

APPENDIX

*Appendix 1. Interview Guideline***Interview Guideline**

Purposes	Theories	Interview Questions
Types of game in learning process	<ol style="list-style-type: none"> 1. Sánchez, Morfín, and Campos (2007) state game can be classified into the following aspects including students' skill, subskills, and number of students. 2. Moreover, Sánchez et al., (2007) gives example about game based on students' level. For illustrate, 'Simon says' is a game for young learners in elementary school level. Game for subskill there is 'Treasure hunt' game that focuses on practice vocabulary. Etc. 3. According to Hadfield (1990), there are two kinds of games such as competitive game and co-operative games. 	<p>Game apa yang pernah/yang biasanya anda gunakan dalam mengajar Bahasa Inggris?</p> <p>Bagaimanakah cara anda memilih games yang akan digunakan di dalam kelas?</p> <p>Apakah anda memiliki kriteria dalam memilih game?</p>
Advantages of game as a teaching strategy	<ol style="list-style-type: none"> 1. Dalton (2006) conveys that games can encourage young learners to experiment and explore the target language. 2. Talak-Kiryk (2010) finds that game can improve students' participation, self-esteem, and vocabulary usage and allow them to see that there are many ways to solve problem. 3. Schwarz (2014) acknowledges that games help teacher to create useful and meaningful contexts for students. 	<p>Setelah anda menggunakan games di kelas, apa perbedaan yang terjadi pada murid anda?</p> <p>Menurut anda apa saja manfaat yang anda peroleh saat anda menggunakan game di kelas?</p>
Disadvantages of game as a teaching strategy	<ol style="list-style-type: none"> 1. Games can make teachers lose the control of the class (Casé, 2014). 2. The EFL teachers feel uncomfortable when they do not teach grammar by explicitly giving the grammar rules (Yolageldili and Arikan, 2011). 3. Although teachers recognize the value of games in English language classroom and claim to be using games in their classrooms, observations show that classrooms were in fact heavily teacher fronted (Wei-Pei, 2008). 	<p>Menurut anda apa kekurangan/kelemahan dari games yang anda temui dalam pembelajaran?</p> <p>Menurut anda aspek apa di dalam bahasa yang tidak bisa diajarkan dengan menggunakan game?</p>
Suggestion	Supaya games lebih efektif dilakukan di dalam kelas, apa yang harus dilakukan oleh guru untuk meminimalisir kekurangan dari game itu sendiri?	