestiana and Lestari (2014) has proved that through the modification of traditional game, the students can improve their English vocabulary and give positive responses. Another study which is conducted by Chaerani (2014) has proved that the modification of the traditional game can improve students' Japanese vocabulary and also have positive responses from students. The next study is conducted by Indah (2012) has proved that by using the modification of traditional game, the students can improve the Arabic vocabularies. These studies shows that traditional games have a good influence for students speaking ability and character.

Different from the previous study above, this study focuses on the developing traditional games into speaking games as supporting English material to teach speaking and character. The games are expected to provide teachers with rich sources in teaching speaking. The games are designed for outside classroom activity and inside classroom activity since students need opportunities to use the language outside the classroom.

Methodology

As the objective of the study was to develop traditional games into games which could be used by the students to practice speaking to support English teaching material integrated with character education, the appropriate design of the study was research and development (R & D). As stated in Gall et al. (2003) that educational research and development was a procedure in developing and validating a product to be a new one which then field tested, evaluated and revised. The adapted and modified model based on the need of the study could be seen in Figure 1. Based on the figure, the first step of this study was assessing need analysis of the students, then writing performance objective. After that, the strategy and material were developed based on the performance objective. Then formative and summative evaluation were done. Revising the product was also done in the development process.

The subject of this study was the students and teacher in Junior High School. This school was chosen since it had an additional speaking class for the students, focused on character education and tried to introduce Indonesian culture to the students. Besides, the students had low motivation in speaking English and the teachers had difficulties to integrate character education in teaching speaking. The subjects of the study were chosen through random sampling. In this study, cluster random sampling was used and the class was taken randomly through lottery.

In this study, two experts were asked to validate the product. The first expert was the teacher trainer of British Council and senior lecturer in UIN (Universitas Islam Negeri) Sunan Ampel Surabaya. She was the former director of ELTIS (English Language Training for Islamic School) Surabaya from 2010 until 2011 and the regional coordinator of ELTIS (English Language Training for Islamic School) Surabaya from 2008 until 2010. The second expert was one of the lecturers in UIN Sunan Ampel Surabaya. He was the teacher training consultant of British Council Indonesia and the teachers trainer of ELTIS (English Language Training for Islamic School).

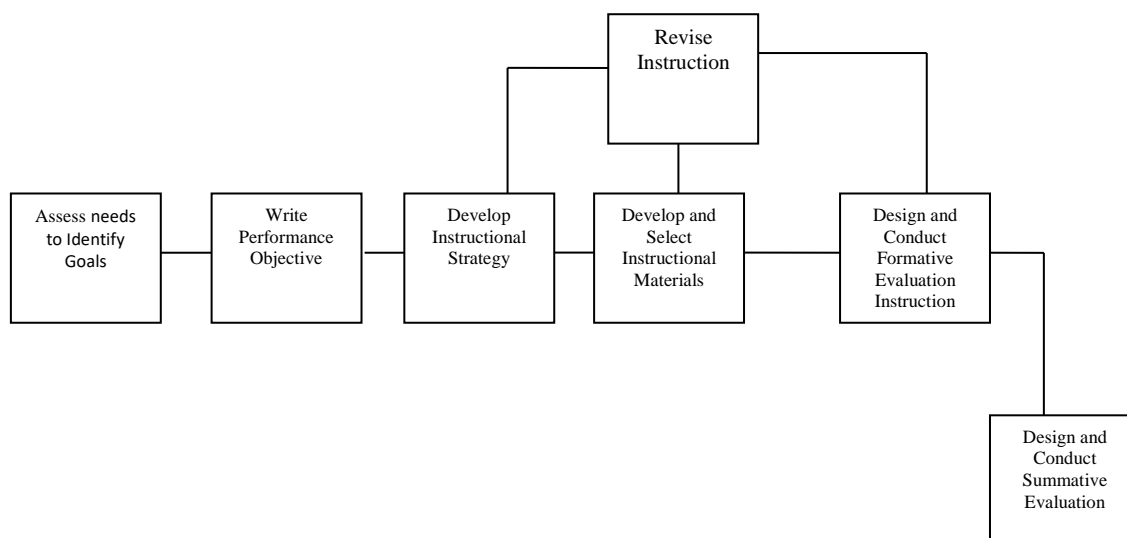


Figure 3.2 The Modification of Research and Development (adapted from Dick, W., Carey, L., & Carey, J. O. The systematic design of instruction (7th ed.). 2009

Need Analysis

In this study, the data of need analysis from the students and the English teachers were collected in order to know their needs and problems. The results of need analysis from the teachers were collected through semi-structured interview. The data collected from semi-structured interview were analyzed descriptively in order to obtain the information from the teachers. Additionally, the result of need analysis from the students was gathered from the students' questionnaire. The questionnaires were close-ended questionnaires and distributed to 30 students

From the semi-structured interview, it was gained that the teachers had difficulties in creating technique and media to teach speaking. Additionally, the purpose of 2013 curriculum asked them to integrate the character education in English subject and it was an additional problem for them and the low level of the students' speaking ability made the problem of the teacher was more complicated.

The questionnaire showed that most of the students in the class have difficulties in understanding English and English is one of the frightening subject for them. Actually, they had high motivation in learning English but their poor English vocabularies made the subject seemed so scary. They needed an enjoyable way to learn English and skip the their anxiety.

The result of need analysis showed that speaking still became a hard thing for the teachers and the students in this school. The teachers needed a supporting material to

stimulate the students to speak and the students needed an enjoyable activity which could reduce their anxiety to speak. According to the result of the questionnaire, the students chose game as favourite activity. Furthermore, most of them had background knowledge about Indonesian traditional games.

Based on the result of need analysis and the consideration of the curriculum, the goals of the class were to improve the students' speaking ability through an enjoyable activity and the students' character through Indonesian culture. To reach these goals, Indonesian traditional games were modified as an alternative way for the teachers in teaching speaking. This main goal was the starting point to develop a material as the guideline for the teachers.

Product Development

There were some steps in developing the traditional games into speaking games. Firstly, the indicators in performance objectives were developed into some indicators and predicted the general strategy for teaching speaking. Secondly, based on the need analysis, most of the students liked games and group work activities so some Indonesian traditional games were decided as the instructional strategy. The decision of the games was based on the students' prior knowledge about the game and school's vision. Based on the students need analysis, it was found that the students were familiar with some traditional games, those were: Cublak-cublak Suweng and Engkle.

After deciding the strategy, the traditional games were developed into games which appropriate for the students to practice speaking. Thirdly, the instructional materials were developed and those materials were taken from 2013 curriculum's book and internet. Those materials were discussed with the teachers in order to adapt it with the level of the students' speaking skill. In this study, some rules in each game were modified and added some tools which provided the students to speak.

The first game was Cublak-Cublak Suweng. The new version of the game asked students to play it in a group. One group consisted of 4-5 students. A player as Dadi crouched on his/her knees and hands. The other children sat around him/her. They put one of their hands on the Dadi's back. Then the leader of the game moved the tiny stone into another players' hand while singing a song together. When the song stopped, the Dadi had to guess where the stone was. If the Dadi could not guess the stone, she/he became the Dadi again. If she/he could guess it, the last student who held the stone had to change the Dadi position. In this game, the stone and the rule of the game were modified. The stone was changed into folded paper which was written a name of animal and when the song stopped, the Dadi had to guess the animal described by the last student who held the paper. If the Dadi could not guess the animal, she/he had to become the Dadi again. If she/he could guess it, the last student who held the stone had to change the Dadi position. The name of the game was changed into 'The Magic Stone'.

The second game was Engkle. The original version of this game asked the student to jump from one square to another square to get their Gaco. In the new game, the game was modified to stimulate the students to recount their experience orally. Firstly, the students were divided into some groups and asked to throw the Gaco into the square that they wanted.

After that, they had to jump to the square through some squares around the square. The square was modified by putting some papers there. There was a question in each paper and the students had to open the paper and ask the members of his/her group to answer the question. If the answer was correct, the group could continue to the next square and the square belonged to them so another group could not jump into the square. The name was changed into 'Mystery Square'.

Instrumens

After developing the product, the draft 1 was given to the experts. In this stage, the information summary and product evaluation checklist were used as the instruments to collect the data. The instruments were delivered to two experts. The data were related to the design of the product, the appropriateness of the product with the curriculum, the content of the product, the language level of the product, the application of character education in the product and the validity of the product. The data gathered from the instruments were summarized descriptively in order to make a description about the weakness and the strength of the product. The summarizing information in this manner was used as the consideration to make judgments about the appropriateness of the product.

The try-out was conducted four times. The first try-out was called one-to-one evaluation with learners. It was conducted with 6 students who were the representative of the population. In this stage, two students were selected from the target population who were above average in speaking ability, two students who were average and two students who were below average. The questionnaire was used to collect the data. The main criteria of the questionnaire were related to clarity of the instruction, impact on learner and feasibility. After the students completed the instruction and answered the questionnaire, the students were asked why they made the responses that they did then the data were analyzed descriptively.

The second try-out was called small-scale evaluation. It was used to know the effectiveness of changes made following the one-to-one evaluation and conducted with 12 students from the target population. The questionnaire was used to collect the data. The main criteria of the questionnaires were similar to one-to-one evaluation's questionnaire. After the students completed the instruction and answered the questionnaire, the data gathered from questionnaire were analyzed through percentage formula and described descriptively. Each question of the questionnaire was calculated through the formula below:

$$P = \frac{f}{n} \times 100 \%$$

Note:

P = Percentage

f = Frequency

n = Population

100 % = Default Number

Then the data were analyzed descriptively based on the percentage of each question.

The third try-out was called field trial. The field trial was conducted two times. The first field trial was done before the final draft was made to plan and make final revision of the

product. It was conducted by the researcher and the teacher of the class with 30 students. The field trial was used to gain information about the clarity of the material including the difficulty level, effectiveness and attractiveness of the product during the try out. The questionnaire was used to collect the data from students.

The second field trial was conducted to know the strengths and weaknesses of the product that has been evaluated. The second field trial was conducted with 30 students and a teacher. It was done after the product was revised. The students' questionnaire was used to collect the students' response toward the product. The data gathered from the questionnaires were calculated through the percentage formula then analyzed descriptively to summarize the report. The summarizing information was used as the consideration to make judgment about the appropriateness of the product.

The data gathered from the teacher were collected through semi-structured interview. The data from semi-structured interview were grouped based on the main purpose of the interview and then analyzed descriptively.

Findings and Discussion

The finding of this study was aimed to investigate whether the development product had positive response from the teacher, students and experts. The result of questionnaire which was delivered to the students, it was found that the students gave positive response toward the product.

Table 1. The Result from Field Trial in Summative Evaluation

Question	Yes		No	
	F	%	F	%
1	28	93.33%	2	6.67%
2	28	93.33%	2	6.67%
3	25	83.33%	5	16.67%
4	24	80%	6	20%
5	27	90%	3	10%
6	27	90%	3	10%
7	28	93.33%	2	6.67%

The first purpose of the evaluation was to gather information about the students' responses toward the design of the games. In this stage, it was found that the students liked the design of the product. 93,33% students were interested in the modification of the games. The second purpose of the evaluation was to know the attractiveness of the product. in this stage, it was found that almost all students (93.33%) enjoyed playing the games and 83.33% students could reduce their anxiety in speaking. The third purpose of the evaluation was aimed to know the feasibility of the product. It was found that 80% students could understand the materials which were delivered by the students and 90% students could follow the procedures of the games. Fourthly, the purpose of the evaluation was to know the level of the product's difficulty. It was found that 90% students thought that they could understand the

vocabularies which were used in the instruction of the games and 93.33% of them thought that the vocabularies were not too difficult to understand.

From the teacher's semi-structured interview, it was found that the modification of the games was interesting. The combination between the instruction, body movement, and the music in the games was appropriate for the students need. Besides that, the teacher stated that the teaching materials of the product were appropriate with the curriculum. All the materials could be understood by the students and it was supported the teaching materials of the school. The vocabularies which were used in the games were not too difficult for the students and it supported the students to speak. The teacher said that almost all the students were stimulated and motivated to speak through the games. The games could stimulate the students' speaking ability and taught the students some moral values. The use of traditional games as the base of the games could help the teacher in introducing the Indonesian culture to the students.

The teacher also saw some good character values when the students play the games. Through the fun activities of the games the students were not felt afraid and shy to take the responsibility given by the teacher. Besides that the games also taught the students to be honest and respect each other. It could be seen when the students gave the chance to another group to play when they made a mistake or when they finished the job. All students would not take the turn if it was not their time to play the game. During the playing the games, the students always remained their friends to take the turn if it was their time to play the game. The rules of the game forced them to had interaction with others and shaped their character.

Based on the experts' judgment, it was found that the product had some strengths and weaknesses. The material of the game matched to the specification of the syllabus and the activities can be exploited fully and embrace the various methodologies in ELT (English Language Teaching). The product was also suitable for the students because it was compatible to the age of the students, students' needs and interest. Both of the experts agreed that most of the tasks in the games were interesting. The task move from the simple to the complex and the language in the game was natural and real. Besides that, the game had character education value because it was adopted from Indonesian local culture. A number of new appropriate words and interesting example in each game were used however the experts doubt that some materials in the games had grammar contextualization. The experts stated that some materials in the games did not have grammar contextualization and looked like Indonesian style grammar.

Based on the finding of the study, it is found that the modification of traditional games can reduce the students' anxiety in speaking. In the first implementation in one-to-one evaluation, the students give positive response toward the games. Almost all of the students enjoys playing the games and they said that through the games they are not shy and afraid to speak. In addition, game helps students to experience the language without any threatening and accommodate the shy students to express their feeling (Ellis, 2005; Talak-Kiryk, 2010; Wright et al., 2005). It can be concluded that the modification of traditional games can be one of the alternative ways for teacher in teaching and stimulating the students to speak.

Another finding of the study shows that the modifications of traditional games into games which can be used to stimulate the students to speak get positive responses from the students. Most of the students are happy playing the games and motivated to speak. This finding is supported by the previous study which is conducted by Bestiana and Lestari (2014)

entitled the study is Using Modified Jeopardy and Hop Scotch to Improve English Vocabulary Mastery of the Seventh Graders. The study is proved that through the modification of traditional game, the students can improve their English vocabulary and gets positive responses from the students. Another study which is conducted by Chaerani (2014) entitled Efektivitas Penggunaan Teknik Permainan Tradisional Ular Naga dalam Meningkatkan Penguasaan Kosakata Bahasa Jepang : Studi Eksperimen terhadap siswa kelas XII SMA Negeri 8 Bandung Tahun Ajaran 2013-2014 has proved that the modification of the traditional game can improve students' Japanese vocabulary and also gets positive responses from students. Based on the data and the previous study, it is concluded that most of the students likes the modification of traditional games in their learning activity.

The next finding is the students like the combination between the body movement, music and the design of the game. The games provide the students to move and work in group and it makes them enjoy practice speaking. Mostly, Junior high school is the 10-15 years old students. In this age, some new physical appearance will influence their learning process. Commonly at this age, the students' cartilage in certain skeletal areas will be harden so it makes them cannot sit in a long time. As stated by Stang and Story (2005) that there are changes occur during puberty and one of them is the completion of skeletal growth accompanied by a marked increase in skeletal mass and changes in body composition. It makes most of students feel uncomfortable during teaching learning process and they are tend to be active to move because of the skeletal growth. The developed games provides the students need, that is the body movement while they practice speaking. So it can be concluded that the product of the study is matched with the students' need and character.

It is also found that the students' background knowledge of the speaking materials is important because it can ease them to practice speaking. It is proved in each stage in the formative evaluation. The students are failed to understand the materials in the first and second phase in formative evaluation because they do not know the materials before. Besides that, when the students are given a new song which they never knew before and it demands them to memorize the lyric, they feel confuse. Actually speaking material should be based on the students' interest and background knowledge (Wallace et al., 2004). The material should be enjoyable and highly motivated students to speak. Talking about something that they have background knowledge in mind is more interesting and easier rather than talking about the new topic which they do not know before. That is why the materials in every stage in formative evaluation are revised until it is matched with the students background knowledge and interest. At the last field trial, it is found that finally the students could understand the materials which delivered by the games. In this study, it can be concluded that the teaching material in the finding of the product was appropriate for the students.

Conclusion

Based on the result of the evaluations, it can be concluded that the development process of traditional games into games is success. Furthermore it gets positive response from the students and the teachers. This study successfully produces a manual teachers' guideline which contains of nine speaking games for second grade students in Junior High School's extra speaking class.

In addition, the final product of the study is evaluated by the experts and gets good feedback from them. Based on the expert's response, the product is applicable for teaching and stimulating the students to speak English. The games are interesting and appropriate for teaching English because it provides the students and teachers' needs. However there is a weakness in the product, that is: the less grammatical contextualization of the product. There are some expressions in the games which has less grammatical context.

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