

## **Developing *Monolary* as an Innovation of Language Games to Practice Students' Vocabulary Mastery in Elementary Schools in Bali**

I Putu Indra Kusuma  
*Ganesha University of Education*

### **Abstract**

This paper presents an innovation of language games for practicing English vocabulary mastery. The main focus of the study was to investigate the development of *Monolary* (The given name toward the game) while specifically, it focused on: (1) investigating the media and games used in teaching vocabulary; (2) investigating the development of *Monolary*; and (3) investigating how could *Monolary* be used as a media or game in practicing students' vocabulary mastery. The participants were five elementary English teachers and 132 students of five elementary schools in Bali. The instruments used were questionnaires, observation sheets, and interview guide. The results show that (1) teachers did not have any media and games to support vocabulary teaching and (2) the development of *Monolary* was based on vocabulary learning theories which could be used as media of practicing as well as assessing vocabulary mastery of elementary schools' students. From the aforementioned results, it can be concluded that teachers need media and games to support vocabulary teaching and *Monolary* could be one solution.

**Keywords:** language game; practicing vocabulary; game to practice vocabulary

### **Introduction**

The establishment of ASEAN Economic Community (AEC) in 2015 is a new milestone for ASEAN community. It indicates that the center of global economic gravity is shifting toward Asia. By this establishment, 10 ASEAN member states allow the free flow of goods, services, investments, skilled labors, and the freer movement of capital across the region. As a result, these 10 member states, including Indonesia need to develop their own human resources to be ready to an open competition.

To produce these human resources, education is the most important aspect which the Indonesian Government has focused on. By implementing meaningful learning in Indonesian education, the government hopes to produce competent human resources. This orientation brings some changes in the educational process paradigm from teaching oriented to learning oriented where students become the center of learning; and from classical and formal approach (where education is held in classroom only) to a more flexible one where education also involves activities outside the classroom. Besides, Indo-

nesian education also focuses on achieving competencies needed to survive in the global era.

Furthermore, the government considers that English is really important since it is an International language which is used in all South East Asian countries as the medium of communication. Indonesian citizens must be able to communicate using English if they want to work in these countries. Thus, the government puts English as an extra subject as well as a compulsory one in its curriculum.

Considering the English mastery, the government believes that English should be taught in early ages. Therefore, this subject matter is mostly taught in primary education. Thus, English is taught in all Indonesian elementary schools, including in Bali, a province of Indonesia. Even, English is introduced in some kindergartens.

In history, English was taught as an extra subject because the government considered that English had become an international language. English teaching in Indonesia has undergone many shifts including the ways of teaching and its existence in the Indonesian curriculum. Legally, English has been introduced as an extra subject in Indonesian primary education's curriculum, especially in Bali since 1994 (Kamal, 2006).

By having two decades of English teaching in Indonesia, teachers should have known the best ways of teaching this subject and the kind of assessments that should be implemented. But, they did not know how to implement this subject matter. This assumption was reached based on the Indonesian practitioners of English teaching who have been doing studies to find the best ways to teach English up to this time (see Efendi, 2013; Kusuma, 2016; Sutiah, 2011; Zulfah, Rasyid, Rahman, & Rahman, 2015).

The above assumption is best explained through the observation which was conducted by the researcher on English teaching in elementary schools. It was found that teachers mostly focused on the teacher centered approach and mostly used the grammar translation method. Besides using this method, they did not have any media to support English teaching. All students' activities were based on these textbooks as supported by a research conducted by Kusuma (2016) in 2012 where English textbooks used by teachers did not contain any contextual and authentic material and all classroom activities were mostly from the books where students were asked to answer all questions in the books. In other words, these results showed that the English teachers still used traditional teaching praxis in English teaching. This supports the previous findings of Sutiah (2011) and Zulfah, Rasyid, Rahman, and Rahman (2015) who reported that teachers mainly used traditional teaching and management in English class. Furthermore, from the data gathered from the students, it was found that their teachers only had a very limited numbers of media. They stated that flashcards were the main media used by the teachers in teaching vocabulary. The rest of the learning was conducted by relying on textbook or worksheet. However, the students rarely had vocabulary learning.

After 20 years of the implementation of English teaching in primary education, apparently teachers should have figured out that vocabulary learning should be the very first activity given to the students. But they did not mainly focus on this teaching since they just used the textbooks as the main material. As stated by Cross (1991), a good memory on vocabulary is really crucial and needed to master the target language. Mostly, the main objective of language program is to help students to gain, memorize, and master the meaningful vocabulary used in the target language. Supporting this statement, Bennet (2006) stated that learning vocabulary of the target language could help in developing students' grammar. This was based on the research conducted by Bennet (2006) himself where vocabulary learning is not only about recalling vocabulary but also the meaning and context where the vocabulary is used.

Meanwhile, vocabulary learning in Indonesia is mostly assessed using traditional assessment such as multiple choice, matching, and cloze test. The teachers could only use these techniques probably because they did not know any other assessment techniques used to assess vocabulary learning. According to O'Malley and Pierce (1996), assessment is anything used to find information toward students. Through this statement, it can be said that vocabulary learning is not only about answering some questions, but it can also be assessed through activities which involve both written and verbal activities.

Besides, from the interview conducted by the researcher with the students, it was found that almost all of the students stated that they were stressed in English class since teachers mostly asked them to do the exercises in the textbook or worksheets. Thus, the students felt that English was a boring subject for them. Therefore, some innovation in English teaching is needed, especially in vocabulary learning.

As stated by Cross (1991), English teaching could be implemented through the use of various media and activities. He also suggested that games could be innovation activities toward learning. Through games, students may enhance their motivations since there are many competitions in playing the games, especially competitions against the opponent players. Supporting this statement, Paul (2003, p. 48) stated "Games play a central role in a child-centered lesson and make it possible for children to fully immerse themselves in learning". It implies that games play an important role in students' center learning and enables them to be involved in learning itself.

Thus, this article will present an innovative game as a breakthrough of English teaching in Indonesia, especially in practicing and assessing vocabulary mastery. The game developed in this study was an adaptation of monopoly games to practice English vocabulary in both spoken and written forms. Monopoly game was chosen as the basis of this development since based on the questionnaire data, all students know how to play this game. Besides, vocabulary learning was chosen since English acquisition should start with vocabulary learning. This game was developed by implementing ADDIE (Analysis, Design, Development, and Implementation) design and its development

was based on the criteria of good English material proposed by Howard and Major (2005).

### **Research Questions**

The research questions of the following study are as follows:

1. Did the teachers implement media and games in teaching vocabulary?
2. How was the development of *Monolary*?
3. Could *Monolary* be used to practice and assess students' vocabulary mastery?

### **Vocabulary learning through games and some researches**

Vocabulary is a set or a group of words of a language which is known, learned, and applied by the speakers of the language (Linse, 2005). Improving vocabulary mastery is really important in accordance with mastering the target language. As stated by Becker (1977) improving vocabulary mastery is essential and can be done by connecting the vocabulary already possessed by students with the topics provided in target language learning. Thus, it means that vocabulary is not simply a set of words learned by students but also should be applied to the context where it can be used.

In vocabulary learning, games is one of the ways of teaching on how to improve students' vocabulary mastery. A game is an activity which contains rules, purposes, and excitements. Through the implementation of games, learning will not be a boring process. Meanwhile, through games, students may learn and practice the vocabulary.

There are a lot of games which had been developed to practice vocabulary such as guessing games, scrambled words games, puzzle games, cross-words games, etc. Particularly, some researches on improving vocabulary mastery have been conducted (e.g., Alemi, 2010), Efendi, 2013; Yip, et al. (2006)..

Alemi (2010) did an experimental research on vocabulary games as a technique of teaching vocabulary. The results show that vocabulary games had positive effects on students' vocabulary mastery. A similar research was conducted by Yip et al. (2006) on online vocabulary games as a tool for teaching and learning English vocabulary. The research showed that the experimental group outperformed the control group in vocabulary mastery test. Similarly, Efendi's (2013) results concur with these findings. Efendi's (2013) results showed that competitive games could improve students' vocabulary mastery where the students actively competed with the opponents to learn some vocabulary to win the games. Therefore, it can be said that games could be one of the alternatives of practicing vocabulary as well as assessing the students' vocabulary mastery. Furthermore, through games, the English class will be fun and enjoyable which bring benefits to students' learning.

## Methodology

The study belongs to a research and development study (R&D) by implementing ADDIE (Analysis, Design, Development, and Implementation) as the development model. Meanwhile, in conducting the study, a mixed methods approach was implemented. The participants of the study were five English teachers and 132 Elementary school students from five different elementary schools in Bali.

The research was started by conducting a preliminary study to investigate whether or not the teachers used media and games in teaching vocabulary. Then, the study was continued by implementing ADDIE development model comprising five stages such as the Analysis Stage where some data about vocabulary learning, topics taught to the students, rules and ways of playing monopoly game were investigated. Then, this was followed by the Design Stage where the data in analysis stage became the source of designing the game. Later, the Development Stage was conducted where the design was developed into a product. After that, the Implementation Stage is when the game was implemented. The final stage was the Evaluation Stage to investigate the teachers' and students' perceptions toward the game.

In conducting the ADDIE development model, the methods of data collection implemented in this study were administering questionnaires, interview, and document study. The questionnaires for teachers were on the use of media (8 items) and the games used (16 items) in teaching English were implemented in a preliminary study. To confirm the data, a checklist containing nine items and an interview guide as the instrument were used in interviewing the students. This was intended to know the use of media and games. Then, researcher notes and observation sheets were used in Analysis Stage to find some theoretical reviews of vocabulary learning, syllabus analysis, and the rules and ways of playing monopoly game. Then, in the Development Stage, a checklist containing 13 items was implemented to investigate the content and construct validity. In the Implementation stage, observation sheets were used to record how this game was played by the students. Finally, interview guide was used in the Evaluation stage.

## Results

In developing the adapted monopoly game (named as *Monolary*) to practice Elementary school students' vocabulary mastery, a preliminary study and ADDIE development model was carried out. The results of the development are next described.

### Preliminary study

The preliminary study showed that all teachers used printed and non-printed media to support their teaching in the classroom. Somehow, they used printed

media more than the non-printed media to teach English to students. The teachers also stated that they often used interesting and fascinating media to get students' interest in learning.

Further, it was found that teachers mostly used games with materials which were contextual and authentic. The games they used must be played by two or more students but the games rarely required students to interact with other players. The teachers also stated that their games could improve students' vocabulary in both written and verbal forms. Overall, the games used by them could stimulate students to learn English.

To support the above findings, a number of questions had been asked to the students to triangulate the data. Surprisingly, students' responses were different from their teachers'. They mostly stated that the teachers did not often use media and games in their English class. Meanwhile, the games used by the teachers did not contain vocabulary learning including verbal and written forms. From the students' testimonies, it was found that the teachers only had a few media and they were rarely used in English class. The only media used by the teacher was mainly flashcards. Further, the students also stated that the teachers only implemented limited games, probably two or three games in a semester. The games mostly contained English instructions rather than English vocabulary. Besides, teachers mostly used textbooks or worksheets as the only material and assessment instruments. The students were given a brief explanation about the topics, then they were asked to answer the questions in the textbooks or worksheets. As a result, students stated that they often got bored with English subject matter since the material in the textbook was too difficult for them. Finally, they required media or games which could support their English learning as well as improve their vocabulary mastery and English thoroughly.

### **Analysis stage**

This stage was about investigating some theoretical reviews of vocabulary learning, syllabus analysis, and the rules and ways of playing monopoly game. Based on the document study on vocabulary learning, some theoretical reviews had been collected including the theories proposed by Nation (1974, 2006), Linse (2005), Harmer (2007), and other scholars. Then, it continued into syllabus analysis where it was found that the topics that the students got from are as follows:

1. Stationery
2. Uniforms
3. Things in the classroom
4. Foods
5. Beverages
6. Fruits
7. Animals
8. Clothes
9. Public Places

Then, it continued into investigating the ways and rules of playing monopoly as the game adapted in this study. Monopoly is played by two or more players and the main task of playing this game is to own many stores as well as have more wealth than other players. There are some supporting tools in playing this game such as stores cards, duce, fake money, and instructions or questions cards.

### **Design stage**

Based on the preliminary data found in Analysis Stage, a design of a game was developed then. The monopoly game was used as the basis since all students knew how to play this game. The design of this game was providing students with a game which could be played by two or more players to master vocabulary in both written and verbal forms.

The game was designed by involving some material they got in elementary school such as schools, stationery, things in their neighborhood, foods and beverages, clothes, electric tools, and public places. This material was then wrapped into some stores or shops following the original monopoly game. The rules of the game were almost the same as they had in the original monopoly game. The purpose of this developed game was to own more stores than any players. Somehow, the different thing than the original monopoly is to own a store, the students had to mention three possible things sold in it. If their answers were stated as “correct” by other players and the bank officer, they could buy them. They could also sell things in the stores they owned. Every time they arrived at a store they had, they had to write and spell the word of one possible thing sold in it. The possession of the stores and things sold in the stores were noted on players’ play book. From this book, both teachers and students could identify their progress of vocabulary mastery.

### **Development stage**

After having a clear design of the developed game, it was developed into a board game including the tools needed. Mostly, the board and the tools were designed by using *Adobe Photoshop CS3 Intended*. The name of the stores and their pictures used the original stores which existed in students’ region. The game was named as *Monolary* (Monopoly board game to practice vocabulary). To support the play, a manual book including students’ play book was developed. The picture of *Monolary* board game can be seen in Picture 1.



Picture 1. *Monolary* Board Game

The developed *Monolary* then was evaluated by two experts: one expert in childhood education, and the other on media development. Based on the expert judgment test, *Monolary* had high content validity as shown by score 0.8. It only had a few minor revisions. The revisions were mostly about the size of the board and some pictures of the stores. Finally, *Monolary* was revised based on the revisions given by the two experts who had expertise in English education and teaching English for young learners.

### **Implementation Stage**

The revised *Monolary* game was implemented in two elementary schools. It was played by two groups in each school where each group had four students and their teachers acted as the bank officers. Before having the game, the students were told about some important instructions verbally by the researcher and team. Then, *Monolary* was played for 30 or 45 minutes and the students' play book was filled by the teacher as the bank officer. The play was watched by the rest of the students and the teachers. No audience was allowed to give any answers to help the players. At the end of the play, almost all players had three stores and at least three things sold. Only one or two players in each group had more than three stores.

### **Evaluation Stage**

In this stage, the students and the teachers were asked for their testimonies after playing *Monolary* board game. Both groups stated they were happy to have this kind of game, especially the students where they could play this game to practice their vocabulary mastery as well as learning new words from other players. It was not too difficult understanding the rules since they already knew how to play Monopoly games. If they forgot the rules, they could check them again in the manual book. They could own some stores because they had learned some vocabulary in their lessons previously while the rest was because



they were familiar with the stores on *Monolary* board and they knew the things sold in those places. While playing the game, the students stated that the problems were mostly in saying and spelling the words of the vocabulary required. But, they could learn from other players when they had their opportunities of saying and spelling the words. Overall, they loved the game and could not wait to play it again. But, they would prepare themselves before playing the game again.

### Discussion

Vocabulary learning is really crucial in learning a language where improving vocabulary mastery means improving language mastery. It is best to explain that vocabulary is mostly applied in language skills such as listening, speaking, reading, and writing. By having the understanding how to apply the vocabulary in language skills and being supported by the use of grammar, a learner could improve his/her language proficiency of a target language.

The student interviews revealed that their teachers rarely used media in English teaching, especially in vocabulary learning. Even, the teachers only implemented very limited games. Then, of course, English became a boring subject matter for the students. According to Cross (1991) English teaching could be implemented through the use of various media and activities. Thus, the learning will be fun, enjoyable, and meaningful accordingly.

The aforementioned statement is could be one of the examples of the failures of Indonesian teachers in conducting English vocabulary teaching. They mostly focus on teaching the word meaning to the students rather than teaching the word form and teaching the word form and meaning altogether. Indonesian students are getting used to learn the meaning of a vocabulary list every time they get English subject matter at schools. Besides, recalling many vocabulary and its meaning makes them happy. Therefore, as a characteristic of Asian students, the students are really good in recalling the meaning, but they mostly will fail in spelling and using the vocabulary in context.

Besides, most of Indonesian teachers do not know how to teach the vocabulary in their classroom as well as use any media to support their teaching (see Efendi, 2013; Kusuma, 2016; Sutiah, 2011; Zulfah, Rasyid, Rahman, and Rahman, 2015). The common way of teaching vocabulary in Indonesian is through repeating and drilling activities where the students are given a list of new vocabulary every time they have English class. Then, it is continued into working on students' worksheet. Whereas, some teachers may talk about the context and spelling of the vocabulary, but the focus is still on the meaning where the teachers will test students' memory on vocabulary meaning. Therefore, English subject matter is one of the most difficult subject matter in Indonesia. When the students hear they will have an English lesson, they feel apprehensive before the class.

Probably, this problem happened since the teachers did not fully understand the importance of using media in English teaching, especially introduc-

ing new vocabulary, which is totally not their native language. Besides, the very major cause could be not graduating from an English department since most English teachers in elementary schools in Indonesia graduated from teacher education of primary schools' department which rarely had the English subject. Then, when they were assigned as English teachers, they learned English subject by joining in English private courses or they just learned by themselves without having some pedagogy courses of teaching English for young learners. Therefore, they did not know best how to teach English to students. As a result, they failed in conducting fun and enjoyable English instructions as well as they did not know how to best assess the students' English proficiency.

So, the very basic problem here is how to make students' learning fun and enjoyable where all students could learn happily without being fearful. Therefore, learning English through games could be a one-stop solution. As stated by Paul (2003), games play a central role in a child-centered lesson and make it possible for children to fully immerse themselves in learning. Therefore, developing *Monolary* board game to practice vocabulary could be the solution to the major problem in English class in Indonesia including in Bali.

*Monolary* was developed through a clear procedure by implementing ADDIE.. The rules were quite similar with those in monopoly game since *Monolary* is actually the adaptation of monopoly game. Therefore, through expert judgment, *Monolary* had high content validity as shown by score 0.8 which it means that thoroughly, *Monolary* contained appropriate material and was developed well. Even, it was based on the theories of vocabulary learning which involve written and verbal form of vocabulary where to play the game, the players will deal with verbal and non-verbal activities such as mentioning the vocabulary verbally, spelling the words of the vocabulary, and write the vocabulary. Besides, the material in *Monolary* was authentic and contextual because all students could find these stores in their environment. These will help them to think about the vocabulary related to the things sold in those stores for the purpose of playing the game. Furthermore, the material was based on the topics they got in an English class. Therefore, the content validity was high since this game had fulfilled the criteria of vocabulary learning. But, as stated previously although it had high content validity, it got a few revisions on the construct such as the size of the board and some pictures of the stores. Therefore, this game was revised to fit the experts' comments. Then, the revised game was implemented to investigate how this game was played.

Then, could *Monolary* be used as a media or a game to practice vocabulary? According to Paul (2003), most children spend their childhood playing. Playing is everything they want to do and it is not something being instructed to do. Games are also fun and enjoyable for them. Therefore, teachers have to take it for granted and could use games as media in learning. Thus, *Monolary* board game was developed to facilitate the students to practice both verbal and written forms of vocabulary by playing it. As stated by Rodgers (1969) and Ellis and Beaton (1993) in Nation (2006), vocabulary learning involves writ-

ten and verbal forms where these two forms should be taught to the students. This is supported by Harmer (2007) where in some languages sounds and spelling are interrelated. But, in English some letters in a word could be pronounced differently in other words. Therefore, *Monolary* has fulfilled those criteria since it involves activities of practicing verbal and written vocabulary's forms.

In *Monolary*, the material was authentic and contextual where they then were wrapped into some stores or shops following the original monopoly game. The rules of the game were almost the same as they had in the original monopoly game. The purpose of this developed game was to own more stores than any players. To own a store, the students had to mention three possible things sold in it. If their answers were stated as "correct" by other players and the bank officer, they could buy them. They could also sell things in the stores they owned. Every time they arrived at a store they had, they had to write and spell the word of one possible thing sold in it. The possession of the stores and things sold in the stores were noted on players' play book. From this book, both teachers and students could identify their vocabulary mastery. Therefore, *Monolary* is not merely a game, but it is clear a language game where students could practice their vocabulary mastery in both written and verbal forms as well as learning the context and meaning of the vocabulary involved in the game. So, this fits Yu's (2005) statement that language game is a general term used to cover a variety of language activities. Language games are used for practicing specific language items such as grammar, sentence structures, vocabulary, and spelling, and for developing language skills.

If the students play *Monolary* board game, then how to assess them? According to O'Malley and Pierce (1996), assessment is the process of collecting information by implementing any tools. Here, assessing students is not all about giving them formal tests such as multiple choices, true-false, cloze test, and others which result numbers. But, teachers may implement any tools to get qualitative data as well as quantitative ones. Therefore, playing *Monolary* could be considered as assessing students where both teachers and students could know the vocabulary mastery through the stores and the things sold in playing it as well as shown by students' play book. The students' play book records the students' vocabulary mastery since in owning one store they must be able to mention three things correctly and in selling things, they must be able to spell and write them correctly. So, the more stores they have, the more vocabulary in different topics they show. Then, this data could be used by teachers to show how many words in either topics the students know and how often they fail in mentioning them or spelling and writing them.

On the other hand, students may get feedback about their vocabulary mastery and they could learn from other players in terms of verbal and written forms they have not known before as well as the new words in a certain topic. As stated by Fowle (2002, cited in Read, 2004), the common task of students' vocabulary learning is through selecting and recording their own words to study based on individual needs or interests. The vocabulary notebook is a

useful tool for this purpose. In *Monolary*, students are provided by students' play book where their vocabulary which is used in playing the game is recorded. By having these notes, they may also learn other vocabulary from other players' notes. Therefore, this may become source for the students to learn new vocabulary from their friends.

### Conclusion

The study showed that teachers need media and games to support their English teaching, especially in vocabulary teaching. Furthermore, *Monolary* board game could be the solution of teaching English in elementary schools as well as assessing students' vocabulary mastery. It is an innovation of assessing students' performance rather than implementing tests as Indonesian teachers always do in teaching and learning process. By playing this game, both teachers and students may get feedback on the students' vocabulary mastery on the topics they learn in English. Besides, the students may also learn from other players about the written and verbal forms of the vocabulary they have not known before as well as the new vocabulary in a topic. Furthermore, by having games like *Monolary*, students could be well motivated and could improve their interest in learning English.

Somehow, there are some limitations in this study such as the implementation was only in a small region for the purpose of developing the game and the evaluation conducted in this study was only formative evaluation. Summative evaluation to find the effectiveness in larger groups and populations can be the next study for researchers who are interested in this *Monolary* game.

### References

- Alemi, M. (2010). *The impact of word games on expanding learner's vocabulary knowledge*. Paper presented at the 2-VIII. Retrieved from <http://search.proquest.com/docview/869507866?accountid=38628>
- Bennet, P. (2006). *An evaluation of vocabulary teaching in an intensive study programme*. (Unpublished doctoral dissertation). University of Birmingham, Birmingham.
- Efendi, E. (2013). The use of games to improve vocabulary mastery. *Journal de Physique III*, 1(12), p. 78-84.
- Harmer, J. (2007). *The practice of English Language Teaching* (4<sup>th</sup> ed.). England: Pearson Longman.
- Howard, J., & Major, J. (2005). Guidelines for designing effective English Language teaching materials. *Proceedings of the 9th Conference of Pan-Pacific Association of Applied Linguistics*. pp. 101-109.
- Kamal, S. (2006). *Some considerations of English Language Teaching for primary schools*. (Unpublished Thesis). Lambung Mangkurat University, Lambung Mangkurat.

- Linse, C. T., & Nunan, D. (Eds.). (2005). *Practical English language teaching: Young Learners*. . New York: McGraw Hill.
- Nation, I. S. P. (1974). Techniques for teaching vocabulary. *English Teaching Forum*, 18-21
- Nation, I. S. P. (2006). Second language vocabulary. In K. Brown (Ed.) *Encyclopaedia of Language and Linguistics* (2nd ed.), pp. 448-454. Oxford: Elsevier.
- O'Malley, J. M., & Pierce, L. V. (1996). *Authentic assessment for English language learners: Practical approaches for teachers*. USA: Addison-Wesley Publishing Company.
- Paul, D. (2003). *Teaching English to children in Asia*. Hongkong: Pearson Education Asia Limited.
- Read, J. (2004). Research in teaching vocabulary. *Annual Review of Applied Linguistics*, 24, 146-161.
- Sutiah. (2011). The implementation of Communicative Language Teaching (CLT) within group-work in an English as Foreign Language (EFL) elementary classroom in Indonesia. *International Journal of Arts & Sciences*, 4(24), 205-258.
- Yip, F. W., & Kwan, A. C. (2006). Online vocabulary games as a tool for teaching and learning English vocabulary. *Educational Media International*, 43(3), 233-249.
- Yu, S. Y. . (2005). *The effect of games on the acquisition of some grammatical features of L2 German on students' motivation and on classroom atmosphere*. (Unpublished doctoral dissertation). Australian Catholic University, Australia.
- Zulfah, R., M. A., Rahman, M. A., & Rahman, A. Q. (2015). Teachers' instructional and management talk in English Foreign Language Classroom. *Journal of Language Teaching and Research*, 6(6), 1280-1288

## Appendix

Table 1.

*The results of the use of media in English teaching from teachers' view*

No	Questions	Responds (%)				
		VO	O	S	Sm	N
1	How often do you use printed media?	0	40	60	0	0
2	How often do you use non-printed media?	40	40	0	20	0
3	How often do you use media which involves written words?	0	40	40	0	20
4	How often do you use media which involves audio?	0	0	80	20	0
5	How often do you use media which could facilitate students' learning	0	60	40	0	0
6	How often do you use media which could send message in relation with the material being taught?	0	60	40	0	0
7	How often do you use media which could increase the students' interest in English learning?	0	80	20	0	0
8	How often do you use interesting and fascinating media to teach the students?	0	80	20	0	0

*Note:*

VO : *Very Often*

O : *Often*

S : *Sometimes*

Sm : *Seldom*

N : *Never*

Table 2.

*The use of games in English teaching from teachers' view*

No	Statements	Responds (%)	
		Yes	No
1	The games I use contain contextual material.	60	40
2	The games I use require students to play individually.	0	100
3	The games I use must be played by two or more students.	60	40
4	The games I use could stimulate students to interact with other players.	40	60
5	The games I use contain vocabulary learning	60	40
6	The games I use could improve the students'	60	40

	vocabulary mastery.		
7	The games I use could improve students' English proficiency.	60	40
8	The games I use could support students in learning vocabulary verbally	40	60
9	The games I use contain written vocabulary.	40	60
10	The games I use could support students in learning written vocabulary.	20	80
11	The games I use give opportunities to students to integrate their knowledge when they are playing.	60	40
12	The game I use contain authentic material.	60	40
13	The game I use could attract the students' interest to play.	40	60
14	The games I use could improve students' interest to learn English.	60	40
15	The games I use contain clear instructions.	60	40
16	The games I use contain clear rules.	60	40

Table 3  
*The use of media and games from students' view*

No	Questions	Responses	
		Yes (%)	No (%)
1	Do your teachers often use media in English teaching?	20.45	75.76
2	Do your teachers often use games in English teaching?	25.76	74.24
3	Do the games contain English vocabulary?	20.45	75.76
4	Do the games contain verbal vocabulary form?	16.67	83.33
5	Do the games contain written vocabulary form?	8.33	91.67
6	Can the games improve your vocabulary mastery?	20.45	75.76
7	Can the games enhance your interests in learning English?	21.21	78.79
8	Do you know how to play monopoly game?	100	0
9	Do you expect to have a kind of monopoly game which can be used in practicing your vocabulary mastery?	77.27	23.73

### Note on Contributor

Putu Indra KUSUMA is an English lecturer at Universitas Pendidikan Ganesha (Ganesha University of Education) in Indonesia. His interests are in curriculum, instructions, and language assessments as he has conducted many research and article publications covering those fields. He hopes his work could bring theoretical and practical significance for others, especially language educators. Email: indrakusuma.eed@gmail.com