INSTRUCTIONAL GAMES:
An Enchanting Complementary Method

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By
AGUS BUDIANTO WINARNO
I 213b

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Chapter I

INTRODUCTION

A. The Background of Study

The common phenomena arising from the long-term process of language learning based on the 'traditional method' are boredom, sluggishness, and often frustration. Drill and memorization produce such phenomena, as well as, sometimes, a certain degree of anxiety at the time being. Whereas lecturing technique often creates student dependency, passivity, and unfriendly climate. Such are inhibiting factors in learning a language, since they reduce the learners' motivation.

Lack of motivation is one of the common problems of language learning in SMA. The cause is, perhaps, the inappropriate teaching method. Such indicates that the 'traditional' method that is being used nowadays, is not suitable anymore to the developing needs. For this, a teacher, as an important agent, has to be more active in finding a solution.

Learning a language is certainly different from learning about the language. The best approach in learning the four skills of a language is learning by doing and using the language. The idea is that the students actively communicate with the language itself. But unfortunately only few teachers have taken this idea into account. So, what we need is a method that allows the students to learn by doing and using the target language itself.
The benefits of simulation games I have experienced has fostered me to develop this subject further. Two Western lecturers have led me to participate in manipulating quite a lot of simulation games for six semesters, and now I can feel the benefits, for instance: the enjoyable, familiar, and comforting environment, the learning by doing and using the language, the longer retention of what I have learnt, and many others that will be discussed later.

Moreover, I want to know the applicability of simulations, especially the instructional game type. There are several types of simulations, despite their unclear reference of applicability: whether a certain type can only fit to a certain level, or to all levels; with or without any special conditions. Anyway, on this occasion I want to discuss whether instructional games are applicable for beginners of ESL, the Pre Elementary level.

B. Aim of Study

I am going to find out if instructional games can serve well as a complementary teaching method within the whole language learning process for the beginners of ESL in particular.

C. Limitation of Scope

Among the four types of simulations: instructional games, simulations, simulation games, and informal dramatizations, I will only deal with the first. The previous part of the discussion covers simulations in
general, but after all it will mostly talk about instructional games in more detail.

In this thesis I discuss instructional games that serve specifically as a complementary teaching method. They work particularly within the whole language learning process. Therefore, we may not expect too much from this method to teach everything, but rather to apply it as a complement with the other teaching methods. Teachers may use it to vary his teaching methods temporarily or when necessary, for example, to make the class atmosphere pleasant.

On this occasion I do not offer any hints for applying instructional games for all purposes, but I only present its general applicability instead. In addition, I include its application to a number of Pre elementary students in a private course. A teacher, anyhow, may utilize this method freely, such as, to what level, on what occasion, which kind of games, in how much degree, or by what procedures it is used. After all, the success of this method depends solely on the hands of the teacher himself.

To qualify this thesis, I conducted a plain experiment at the Britannia English Institute. I apply some gaming activities along with other methods to 29 students of pre elementary level. Consequently, any results from this experiment, ideas, conclusions, or suggestions, are only valid for those conditions.
D. Method

Direct experiences, observations, a desk study, experiments, questionnaires, and an interview were all the methods used for completing this thesis. The very idea came from my experience while following lectures. It was then enriched by observations before and during the writing process. In developing the idea, I collected theories through a desk study and tested it with a simple experiment. Besides, I distributed questionnaires for assurance. To make it full-fledged, I made an interview with a professional teacher on games, Mr. Colin Freestone.

E. Presentation

This thesis pertains to four major chapters, with some sub-topics in each. The chapters are as follows:

First, Simulations, the instructional games. In this chapter we discuss, first of all, the definition of simulations, that is specified then to the instructional games. The rest of the discussion covers particularly the instructional games in detail. The next sub-chapters are about its main characteristics; the reasons for utilization, the rationale; and some possible advantages and limitations of its applications.

Second, Hints for Application. This chapter deals with the classification of instructional games; its selection, modification, and construction; its implementation in general, and finally, a brief discussion on its scope of utilization.
Third, An Experiment on Instructional Games. It presents the basic reasons for carrying out the experiment, at its preliminary part. The objective of the research comes afterwards. A description of the field being observed follows before the treatment held in the experimentation, the results, and also the interpretations. This chapter ends with a conclusion.

Fourth, Conclusion. It is the last chapter of this piece of writing. Here we can find some significant points of the preceding discussion and the final conclusion of the thesis.

Finally I enclose this thesis with an appendix. In this section, we will see some examples of instructional games, the games applied for the experiment, an interview and a recommendation from the Britannia English Institute.
A. Simulation and the Instructional Games

Simulation, according to the Webster's New Twentieth Century Dictionary, comes from the Latin word 'simulatio', which means: (1) the act of feigning; pretend, and (2) false resemblance, as through imitation. And the synonymous words are 'pretense' and 'counterfeigning'. Yet the definition of the term 'simulation' above is still too broad indeed.

Some real examples, perhaps, may bring the term into a more concrete understanding. Neil and Joyce once presented a scenario for the simulation model:

"Students in a driver education course in a secondary school in Chicago, Illinois, are taking turns driving a simulated car on a simulated street. A motion-picture camera projects an image of the roadway ahead. Obstacles appear. A child steps out from behind two parked cars; the "driver" turns the wheel and misses the child. A stop sign appears suddenly beyond a parked truck; the driver slams on the brakes. The driver makes a turn and a roadway narrows suddenly; again the driver brakes. One by one the students experience driving under simulated conditions..." 2

These students are involved in a simulation. They are playing a role, as drivers, like what other persons do in real-life driving. Simulation allows them to face realistic conditions, and to develop realistic solutions. Simulation brings into the classroom elements of the real world in simplified forms that precisely suit the classroom condition.
To some extent, simulation may appear in a game format. 'Monopoly' is such an example. It simulates the activity of real-estate speculators. Playing "Chess" is another example. It represents a war between two kingdoms. And also what is popular among children nowadays are the various kinds of Video Games, TV games, like 'ATARI', and 'Game Watch'.

However, simulation in a broader sense may take shape in several forms. Brown, Lewis, and Harcleroad suggest four realizations of simulation, that is Instructional Games, Simulations, Simulation Games, and Informal Dramatizations.

"An instructional game," according to them, "is a structured activity with set rules for play in which two or more students interact to reach clearly designated instructional objectives." A familiar example of this kind is the word game 'Scrabble'. Although games are valuable as instructional activities, the authors put forward, they do not necessarily attempt to imitate real-life situations.

Simulation is a model of the real world. The participants are assigned to specific roles; they make decisions and solve problems according to specific conditions. Simulations also have instructional objectives. A simulation is usually less structured than a game. The difference between a simulation and a game is that there is no winner in simulation, but merely a change of condition or situation achieved by the participants, like the simulated car and street above.
The third category is Simulation Game. "This activity combines decision-making and real-life elements of the simulation, but it also includes the clearly specified rules for interaction and competition that are characteristics of games." It is a combination of simulations and games.

However, it is not easy to make clear and simple separation among Games, Simulations and Simulation Games. Both terms, Games and Simulations, may be used interchangeably, or together, as Simulation Games. For example, the economic game 'Monopoly', for example, the activity is structured by a set of rules, and any interactions between or among the players resemble a real social-life situation, economical transactions. So, Monopoly contains both the elements of games and simulations.

The fourth is Informal Dramatizations. While games create a high degree of involvement, simulations and dramatizations cause individual participant to identify and to involve himself primarily with the role he is playing. The success of dramatization is determined by the performance of roles every participant acts out. This category can be subdivided into some kinds of activities, namely: Role Play, Free Play, Acting Out Stories, and three types of Theatre Shows - Puppet Theatre, Shadow Play, and Scroll Theatre.

Role Playing Activities, as impromptu dramatizations, is presented before a class. It is usually
followed by a discussion or other activities concerning the presentation, whether it is about a certain problem, behaviour, or any other contents. Each participant acts his own specific roles out of a certain fragment of event or episode. According to the authors, Role Play is an unstructured simulation, and the performance is impromptu.

"Free Play activities," the authors explain, "allow children in primary and intermediate grades to express their individual values - to interpret characters and events and to reconstruct their world as they perceive it. This is completely unstructured role playing.... But the students are not required to follow definite story outlines or literal facts; their primary concern is simply to express values they feel and believe in." 5

Acting Out Stories is story acting which may be conducted in several ways. We may assign roles of individuals in familiar stories. If the communication skill is inadequate, the teacher, or the student may read the story aloud while the other participants play the roles in pantomime. The authors recommended that "in all such story presentations, it is well to start by keeping scenes brief and simple and to focus on instructional purposes of the experience." 6

The first kind of Theatre Shows is Puppet Theatre. Brown et.al. say in the AV Instruction that for thousands of years, puppets and marionettes have been used to simulate reality, to entertain and to inform people. They are actually important resources
in the hands of creative teachers and students. The most common puppets are: Hand Puppets, Glove and Finger Puppets, Rod Puppets, Marionettes, and Shadow puppets.

The next kind is Shadow Plays. The shadow play has probably come from China, and it nowadays has many useful teaching applications. The puppets are flat silhouettes mounted on sticks and held close to the back of the screen. Strong illumination from the rear side is focused on the screen, so that the shadows of the puppets appear from the front side. The principle used here is similar to 'Wayang Kulit'. The puppets represent characters of objects, such as trees, cars, birds, or mountains like in a wayang performance.

And the last is Scroll Theatre. This is actually an effort to simulate motion pictures, filmstrips, and television programmes. Some pictures are arranged in episode forms, as the frames of a filmstrip, or in a continuous, interrelated, moving panorama. While the pictures are moving aside, the students read or speak as an accompanying commentary. At the same time, they may supply an additional background music.

Rombehajang, adopting Ronald T. Hyman's idea, notes two important ideas in his article 'Simulasi Sebagai Salah Satu strategi Dalam Pengajaran bahasa'. First, from the methodological aspect, simulation can take forms in Role Playing, Socio-drama, and Simulation Games. Second, from its function, Role
Playing, Socio-drama, Psycho-drama, and Games have a parallel position. The second point, therefore, implies that each realization has a significant function.

"Simulation," Rombapajung explains, "is a strategy to master a specific skill through exercises in a simulated environment." Meanwhile, individual students, or group of students have to make a decision and act accordingly in response to a certain situation, as if they were engaged in a real situation.

Role Playing is a performance arranged beforehand to reconstruct historical events in the past, any possible events in the future, recently important events, or in creating an imagination at a certain place and moment. But unfortunately, he does not relate his definition specifically to its applicability in educational instructions.

Socio-drama is focused on problem-solving of human relations. Through such an activity, students can learn how to find some alternative solutions out of a certain social problem.

In Psycho-drama, Rombapajung puts forward that this activity may help students to gain their 'self-insight' by expressing their needs and to react to certain pressure. This is actually a therapy method, further he states. It seems that he views psycho-drama only from the psychological point of view.

The author gives a good definition on Simulation Games, however: "The participants behave in a manner-
as if they are competing to reach a specific goal by obeying sets of assigned rules." Due to his description, there are two main elements of simulation games, namely the element of simulation and of game. The goal that the students engaged in pursuit is indeed unreal, rather it is only imaginative; it, therefore, includes the elements of simulation. And on the other hand, it is true that the students compete under a set of rules as well, like in playing a game.

So far we have discussed some ideas dealing with simulation. Nevertheless, it is impossible to discuss specifically all of the types further on this occasion. By the way, I would like to continue the consecutive discussion by focusing the attention specifically on the Instructional Games. This is a term I borrow from the AV Instruction, by Brown, Lewis, and Harcleroad.

Prior to the Instructional Games, I will note briefly once again its essential characteristics, they are: (1) There is a set of rules that control the participants' interaction. (2) It contains an educational objective, at least, that has to be achieved. Usually, the objective is implicitly disguised and blended in the game's activity itself. (3) The game generally represents a real-life situation, but it is not necessarily so. Moreover, there are some other characteristics that will be discussed in the next section.

As a matter of fact, it is generally not so easy
and simple to separate distinctly the Instructional Games from Simulations and Simulation Games. It cannot be denied that, in practice, they are closely interrelated, or sometimes they slightly overlap one to another. This is also true when we discuss the main topic later, the Instructional Games.

In spite of its vagueness in definition and in practice, it is more important to view its applicability in meeting the instructional needs. For this, Brown et al. recommend that we "... not to worry too much about the term..., the much more important consideration is, of course, the appropriateness of the activity for the particular instructional needs." 13

The ability to identify characteristics of games is very helpful specially in searching for the most appropriate activities for the students. Therefore, we will discuss its prominent characteristics thoroughly right in next section.

B. Characteristics of Instructional Games

Now let us consider the idea of Instructional games deeper. Nevertheless we have to come to the most distinct understanding of what an instructional game is." It is important for a teacher to know precisely the characteristics of a certain method before he can apply it properly.

Due to our concern, we need to recall the description of 'Instructional Game'. As a reference, I point to Brown, Lewis, and Harclerode's definition. They define it as: "a structured activity with set
rules for play in which two or more students interact to reach clearly designated instructional objectives."
In addition, they note that competition and chance are generally factors in the interaction, and usually there is a winner. 14

Similarly, in 'Games For Learning', Clark C. Abt defines a game as: "any contest (play) among adversaries (players) operating under constraints (rules) for an objective (winning, victory or pay off)." 15 So, according to him, those are the basic elements to contain for a certain activity to be called a game.

Both definitions above have clearly described the fundamental characteristics of a game. Really both are games, yet there is still a slight difference in between. The first one talks about an instructional game, whereas the second describes a game in its widest sense. So now, our concern is to define completely what fundamental characteristics an instructional game should contain. In short, they are:

First of all, Instructional Game is a structured activity. It consists of typically well-planned structure of activity, as the consequence each game constitutes its own particular structures of activities. It has to be structured, since how a student can learn from unorganized activities. Therefore, we need to develop a certain structure of activities which enables the students to learn from it. The construction is intended either for individual
student or for some students to learn a certain skill and competence, with competitive or cooperative type of activity.

Second, there is a set of rules in a game. The rules in a game govern the interactions among the participants, as well as direct the activity to reach the goal of the game and the acquisition of the educational objectives. A game will never work without rules, as a country without laws.

Third, playing a game at least aims at a goal; to be the winner of the competition, for instance. They really have no intention to exercise certain skills, not to gain specific competence, although unconsciously it might happen. It tells us that games children play are possibly 'unstructured activities', since for children, games are generally just for fun. On the other hand, the instructional games at school are quite different. It is well-structured instead, so that the students may find some fun in that game, besides they may also obtain its educational content.

So, an instructional game contains two types of objectives, namely the game's objective and the educational objective. The educational objective, however, should be the prior concern in this case.

Fourth, sometimes an instructional game represents a real social-life. Such a feature gives the students an opportunity to involve themselves in a simplified feigning of true social-life. It specifically attributes to the development of the students' social-life, how they behaves in a communi-
ty, how they get along with their fellows, etc. Once Brown et al. noted that "Although games are valuable as instructional activities, they do not necessarily attempt to imitate real-life situations."\textsuperscript{16}

Beside those significant points, there are also some other characteristics implied in the instructional game activity, for example: It refers to the idea of active participation, the Student Active Learning (SAL); it highly corresponds with group work activities; and it develops a friendly climate in the classroom. Such are basic elements in learning a language in fact.

Student Active Learning (SAL). Gaming activities give the students an opportunity to learn independently. They themselves actively engage in the business of learning. It, indeed, implies a basic learning principle: 'Learning By Doing'. Meanwhile, they certainly have to communicate to each other, they should try to express their thoughts and feelings to the other members of the class. This means that at the time being, they are practising to use the target language directly, thus they get a valuable opportunity for their language skills training.

Group Work Activities. In playing games usually the class is divided into smaller groups. Every member may play with his mates within the bound of that group only, or in some other occasions, they, as a team may compete with the other groups. They learn how to work with their mates in a group. An instructional game, as
the consequence, brings with it both the merits and
demerits of a group work too. Vincent Saragih, an
English Department student of IKIP Sanata Dharma,
writes in his thesis the possible weaknesses and
advantages of 'Group Work'. The weaknesses are, for
instance: the problem of correcting mistakes, noisy
class, teacher's workload, and some others. For the
advantages he registers, among others: ample amount of
practice, independence, creativity and responsibility,
sociability, co-operation, etc.

Friendly Climate within the classroom. Such
atmosphere takes place merely as the result of student
active learning and students' interaction in group
work activities. In such a condition no one dominates
the class. The teacher is no longer the 'Boss' of the
class, instead he serves as an assistance who accom-
panies them in learning. democratic values establish
here. Students interact one to another in their learn-
ing task activities, so that each member of the class
has the feeling of being 'in' the group. A clear
atmosphere sets in the class consequently. This point
is, in fact, one of important factors in learning,
especially it enhances their spirits in learning,
their 'motivation'.

C. Rationale of Instructional Games = Why we use game

After we understand what instructional game is
and its specific features. It is also necessary for us
to know the reasons of applying instructional games as
a teaching method. On this section we will see in-
ational game from the viewpoints of Sociologists, Psychologists, and Pedagogists or Educators.

Sociologists view games in some ways, among others: for young children games appear to be crucial means for learning about life and experimenting with life; and it is safe to play with games, because they provide practice without having to pay the real consequence; besides, games present abstractions and simplifications of life, which support development of skills in social organization later.

Games are an introduction to life for young children. Jean Piaget once observed the social and intellectual development of young children in simple games they play, such as the games of 'marbles'. He found that such games are crucial for their future lives. Similarly, James S. Coleman reports:

"It appears that for children, games are more than a caricature of life; they are an introduction to life - an introduction to the idea of rules, which are imposed on all alike, an introduction to the idea of playing under different sets of rules, that is, the idea of different roles; an introduction to the idea of aiding another person and of knowing that one can expect aid from another, an introduction to the idea of working toward a collective goal and investing one's self in a collectivity larger than himself." 10

The post-Spencerian analysts have presented a big question: What makes a game so appealing, although the players know that the outcome will not effect what happens to them outside the game, 'it's only a game'. Georg Simmel's essay on sociability offers an explanation on that question: "... the games that people play over and over again are those which mirror
important real-life situations or problems, so that in playing a game a person can in some sense "practice" real-life—without having to pay real-life consequences for his actions. In 1930s Moreno and his followers conducted a research in training schools for delinquent girls. He used a kind of role-playing technique, the Psychodrama. Then he found out an advantage of role-play over real-life experience, that is their relative safety, a characteristic that Simmel's essay has also suggested.

Games present abstraction and simplification of life, that may support the development of skills in social organization later. It is true that not all games provide adequate abstraction, as each game carries with it a relative degree of abstraction, however one can still practise skills in social organizations through games. For this I pull out Coleman's idea, that "game may provide for him that degree of abstraction from life and simplification of life that allows him to understand better certain fundamentals of social organization." A better understanding means a little closer and easier way of learning a certain skill.

Meanwhile, Psychologists contribute some other significant viewpoints. One characteristic of a game, its attractiveness, can increase students' interest and motivation. Also, the application of games in class may create a 'socio-emotional' climate. The unique attractiveness of a game for most
people is best defined in John Huizinga's Homo Ludens, first published in 1938. A game is:

"A voluntary activity or occupation executed within certain fixed limits of time and place, according to rules freely accepted but absolutely binding, having its aim in itself and accompanied by a feeling of tension, joy, and consciousness that it is different from ordinary life."  

Atttractiveness is indeed a potential power of a game, especially to increase interest and then motivation at the next stage. The assertion of games in class allows the students to learn in a happy and out of serious trouble environment. This is that generates their interest. Involvement is also another factor that can evoke interest. By being involved in a game, a student feels to gain his self-esteem. It is partly because he has taken part in the activity. This fact encourages him to repeat his rewarding behaviour again and again. And this means motivation. Such is an idea of 'inverse puritanism'. Whereas on the other hand, puritanism believes that learning is a very serious business; games are fun; therefore students cannot learn from games.

Games, when they are applied in class, may create a 'socio-emotional' climate. However, it is an important factor for the success in learning-teaching activity. This is an approach that develops good interpersonal relationships in class, both teacher-student and student-student relationships, and a positive socio-emotional classroom climate. If such conditions take place, we will certainly obtain effective classroom management, that means effective in-
structions too. When games are being used, the class become relaxed, the students feel free, they are happy, they become friendly to each other and to the teacher. Under a situation of out of tension, a teacher can easily manage the class and effectively deliver the instructions.

Pedagogists and educators, on the other side, have different points of views on instructional games. There are some underlying principles why they use games as a means of teaching: Games can "bridge the gap to reality", games use the student's way of viewing things, and the last, it is based on the experiential approach, that is learning by doing.

Taylor and Walford have shared remarkable value of games. They said that games could bridge the gap between the educational reality and the real-world reality. They explained as follows:

"For many pupils in school classroom, schoolwork seems divorced from the 'real world' in which they are anxious to live. Simulation, with its concrete approach to situations, may well be a major tool in the attempt to bridge the gap between these two contexts."23

Compared with the traditional methods of teaching, such as direct explanation, drill, and memorization, the presence of games in class is more concrete to the real situations outside the classroom. It is because, in some degree games represent the real-life situations. Therefore we can say that games can "bridge the gap to reality". The students can learn, by direct involvement, from the real-life resemblance presented in class through games. In this case, games
serve as a model. But teachers should always be aware of the assertion of games, since there are occasions when games do not provide correct models, so that the students draw inferences from false descriptions. It is quite miserable.

Secondly, 'educational games use the student's way of viewing things'. It is an expected benefit described by Clark Abt, a principal of game designer. That is so, because the activities in educational games suggest concrete possibilities for a child who is developing his hypothetical alternatives and fundamental relations in his mind. The original text explains it as follows:

"Educational games use the student's way of viewing things. They present concrete problems in a simplified but dramatic form that mediates between abstraction and confusion, between dry theory and multi-variable reality. For elementary school children, educational games translate the child's primarily concrete, intuitive thinking into a sequence of dramatized possibilities that expands his awareness of hypothetical alternatives and fundamental relations. The child deeply involved in the concrete activity of educational gaming becomes aware of formal relationships by direct experimental manipulation. Pleasurable rewards for manipulating formal relationships effectively are fed back immediately in the form of game success. Elementary school children tend to focus on only one aspect of a phenomenon at a time, greatly limiting their ability to comprehend phenomena with even a few interactions among elements. Games present simultaneously progressing multiple interactions that can be examined one at a time, and then gradually together with increasing comprehensibility".24

The following principle stresses the experiential approach in playing a game, that is, the 'learning by doing' aspect. As references I take popular sayings from the educational field, that goes:

"The process of learning is doing, reacting,
undergoing, experiencing."

"Experiencing means living through actual situations and reacting to various aspects of those situations."

"The products of learning are all achieved by the learner through his own activity."

"We cannot give anyone an education; he must get it." 25

They are all telling that learning is a process every student has to undergo by himself. And the teacher stands as an instruction designer. But of the fact one may say that he can learn from books. Actually he forgets that what is written in a book comes from the author's experience too. In learning skills, including learning a language, one has to undertake a process of using the skills in his exercises. His performance is taken into account as his achievement in learning.

Edgar Dale has constructed a cone of experience, from the most concrete at its top and the most abstract at the bottom. Direct experience is the most concrete one, then followed by contrived experiences, taken up from model, mock up, or globe for instance, and then dramatized experiences. Instructional games share the last two kinds of experiences.

Bodcock and Schild in the introduction of Simulation Games in Learning (p. 19) believe that "games in themselves teach, that the players learn from their very participation in the game". So too, games provide opportunity for the students to be active in manipulating the language. Learning by doing, as proposed by Blatner, shares some principles inherent in imaginative play, namely:
"Learning by doing, experiential education, is a highly effective method when applied thoughtfully."

"Opportunities are offered for self-expression as well as mastery of skills that require accuracy of performance."

"Experiential approaches integrate each individual's interest, temperament, background, and imagery."

"Opportunities are provided for skill practice."

"There is modeling of behaviour by creative and playful adults."  

Why, then, it is said that 'Experience is the best teacher'? This is especially due to an assumption that we cannot easily forget what we have done by ourselves, or learn from our own experience. So, the following proverb seems to be suitable for our discussion so far:

"If you give a man a fish, you feed him for a day. If you teach a man to fish, you feed him for the rest of his life." (Balfour, p.4)

D. Advantages and Limitations of Instructional Games

At least there are four significant aspects that will be the main considerations on this section. It is as if there is a dilemma upon each aspect. We may put forward arguments on a certain aspect as its advantage, however, at the same time we may find counter-evidence as its limitation. The four aspects cover: Time, Teacher's role, Game's value, and Game's influence. Those dilemmas pertain to:

1. Time. Games guarantee the learning retention and offer effectiveness at some points. Yet it is evident
that gaming is inefficient.

2. Teacher's role seems to be minor in game activities. Nevertheless, the teacher has to burden extra workload and still he lacks control over his students.

3. Despite questioning game's validity and its possible false resemblance, game indeed fosters skill training and creativity.

4. Games have great influence because of their attractiveness. Attractiveness can be motivating, but on the contrary, it produces noise and can also be dangerous under excessive use.

Some of the inherent advantages of instructional games include: Longer retention on what has been learnt, Effectiveness as shared by group work, Minimum role of the teacher, Ample amount of skill practice, Development of creativity, Motivation builder in language learning.

Longer retention on what has been learnt. Looking back to the preceding section, the Rationale, we find that learning a language through games is based on the experiential approach, learning by doing. People say that 'Experience is the best teacher'. Games too serve the truth. The fact tells that one can easily remember what he himself has done or said, even for quite a long time, his brain loyally keeps up the memory. On the contrary, one who remains passive, just see and hear, tends to easily forget what he has perceived.

Effectiveness as shared by 'Group Work'. The
member of the class all together, as an individual or group, can take part in game activities quite at that moment. They need not wait in turns for carrying out the teacher's instruction. One of the five findings reported by Păsăreanu and Mackenzie states that group discussion method was found more effective in changing behaviour than lecture, individual instruction, requests, or discussions. It is also effective in developing a socio-emotional climate in class, because gaming allows the students to interact and communicate one to another freely.

Minimum role of the teacher. This method is based on the Student Active Learning (SAL), so that the students themselves who have to be active in the business of learning. Meanwhile, the teacher functions as a learning assistant who inspires, stimulates, and motivates the class. A teacher is supposed to be a good partner in studying, not a tyrant instructor.

Ample amount of skill practice. Gaming provides extensive practice in using the language. At least, students not only accomplish language skills, but also other skills. Will and Joyce register some skills and knowledge that are also developed at that time: The students learn about competition, cooperation, empathy, about the social system and concept. They develop efficacy in simulation activities, they learn simulation skill, learn to pay the penalty, learn the role of chance, learn to think critically. Besides, they may gain deeper self knowledge and understand
other's mind.

Development of creativity. Successful in-
structional games, however, has to develop creativity.

As a comparison, I refer to Jean Piaget's description
of constructive play:

"The child learns through play....
Constructive play is a preliminary stage in the
development of skill, and skill is preliminary to
creativity.... Constructive play, by definition, builds
on itself to increase the competence of
the child. This competence, in turn, increases
the child's pleasure by making even more creative
acts possible. The cycle repeats itself, with the
new creative acts becoming yet another form of
play at a higher level of understanding until
they are mastered." 29

In playing games, the students learn to understand the
situation, to identify what to do, to think critically
over any possible solutions, to make decisions, and
finally to accept the result of their action. In doing
so, critical as well as creative thinking are
developed, both in considering solutions and in
manipulating the language.

Motivation builder in language learning. Learning
a language in monotony will be uninteresting, boring;
and tiring as well. Under such conditions, except
diligent and highly motivated students, ordinary
students can no longer endure in the business of
learning. Yet if they do, they will do it
reluctantly or without special accomplishment at the
end of the course. But it is quite the opposite if we

Playfulness of a game is also an appealing factor.
Those are values game shares. Learning under such
dynamic atmosphere is certainly delighting. So, we can
say that games are supportive in language learning,
motivating.

Besides those benefiting factors in instructional
games, there are also some possible limitations. The
limitations are for example: time inefficiency,
teacher's workload, lack of control over the
students, the question on intellectual validity, the
danger of false resemblance, the tumultuous situation,
its very attractiveness.

Time inefficiency. Usually can be a significant
obstacle in considering instructional game's
inefficiency. Inductive learning is more time-
consuming than direct lectures or reading assign-
ments. For example, a simple principle that can
possibly be stated by one sentence or two might
require one hour of play and follow-up discussion. So,
a teacher has to decide whether the extra facilitation
of the learning experience is worth of time. Besides,
I also agree with the idea of Dr. Robert Jacobs, in a
recent SEAMEO INNDTECH, that insists on group
activities for language learning. '.... not to discard
totally the traditional system but suggest the
alternative approach, sometimes traditional and
sometimes non-traditional method.'

Teacher's Workload. During a game, every student
can enjoy the activity playfully, while the teacher
holds the responsibility on it and carries the
managerial workload before and after the class. A teacher has to carry out a complex planning in inserting an instructional game into his lesson plan, that has to be in accordance with the curriculum. He also has to design an instructional game that will be suitable for a lesson carefully, including the follow-up activity after the game presentation. Evaluation is a part of his task after the class ends. Even though, presenting an instructional game is a more complex task than the ordinary teaching method.

Lacks of control over the students. While presenting a lesson in front a class, a teacher is able to master the class because he can freely look at every student's behaviour and direct every step of the lesson. In gaming, usually the class is divided into smaller groups. This situation makes his supervision capability decline. He is present only in one place right at a moment. So, when he is dealing with a group, certainly he will leave the rest of the class behind. His supervision is limited up to his presence. Now we learn that, during a game presentation, a teacher is unable to monitor every individual student's activities, progress, including the use of the language they are practising.

Intellectual Validity. It is a question referred to educational games, proposed by Clark C. Abt. Further he explained that a few teachers distrust educational games because they doubt their intellectual validity, or historical verisimilitude. They ask, for example, how a historical game can be
truthful and valid if its outcome is uncertain, or differs from actual history. This objection originate from a misunderstanding of games objectives. Games are not intended exactly to reproduce some series of historical events. Afterwards, the author underlined:

"If they did, they would not be games, because there would be no element of uncertainty, curiosity, and surprise about the outcome. The object of the game is to involve the students to the types of situations, motives, practical constraints, and decisions that are the subject of study, not the specific details. The students should emerge from the game with a better understanding of what it was all about, what was possible and what was not, and why."

In spite of that fact, students can still deduce incorrect conclusions, as that generally happens in case studies, or on lectures of a subject.

The danger of false resemblance. Referring back to one of the educator's viewpoints on page 22, bridging the gap to reality, a game in itself has a shortcoming. That is when it presents a false model, or if there is insufficient attention in linking the simulation experience with the reality on which it is based. Shirt (1970) has an example on it:

"...there is a real danger that games about the black community, which are written generally by persons from the suburbs and are based on a series of unfounded cliches about what it is like to be black, not only encourage stereotyping but create an attitude of condescension towards black. More importantly they can give the students a false feeling that they what it is like to be discriminated against or what it is like to be black. Such games should not be played unless there is extensive input from the black community through talks, files, literature, personal confrontations and discussion...."

The tumultuous situation. Noise is another problem. Some teachers will object to the noise of
learning with games. The other teachers will say, 'other classes will be disturbed and the class becomes difficult to handle or control.' Michael West (1960) states that perhaps the noise is produced when the language learners suddenly feel themselves released from the classroom pressure to produce correct and only correct sentences. Whatever the noise, this, in fact, is a problem. Nevertheless, one can still be optimistic to this method as far as he can see that the noise is a productive one, not merely a disturbing one, or if he wants to apply it only occasionally.

Its very attractiveness. Continual application of instructional games in a class not only invites boredom, but also a waste of time. In my opinion, it best works only as a complementary method, that may be used when necessary or to enhance learning motivation. This idea is similar to Abt’s (1968), that educational games are not substitute for, but only an enhancing complement of, conventional study method. Dr. Robert Jacobs in the preceding page has stated the same idea: '...not to discard totally the traditional system but suggest the alternative approach, sometimes traditional and sometimes non-traditional method.'
FOOTNOTES:


4. Ibid., p. 352.

5. Ibid., p. 363.

6. Ibid., p. 364.


8. Ibid., p. 4.


10. Loc. cit.


12. Loc. cit.


31. Boocock et.al., op. cit., p. 82.


Chapter III
HINTS FOR APPLICATION

A. Classifications

Like human beings, instructional games are all unique. Each of them bears their own specifications, so that none has definitely similar elements. Games are used for different purposes; they are played under different scenarios, roles, time limits, rules, and any other elements. Speaking about games in general, however, we can still find some uniformities among their various kinds, namely: uniformities in the characteristics of their individual interactions, in their rules, and in the types of their groupings.

A game can be played by individual students or by groups of students. The individual games, take, for example, filling words in a crossword puzzle, will elaborate individual student to carry out the task and reach to an objective without any help from the others. This kind of activity shares the principle of individualized learning indeed. The second category, games played in groups, is likely to have the characteristics of being cooperative or competitive. In the cooperative-type games, the members of a group work together in solving a problem or in assigning a certain task. Simply, each student shares his very participation in mutual activities toward a specific goal.

The following category, competitive games, puts individual students of a group or some groups in a compe-
tition situation. Usually there is one student or a
group of students who wins and the rest of them lose.

Clark C. Abt divides games in terms of their rule
features. He supposed there are two divisions, the
formal and the informal games. Informal games have
implicit rather than explicit rules. Playing marbles
is an example of the informal games. Formal games, on
the other hand, have at least some explicit rules,
although there are usually additional implicit rules
involved. Then, the formal games are classified
according to three major types: Showdown games, in
which each player exhibits his best physical or mental
performance and luck without interference from any
other player, and the results are compared; Strategy
games, in which opposed players interfere with each
other's exhibited performances; and Combination games
which incorporate strategic exchange preliminary to
showdown. Examples of formal showdown games are
poker, most races, and golf. Formal strategy games are
for instance, bridge, chess, and boxing. Whereas foot-
ball and hockey are included in formal combination
games.

Through classroom experimentation Christison and
Bassano have identified and worked with six activity
categories or strategies. They are: 1) Restructuring,
2) One-centered, 3) Unified group, 4) Dyads, 5) Small
groups, and 6) Large group. The six strategies were
originally developed for a workshop entitled "A six-
step approach to the conversation class" for TESOL '80
in San Francisco, in which Mary Ann Christison was one
of the speakers.  

1. Restructuring. This activity usually requires the students to get up and out of their chair and to interact physically as a group. There is minimal direction by the teacher. Practically, in most instances, it is good for the teacher to involve himself as a full participant like any other student. Often the communication is done nonverbally, but through action, drawings, or quickly written statements, and is usually non-personal. The objectives of this strategy are: to break down expected classroom structures, to create opportunities for supportive behavior, to dispel fears and anxieties, and to relax both the student and the teacher.

2. One-Centered. It always puts one student voluntarily in the spotlight for a moment, whether in his seat or in front of the class. The study content can be personal or non-personal, it may as well entail maximum or minimum verbalization. The objectives are: to provide each student with individual attention and acceptance from the entire class; and to increase the likelihood of contributions in the discussions which will follow later.

3. Unified-Group. This strategy includes three objectives: to develop cooperation among group members, to emphasize the value of each member to the group, to provide opportunities for group success. Unified group activities require the participation of each
group member. Everyone's contribution is essential to the completion of the activity. The teacher is only minimally engaged in the activity. Content may be both personal or non-personal.

4. Dyads. The objectives for Dyads cover: to get the students accustomed to dealing openly with their own feelings, sensitivities, and emotions; to provide opportunity for simple interaction with only one other class member at a time; to develop sincere interpersonal communication in the second language.

5. Small Group. Group activities require patience and good listening patterns. They require attention sharing, turn-taking, fair interruptions. In small group activities, a teacher usually functions as a facilitator and motivator. The objectives of implementing this kind of activities are: to develop in each individual a growing sense of commitment to the group; to develop trust and cooperation among group members; and to develop group interaction techniques that facilitate fair interaction.

6. Large Group. The objectives for implementing this activity is the same as those for the small group. The only difference is the inclusion of a wider range of individuals whom the student has learnt to trust.

The question that may come afterward is how to use those strategies properly. For that, the authors recommends that:

"There are no hard and fast rules about the
proper time to introduce new strategy types to your students. However, it seems to be a good idea to start with restructuring, unified group, and one-centered activities, as these three types begin to change your students' attitudes about what learning entails, about their own self-image, and about the importance of cooperation in forming a positive class experience. When your group has reached the stage of being able to function in dyads and small groups, there will be occasions when you will want to return to earlier strategies for a time, just to reinforce these early learnings. For example, you may notice a certain disruptive competitive spirit forming. You may want to remind your group of the advantages of cooperation through a unified group activity or you may have a student who seems to be demanding too much personal attention to the detriment of the group. Plan a One-Centered him/her in order to provide that special needed attention! Do the same for a new student or one who seems to have withdrawn a little, to remind him/her of each individual's worth and importance to the group. 4

Finally, it is the teacher himself who has to adjust these strategies to the situational needs.

Activity diagrams for each strategy are given below:
B. Searching for Instructional Games

Searching for instructional games is probably the most serious concern among English teachers, especially for a new ESL teacher who has just begun to take this method into account. One may understand the theory well, yet he is still unable to apply teaching games in his classes. The greatest hindrance is that teaching by using instructional games has not been spread out around us yet, so that it is hard to find resource books or resource persons. But, we should not let our spirit fade away. Right in this sub-chapter we can find the answer.

Our present problem is to search a working plan of instructional games, that is one which fits to any conditions where we are teaching now. Simply, the possibilities are: (1) Selecting instructional games from any available sources, (2) Remodelling or modifying any teaching games we have had, and (3) Constructing games that suit the teaching conditions.

It is good to look back at some important principles either for the selection, modification, or for the construction. The principles in considering gaming method are the same as those for other teaching methods. There are at least five principles accordingly:

a. Gaming is a teaching method. Note that the word used is 'teach', not play. Although it is possible to 'play' games, even one designed specifically for teachers, our concern here is with 'teaching' via games, and this goes beyond playing. Grosse's
'practice theory' has also suggested the same idea. Groose sees play as 'an instinctive activity, existing for the purposes of practice or exercise, with serious intent'.

b. Instructional games should be interesting. Games are intended to break the ice of monotony. Games are already interesting in themselves for occasional purpose. But for a relatively long term of language learning, games of likely similar types can be boring. Therefore, various kinds of instructional games seem to be more effective.

c. Relevant games are motivating. To be continually relevant, a teacher should keep the games in accordance with their general interest and need; for example, a game which contains everyday speech topic: likes, dislikes and preference; location and direction; time; etc.

d. Contents to be exercised in games should be significant enough. Students need to know too what is being learnt, by telling them the purpose, and that the learning is worth studying. And after gaming, the students are expected to master certain concept and skills.

e. Simple games are more likely preferred than the complicated ones. Complicated games seem to be difficult, demanding; besides they need much explanation beforehand. Simplicity of rules, roles, and procedures are all the concerns here. The point is that gaming is a media of instruction for teaching, we are not to play games. So, it is important for
us to begin the game activities as soon as possible.

After conscientiously considering those five principles, we can step forward safely to the planning of instructional games. It is assumed, up to this stage, that we have analyzed the needs, interest, and learning characteristics of our students and clearly specified our objectives. So, we will begin here with selection, modification, and then construction of materials, including an appraisal checklist.

1. Selection of Materials

Selection of any particular game involves the same considerations as selection of other media materials in general. How does the material fit our curricular objectives? Does it address those objectives in a way that no other media can? Is the cost in money and time worth the benefit?

Other considerations for particular gaming are given in the appraisal checklist included later. Our task is to identify the game we select according to the items provided in the checklist.

Deliberate planning involves a trial run too. We will not be able to judge the appropriateness and effectiveness of a game merely by a superficial examination. Instead we need a trial run by ourselves or with our colleagues. This way gives us more assurance.

Even in America, gaming materials are hard to find, and this can be a discouraging aspect of
gaming instruction. First, because usually such materials are purchased locally by their individual developers, so that they do not get into regular trade distribution channels. Secondly, they are produced in a relatively small number, so that rapidly they go out of business circulation.  

2. Modification of Materials

Although gaming materials are already available around us, perhaps we find it necessary to modify the materials in order to fit our instructional objectives more closely. Modification is carried out by changing role descriptions, changing the setting of the activity, or simplifying the interaction pattern in the original activity.

Some games are purposely designed for adaptation to varying age or grade levels. The instruction manual contains directions for progressing stages of objectives and rules. It progresses to higher cognitive levels. Two examples of such games are provided below:

"Reading Concentration - This game uses about a dozen matched picture-word pairs of flash cards. Cards are placed face down. On each turn the player turns over two cards, seeking to match a pair. Both reading ability and memorization ability are exercised."

"Word Bingo - Each player's card has a five-by-five grid with a vocabulary word in each square. The leader randomly selects words, then players seek the words on their boards and if found, the square is marked. Winner is first player with five correctly marked squares in a row."
3. Construction of Materials

The work of constructing materials for an instructional game pertains to identification and specification of the learning objectives, that is followed by development of a game model. It is natural to suspect, though, that most English teachers have already been familiar with identifying and specifying learning objectives for their teaching instructions, even they might be experts in this work. But developing a game model is another matter; this is a novelty to them indeed.

Simple gaming materials may be designed with paper and pencil. This does not mean, however, that designing gaming materials is a simple process. A great deal of careful thought is required for the planning and development of effective materials. Good gaming instructions do not just happen. So, here is an outline of game design I adopt from the Instructional Media by Robert Heinich et al., with some necessary adaptation. This idea was first developed in a workshop at the International Congress of Ecology in 1978.

a. Select content and delimit scope of game activity. What background study is needed? What skills are involved? How many sessions will it last? And how many hours does each require?

b. Specify target audience. Whom do we address the game to? What is their background?

c. Specify objectives. Overview the institutional
general objective, compare it to the tentative objectives based on the present need and then draw specific objectives accordingly.

d. Develop a game model: (for simulation-like games)

i. Create a scenario. Draw a simple plot of the game.

ii. Describe roles. How many roles are there? And what are they?

iii. Describe motivations. Develop a role description for each of the roles to inform the player what his motives are.

iv. Specify transactions to be carried out:

"In order to achieve productive learning, players must be engaged in behaviours directly associated with the game's instructional objectives. This means activities such as data gathering, classifying, choosing, discussing, testing, thinking, etc. Players should not be spending most of their time waiting for turns."

v. Arrange appropriate consequences for players' actions. Rewards, like points, are given to participants whose actions are consonant with the game's objectives.

Develop Rules. Decide some rules for the gaming procedures; as for example, one loses his turn when make a fault, one's turn means picking up two cards, etc. Decide also some rules for scoring; one extra point or coin for each one reaches the game's goal and one point lost for not reaching the goal, etc.

Try out and modify prototype. Game developers will try out the prototype until they find a desirable compact game. Modification might happen elsewhere as far as it perfects the previous prototype, perhaps the original objectives will be reexamined and restated, procedures changed a little, rules added or reduced, etc.

Now we can see the complexity in constructing instructional games. But good games are not necessarily that complicated. We can still construct good instructional games in a simpler way. Reading Concentration and Word Bingo are such examples. They are quite simple to play indeed. Yet the chance for successful games does not depend on their complexity nor simplicity. Nevertheless, the teacher's role is the major determiner.

Ability to construct instructional games by using the guidelines above is easy, besides it can also be learnt gradually. Construction takes place after the idea of gaming is available; of course; and without having any idea, it is as working out of nonsense at all. The point is how to get the idea of gaming models at hand. The answer will be 'it depends on our experience, and there is no short cut'. Creativity is developed through our experience, reading materials, and sometimes from
our colleagues. Anyway, I agree with Sarane and
Pooncar's idea too, that: 'Game designing remains
something of an art'.

A scheme for the construction of instructional
games and end appraisal checklist are available on
the next page.
### Appraisal Checklist: Instructional Games

1. Title:
2. Publisher/developer:
3. Game objectives:
4. Intended audience/grade level:
5. Number of players:
6. Special equipment or facilities needed:
7. Playing time:
8. Scenario model:
9. Roles description:
10. Rules description:
11. Stages of operation:
12. Strong points:
13. Weak points:
14. Recommended action:
15. What it simulates:
16. Learning objectives involved:
17. Entry capabilities required:
18. Teacher's skill required:
19. School enhancing factors:
20. Debriefing strategy:
   a. Talking points:
   b. Procedures:
C. General Implementation

Procedures of implementation may vary among different teachers, but general procedures are interesting to be discussed. On this occasion, therefore, I would like to suggest a general procedure, as a guideline for implementing instructional game materials. The stages are as follows:

1. Preview the materials. The purpose of this stage is to familiarize ourselves with the materials. Set back our attention to the appraisal checklist. Consider again the game procedures; Make sure that it can work orderly; Acquaint ourselves with the rules; How important instructional points will be made, and when; Set a careful time allotment for each step of activities; etc. Then conduct a 'dry run', if possible, with some friends or a few selected students.

2. Prepare the environment. Check over all the materials to be used, that everything is ready in sufficient quantities. If there is any other audio visual equipment involved, give it a last minute checkout too. Prepare also the seating arrangement, or at least be ready for it.

3. Prepare the audience. First of all, inform our students the learning objectives of the game activities. Relate the objectives to the previous study, if necessary. Present briefly but clearly the scenario and gaming procedures, the rules, and
the time schedule for completion of the activities, if the procedures are complex, let them have one initial round of the activities. Prevent from too much talking about content or strategies, but get into the business of the game as quickly as possible.

4. Present the game. At this step, the student’s job is to undergo every phase of the gaming process, and the teacher’s job is to supervise the activity and to facilitate when necessary. Plainly, a teacher is supposed to be alert all of the time. Instead of being the ‘boss’ of the class, a teacher can sometimes take part in the gaming activity. His participation is very helpful indeed, to fade away the image of his bossiness. As the result, the students may feel at ease in doing their activities, they feel of being equal one to each other, as well as to their teacher.

5. End up the game. Like no other media of instructions, the last activity in gaming method plays an important factor for the whole learning process; Perhaps it can be said that the final touch of this activity is the key to the learning process. Attention to the learner’s response is very important in instructional game activities and the kinds, as what has been said by Heinich et.al., in Instructional Media:

“A unique attribute of simulations and games is that participants are continuously responding throughout the activity. Indeed, without response there can be no activity.”
Their responses are contained in individual debriefing and group debriefing. In situations in which participants finish gaming activities at different times or in which classroom schedule prevents immediate group discussion, individual debriefing can be held. Theodore Smith has developed a simple sentence completion activity on paper for individual student. This is held immediately after the game. The completion activity includes:

"a. I was ... (the role the participant played in the game)
b. I did ... (major activities performed)
c. I felt ... (emotions felt during the play)
d. I wish ... (open response)"

It is designed to help participants "get in touch with their feelings prior to group debriefing discussions." Group debriefing is usually done verbally after individual debriefing. Success at this phase is determined by careful planning. So, key to questions and leading statements need to be formulated in advance.

6. Evaluate the overall activity. The final stage of teaching process is, of course, evaluation. We can ask such questions as: Did the game process run smoothly as had been expected? Did the activity meet the instructional objectives? How effective was it? etc. Feedback data for evaluation comes from our observation during the game, and from the debriefing session. But our biggest question is probably now far a game activity can reach the curricular objectives. Final examination results of
the students will evidently show us the success of gaming method.

Teacher's role in implementing an instructional game always changes from time to time, it depends on the developing needs of the process. In stage one and two he is a director who prepares everything behind the stage. At the third stage he acts again as a director, he explains his audience so that they are ready for the game activity. At the next stage, game presentation, he holds multiple roles, the supervisor, facilitator, and motivator. In debriefing stage, especially in group debriefing, he stands as the leader of discussion. Then, finally, he returns to be a director who is evaluating the work he has done so far.

At the presentation stage, a teacher holds an important role, although it is apparently minor or almost inconspicuous. As a supervisor, he watches over the flow of the activity, the development of each group and its members. Then, he may reassure individual student or group who feels a bit confused at the initial phase and hesitant to get into the game. He is here as a facilitator. When withdrawal of a group or an individual occurs he is to be the motivator, by encouraging.

The debriefing process, particularly the group debriefing, may contain several points of discussions. Taylor and Walford (1972) identify those points as:

1. Initial perceptions of the game;
2. The model itself;
3. The operating session and their progress;
4. The result on the simulation itself;
5. The learning achievement;
6. Feedback on the whole system, i.e., general
    reactions to the experience, suggestions and
    ideas for improving the model and its future
    use, motivation for further work, etc. 12

Those points of discussions, in my opinion, can be
simplified into two major points, that refer to:

1. The operation session: How was the process? How was
    the time schedule? How did the player behave? and
    so on.

2. The result. It covers the students' achievement
    towards the instructional game, and their attitude
    towards the implementation of a certain game.

Afterwards, I feel necessary too to mention three
things worth noticing, in relation with the gaming
implementation. First, a game with simple rules and
procedures is more preferable than one with too
complicated or complex rules and procedures.
Complicated rules, for example, require long
explanation, this means reducing the time for playing,
or in other word, it is inefficient. Besides, it also
enervates their motivation. Second, tell the students
the objectives of the game and what they are going to
do at the very beginning of a play. Tell them
concisely but clearly. People say that purpose will
motivate to do difficult things. If we have already
known our purposes, accepting them as our own, then we
will no longer wait for the completion. By knowing the
objectives, our motivation is doubled. Third, It is
ture that a teacher is a helper, a facilitator, as
well as a motivator, but he has to be considerate in
taking his actions. Intervention is taken only if it is clearly called for. Because careless actions, improper help-offering for example, may spoil a certain student, it is a harm to the class indeed.

D. Scope of Utilization

There is, of course, an ideal target in utilizing a certain method, as for example, who the target audience is, what the right moment is in using the method and how often we can use it. So now, we are going to see some possible scope of instructional game's utilization. We focus our attention, afterwards, to a specific scope for the research of this thesis.

Speaking in general, we can either utilize a certain method as the only way of teaching instruction, or just occasionally as a complementary method. Stephen Mark Silvers, an instructor of TEFL methodology at the University of Amazonas, has been utilizing language games enthusiastically as his major teaching device:

"Those of you who have experimented with language games as a teaching device will be, I am sure, as enthusiastic about their use as I am. Unfortunately, many teachers still feel that games should be used only for a short time, to give the class a break from monotony of drilling, and some teachers consider games a merely frivolous activity."

His idea is quite controversial in our present condition, in Indonesia. On the other hand, there are also some counter arguments for utilizing games in a relatively more flexible way. The opposing arguments
come from Boocock:

"... that the sole or major function of games is to increase interest and motivation, and perhaps thereby facilitate subsequent learning (which presumably would take place by conventional method). Games in themselves should not be expected to teach anything."

"... we should search for ways in which games and other methods can be combined and integrated so that all students are reached by one or more approaches which suit their individual learning style." 14

Those are the ideas of using games as a complementary method. Up to that point, the opposite poles of ideas are all right as far as they can prove their own reliability.

It seems unrealistic, however, to overgeneralize that games teach everything in all occasions. In that case I agree with Boocock and Sarane's idea:

"... and not even the greatest enthusiast would claim that games can teach everything better to all students than any other method." 15

A method will not just be effective under any conditions, since it is determined by its fitness to the curriculum and the educational objectives. This is evident in 'Goals and Design':

"Although a game can be a powerful instrument for learning, its effectiveness depends not only on the appropriateness of the pedagogic goals toward which it is used." 16

It is doubtful anyway if we have to expect for a method to be effective all the time. Besides, it is also impossible for a method to meet every individual learning style, as noted before. Consequently, we have to choose methods that best suit our teaching conditions and objectives. This means that gaming
Instruction becomes a part of our teaching methods. Instructional games, therefore, are used in complementary with other teaching methods.

The next concern relates to the target audience in which gaming instruction can work well. The traditional uses of games have generally been limited to the lower grades, at the age of play, since only children play games. But the majority of the studies reported in Simulation Games in Learning edited by Boocock and Sarane, refers to high school students. This book reports that games may have a special value for culturally deprived students or the slow learners, but at the same time, this method seems also hold a particular attraction for the bright students. Then, is it also applicable for adult students of ESL? J.L.M. Trim provides an adequate explanation for it:

"When using his mother tongue, "the mature adult has learnt a complex body of social and linguistics rules which have made him a fully integrated member of a number of interlocking social groups. He knows how to behave with them, what to do and what to say, when, where, how and to whom". When this same adult becomes a foreign language learner, he suddenly "finds himself confronted with a range of situations, which, despite all the knowledge and skill he has built up in his previous experience, he is incompetent to handle", whether at a public or a private level." 17

Based on this explanation, it is quite possible to teach ESL adults by gaming instruction. Although they have only a limited competence in English, gaming instruction can still work, since simple games can provide them with a relatively appropriate level for their competence. Nevertheless, this is really a challenge for me, that I would like to take it into
account for the research of this thesis.

Then for the purpose of the research, I focus the
scope of instructional games to its utilization as a
complementary method for teaching ESL adults.
FOOTNOTES:

1. Boocock et al., op. cit., pp. 67-68.
3. Ibid., p. xviii.
6. Ibid.
8. Ibid., p. 302.
11. Ibid.
15. Ibid., p. 20.
16. Ibid., p. 97.
Chapter IV
AN EXPERIMENT ON INSTRUCTIONAL GAMES

A. Field Consideration

The target audience for this experiment are adult beginners of ESL, as just mentioned in the previous chapter. They are supposed to undergo a period of English courses that utilizes some instructional games as its complementary teaching method.

The adult beginners of ESL are students in pre-elementary level at Britannia English Institute, Yogyakarta. In fact I would like to have SMP or SMA students for the target audience, but after considering such issues below, I finally decide another alternative that is less complicated but representative enough, that is the students of a private course. The decision comes after such considerations:

1. The Pre-elementary students are beginners of ESL, like SMP and SMA students. They are mostly adults and their level is more or less equal to SMA students in general, since most of them are actually SMA students too. They are SMA students from any schools in Yogyakarta, so the target audience here are representative enough, I assume.

2. Simplicity of procedures is a quite dominant determiner. It would be difficult to get a permission if I had to carry out the research in an SMA, since this programme would certainly interrupt the
regular teaching schedule in that school. Besides, experimentation in an SMA involves larger quantity of students, two classes mean two times 45 students, and it also requires a longer period, one semester or six months at least. Whereas in a private course, one class usually contains only 20 students and one period lasts in just three months.

3. Students in a private course are more preferable, as they have almost the same motivation in learning English. Whereas in SMA not every student is interested in English.

B. Field Description

The research takes place at Britania English Institute, at Jl. Yos Sudarso 19 and Jl. Magelang 135.

A. It involves four classes of about 17 students each. They are students of Pre-elementary level, who have had experience in learning English. They are mostly SMA students, and only few of them are university students.

The course lasts in three months or 23 to 24 contact hours. There are two classes every week, each goes on for 90 minutes. A fifteen-minute video programme accompanies every lesson unit, not including reviews and examination classes. There is also a 15 minute-radio programme, but it is seldom presented.

One course period consists of 15 contact hours for 15 lesson units, 4 classes for reviews, 2 classes for summative tests, one written exam class, one oral exam class, and one more class for those who fail or re-
an exam.

The basic materials for this course are:

1. **Follow Me**, Book I (Units 1 - 15).
3. **Graded Exercises in English**.

**Follow Me** can work at any level, since it “has been developed and produced for all adult learners who have little or no knowledge of English and who may never have had the opportunity to learn any foreign language.” So, it is suitable enough for this course. Besides, specific aims of this coursebook, “Learning by doing and using the language”, is in accordance with our discussion in the first chapter, on page 15.

The aim is as follows:

“... to train learners to use English, to do things in English, in short to help learners to communicate in English. It therefore lays stress on the productive skills of speaking and, to a lesser extent, writing, whilst at the same time training listening and reading.”

**Follow Me** provides ten thematic areas, which are very basic aspects of everyday life and social communication. Each thematic area is recycled in the following lesson units, but with different objective for each, for example, unit 1 presents the same thematic area as unit 11, the identification of self; Unit 12 is the repetition of unit 2; and so on. The 10 thematic areas, which follow cyclical progressing, are:

1. The identification of self; Units 1 and 11.
2. The identification of other people; Units 2 and 12.
3. Request, offers, suggestions, etc.; Units 3 and 13.
4. Location and direction: Units 4 and 14.
5. Location: Units 5 and 15.
7. Information about things, substances, and conditions: Unit 7.
8. Likes, dislikes, and preferences: Unit 8.
10. Actions: Unit 10.


C. The Experimentation

In this experiment I am going to compare two groups that receive different treatments, only one of them utilizes Instructional games as its complementary teaching method, while the other one does not. Before the experiment I assume that the conditions between the two groups being compared are more or less the equal, or at least almost the same. In practice, no two groups can be equally the same. There must be some independent factors or variables that inherent from both groups beforehand, such as: The amount of the students, their competence background, their intelligence, the teaching presentations, the learning situations at the time being. It is too ideal, of course, if we have to fulfill all those requirements before conducting an experiment. If so, it might happen that we will never carry out any experiment. Thus, in this experiment I have to draw a supposition, that is 'the conditions of both groups are supposed
to be more or less the same', as if the variables above have all been met.

This research, in short, was carried out by involving three methods, namely: an experiment through which I compared the General Point Average (GPA) of the two groups, my observation during the experimentation, and a questionnaire I collected from the students.

First, I classified the students into two groups. The first group served as the Control Group (Group A), and the second one served as the Experimental Group (Group B). I applied some Instructional Games as a complementary teaching method only to Group B, the Experimental Group; whereas group A went on with the ordinary teaching methods. After the end of the programme, I compared the GPA of both groups, their average final examination results. If Group A, the Control Group, reaches higher GPA than Group B, it means that my thesis fails, but otherwise, if Group B, the Experimental Group, reaches higher GPA, this experiment is successful, and thus my thesis is proven.

I feel necessary too to include a report from my observation during the courses. Learning situations of both groups, the first reaction of the experimental group in taking parts in the game activities, their further reactions, the ensuing environment in Group B classes, and some other details are actually invaluable data that should not be missed in an experiment. Since it enriches the description, as well
as functions as a supportive evidence.

I also distributed a questionnaire to the students of Group B, who had utilized some games during their course. The questionnaire is written in Indonesian, so that they could understand and then answered the items easily. This method will supply us with informations, like: How many students have once utilized gaming method before, the influence of gaming activities in learning English, and also their attitude towards this method. This questionnaire, I hope, can provide us with additional significant data for the research.

During the course I taught them by using several methods, namely: repetition, drill and memorization, guided conversation, lecturing, and listening comprehension. Specially for Group B, I presented some game activities, once in a Group B class I utilized a radio programme for the listening comprehension, and once in another class of Group B too, I invited a native speaker to join the class, Mr. Michael Power. He is from England and a member of VSO while in Indonesia. In teaching I used English as much as possible as the language medium, inspite of Indonesian for difficult explanations.

D. Experiment Result

This is the report of my experiment that included four pre-elementary classes and lasted in six months. The four classes are divided into two major groups,
two classes belong to Group A and the other two belong to Group B. The report is presented in three stages: 1. the achievement result; 2. The general observation; and 3. the questionnaire result.

1. The achievement results

Group A, the Control Group, consists of two classes: Class 1, which contains 14 students, attains a General Point Average (GPA) 70.14; Class 2, which contains 18 students, attains a GPA 68.81. Whereas Group B, the Experimental Group, also consists of two classes: Class 3, which consists of 13 students, attains a GPA 74.17; and Class 4, which contains 16 students, attains a GPA 70.44. So, on the whole, the Control Group (A), which contains 32 students, attains a GPA 69.48, and the Experimental Group (B), which contains 29 students, attains a GPA 72.31. For clearer comparison we can see the table below:

<table>
<thead>
<tr>
<th>Group A</th>
<th>Students</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class 1</td>
<td>14</td>
<td>70.14</td>
</tr>
<tr>
<td>Class 2</td>
<td>18</td>
<td>68.81</td>
</tr>
<tr>
<td>Total</td>
<td>32</td>
<td>69.48</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group B</th>
<th>Students</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class 3</td>
<td>13</td>
<td>74.17</td>
</tr>
<tr>
<td>Class 4</td>
<td>16</td>
<td>70.44</td>
</tr>
<tr>
<td>Total</td>
<td>29</td>
<td>72.31</td>
</tr>
</tbody>
</table>

From the table we can see distinctly that the Experimental Group attains higher GPA than the Control group. It is 2.83 higher. As the consequence, we can draw a tentative conclusion that the experiment has already provided a satisfactory clue to this thesis. (Further
details of the students' achievement can be seen in the appendix.

2. The general observation

In this part I will report my observation during the courses in general. The first concerns the Experimental Group, which utilized instructional games, and the second concerns the Control Group, which utilized ordinary teaching methods.

The Experimental Group

The students in this group mostly asked for adequate speaking practice. So, I presented some gaming activities. It seems that they have never thought about it before. The class was hurly burly at the time. They made a terrible noise, since perhaps they felt free or they were confused for a moment of what they had to do. Gradually they became more accustomed to the game activities. Although they were still noisy then, it was different noise from the previous one indeed; This was a productive noise, they made noises as they were anxiously enjoying the activities.

For the ensuing games, they were more accustomed. They could rapidly adapt themselves to new situations of the games presented to them. During and after the games, they were still noisy. They laughed contentedly, many of them kept discussing and arguing about the games. This indicates that they were enthusiastic in following the activities, the instructional Games.
Even they asked for more game activities for the next classes. As a teacher I had to be considerate in this case. I did not just offer them with games, but instead, I only presented games occasionally, to revitalize their spirits in learning for example, after a period of difficult and tiring lesson.

There is also a good indication, when I mentioned this game or that game, they could mention easily what they had already learnt through the games.

The Control Group

The students in this group studied the lessons more calmly. Their classes ran without laugh of happiness in learning. In fact, they could enjoy the lessons but not as fully as those who utilized games of course. Yet, this does not mean that they did not get enough practice in speaking. They got speaking practices too, but with the ordinary methods.

3. The questionnaire results

For this purpose I distributed the questionnaire forms only to those who belonged to the Experimental Group, since they had experienced in utilizing games. The objectives in carrying out this questionnaire are to know: 1. how many of them have once utilized gaming method before; 2. the influence of gaming activities in learning English; and 3. their attitude towards this method. There
are totally 32 students responded to the questionnaire forms, 13 students of Class 3 and 19 students of Class 4. Among those students, there are 22 BNA students, 3 university students, and the rest, 7 students, did not mention their academic background. The questionnaire form can be seen in the appendix. The result is as the following:

1. About half of them, 15 students or 47%, had never taken any private courses.

2. Most of them, 27 students, had never utilized games before, and only 5 who had ever utilized, 16%.

3a. All of them agreed that games are pleasurable.

b. 28 students or 87.5% said that the class situation was free and relax during the game presentation.

c. All of the respondents stated that games create familiar environment.

d. There are 32 students, or 100%, reported that games could overcome monotonous lessons.

e. 97% or 31 students felt the game’s benefit, keeping the lessons in mind.

f. Games had motivated 29 students in learning, 90.6%.

g. 59% of them, 19 students, did not agree if the class was considered ‘hurry hurry’ during the game.

h. Not all of them considered gaming activities as time-consuming, but only 3 of them or 9%
i. 31 students had followed the game activities enthusiastically, and only one who rejected, 3%.

j. Only one eleventh of the respondents, 3 students or 9%, found out that gaming activities were frightening.

4a. 28 students pointed out that contents of the games presented were worthwhile.

b. Almost the entire students, 31, reported that the games presented were worthwhile.

c. 29 students saw that the games were creative enough.

d. Nearly 94% of them, 30 students, felt that the games provided them with relevant contents.

e. 26 out of 32 students did not think that the games were complicated to play.

f. Those who found that the teacher mastered the techniques in presenting the games cover 97%, 31 students.

In the second part of the questionnaire those respondents were asked to write their personal opinions. The result is as the following:

1. There was only one student who did not consider that Instructional Games was a suitable media in teaching English, and another one left the space blank. This means that the rest, 30 students, agreed with the Instructional Games.

2. Towards the question 'how often can we use
game activities in our lessons? 9 students answered with 'as many as possible', and the rest preferred 'only to use games occasionally', almost 60%.

3. 29 out of the 32 students told the benefits they had got from the games.

In short, most of the students in the Experimental Group, 97%, uniformly agreed with the utilization of Instructional Games as a suitable method in teaching English, and 63% among them suggested to use games only occasionally.
FOOTNOTES:
2. Ibid., p. 3.
Chapter V
SUGGESTIONS AND CONCLUSION

Suggestions

By now we can note some practical guidelines from this thesis. They refer to Game Construction and Game Implementation:

1. In Constructing Instructional Games
   a. Avoid making complicated rules.
   b. Carefully consider: the learning objectives, the target audience, the situation, and the teacher's will and capability too.
   c. Resource persons, books, and our own experiences are all very useful in developing Instructional Game activities.

2. In Implementing Game Activities:
   a. It is advisable for the teacher to participate too in the game activities, if possible.
   b. Be aware of the use of mother-tongue during the game presentation.
   c. Advice can be given by interrupting the activity, and it is given to the students as a whole, not individually.
   d. Never expect the students to be able to communicate immediately on the first few classes, since they need to adapt themselves to such new activity adequately.

Instructional Games, however, is an enchanting method that make a teacher stop telling and talking.
yet really start teaching.

Conclusion

It is true that English is very important, but unfortunately we often find students in high school do not study hard and serious enough for this subject. And as the result, their learning achievement is also unsatisfactory. One of the causes is the 'lack of motivation'. Whereas motivation itself is determined by many factors, one of which is the medium for teaching instruction, that is the method.

Due to that issue, I search for an answer if there is a certain method that can serve in solving it, one that has significant influence at the students' learning acquisition. Instructional Games, I suppose, can work out such issue.

After following a long-run discussion on Instructional Games in general, and looking at the result of the experiment, we can see how this method has served to a number of students. Instructional Games have increased their learning acquisition. Although the General Point Average of the Experimental Group is only a little bit higher than the Control Group, we can still see it as the success of Instructional Games' implementation.

The experimental result is specific enough. The Instructional Games are applied temporarily, as a complementary teaching method. And the students involved in the experiment are adult beginners of ESL.
This simple experiment, I expect, can provide a solution to the common problem of teaching English in SMP and SMA too. Now it is the time for us to revitalize the monotony English classes, that is to multiply the students' motivation by implementing Instructional Game activities.

Finally, I conclude that 'Instructional Games can serve well as a complementary teaching method within the whole language learning process for beginners of ESL, particularly for students in pre-elementary level at Britania English Institute'.
A. Research References

1. Games for the experimentation:

   I use games in complementary with other teaching methods during the courses. Among the 15 lesson units, I insert 9 games, and a role play with free topics for their Oral Exam. Those games can be described briefly as follows:

   a. Unit 1: In this unit the students learn to introduce their names, in spite of it, they also learn about numbers.

   Activity: The class is divided into several groups of three. Each group has 2 minutes to observe any numbers at the picture of a hotel reception. And they are not allowed to make any notes. After the appointed time, the pictures are collected, and they have to put a tick (V) in the correct box.
b. Unit 5: here the students are learning about location, especially 'preposition'. At the same time they begin to learn the 'Present Continuous' tense. This activity also refers back to the previous unit, unit 3: requests, offers, and suggestions.

Activity: I divide the class into three competing groups. Every group should answer some graded questions in turns, after listening to the text. Points are given to the group that gives correct answer.

To extent the activity, ask each group to make some questions based on the text, and in turns each group may direct its questions to another group freely. Points are given to the group that can answer correctly, but if a group proposes an irrelevant or wrong question, the appointed group deserves the points.

The text and the kind of questions are as the following:
Mr. Jenkins is in a department store.
She's going to buy a coat.
She is standing near the counter.
She is waiting for the shop-assistant.
A fat lady is standing near the counter, too.
She is looking at Mrs. Jenkins.
Now she is talking to Mrs. Jenkins.

**Fat Lady:** Excuse me.
**Mrs. Jenkins:** Yes?
**Fat Lady:** Are you going to serve me?

**Mrs. Jenkins:** I can't serve you.
**Fat Lady:** Of course you can serve me.

**Mrs. Jenkins:** That's your job.
**Mrs. Jenkins:** It's not my job.
I want a coat, too.
I'm a customer.
I'm not a shop-assistant!

**Answer these questions**

A. 1. Is Mr. Jenkins in a department store?
   2. Is she going to buy a coat?
   3. Is she going to buy a toothbrush?
   4. Is Mrs. Jenkins standing near the counter?
   5. Is she waiting for the shop-assistant?
   6. Can she see a lady near the counter?
   7. Is the lady fat?
   8. Are Mrs. Jenkins and the fat lady waiting for the shop-assistant?
   9. Is Mrs. Jenkins going to serve the fat lady?
   10. Does the fat lady want a coat?
   11. Does she want a toothbrush?
   12. Can Mrs. Jenkins serve the fat lady?
   13. Does Mrs. Jenkins want a coat too?
   14. Is Mrs. Jenkins a shop-assistant?
   15. Is Mrs. Jenkins a customer?

B. 16. Is Mr. Jenkins going to buy a coat or a toothbrush?
   17. Is she standing near the counter or near the door?
   18. Is a lady standing near the counter or near the door?
   19. Is the lady fat or thin?
   20. Does the fat lady want a coat or a pair of shoes?
   21. Is Mrs. Jenkins a customer or a shop-assistant?

C. 22. What is Mr. Jenkins going to buy?
   23. What is the fat lady doing?
   24. What do Mr. Jenkins and the fat lady want?
   25. What is Mrs. Jenkins?
c. Unit 6: This unit is concerned with 'Time'.

Activity: After a brief explanation about time along with a demonstration using a model clock, I ask one student to come in front. Each member of the class may ask him to show a certain time, e.g.: a quarter to six, eight minutes past seven, etc. Then, the following phase, on the contrary, he may ask his friends to mention the time he sees on the model clock. This activity can be continued by the other students.

d. Unit 7: It talks about 'things, substances, and conditions'; under a title "What's this? What's that?"

Activity: Divide the class into several groups of three to five. Give the groups the crosswork handout like the left corner pattern below:

```
   E    A
 L I O N
 E    I
 P
 H
 A
 N
 T I G E R
```

Each group will have five minutes to get as many different words on their crosswork pattern as possible, according to the topic given to each group, for example: fruits, animals,
adjectives, etc. Points are given equal to the number of letters in the words. Participation from each member is primary importance. The example of the crosswork is at the top right corner.

Scoring: This group makes four words, Elephant (8 points), Lion (4), Tiger (5), and Ant (3), so, totally 20 points. The group that collects the most points is the winner of this game.

e. Unit 9: In this unit the students learn about such patterns: Have you got ...? yes, I have or No, I haven't; What have you got ...

Procedures:

1. Distribute to each student randomly a card with names of animals, clothes, vehicles, fruits, or office equipments, written in it.
2. Each has to mill around by asking 'What have you got?' until he finds other members who have the same category as his, animals for instance, then they can sit together.
3. The teacher can begin to ask the above patterns, and the students give their response in return.
4. When they have been accustomed to the patterns, the teacher may ask one of them to take his position. The appointed student may direct his questions to every member of the
f. Unit 10: It deals with the 'Present Continuous' and 'Simple present' tenses.

Procedures:
1. Divide the class into groups of five or six. One of them is supposed to be a famous person who will be interviewed. And the rest of them are the interviewers.
2. Each group decides 'who the famous person is', then the interviewers prepare the questions to be asked.
3. After all, every group presents its interviews in front of the class.

For the same unit, I have presented another kind of activity:
1. Have two groups in the class. Choose about five members of each group to prepare some actions outside the class.
2. The actor(s) of the first group mime(s) an action in front of the class. The other members of this group may ask a question based on that action by using the 'Simple Present' or 'Present Continuous' tense. Meantime, the other group has to answer that question accordingly.
3. Both groups carry out such activity one after the other.
4. Only correct answers deserve points. Points are given to the other groups, when a group
g. Unit 12: 'What does he look like?' refers to identification of other people.

Activity: After some explanation, I ask the students to identify myself. Here I serve as a volunteer model. Later, I have one of them come up to be identified by his classmates. Then, he can appoint another friend to replace his position.

h. Unit 14: This unit discusses place and direction.

Activity: Reading Comprehension In Pairs.
1. The teacher reads a text twice, then they repeat the third reading.
2. Let them sit in pairs. One of them receives a reading text, while the other one holds the questions. No one is allowed to show his/her paper to the other.
3. While one student is reading the text, the other one, the question holder, tries to comprehend the questions. The text can be read more than once.
4. The question holder asks his questions to the reader then, and the reader has to answer them. In this activity the question holder is supposed to be always ready with the correct answers.

Through such activity they can practise
reading comprehension by themselves in small groups, or in pairs. On the one hand, the reader has to comprehend the text he is reading, like a teacher, who has never known the questions. On the other hand, the question holder has to listen carefully, like students, and finally has to be able to answer correctly without looking at the text, or in other words he solely depends on his listening skills.

The reading and question sheets are given below:

**Narrator:** John Wilkins is in the living-room.
His wife, Mary, is in the kitchen.
She is calling him.

**Mrs Wilkins:** Is the baby with you, John?

**Mr Wilkins:** He's in the kitchen.

**Mrs Wilkins:** He isn't here, Mary.
He's upstairs.

**Mrs Wilkins:** Please go and see, John.
He's very quiet.

**Mr Wilkins:** All right, Mary.
**Narrator:** Now Mr Wilkins is upstairs.

**Mr Wilkins:** He's in his room, Mary.

**Mrs Wilkins:** Is he in the room?

**Mr Wilkins:** No, he's not.

**Mr Wilkins:** He's in the bathroom.

**Mrs Wilkins:** What's he doing?

**Mr Wilkins:** He's cleaning his shoes with a toothbrush!

---

### Answer these questions

**A.**
1. Is John in the living-room?
2. Is he in the kitchen?
3. Is John's wife in the kitchen?
4. Is her name Mary?
5. Is Mary calling him?
6. Is the baby with John?
7. Is the baby in the kitchen?
8. Is the baby upstairs?
9. Is the baby making a noise?
10. Is the baby quiet?
11. Is the baby in the bedroom?
12. Is he in the bathroom?
13. Is the baby cleaning his shoes?
14. Is he using Mary's toothbrush?

**B.**
15. Is John in the living-room or in the kitchen?
16. Is his wife in the living-room or in the kitchen?
17. Is his wife's name Mary or June?
18. Is the baby upstairs or downstairs?
19. Is the baby in the bedroom or in the bathroom?
20. Is the baby cleaning his shoes or his teeth?

**C.**
21. What is the name of John's wife?
22. What is John going to do?
23. What is the baby cleaning?
24. What is he using?
2. Final Examination Form:

FINAL EXAM
Pre-elementary Class

I. Listen carefully and write down your answer: a, b, c, or d.

1. a. Three
   b. Four
   c. Two
   d. One

2. a. A cup of tea
   b. A cup of coffee
   c. A glass of wine
   d. A glass of water

3. a. A sandwich
   b. A hamburger
   c. An apple
   d. A piece of cake

4. a. Yes, he is
   b. No, he isn't
   c. Yes, he does
   d. No, he doesn't

5. a. A pen
   b. A cigarette
   c. A magazine
   d. Chocolate

6. a. Yes, she does
   b. No, she doesn't
   c. Yes, she has
   d. No, she hasn't

II. Read the conversation and answer the questions briefly.

YOU CAN'T PARK HERE

Mr. Mason is standing in front of a car. He is looking at it. It is a beautiful car and it is very big. Mr. Mason likes big cars. A policeman is standing behind Mr. Mason. He is looking at the car, too. He is writing in a notebook. Now he is giving a piece of paper to Mr. Mason.

Policeman: Excuse me, sir.
Mr. Mason: Yes?
Policeman: This is for you.
Mr. Mason: What is it?
Policeman: It's a ticket.
Mr. Mason: A ticket?
Policeman: Can you see that notice?
Mr. Mason: Yes.
Policeman: It says 'No Parking'. You can't park your car here.
Mr. Mason: This isn't my car.
1. What is Mr. Mason doing?
2. Who likes big cars?
3. What does the policeman give?
4. Does the ticket say 'No Parking'?
5. What does the notice say?
6. Is it Mr. Mason's car?
7. Does the conversation take place in a car park?

III. FOLLOW ME: Choose the correct answer a, b, c, or d.

   a. Her first name is Alan
   b. His surname is Thompson
   c. His first name is Thompson
   d. His initials are A.T.

2. Francis: How do you do, Jane?
   Jane: a. How are you, Francis?
        b. How do you do, Francis?
        c. I'm fine, thanks.
        d. How's your mother?

3. S1: Good morning, madam. Can I help you?
   S2: a. Yes, may I have a room, please?
        b. I am sorry, I can't.
        c. Let's go in that way.
        d. Would you wait a moment, please?

4. Which one is the correct sentence?
   a. There is a bank in Camden Road.
   b. The bank is next to the tailor.
   c. The post office is near the bank.
   d. The third turning right is Camden Road.

5. Which one is the wrong statement?
   a. I am in Orchard Road now.
   b. Essex Street is the second right.
   c. My first right is London.
   d. The third turning right is Camden Road.

6. Is John at home? No, he isn't in.
   Perhaps he's: a. in London airport.
                  b. on the station.
                  c. at school.
                  d. at the cinema.

7. What's the time, please? It's five to eleven.
   a. 05:11
   b. 11:05
   c. 10:55
   d. 10:05

8. When is the post office closed?
   a. It's closed on Sunday.
   b. It closes on Sunday.
   c. It is closed on Sunday.
   d. It closed on Sunday.

9. What colour is the Pacific Ocean? It is ....
   a. Green
   b. Grey
   c. White
   d. Blue
10. Do you prefer tea or coffee?
   a. Yes, I do  c. I prefer tea to coffee
   b. I prefer coffee  d. I prefer coffee than tea

11. At: Have you got one book and one pen?
    B: No, I haven’t. But I have two pencils.
   At: May I borrow one, please?
   One means:
   a. One book  c. One pen
   b. One pencil  d. Two pencils

12. What are you doing now?
   a. You are watching TV
   b. I am reading a book
   c. He is writing a letter
   d. They are playing games

13. The correct question is?
    a. How does Mary look like?
    b. How high is Mary?
    c. What does Mary looks like?
    d. How tall is Mary?

14. May I put my bag here?
    a. Yes, thanks.  c. Certainly you can
    b. No, I am afraid  d. No, I am afraid you can

15. Which one is the incorrect question?
    a. Where is the information desk, please?
    b. Which floor is room 506, please?
    c. Are clocks and watches on the third floor?
    d. Is the manager’s office at the fourth floor?

IV. STRUCTURE: Choose the correct verb form in the brackets.

1. The telephone (rings, rung, rang) twice, but no one answered it.

2. (Does, did, has) the store open at eight o’clock?

3. Listen! That is Mary who (plays, played, is playing) the piano.

4. When I got up this morning, the sun (was shining, shone, shines) brightly.

5. My present teacher is Mr. Agus. We (studied, study, have studied) with him for three months.

6. We (are going to have, will have, are having) an oral exam at 2:30 next Saturday.

7. It (was raining, rains, rained) when I left home.

8. His shoes (has been, are, is) very expensive.

9. I (didn’t live, don’t live, haven’t lived) on Jl.
Solo now.

10. Your brother (doesn't listen, didn't listen, isn't listening) to the radio, but he (sleeps, slept, is sleeping).

11. Helen (felt, was feeling, fell) very well yesterday, but today she (is feeling, fills, feels) sick again.

12. She (has finished, is going to finished, finishes) her homework today.

13. As I (was walking, walked, am walking) home yesterday, I (meet, met, was meeting) two beggars.

14. We (learnt, are learning, have learnt) many new words in this course up to now.

15. She fell as she (is getting, was getting, got) into the taxi.

V. Translate these sentences into English.

1. Saya sudah duduk di sini sejak jam setengah tiga.
2. Apakah anda sekarang sedang tidur?
3. Pagi ini mereka belum makan.
4. Kami tidak akan datang lagi ke toko itu.
5. Apakah anda kemarin membeli sepatu di sana?
6. Pak Hassan sedang bekerja di kantornya.
7. Apakah wanita biasanya suka pakaiin baru?
3. The Examination Results.

Control Group (Group A)
Class 1:

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Finally, Group A (Class 1) attains a General Point Average (GPA) : 70.14

Control Group (Group A)
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Finally, Group A (Class 2) attains a GPA : 68.81
Experimental Group (Group B)

Class 3:

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Finally, Group B (Class 3) attains a GPA: 74.17

Experimental Group (Group B)

Class 4:

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Finally, Group B (Class 4) attains a GPA: 70.44

Notes:

T1 & T2: Formative Test
W: Written Test
D: Oral Test
F: Final Marks
4. The Questionnaire Form

**GAMEs dalam Pengajaran B. Inggris**
**PRE ELEMENTARY**

Fendidikan:

I. Berikan tanda (V) pada jawaban anda: YA TIDAK

1. Apakah anda pernah mengikuti kursus?

2. Apakah pengajaran di sekolah/kursus pernah menggunakan permainan bahasa?

3. Bagaimana pendapat anda tentang permainan bahasa?
   a. Pelajaran terasa menyenangkan?
   b. Susana santai?
   c. Kelas menjadi akrab?
   d. Dapat mengatasi kejenuhan?
   e. Pelajaran tetap teringat?
   f. Menambah semangat belajar?
   g. Susana gaduh?
   h. Banyak membunuh waktu?
   i. Menambah keinginan?
   j. Menakutkan?

4. Bagaimana pelaksanaan permainan selama ini?
   a. Cukup berbobot isiaya?
   b. Permainan cukup bervariasi?
   c. Permainan cukup kreatif?
   d. Materi yang disajikan relevan?
   e. Permainan terlalu rumit?
   f. Guru menguasai teknik permainan?

II. Jawablah pertanyaan-pertanyaan berikut ini dengan singkat

1. Apakah permainan bahasa cocok sebagai alat dalam pengajaran bahasa Inggris?

2. Berapa seringkah sebaiknya permainan bahasa digunakan?
   a. Setiap kali pelajaran
   b. Sering sekali
   c. Kadang-kadang saja
   d. Tidak perlu
   Mengapa?

3. Apa saja yang sudah anda dapatkan dari pengajaran yang menggunakan permainan bahasa?
B. Instructional Game References

1. Introduction

Students and the teacher stand around in a circle. They converse, practise questioning and answering, by throwing a ball in zigzag ways.

a. One has to pronounce his/her name when he/she catches a ball, then the rest of him/her repeat pronouncing that name all together, as if the sound reverbrates. After that name has completely uttered he/she has to throw the ball to another participant.

b. When someone receive a ball, he/she says “Thank you John” to the thrower. Here “John” is just an example of a participant’s name. Afterwards, John makes an eye contact with another student, Robert for instance, and he says “Hello Robert” while throwing the ball to him.

c. After that simple ceremony has been skillfully mastered, they may substitute the question and answer patterns with the more meaningful utterances.

2. Shopping at the market

Seating arrangement: Set the chairs in half a circle, or like a horseshoe, where the teacher can sit in the centre of the half circle rows.
Procedures:

Let the students sit and the teacher explains:

"This game describes someone who is shopping at a market. Before shopping, we have to make a list of vegetables we are going to buy. Now let us enlist them together. Each of you has to choose one of the kinds. The kind of vegetable you choose is the name of your chair, but not your name. The one who sits in this chair, the teacher’s chair, becomes ‘mother’. Soon I will utter a sentence that includes the names of two kinds of vegetables. On hearing your vegetable’s name pronounced, get up immediately and look for an empty seat." The main sentence is: "I am going shopping at the market and I am going to buy pumpkins and potatoes." "Every time we have to mention two kinds of vegetables, pumpkins and potatoes for example. At this time the ‘mother’ and the two students addressed to should each find an empty seat. Yet, the one who cannot find a seat in the circle, has to sit in the centre of the half circle, the teacher’s chair, to be a ‘mother’. He/she has to pronounce the main sentence again: "I am going shopping at the market and I am going to buy ... and ...". One’s name changes when he moves from his seat. For example: if the teacher, mother, snatches the pumpkins’ chair, his name becomes pumpkins. Therefore, there will be three name-exchanges in every cycle of the game."

Notes:

a. The kinds of vegetables can be changed by names
of food, or any other goods.

b. The main sentence may vary according to the tenses or any other topic of discussion. e.g.: “I am going overseas and I am going to visit ... and ...”; “I came from overseas and I brought back ... and ...”; etc.

3. Question Mill

Procedure:

Pin a picture to each class member’s back. Don’t let them see their own pictures. Have them mill around the class asking questions about their pictures, e.g.: Am I a machine? or Am I something to eat?, until they discover what they are. Instruct students that they may only answer yes or no to a question and that they may only ask yes/no questions. After ten minutes of asking and answering, find out who knows and who does not know who they are.

Materials: Miscellaneous pictures torn from magazines. This is actually a variation on the old parlor game “Twenty Question”.

4. Pictures, Pictures, Pictures

Procedure:

Divide students into two or three groups with no more than five in a group. Each group will receive 20 pictures to pass around and look at. These should be a variety of pictures from maga-
zines and should be mounted on 8.5" x 11" coloured construction paper. Each picture should be given a number or letter.

Your group has just been given 20 pictures to pass around and look at. It will be the responsibility of your group to find things that these pictures have in common and place them in groups. Use your imagination and creativity. For example, let’s say I have a picture of a bear, a cat, a dog, and an elephant. These pictures belong to the same group because they are all animals. This is something they all have in common. Appoint a secretary for the group. Have that individual write the number or letter of each picture which belongs to the group. Make sure that each picture belongs to a group.

After each group has finished, ask them to come up to the front of the class and display their pictures by groups. The class must see if they can guess what the pictures have in common. Make sure that all class members understand all rules before the exercise begins.
5. One Student, One Sentence

This game provides a practice in expressing wants or needs, and in responding.

Procedures:

1. Introduce to the students some adjectives that relate with feelings; hungry, thirsty, ill, well, etc. Also introduce them some nouns, and verbs that may associate one to the others.

2. The teacher begins with a statement: 'I am hungry'. Then a student in the circle that sits next to him continuous pronouncing his own statement freely: 'Perhaps, you need a hamburger', the following student may utter: 'Let's go to a restaurant', and the next student may ask: 'Have you had your dinner?' Then the next student may reluctantly adds: 'But I am satisfied', and so on.

3. When a student cannot prolong the previous utterance anymore, he can suggest a new statement: 'I feel very tired now', for instance.

4. If there is a student, who in his turn has to supply a new utterance, proposes a question, like: 'Have you had your dinner?', so the one who has presented the original utterance should replay to that question. Later the sequence can go on as before.

For the references I enclose only five examples of the games on this occasion, since actually there are so many games around us that are impossible to mention all
together. In addition, I include some other book references concerning with games, i.e.:


4. Early Planning for Young Adults, Leo P. Wobido, S.J., The Queen's Work, Missouri, n.d.


At the hands of creative teachers, I believe, these materials can supply invaluable source of ideas for constructing miscellaneous Instructional Game activities.
C. An Interview with Mr. Colin Freestone

This interview was held on Tuesday, the twelfth of May 1987 in Asrama Putri Kristen, Jl. Suryotomo. It lasted about one and a half hours, from 7 to 8.30 a.m. I felt very thankful for his willingness to spare me time in the midst of his business and to share his experience on the last day of his one-month visit in Indonesia.

Dealing with the question 'What differs Game from Play?' Colin explains that play, or pure play that children do, has less formal rules, i.e., the children themselves who make rules, so that the rules are different from one place to the others, and that the rules are always changing. Whereas Game, on the other hand, has more explicit rule and usually it is well-structured. He then mentions some examples of Play: chatting, 'pantun' exchanges, chess, cards, 'sandiwara', and 'dakon', which originally comes from India with four rows of holes. For the examples of Game, he compiles them in a handbook or handout, that was also presented in a workshop with some BEI teachers on Sunday, April 26, and in a video shooting programme in Asrama Putri Kristen on Sunday, the third of May.

The main advantage of Game activities in language learning, according to him, is that Games motivate learning. "There is no other ways in teaching better than playing Games," he insisted. Referring to game's limitation, he only mentioned that game is time
"Gammas motivate learning." Sometimes it is hard to predict the outcomes AND games are time consuming. You've GOT to know what you are doing. Further he explained that there is no way to overcome time consuming, otherwise we can believe that games are an 'effective' method of teaching. In case of misinterpretation, when the students draw different inferences from what the teacher has expected, thorough debriefing seems to have significant role.

He outlined simply the common procedures in presenting a game activity, that is: Briefing, what will be done and the purpose of the game; Action; and Debriefing. Debriefing may include: the students' experience during the activity (what was happening), any difficulties that arise, and what they have got from the activity.

"Is there a general guideline in constructing a game?" "Yes," he replied, "many guidelines". In general it is based on the 'purpose'. For this he considered such factors as: the students' background and competence, the institution, the teaching objective, and at last the teacher's ability and willingness. Among those factors he put an emphasis on the teaching objective. After such considerations above, we are to look for the most suitable game activity, he suggested.

"Mr. Colin, how often can we use games in our classes? and when?" I asked. He replied calmly, "Frequently but it depends on the circumstance".
now the matter is, if we present games in our teachings most of the time, there might be an objection, at least from the students: 'Is following an English course similar to playing games all of the time?' 'Don't worry,' he advised, 'We have to dare, in this case.' So, 'Learn from experience, although it may be chaos at the first time. Such action really calls for great risk, nevertheless it can result great outcome, too'.

In his opinion, "target audience is MOST important to consider". Naturally everybody can play games, so the target audience can be at any levels and any ages. From his experience he has taught by utilizing games to students of SD to University, employees, businessmen, and even government officials. Whereas the age ranges from 8 to 50 or even 60 years old. Far behind his action, he keeps an enthusiasm, that "Everyone has the ability of playing, but the matter is: does he get enough opportunity to develop it". "And that the ensuing progress relatively depends on the individual student's competence," he continued.

At the end of the interview, he put forward a bold suggestion for the utilization of gaming activities, "Turn EVERY teaching situation into a GAME or PLAY situation".

Colin Freestone, an Australian citizen, is now a lecturer at MacArthur Institute, a Teacher Training Institute, in Milperra, Australia. He has devoted his life to teaching elementary school, Junior and senior high school, as well as university students. For more
than fifteen years he has been using games in his teaching. Besides, he has also held workshops with functionaries, government officials, and factory workers. During his career he has once taught in Malaysia. Moreover he often pays a visit to Indonesia, to carry out workshops at Universitas Kristen Satya Wacana. In accordance with his zeal in popularizing games as a media of instruction in teaching, he pours out his ideas into a piece of writing, a manual on Game, Roleplay, and Simulation. We may even wonder and be proud of him, since he did not achieve his skills formally, through vocational school, yet he learned those skills by himself. He learns from books, by attending workshops, and by developing his own experience after practising what he has learnt.

Mr. Colin began to use games in 1971, that was when he had an opportunity to lead an Australian party to Indonesia for a tour. While he was preparing, an idea came into his mind. Telling them what they had to do, and how to bargain things sold in Indonesia would not be effective to them. As the consequence, he looked for another alternative, that was constructing a simulation activity for them. This was his first creation, titled the 'Asian Market', that has been presented successfully many times. Members of the Australian party were delighted, they remarked "the game is very helpful. We'll be deceived by Indonesian sellers, unless we've played the game before, in Australia". Colin reports that every time he presents
the 'Asian Market', the students are all pleased with.
This fact has encouraged him to develop more his
skills in teaching by games, but further on he
developes simpler games, in order that everyone can
enjoy them.
To Whom It May Concern:

Mr. Agus Budiarto W. has been employed as an English teacher at Britania English Institute since October 1986. He began the job by teaching a pre-elementary class.

In his teaching he applied some methods he usually knew, but he was not satisfied with. He began to look for another method, which may encourage the students to learn better. Finally he found that the use of games is the most suitable method to be applied in his classes. Anyway, he became more interested in developing his teaching strategy, and as the results, the students were more eager to follow his lessons too.

Looking at this prospective fact, he tried to adopt that teaching strategy as the topic of discussion for his thesis. He, therefore, proposed his intentions and I gave him a permission to carry out his research in Britania English Institute.

In his research, Mr. Agus Budiarto W. compared the results of two groups of students that were treated differently. One group was taught by using the ordinary methods, while the other one underwent a similar course, which utilized some games as the teaching instructions.

Until now I have never received any objections relating to his teaching, neither from his students, nor from his colleagues. Moreover, he has been recently responsible for teaching an elementary level students.
Finally I hope that this thesis, especially the research, may provide a contribution to the English Department of IKIP Sanata Dharma in particular and to other professional teachers in general.

Sincerely,

Dra. Theresia Waryanti


Silvers, Stephen Mark, 'Games for the Classroom and English Speaking Club', *FORUM*, XX, no.2, April 1982.


