

THE EFFECT OF USING GAMES IN IMPROVING SPEAKING SKILLS

Khaerunnisa¹, Haryanto², Geminastiti Sakkir^{3*}

^{1,2,3}Universitas Negeri Makassar

E-mail: nisamukhtar2@gmail.com, haryanto@unm.ac.id, geminastitisakkir@unm.ac.id*

*corresponding author

Abstract

This research focused on the effect of using games in improving speaking skills at SMAN 6 Sidrap. The researcher applied pre-experimental method with one group pretest-posttest design. Class XII MIPA 2 that consists of 29 students was chosen as a sample in this research using cluster random sampling. In order to collect data, the researcher used interview as a speaking test to know the students' speaking ability in terms of accuracy, fluency, and comprehensibility before and after administering the treatment. The results of this research indicated that the use of games is effective in improving students' speaking skills.. It was proved by the result of data analysis which showed that there was a significant improvement between the students' score in pre-test and post-test. In the post-test, the mean score of the student was 56,55. It was higher than the mean score in the pre-test which was 36.55. Therefore, games are effective to improve students' speaking skills in terms of accuracy, fluency, and comprehension

Keywords— Games, Speaking Skill.

INTRODUCTION

Every single person on the planet converses in their native tongue. The English language is the only language that can bring people from all over the world together. Because English is spoken all across the world, mastering it is essential. To put it another way, it is the international language. As a member of the worldwide community, it is crucial to master English speaking because it will play an important role in the approaching period of globalization. The English language is used in everyday circumstances all around the world. It's a universal language that covers every area of life. Science, information, technology, politics, economics, and education all use it stated by Hamdona (2007).

Despite the fact that Chinese is spoken three times as much as English around the world, English is regarded as the most essential and universal language Quirk (2007). We talk face-to-face on the phone, so everyone is responding with more conversation. As Heinle (2010) states, in order to understand our humanity, we need to understand the nature of the language that makes us human. Language is a means of communication that allows people to talk to others. The Indonesian government places English as one of the eyes compulsory lessons in formal and informal institutions starting from the beginning of school, middle school up to higher education.

There are four skills that students should know in English which is Speaking, Listening, Writing And reading. According to Lado (1965), The main purpose of teaching English is the use of other languages, a teacher must teach speaking and listening skills first before teaching reading and writing skills. Therefore, students should hone their speaking skills to

communicate with/ others. People may directly convey their thoughts and opinions when speaking Poorman (2002) observes that it is better for students to have more chance to practice to create true learning. Speaking is one of the most important skills to develop when attempting to master a language. Speaking is critical for mastering and developing language skills because it allows us to exchange information and ideas, express ourselves, and influence our surroundings.

However, due to some problems faced by students, the development of speaking skills was not very good. First, they should learn four skills (reading, writing, listening, and speaking) in the school so the teacher allocates the time. Students focus to learn reading, writing, and listening skill in the morning lesson from the main curriculum. Therefore, there is an additional curriculum to provide opportunity for the students to practice their English speaking skill. The main goal of English extracurricular classis to improve students' speaking skill.

Second, students lack confidence in their ability to speak in front of the class. When they have a speaking performance, it can be evident that they have filler and struggle to remember what they are supposed to say. It is beneficial to assist them in increasing their confidence in speaking in front of the class. Based on those problems, it shows that games are good to be implemented to improve students' speaking skill because games provides opportunity for the students to have English speaking practice. But, Games are still widely regarded as negative influences by the general public, with many people fearing that they will lead to violence stated by Gunawardhana (2015), distractions from real learning Ruggiero (2013), or addiction Baek (2008). The old teaching methods, which were more exam-focused, are no longer beneficial to students. The traditional method of teaching, in which the teacher dominates the teaching and learning activity by only providing explanation, prevents students from thinking outside the box. Educational games are a fun and motivating way to learn and practice a variety of skills, including public speaking Amrullah (2015).

In this research, the games chosen must meet the criteria for good language games as well as the principles of teaching speaking. In addition, the game provides a fun exercise and a relaxing learning environment. When playing, the learner's focus is on the message, not on the accuracy of the language or linguistic form. In fact, this reduces the fear of students becoming active and talented participants. In addition, games stimulate motivation and competition among students. And this enhances the unconscious grasp.

LITERATURE REVIEW

A. Speaking

Speaking is a crucial skill for the students to interact with other individuals in the learning context as well as outside of the school. According to Nguyen & Pham, students may convey their notions and ideas by speaking, which would encourage them to learn new words and improve their natural utterance patterns (2018). The students' ability to communicate with others through speaking enabled them to interact socially with their classmates and teacher. As the students conducted their interaction, they could express their own ideas and clarify their own thinking. Speaking is one of the abilities that students learning English need to improve, according to Nunan (1991). Speaking abilities must be accurate and fluent in order to communicate effectively. According to Hybel, communication, also known as interaction, is the process of exchanging information, ideas, and feelings between individuals (2001). Speaking is the active expression of meanings through language so that others can understand them, according to Cameron (2001). In other words, communicating skill is a good instrument to explain oneself's beliefs and ideas and to make himself/herself understood by other people.

1. Defintion of Speaking

One of the most important aspects in the teaching and learning process, namely speaking. The purpose of teaching speaking is to train students to be able to express their ideas meaningfully in real life. According to Cameron (2001) Speaking is the active use of language to express meanings so that others can understand them. Speaking also demands the learner's ability to make grammatically connected as well as pragmatically relevant utterances.

According Tarigan "The ability to enunciate sounds or words in order to express or convey thoughts, ideas, or feelings (opinions and desires) is known as speaking". There are four aspects of speaking skills, namely fluency, accuracy, pronunciation, and vocabulary (Brown 2001: 268). Speakers should have a good understanding of structure and vocabulary to help them communicate effectively. The speaker must have strong communication skills in addition to being knowledgeable about the subject at hand to prevent misunderstandings between speakers.

In communication process, the speaker must be able to share their ideas, feeling and thought clearly, so listeners can conceived what the speakers mean, so can create an effective communication. By using language to express meaning, the speakers convey to the listeners their intended meaning, so that the listeners can understand what the speakers are saying. according to Pollard speaking is one of the most hardest aspects for pupils to acquire. When you consider all that goes into speaking—thoughts, what to say, language, how to use grammar and vocabulary, pronunciation, listening to and responding to the person you're speaking with—this isn't surprising. Speaking must be mastered by the people because this is a way to people express their feelings, ideas with concern to how to use grammar and vocabulary, pronunciation to communicate with others. The interaction between two or more people involves both listening and speaking, and understanding what has been said is essential to understanding what will be said next.

2. Aspect of Speaking

a. Accuracy

Schmidt and Richards (2010) Grammar is a description of a language's structure and how language's elements like words and phrases are combined to make sentences to give meaning. As cited by Heaton (1988), that students' ability to manipulate structure and to distinguish appropriate grammatical from in appropriate one.

b. Vocabulary

"Words we must know to communicate effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)," according to Neuman & Dwyer (2009) in (Alqahtani, 2015)

c. Pronouncation

Speaking clearly is regarded as a sub-discourse skill. Fraser (2002) highlighted in Gilakjani & Branch (2011) that he has a number of sub-qualifications for his excellent English knowledge, all of which place a high priority on pronunciation (other sub-skills of speaking include vocabulary, grammar, and pragmatics)

d. Fluency

Fluency is the ability to communicate naturally and slowly without stuttering, repeating oneself, or using discordant compound phrases. It deals with the way students to speak fluently. Because dialect and mother tongue have an impact on fluency, it is sometimes believed incorrectly that this is the easiest aspect of speaking development.

e. Comprehension

Heroine (2014) emphasizes that educators need to make sure students pay attention and understand the material. That is, before moving on to the next topic or completing additional assignments, conducting an understanding check will reveal what students are struggling with and what needs to be covered more thoroughly. Irianti (2011) defines understanding as the capacity to understand something based on a practical understanding of the subject or familiarity with the situation.

3. Teaching Speaking English

One of the most important aspects of communication is speaking. The functions are transactional and interactive. As a result, teachers must give meaningful communicative behavior opportunities for students on themes that are relevant to them. This necessitates teachers providing instruction that is specific to the needs of the students. The purpose of communicative language teaching (CLT), according to Freeman (2000), is with the aim that students can speak in the target language. Students must be familiar with linguistic forms, meanings, and functions to achieve this. They must understand that a function can be performed in several ways and that a single form often serves several functions. They should be able to choose the best format and describe the responsibilities of the interlocutor in addition to the social context. In addition, they must be able to direct the process of making meaning to the interlocutor.

4. Problem Teaching Speaking

a. Come from Teaching

Despite the fact that English is the first foreign language required in junior and senior high schools, the implementation of school-based English curriculum in EFL (English Foreign Language) speaking classes in Indonesia results in a large number of EFL speaking failures. There are various things that limit this, including:

- 1) Implementation within a limited period of time the government is not fully notified. And assess the success of the curriculum without restrictions.\
- 2) Ratings that do not have the opposite impact on results. Students are doing well, but it is difficult to speak English.
- 3) Class preparation and management is inadequate. Restrictions on learning materials and resources are limited by some English teachers, rarely making curricula, lesson plans and modules.. Some teachers also take an approach by watching.

b. Come from Learners

As a foreign language in Indonesia, learning English has problems with students. According to Dendrinis, there are six problems of students involved in speaking activities in class:

- 1) Suppression - Students are often self-conscious to say something in English in class, but often students are afraid to criticize, and experience mistakes.
- 2) Nothing to say – Finding motives in speaking is difficult for a student, giving comments and opinions is due to the lack of vocabulary they have.
- 3) Lack of interest in the topic – Lack of student interest in learning English because the teacher does not provide appropriate topics so students do not take part in learning.
- 4) Previous learning experience – Delivering material that is not in accordance with the real life of students such as giving examples or in the form of paragraphs of student experiences so that students feel foreign to study.

- 5) Cultural reason – Cultural differences that make students difficult to apply in everyday life.
- 6) Low or uneven participant – Because prospective students to dominate in the group

5. Purpose Speaking

The purpose of speech is to communicate with others. Speakers should understand the material before speaking to help listeners absorb information from the speaker and minimize misunderstandings between them. The purpose of speech is to inform, entertain and persuade (Tarigan 2008). Mudini & Purba also made their point that people talk for whatever reason needs to be answered by others. In general, the purpose of speech is to motivate, persuade someone, inform and to assure oneself. From the above statement, it can be concluded that speaking has an important role in learning English

6. Types of Speaking

According to Brown, there are several types of classroom speaking skills that students do in the classroom:

a. Imitative

A very limited portion of classroom speech time can be legally spent by learners creating "writing" speeches, such as practicing intonation contours or trying to identify specific vowels. This type of imitation is not done for the sake of meaningful interaction, but rather focuses on specific elements of the audio format.

b. Intensive

Intensive speaking is a step beyond imitation and includes all speaking performances aimed at practicing the phonological or grammatical aspects of the language.

c. Responsive

Many of the students' words in the classroom are sensitive: short responses to questions and comments initiated by the teacher or student.

d. Transactional

A transactional language used to convey or exchange specific information is an advanced form of response language.

e. Interpersonal (Dialogue)

The other conversation mentioned in the previous chapter is the interpersonal dialogue,, which was aimed at maintaining social relationships rather than communicating facts and information.

f. Extensive (Monologue)

Finally, intermediate to advanced students are asked to give detailed confession in the form of oral reports, summaries, or short presentations as needed. Here, the registration is more formal and intentional. These monologues can be deliberate or voluntary.

B. GAMES

1. Definition Games

Games are seen to be a very effective and crucial approach for encouraging language acquisition. They are defined as a competitive, rule-based, and enjoyable type of play. As a result, teachers should incorporate games into their lessons to capture students' attention, reduce tension, and provide opportunities for productive communication (Deesri, 2002:1). According to Jung (2005:4) "games that encourage, entertain, teach and promote fluency and communication skills".

2. Types of Speaking

Brewster and Ellis discuss four main types of games: accuracy-oriented games (language control), fluency-oriented games (communication), competitive games and cooperative games:

- a. Accuracy-focused games focus on individual practice of new linguistic elements and development of accuracy, often memorized by constant repetition, providing useful practice in pronunciation, vocabulary, and grammar.
- b. Games that focus on fluency often focus on developing fluency and cooperation with others. This game is an important part of the “communication” method. Collaboration is achieved not only by practicing language elements, but also by trying to create a context in which students can focus on completing tasks together while using the primary language fluently.
- c. Competitive games can be organized in teams, groups, pairs or individually. Only one winner will do something first or get the most points. Cooperative games are played to try to create a setting in which students focus on completing tasks together.
- d. A cooperative game is a game in which players or teams work towards a common goal.

3. Criteria Good Games

Criteria for a good game Lee says games can add fun and variety to conversations. They are valuable in both the active and communicative phases of language learning. It also says that a good game must meet the following requirements:

- a. The game requires the purpose of the game, clear instructions, how to set the activity, materials to copy for the learner, and the timing and focus of the language for the learner;
- b. the game must include pair work and group work. This has the advantage that learners work at the same time and become more active.
- c. The game should be tried before it can be used in the classroom.
- d. The game should include the group manager as the students are constantly fixing each other.
- e. The game should be played fairly.
- f. The game takes into account the language level and the learner's interests.

When The game must be presented by first demonstrating before playing.

C. Guessing Games

1. Definition Guessing Games

Guessing games are games in which players compete individually or in teams to identify something that is described in a cryptic manner. As defined by Klippel (2012), the basic rules of a guessing game are very simple. One person knows what another wants to know. Based on the description of Klippel's guessing game, it's a simple game. The purpose is to guess what others know about what they don't know.

2. Guessing Games in teaching

A teacher may utilize games to teach speaking for a variety of reasons. Students can practice and improve their English communication by playing games that allow them to use spoken English. The game provides a fun and relaxing pastime while remaining rooted in language acquisition. Shy or slow learners need to be active participants to showcase their skills

and gain confidence when communicating in a foreign language.

Guessing games are one of several approaches to teach oral expressions that can be used in the classroom. According to Richard Amato, question games can be used to develop or reinforce concepts, divert attention away from routine tasks, or simply break the ice. Students can use guessing games to pass the time while they are learning. It is stated that you can prevent it, but the most essential thing is to encourage your students to practice their English.

3. Kinds of Guessing Games

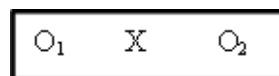
There are many quiz concepts you can use to teach speaking. According to Lee in Betteridge and Buckby (1990: 169), there are several guessing games that can be played at different levels. they are:

- a. Guess what is it? Is it,,? The students' things of an object or a person the class knows the name of, and the other ask question, putting up their hand waiting to be called on
- b. Guess Who I am?/ What is my name?/ Who is he/ she?
Everyone imagine about being someone else, whether it's a live person who is well-known locally, nationally, or worldwide, or a historical figure. Each of them writes up sentences regarding it.
- c. Guess what's in my bag today?
- d. Guess where it is?
Students turn and close their eyes when a subject is smiling or multiple objects are obscured, such as a coin, a ring, a sweet, or a doll.

METHODS

A. Research Design

The research method is something that must be prepare before plunging straight to the field. Arikunto (2013:20) said that the research method is the approach that researchers employ to acquire data for their studies. The research method is interpreter as a scientific way to collect reliable data with the goal of developing and proving particular knowledge that may be used to comprehend, solve, and predict problems in the field of education (Sugiyono 2014:6). This research used pre-experimental design. The design of the research by the following diagram:



O1: pre-test is given to the students before treatment.

X: the use of games in improving speaking skill

O2: post-test was given to evaluate the students.

B. Population and Sample

The populations in this research were students of SMA Negeri 6 Sidrap. By applying cluster random sampling, the researcher games one class as the sample, it is XI IPA 2 there are 29students at SMA Negeri 6 Sidrap.

C. Research Instrment

Speaking test was used as a research instrument. This test divided into two parts: pre-test and post-test. Students are given an overview of procedure text in the pre-test, and then they have to speak orally in front of the class. Speaking tests are commonly used to evaluate

and measure student learning outcomes when speaking English, especially cognitive learning outcomes related to the acquisition of subjects according to educational.

D. Data Collection

1. The previous tests are done in the form of a speech test. Students are asked to describe a member of their family. It could be his parents or his siblings etc. Therefore, researchers can use pre-tests to determine if students have problems speaking English. Pre-testing was performed when the researcher provided material about the explanatory passages to the experimental and control classes.
2. Treatment. In this step, the researcher was used the technique of discussion and communication games as a treatment or solution to overcome the problem of student's low speaking ability, treatment will be given for 5 meetings
3. Post-tests are done in the form of oral language tests. The posttest was conducted after the researchers treated the experimental class. In the following test, students were asked to explain one of their classmates to the class using good pronunciation and grammar.

E. Analysis of Data

While analyzing the data of this study, the researcher used a quantitative technique with the help of which statistical technique was used to calculate the information. This technique is performed to find out if the information obtained is important information or not. Then, the researcher changed into capable of decide that using guessing recreation has a power on students' speaking ability. In giving rating for the scholars in speaking categories

Pre-test and Post-test Score Classification

Score Range	Classification
86-100	Very Good
71-85	Good
56-70	Fair
41-55	Poor
0-40	Very Poor

$$score = \frac{\text{the student score}}{\text{total score}} \times 100$$

FINDINGS AND DISCUSSION

A. FINDING

This section explains the research results, such as a detailed explanation of the percentages of mean scores before and after the test, standard deviation, and t-test values. It also focuses on analyzing students' speaking ability for accuracy, fluency and intelligibility using guessing game.

Score Range of the Student on the PreTest and Post-Test

Score Range	Clasification	Frequency	
		Pre Test	Post Test
86-100	Very Good	0	0
71-85	Good	0	6

56-70	Fair	1	10
41-55	Poor	6	8
0-40	Very Poor	22	5
Total		29	29

Through the above table, it can be seen that the students' speaking ability before processing is still lacking. The table shows that out of the 29 students sampled in this study, there are 22 students with very poor grades, 6 students with poor grades, 1 students with fair grades, and none of them are graded at all good or very good.

Meanwhile, in the review section, although no student ranked very good, the table shows a large movement in students' scores, their scores are increasing. Out of the 29 students, there was 6 students with good grades, 10 students with fair ratings, 8 students with poor grades, and 5 students with very poor grades..

Mean Score and Standard Deviation of the Students' Pre-Test and Post-Test

	N	Mean	Std. Deviation
PRE-TEST	29	36.55	12.294
POST-TEST	29	56.55	12.550
Valid N (listwise)	29		

The table shows the difference in mean and standard deviation between the pre-test and post-test. From the above table it can be seen that the fair score of the students in the pre-test is 36.55 with a standard deviation of 12.29 while in the latter test the average score of the students is higher than in the previous test. . test with a mean score of 56.55 and a standard deviation of 12.55. In addition, the researcher concluded that the use of games has the effect of improving speaking skills.

Test of Significance Difference of the Students Pre-Test and Post-Test

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference				
				Mean	Lower	Upper			
Pair 1	PRE_TEST - POST_TEST	-20,000	3,984	,740	-21,515	-18,484	-27,031	28	,000

The table above shows the students' T-Test scores pre-test and post-test. It shows that the probability value (.000) is lower than the significance level (0.05). Therefore, it is conceivable that there is a significant disparity between a student's scores on the pre-test and post-test

B. DISCUSSION

This section deals with the interpretation of the findings which is related to the main theory of the Guessing games. It also presents evidence that the effect of using games in improving speaking skill.

It is supported by the students' scores in the post-test which is higher than the students' score in the pre-test. In the pre-test, the researcher concluded that the students' speaking ability was lacking. While in the post-test, the researcher found that there was an improvement of the students' speaking ability that can be seen in the students' mean scores in the pre-test (36.55) and post-test (56.52)

In conducting this research, there were three elements of speaking that the researcher focuses on; accuracy, fluency, and comprehensibility.

1. Student's Accuracy

Accuracy is an important aspect of speaking because if the speaker cannot accurately convey words or sentences, the other person will face difficulty in understanding the speaker's intent. According to Heaton, accuracy deals with pronunciation, vocabulary, and grammar. In the pre-test, most of the students still made mispronunciations even for simple words, for example, the word "because" which should be pronounced as "bi'kəz" they pronounced "bikaus". Also the word "birth", should be pronounced as "bərθ" but the students pronounced it with "birt" or "berd".

Based on the results from the previous section, the results show that during the pre-test, the students' speaking accuracy was classified as very poor, poor, none of them were classified as good, good or very good. While in the post-test, although no student was rated as very good, some students were rated as good and fair. It can be concluded that the students' speaking accuracy improved during the post-test.

2. Students' Fluency

In speaking, fluency refers to the ability to speak quickly, spontaneously, and without any hesitation. However, in the pre-test, the researcher found that the students face difficulty with fluency. They took long pauses just to find the right word to complete their sentences. While in the post-test, although some students still had to work hard to find words, there were not many awkward pauses as in the pre-test, and most of the students try to complete their long sentences using English instead of Indonesian as in the pre-test.

3. Students Comprehension

Comprehensibility refers to the ability of the speaker to understand the gist of what is being said and how understandable the speech of the speaker is. In the pre-test, most of the students asked about the question in the Indonesian language before they answered it because they did not understand about the meaning of the question itself. Therefore, the researcher had to explain the question first. When the students finally answered, they just answered it with a short answer, produced words one by one, and with an uncompleted sentence. Based on the students' problems in the pre-test, the researcher conducted the treatment for three meetings to improve the students' speaking ability. In the first treatment, the topic was "Guess Who is it in the Picture", "what is my job?" became the topic in the second treatment, and the last for the third treatment the topic was "guess whats in my bag"

During the treatment, the researcher also found interesting findings related to the implementation of the guessing games. Based on the observation in the classroom, the researcher found some advantages of the guessing games.

First, it creates a fun English learning environment. During the treatment, the researcher found that students enjoyed the learning activity using the guessing games. It can be seen from the activeness of the students to speak, ask or give feedback to their friends who did the guessing games. Besides, it made students express their ideas and thoughts freely. This is because students are asked to talk about their personal objects, which they know more than anyone else. They don't need to speak according to what is written in the textbook because every object brought by the students has its own story. As a result, with the guessing, a two-way conversation can be created naturally between the speaker and other

students who act as an audience.

Second, it increases the students' confidence in speaking. Throughout the treatment, the researcher found that the Guessing Games built the students' confidence to speak in English. This technique asks them to do a guess about something they know and are interested in. For example, in this study, researchers asked students to guess their friend's favorite things and foods. It makes the students express their ideas and thoughts freely and confidently even though still there are some mistakes in terms of accuracy, fluency, and understanding, students can still confidently express what they want to convey about the objects they show.

Third, it builds the social skills of the students. Based on the observation during the treatment, the researcher found that the guessing games taught students two main things. First, each student is required to appear in front of another friend to show and tell the object they bring, therefore they learn how to be a speaker in front of others. Second, because the students are required to be an audience, they learn how to sit still and listen when others are speaking.

CONCLUSION

Based on the research findings and discussion in the previous chapter, it can be concluded that the alternative hypothesis (H1) in this research is accepted. This means that the games (guessing game) has a significant impact on students' speaking skill at SMAN 6 SIDRAP.

It is proved by the probability value that is (.000) which means lower than the level of significance (0.05). More specifically, the improvement of the students' speaking skill can be seen in the students' mean score in the post-test which is 56.55, higher than the mean score of their pre-test which is only 36.55.

SUGGESTION

Based on the conclusions above, the researcher has several suggestions to improve the students' speaking skill, especially in teaching English. The researcher hopes that these suggestions can be useful in the teaching and learning process, especially in English.

ACKNOWLEDGEMENTS

The researcher would like to express his deepest gratitude to the people who were involved in completing this research, especially the supervisors, examiners, beloved family and friends.

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