



**IMPROVING STUDENTS' SPEAKING SKILL THROUGH GUESSING  
GAME TECHNIQUE AT GRADE X-I OF SMA NEGERI 1 ANGKOLA  
SELATAN TAPANULI SELATAN**

**PENINGKATAN KETERAMPILAN BERBICARA SISWA MELALUI  
TEKNIK PERMAINAN MENEBAK PADA KELAS X-I SMA NEGERI 1  
ANGKOLA SELATAN TAPANULI SELATAN**

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**Abstract**

This article aims at presenting research finding on a classroom action research in which researcher applied guessing game technique on improving the effectiveness of teaching speaking skill at grade X-1 of SMA Negeri 1 Angkola Selatan Tapanuli Selatan. The research was conducted in two cycle's involved 30 students. The collecting the data the researcher was helped by collaborator. The instruments used were observation, interview and speaking test. The finding of the research showed that guessing game technique better improved the process of teaching speaking skill on descriptive text at grade X-1 of SMA Negeri 1 Angkola Selatan Tapanuli Selatan. Besides, based on observation and interview the research found out that students' motivation, students' confidence and group discussion in applying guessing game technique were some mayor factors which influenced the improvement.

**Keyword:** *speaking skill, guessing game technique*

**Abstract**

Artikel ini bertujuan untuk menyajikan hasil penelitian pada penelitian tindakan kelas yang menerapkan teknik permainan menebak pada peningkatan efektivitas pembelajaran keterampilan berbicara di kelas X-1 SMA Negeri 1 Angkola Selatan Tapanuli Selatan. Penelitian ini dilakukan dalam dua siklus melibatkan 30 siswa. Pengumpulan data dibantu oleh kolaborator. Instrumen yang digunakan adalah observasi,

wawancara dan tes berbicara. Temuan penelitian menunjukkan bahwa teknik permainan menebak yang meningkatkan proses pengajaran keterampilan berbicara yang lebih baik pada teks deskriptif di kelas X-1 SMA Negeri 1 Angkola Selatan Tapanuli Selatan. Selain itu, berdasarkan pengamatan dan wawancara penelitian menemukan bahwa motivasi, percaya diri siswa, dan diskusi kelompok dalam menerapkan teknik permainan menebak merupakan beberapa faktor dominan yang mempengaruhi perbaikan pembelajaran.

**Keyword:** *keterampilan berbicara, teknik permainan menebak*

## **Introduction**

Speaking is one of the English language skills that should be mastered by senior high school students. The English speaking skill is very prominent for the students because English speaking skill is very needed in global communication at the world. The ability to speak in a language can show self identity and status of the speaker. Besides, English speaking skill is very important for some study program at university when the students continue their study. In fact, a great number of students still get difficulties to express ideas in oral English. Most of them are not able to express their feeling and ideas in English speaking, which are required by the curriculum. They still use Indonesian or mother tongue in communicate in the English class. Because, for they are not able to say it in English. Furthermore, they have less self confidence and braveness to use oral English in and out side the classroom.

This reality is also experienced by the researcher. Based on her experience in teaching speaking at grade X-1 of SMA Negeri 1 Angkola Selatan Tapanuli Selatan she found the same problems as stated above. They also spoke in Indonesian for any purposes, such as asking permission, asking for helping, and consultation. Furthermore, the writer found that there are two factors that influence the students' speaking skill. First, factors from the students' such as include laziness, self- confidence, shyness, motivations, and the cognitive level of the students. Meanwhile, from the teachers' factors such as chosen materials of teaching, the teaching technique / strategy, and media that the teacher used. At SMA, English is one of the important subjects, because of that, English must be taught to create the students who are able to communicate in English well. At SMA Negeri 1 Angkola Selatan Tapanuli Selatan at grade X-1, the researcher found that most of the students had problems in communication. They rarely

speak in English with the English teacher in the school area even in the class. They answered and asked the teacher in Indonesian when the learning process was running. They also spoke Indonesian for any purposes, such as asking for permission, asking for helping, and consultation. Even though the English teacher always used English they kept using Indonesian. Meanwhile the curriculum expects the students to speak in English and reach the score at least 70 as KKM. In fact there are a lot of students who cannot communicative well in English even though they have learned English for four years. Moreover, the researcher could not improve it based on the students' English scores in the last semester test. Most of the students had low scores or under KKM. To overcome the problem above, the writer, as one of the teachers at the school, wants to do the research to improve students' speaking skill through guessing game technique, because the writer believes that one of the alternative strategies in teaching speaking is guessing game technique, in which the students are expected to be involved actively in speaking class activity. Guessing game technique is a simple game in which the participants compete individually or in the group to guess something.

Furthermore, guessing game technique gave the students the chance to improve their speaking skill and give opportunities to each student in speaking during the time allocated. The researcher assumes that guessing game technique as a able to improve students' speaking skill at grade X-1 of at SMA Negeri 1 Angkola Selatan Tapanuli Selatan. According Richards (1985:12) states "speaking does not only say something but also describes, feel, plan, and accomplish the things. In speaking, we often do not consider what we are saying about". It means that our speaking does not have meaning. Meaningful speaking should involve the description of event, feeling, things, ideas, and accomplishment. Jones (1989) says, "People say something can be as important as what they say in getting some bodies' attention". Therefore, speaking process should consider what and how to say as well as to whom it is said. Morley (1991:82) states "speaking is affect of the sound and meaning. The sound is produced by the speaker and the meaning of the sound will be transferred to the listener". Based on this opinion speaker and listener should pay full attention to each other. It means that both speaker and listener should pay attention to the meaning spoken in order to achieve meaning full communication responses. In addition Valdman (1996:194) says "the ability to speaking a foreign language is the most

highly prized language skill". Based on this statement, speaking skill is considered as speak the language skill that should be mastered better than reading, writing, and listening.

Moreover, Bygate (1987) states "speaking is a skill which deserve attention as much as the literary skills in both native and foreign languages". From this statement, when students speak in a confident and comfortable way; they can interact better in real daily situations. Because of this, the purpose of the project was to encourage the development of fluency in spoken English.

The researcher may say that sometimes spoken language in easy to perform, but in some cases it is difficult. Moreover Brown ( 2001: 270) says" purpose some activities which can carry out to be successful speaking activity such as, learners talk a lot, as must as possible of the period of time allocated to the activity is in fact occupied by learners talk". Based on this opinion, participant is even classroom discussion is not dominated by a minority of talk activity participants. Motivation is highlearners are eager to speak because they are interested in a topic and have something new to say about it. Language is of an acceptable level, learners express themselves in utterances that are relevant, comprehensible to teach others and of acceptable level language accuracy. From the explanation of the steps of some theories mentioned above, the researcher can conclude that studying English without practicing speaking is useless. Through speaking, one can express their minds, ideas and thought freely and spontaneously.

Guessing game is a kind of game to play, that include interactions among of group of people. This is support by many experts, such as Harmer (1998) states "guessing game is activity that includes interactions between individuals or groups aspiring to prescribe aims". Based on this statement guessing game is the interaction of among of people to prescribe aims. In other ways Haldfield (1999) states "games is an activity with rules, a goal and element of fun". Based on this opinion game is the activity that has a specific rules, and fun. And Tyson (2000) sates "game must be more than just fun, a game should involve friendly, competition, game should keep all of the students involved and interest, a game should encourage students to focus on the use language rather than on the language itself, a game should give students a chance to learn, practice or review specific language". Based on this opinion the game is the activity that is done

based on the rule, competition, and can encourage the students to focus on the use of language, it give the chance for students to learn and practice the language.

In accord to the theories above, in this research, the writer adopts the theory of game that is stated by Tyson; it is deal with the theory of guessing game as one kind of game itself.

According to Klipped (1994:13), says “the basic rule of guessing game is eminently simple; one person knows something that another one wants to find out”. Based on this opinion the guessing game is essential in guessing and speculating games, some one knows something and the others must find out what it is.

Meanwhile, according to Webster (1986:108), “guessing game is game in which the participants compete individually or term in the identification of something”. From the statement above the guessing game is involve the participant compete on term in identification someone or something. In addition, Mora &Lopera (2001), says” guessing game is more than just having fun, stress that game and fun activities have always been one of every body’s favorite things to do in class, both for teachers and students since games can contribute to the development of a series of skills and competencies”. This opinion informs that the guessing games can give developing of series of skill for students in learning speaking skill. Furthermore implementing guessing game in a classroom is useful, it can promote socialization, group work, and the creation of values; it implies mutual respect and cooperation. In fact, what the researcher intended to do in her project will use games as the best way to motivate students’ speaking skill.

Based on the definition, it can be concluded that guessing game is asimple game where the students can guess something in which a person or a participant competes individually or groups to identify or to find out it.

According to Lee (1995), “the guessing game consist of the goals and activities, among of them are applied to guess. It can be played at various as follow: Guess What is it?, Guess who am I?, Please guess what is my job? “. Based on this opinion guessing game is the kind of playing and guessing someone or something by giving some question about them (the things are being

guessed). The kinds of applying guessing game technique of following: (1) Guess what is it? Is it .....?; (2) Guess Who am I?; and (3) Guess what is my job?

From the opinion are stated above, the benefits of this guessing games are (1) The students train to elaborate their vocabulary and sentences structure, (2) They also train to give opinion and using functional language skill in speaking. (3) The guessing game technique can help the students in comprehension of the topic, (4) this game also helps the students to speak more natural, by using mimic and body language. (5) Through guessing game students are motivated to speak out even in simple utterances, (6) when the students can guess the mysterious object, they feel satisfied and it is useful to build up their confident in speaking.

Based on the explanation of the theories above the writer will adopted the theories of Tyson (2000) and deal with theory of Lee (1995), with the indicators as follows: guess what it is, guess who am I, and guess what is my job. The steps using this guessing game are: firstly, teacher explains about the material and the procedure play the game, then, teacher divides the students into groups, one leader invited to the front, then, the teacher shows the object is some pictures. The leader take one of the pictures, then, asks to their group members to discuss. This game helps the students to express their opinion directly, ask in simple utterances, and use variety of vocabularies.

Guessing game technique can help the students to produce own utterances focused on the object. This game trains the students to use interrogative sentences, many kinds of interrogative sentences. Through guessing game technique the students were motivated to speak out even in simple utterances. When the students can guess the pictures, they feel satisfied and it is useful to build up their confident in speaking.

Some experts have discussed the advantages and disadvantages of applying guessing game technique. The advantages of it are: (1) Using guessing game made students more pleasure from regular activities in class. It creates a relaxed atmosphere in the classroom; (2) Using guessing game can encourage the students to communicate in English because the games are combinations between language practice with fun and excitement; and (3) Guessing game can practice the students' ability in forming much kind of dialogues.

However, this technique is also having some disadvantages. They are: (1) In applying guessing game, the teacher needs the students who are skillful formulating question from dialogue; (2) In applying guessing game, the teacher needs the students more carefully to make communication; and (3) In applying guessing game, the teacher needs the students' more controlling how to make right pronunciation.

## Method

The type of this research is a Classroom Action Research. According to Kemmis and Mc.Taggart (1998) and Mills (2003:5), "classroom action research is a systematic inquiry conducted by the teachers or researcher to gather information about how well their particular school operates, how well they teach how well their students learn, this types the research aims at increasing teachers".

Johnson (2005:211) states that "classroom action research can be as a process of studying in a real school or class situation to improve the quality of action or instruction. Through an action research, teacher studies how to solve his / her problems found in teaching learning process".

The researcher concluded that she conducted a classroom action research to solve problems in her class by using guessing game technique. It was done to improve the student's speaking skill at the grade X-1 of SMA Negeri 1 Angkola Selatan Tapanuli Selatan.

Based on the previous instrumentation, the data were collected through speaking test, observation, field note, and interview. First, speaking test was applied in collecting data. The test was carried out three times. The test was done before conducted the research and at the end of the meeting of each cycle. In this test, the students spoke in front of the class individually. Before having a test, the researcher recommended them to prepare their own about pictures which related to the topics. On the cycle I they prepared the pictures about who am I or what is it. On cycle II, they prepared the guess pictures about what is my job. They spoke by using guessing pictures that relevant to their topic. Second, observation was done during teaching and learning process. In this process, the researcher and collaborator checked it while teaching and learning process. Moreover, collaborator helped the researcher to note the teacher's and

students' activity during teaching and learning process. Finally, the researcher herself interviewed the students.

### **Finding and Discussion**

This research was done in two cycles. Each cycle consisted of four meetings it was conducted at grade X-I of SMA Negeri 1 Angkola Selatan Tapanuli Selatan. The speaking problems experienced by the students were required to be solved. In order to overcome the speaking problem, the researcher as a teacher used guessing game technique to improve the students' English speaking skill. The data were analyzed quantitatively and qualitatively. The data collected by using quantitative data were taken from speaking test, while qualitative data were taken observation and interview.

#### ***The Extent to which Guessing Game Technique can better Improve the Affectiveness of Teaching Speaking skill***

Before conducting the classroom action research by using guessing game technique, the researcher did self reflection. The result of the reflection had been discussed in the background of the problem chapter I.

Based the result of the reflection, the researcher decided doing the classroom action research to improvement the learning and teaching process in the classroom. The data analysis based of the scores the students' on the result of speaking test in the last meeting in cycle I. it was found that 10 students from 30 students passed the minimum standard.

The means score of speaking test 1 was 60, 03. From the result of speaking test 1 still under standard minimum. Based on the analysis it was found that all indicators tested for speaking increased. From these points it could be analyzed that were an improvement on speaking. Even though all the indicators speaking was not so high. There are many students were still not yet fulfilled the minimum standard 70. It could be concluded that their speaking skill is still poor. It was caused of the teaching material in the first cycle was still new and more difficult for them to pronounce it. The vocabularies stated in the guessing game were not familiar with students.

Based on the calculation above it means the researcher should be continuo to the next cycle (cycle II). While in the second cycle, the students speaking skill

was better. They have understood the procedure of the technique from the learning teaching process and the researcher as the teacher in the classroom helped them if necessary. They didn't afraid to make mistake. They didn't feel shy to ask for the teacher. They feel confident.

The condition above was also proved by the significant improvement on students' achievement in speaking skill increased 70, 67 point from 60, 03 in test 1, while the means score of test 2 in the second cycle were better.

From the table above the researcher could conclude that students' mean score in speaking test 2 was increased 70, 67 point compared to the students' speaking test 1. The calculation that the result of speaking test 2 was increased.

After applying guessing game technique, the students were motivated to practice speaking English in their daily life. The students could practice English that they had learned. The problem of students' speaking skill could be solved step by step. The condition of the classroom was better. The situation of the students felt fun and the students have more motivation. The teacher was more discipline with the time of teaching. The students' participation in speaking English was better than before. During the process of teaching leaning using guessing game technique, the students seemed interested and active to find the meaning of the new words and to practice English dialogues.

Based on this reflection, the researcher and collaborator agreed that classroom action research for improving the students' speaking skill through guessing game technique was successful enough. The students' speaking problem could be reduced step by step. There was improvement to students' speaking English skill, if compared with condition before applying this technique. That's why the teacher stooped the research in the second cycle.

In conclusion, based on the result of speaking test before the researcher, speaking test 1 and speaking test 2, the researcher know that the students' speaking skill was improved continuously after they were taught speaking through guessing game technique was proved that the students' speaking test differ significantly from cycle. Consequently guessing game technique was effective to help students improve students' speaking skill.

***The Factors influence the Changes of the Effectiveness of Teaching Speaking Skill through Guessing Game Technique***

Based on the observation by the researcher and collaborator as well as the data from interview with a student. The researcher found out the factors can be classified into three factors, namely students' motivation, students' confidence and group discussion. It is will be discussed below:

**1. Students' Motivation**

The students said that they had high motivation to practice English because of guessing game technique. It was proved by the data gotten of students' responses in the interview. Here were students' responses.

Data 1, interview:

*Student 1: Saya suka belajar bahasa Inggris dengan menggunakan teknik Permainan menebak, Karena belajar sambil bermain membuat saya berminat. Saya termotivasi untuk berlatih bicara bahasa Inggris. (I like studying English through guessing game technique by applying guess and it make me interested in. It motivated me to study English).*

Student 2:

*Buk, kalau menebak gambar ini dengan teman dalam waktu terbatas Sambil berlatih mengungkapkannya membuat saya senang. Saya Ingin cepat bisa menebaknya .Saya termotivasi untuk cepat bisa bicara dalam bahasa Inggris. (Mom. By guessing the pictures in limited the time and practicing in speaking with my friends, it make me enjoy. I'm motivated in speaking English).*

Student 3:

*Saya termotivasi untuk menebak gambar apa yang ada pada kelompok lain, maka saya berusaha agar dapat menebak dengan menggunakan bahasa Inggris. (I got motivation to guess the pictures in another group, so I tried to guess it by using English).*

From the interview result above, the students answered that they have high motivation learning English through guessing game technique.

According to observation and field note from collaborator, it showed that the first factors that influence the improvement students' speaking skill.

Students got motivation to speak English; the students had opportunities to interact among the class. Their motivation made them free to express their ideas because the teacher always appreciated students' ideas. This activity made them challenged to master guessing game in the pictures / cards. The students' also used that expression what they had got in daily life. Because it's easy to learn, to guess the pictures.

The students' interest to speak English or to study English come from their own reasons and rewards for learning English and the students believed that practicing speaking English through guessing game technique can motivate them to speak another. This activity challenged them to guess the pictures.

## 2. Students' Confidence

Most the students responded that this activity was made them have high confidence; here the data from the interview result;

Student1:

*Saya tidak takut salah dalam belajar BukSaya sangat menikmati pelajaran ini. Belajar dengan bermain sangat menarik. (I'm not afraid to make mistake, mom. I'm enjoy very much inlearning English. Studying through guessing game was veryinteresting).*

Student 2:

*Saya sangat senang Buk , Dengan permainan menebak gambar ini membuat saya lebih tertarik dengan bahasa Inggris. (I'm very happy, mom, through guessing the pictures, it made me Interested to study English).*

Student 3:

*Saya senang belajar bahasa Inggris melalui permainan menebak. Kita bisa berlomba dengan teman untuk dapat menebak lebih awal. (I'm happy to study English by using guessing game. We can compete with our friend to guess firstly).*

Based on the observation and field note, the researcher concluded that the students have high confidence or they do not nervous, they felt happy and fun by using guessing game technique in the speaking class. The students said it was fun because studying English applying guessing game was interesting. The class ran

well and it wasn't monotonous anymore. Nobody wanted to sleep. They always try to speak, even though their friends laughed him / her. They felt enjoy with guessing game technique. Through guessing game technique the students began to recognize the guess in the pictures.

### 3. Group Discussion

Some students showed their participation in group work. When some students got difficult to guess the pictures or they did not understand the material, the other friend would give a hand. They began to discuss and work. Here were their responses on guessing game technique.

Student 1:

*Kita bisa saling memberi dan menerima dalam memecahkan masalah. Dalam kelompok kita bisa berdiskusi tentang menebak gambar yang ada dalam gambar/photo. (We can take and give in problem solving in group. We can discuss together about guessing in the pictures).*

Student 2:

*Kita bebas bertanya kepada teman yang lebih pandai tentang apa yang tidak kami ketahui. Kami bebas mengeluarkan pendapat tanpa rasa gugup. (We free to ask what we don't know to our cleverer friend. We free to express our idea in our group without feel nervous)*

Student 3:

*Jika saya belajar sendiri saya cepat bosan dan malas, tetapi jika belajar berkelompok, saya mau kadang-kadang teman membantu saya menerangkan kosa kata untuk menebak gambar (If I study alone, I get bored and lazy but if I study in group, I like it. Sometimes my friend will help to explain the vocabulary to guess the picture).*

From the students' statement in data above, it could be concluded that guessing game technique did not only make the students feel happy but enables them to participate in group work or group discussion. The students, who did not know the vocabulary, could ask to the cleverer student. They can share their idea. They could take and gave each other to overcome the problem. Even though they would ask the teacher or ask the friend to check the meaning in dictionary, if they found the words were not familiar for them.

The factors above were also supported by teaching learning situation during the implementation of guessing game in speaking. The collaborator noted the teacher's and students' activities to see how far the students reacted toward teacher's teaching technique and how far the students got involved in guessing game technique offered Lee.

Based on the result of students' score on speaking test, observation, field notes, in two cycles, which were held in eight meetings in order to see more process of students increasing and decreasing score in speaking. It was carried out at the grade X-1 of SMA Negeri 1 Angkola Selatan Tapanuli Selatan. It had been done from April 23, 2012 until May 16, 2012. It had 30 respondents or participants. The data that have been gotten can be discussed as follows:

First of all, the results of base score from students' speaking skill were generally poor because they spoke without using guessing game technique. After that, the researcher did a cycle I as a treatment. After conducting the first cycle, researcher and collaborator was saw there was no significant changing of the students' speaking skill score. It was caused by their low grammar, vocabulary. They did not present the topics with the correct grammar and vocabulary.

Furthermore, the researcher and collaborator continued to the second cycle. For this cycle, the improvement of the students' speaking skill was focused on grammar and vocabulary. After doing the research for four meetings, the researcher and collaborator found that all of the students' speaking proficiencies score were higher than the previous meetings, their levels were generally good. Because, there were 90 % or 26 students from 30 liked learning English through guessing game technique.

Second, to find out the other factors, the researcher did an unstructured interview. It was about students' problem on speaking and their opinion about guessing game technique. For speaking, they had some problems, such as lack of grammar and vocabulary, low motivation, afraid of making mistake, shy to speak, and no confidence to express the idea.

Based on the formulation of the problem above, there two questions that should be answered: the first question was "*To what extent could guessing game technique better improve the effectiveness of teaching speaking skill on descriptive text at grade X-1 of SMA Negeri 1 Angkola Selatan Tapanuli Selatan? The second question was*" what factors influence the improvement the

*effectiveness of teaching speaking skill through guessing game technique at grade X-1 of SMA Negeri 1 Angkola Selatan Tapanuli Selatan?* The researcher noticed that improvement of students' speaking skill could be seen at the students' confidence using English language in guessing game activity in the classroom.

Guessing game technique in English class gave contribution to the both students and teacher. In part of students, these activities had chance to speak in group and then in front of the classroom, interaction with friends, confidence, and have motivation/brave asking question to the teacher. Meanwhile, for the part of teacher, these activities had chance the performance of the teacher, more creative to be selecting the material, using media and teaching technique.

The process of teaching and learning process using guessing game technique to improve students' speaking skill overall was succeed.

### **Conclusion**

This research focused on applying the guessing game technique in improving students speaking skill. It was done through two cyclical processes. The processes involved fully by the teacher and students. Based on the result of this research it can be concluded as that: (1) Guessing game technique better improves the students' speaking skill at the grade X-1 of SMA Negeri 1 Angkola Selatan Tapanuli Selatan; and (2) The factors that influence the changes of students' speaking skill are students' motivation, students' confidence and group discussion.

### **Suggestion**

Based on the above conclusion and implication, the suggestion can be made as follows: (1) Researcher as an English teacher who teaches English may apply this research finding, if she has the same problem with this study: and (2) Students may apply any related guessing game technique to improve their speaking skill as long as they same problems and condition with this study. To other researchers it is suggested they using guessing game technique as an object of their research to be use in any kinds of research in the future.

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