

Students' Perception on Grammo as an Alternative Teaching Media in Grammar Mastery

Lidiyatul Izzah¹, Muhamad Sofian Hadi², Vira Luthfia Pratiwi³
viraluthfiaa10@gmail.com³

Universitas Muhammadiyah Jakarta^{1,2,3}

Abstract

Considering some of the problems faced by secondary school students, especially senior high school students, who still find it difficult to remember grammar material and the lack of innovation in teaching media in the classroom, as well as the teacher's lack of attention to students, researchers are trying to find a way out of this problem by using Grammo. The aim of this study was to determine the students' perception on Grammo as an alternative teaching media in grammar mastery to XII grade at SMK Kesehatan Letris Indonesia 2, Pamulang, Tangerang Selatan, Banten and MA Daarus Saadah, Cipondoh, Kota Tangerang, Banten. A survey with a descriptive quantitative approach was the research method used. The data collection technique used questionnaire in the form of a Likert Scale. The participants of this research analysis was class XII who were randomly selected as many as 100 students. The data analysis technique uses hypothesis testing based on validity and reliability tests. Based on the results of the data processing where the probability value (p) is 0,05, it can be concluded that Grammo can be used as an alternative media in grammar mastery. Based on these results, it is hoped that Grammo can be used and make the classroom more attractive and make students more enthusiastic about learning grammar in the future.

Keywords: Grammar mastery, Grammo

Introduction

Language is a platform for human being to communicate with each other. During everyday life, human being learn new thoughts, new words and new things by language. Globally, there about 6.000-7.000 language worldwide spoken by people. To develop the human mind in communication, teaching and learning in any language are indispensable. In this modern era of science and technology, English plays a vital and significant role in international interaction and a vital source of information. All we know English become the international language that many people learn it for any purpose, such as tourism, trading, educator, businessman, author, interpreter, etc. Furthermore, mastering English is not joy or prestige. It is the key of language international communication, as innovation and exchange in the globalization era (Hutchison, 2016).

In learning English, the students first need to understand the vital basis of language skills, namely listening, speaking, reading, and writing. Besides those skills, grammar is also required to help them in mastering English. Therefore, grammar is a subject that should be deeply studied in an informal study. It is a key element of language teaching and learning. As Majed (2018) claimed that to understand how the language works, students need to study word structure through learning grammar. Students must be provided with adequate grammar to have good language skills. There are a lot of rules of grammar that the students can't be ignored in making sentences, such as articles, parts of speech, sentence patterns, and tenses. Without mastering grammar, they probably have been difficult to communicate

or make utterances meaningful. In sum, if people are familiar with grammatical rules and structures, they can understand their own expression.

However, in reality, the difficulty of learning English grammar is mostly expressed at secondary high school. A study conducted by Hajji & Kim (2019), reported that only about 10% to 25% of secondary students are capable of grammar and creating a good sentence. This lack of grammar phenomenon can be affected by many factors. Zho (2013), argued that Intelligence Quality (IQ), motivation, interest, learning style, attention can be various types of aspects that can affect the low of students' mastery in English grammar. Generally, students who have been studying grammar in school for a few years often find it difficult to construct good and correct sentences. Besides those aspects, grammar also assumed as a complicated and unattractive subject for many students. It is also one of the language's hardest aspects that is not easy to teach. In sum, students mostly don't like to learn grammar and therefore they can't learn it well.

Considering this phenomenon, each Indonesian school has to provide the best strategy to solve these issues, including the use of games-based learning in teaching grammar. It is surely because most of today's students are no longer interested in monotonous or non-current teacher training. Playing a game, such as Grammo or Grammar Monopoly, is considered to be one of the fun ways and innovations to encourage them to learn English grammar. This game makes it easy for students to apply grammar material that has been learned so that the teacher can adjust the material to be tested. Then, in its implementation, essentially the Grammo procedure is the same as the 'Monopoly' original game. Those differences only lie in the instrument's play or spaces. If the original monopoly generally has a city name, this Grammo game replaces the city name with the name of hotels A, B, C, D, E, and F. Basically, the hotel's name is referred to tenses that have been taught by the teacher while learning grammar.

In sum, with these interesting kinds of games, the media can improve students' recalls of grammar knowledge and interaction with classmates. By implementing the Grammo, the researcher believed that it could help students to be more effectively and actively involved in the learning process. So, the researcher believes that applying this method can increase the effectiveness of learning grammar and speaking skills as they respond to the questions. Based on the statement above, the researcher created a gap for this study, i.e.: what is students' perception on Grammo as an alternative teaching media in grammar mastery?

Theory

Grammar

Grammar is a summary of a language's structure and how language units such as words and phrases are formed into sentences (Richards and Schmidt, 2010). It is the grammar that organizes a sentence's basic arrangement and word relationship. Grammar is the process of describing the structure of phrases and sentences. In addition, (Nurbianta, Rahmat, & Solliha, 2019) Grammar is highly valuable as an important part of the study of language, of ideas, and writing. Besides, they point out that grammar reflects the power and order of the human mind and it also helps us to understand the diversity of human culture.

To conclude, grammar is known as a process rule that sets out a word, which is called part of speech. In English grammar, there are several parts of speech that are learned by students in general, namely:

- a. Noun; is a person's name, place, object, or idea. Example; book, man, chair, garden, etc.

- b. Pronoun; is a word that is used as a noun instead. Example; I, you, everyone, this, that, etc.
- c. Verb; the verb expresses action or being in a sentence. Example; help, read work (being; is, am, are).
- d. Adjective; a noun or pronoun becomes described or modified by an adjective. Example; pretty, old smart, etc.
- e. An adverb represents or changes a verb, adjective or adverb, but never an end-in-ly noun or adverb. Example; extremely careful, gentle, etc.
- f. Preposition; is a word inserted before a noun or pronoun to form a phrase in the sentence that modifies another word. For example: by, until, with, about, etc.
- g. Conjunction; conjunction, which means the relationship between the element that has been joined, joins words, phrases or clauses. Example; and, but, while, etc.
- h. Interjection is a term used for the representation of emotion. E.g.; Oh!, yeah!, wow!, oops! etc.

Teaching Grammar in Secondary School

At present, the government has begun to emphasize learning English in various educational institutions. So that all educated people are now very possible to be able to speak English fluently. However, in its efforts, it takes time to rebuild teaching English that is accurate and correct, especially related to English grammar. In this case, English learners need to learn basic grammar rules and practice good language communication skills. If they ignore the grammar rules, they will never be able to express their ideas and thoughts correctly and appropriately (Ellis, 2010).

Grammar is an important thing that supports students' ability to master a foreign language. But the grammar mastery of senior high school students is still far from satisfying. Learning English grammar even more challenging for inexperienced learners due to complexity of the rules of grammar. Especially in tenses, more precisely in the past tense material as a whole. Another thing that triggers student misunderstanding is the lack of knowledge in verb 2 used in the past tense. It is, therefore, necessary to follow the right teaching method so that the learners can be taught grammar lesson effectively. According to Eun (2010), teaching grammar must be meaningful and enjoyable. In the English language, tenses play a crucial role. 'Tenses' are described as any of the forms of a verb that can be used to indicate the time of the verb-expressed action or state. This signifies time takes place whether in the past, present or future.

For second and/or foreign language mastery, the task of grammar instruction is inevitably essential. Referring to its approaches, Harmer (2010) categorizes grammar into a deductive and inductive learning approach. In the deductive approach, students may provide an interpretation of grammar formulas to learn grammar. Students then construct a phrase or sentence in the language they have learned based on this description. The opposite of the deductive method is the inductive approach. Students do not know the formula used to learn grammar with the inductive method, but the first examples of sentences are given to students. Students should try to find the sentence formulas from these examples.

Unfortunately, in fact, in foreign language contexts such as Indonesia, most English teachers continue to deductively teach grammar; that is, students are presented with grammar rules and examples, instructed to memorize them, and then expected to apply the rules to other cases. English teachers should be aware of the strengths and weaknesses of different teaching approaches and methods to change this negative stigma of grammar instruction. They must also be able to apply and modify them so that they can work best to suit their students' diversity, but create an enjoyable class with engaging and meaningful activities at

the same time. A challenging experience for teachers is teaching English grammar. Teachers need to understand well or master grammar in order to make it possible for learners to understand the content that the instructor offers. The system of teaching grammar is now changing from the traditional method to the communicative method. It helps students to understand the meaning and rules of grammar by interactive methods. The teacher does not encourage students to provide the interpretation of the formula directly. Learners must learn from the teacher's example. Gardner (2011), said that, many approaches for supporting teaching and learning grammar can be applied by teachers. There is no easier way for students to clarify the grammar rules.

In addition, the media that the teacher gives are also usually too monotonous and does not encourage students to bring dictionaries in the form of books or applications that are now on the cell phone. That's because teachers who do not have creativity in teaching English grammar. The teacher, therefore, must use interesting techniques such as game playing techniques because they are liked by students. Game-based language teaching can be an alternative and invaluable method since it provides enjoyable and meaningful elements of language learning. The use of media games would make it easier for learners to absorb the teacher's lessons. These are also a way of inspiring learners to learn and to retain their interest and to concentrate on learning itself. This avoids the monotony when studying grammar is formatted into a game that relates to it.

Game Based Learning

According to Lu and Nguyen (2010)," Games can be used from controlled to free practice at all levels of development, acting as a memory aid and repetition drill at one end of the scale, at the other as an incentive to freely use the language and as a means to an end rather than an end in itself. Games can also work as a screening tool for teachers who can recognize areas of difficulty and take effective corrective action. Game-based learning is also properly used in which learners are led to engage in the games so that they can have the ability to practice or use the new language things they have only enthusiastically and actively mastered, rather than unwillingly pressuring them to do the activities. It's more productive to encourage students to play and learn simultaneously.

Chen (2010) explains that game-based learning offers a fun-filled and relaxed learning atmosphere for students. Students also have the ability to use language in a non-stressful way that focuses on both the message and the word (Petraki & Gunawardena, 2015). Let's take a simple example of a grammar lesson that is usually considered boring. If the teacher strictly follows the tasks given in the textbook, students will have to do the writing and reading tasks, then the teacher will lead a grammar lesson to their students' boring hard-digesting experience and will certainly not satisfy the need for a more exciting and successful grammar class.

In sum, game-based learning is the most effective at the moment. In real contexts, games use substantive and useful vocabulary. They can be used in this case to provide instruction in both language skills and grammar points, and can be used to practice other forms of interaction.

Grammo or Grammar Monopoly

Grammo is a learning media used by the researcher to know the student's perception of the effectiveness in grammar mastery. Grammo is a media that focuses on honing the brains of students in the recall and review of grammar lessons discussed in class. Grammo is a cardboard game whose design generally resembles the game Monopoly, it's just that the Grammo content matches the grammar material studied in that class. The researcher

discovered the students' perception of Grammo in grammar learning in this study. What supports this is that grammar lessons, especially past tense, which is the focus of the research material, are easily understood by students.

Grammo or grammar monopoly is an innovative grammar learning media in the form of games that will make it easier for students to remember and apply grammar material that has been learned in school. This Grammar monopoly game is quite interesting because monopoly games have been commonly played since long ago, so the researcher tries to innovate using this media in learning because the game has been proven to facilitate students in learning and this game can be used to improve students' grammar and speaking directly.

In its implementation, the procedure of Grammo is almost the same as a monopoly game in general. If the original monopoly has a city name, then the teacher can replace it with hotels A, B, C, and D that has been modified with the topic material chosen or learned. So, for carrying out the study, the teacher prepares the cube, counterfeit money, punishment cards, and question cards. Before playing the game, students are divided into groups that have 4 students each of them. To start, each of the students is asked to roll the cube and take question cards at every place they stop at a hotel. Then, they have to answer the question correctly so they will get the money according to the amount stated. On the contrary, if they can't answer questions, they will get a penalty card. In this game, the one who collects the most money and hotel will win the grammar monopoly game.

Method

This research was applied the descriptive quantitative method since this research intended to find out the students' perception of Grammo in grammar mastery. The descriptive research method, according to Creswell (2012), is to collect information about the current situation. The data collected is strictly descriptive in nature, so it does not pursue explanations, test hypotheses, predictions or implications for the research. Matthews and Ross (2010) said quantitative research techniques are primarily applicable to data collection that is organized and can be numerically represented. Generally, since the researcher have followed the positivist epistemological method, quantitative data are collected and data are collected that can be interpreted scientifically.

Moreover, in this research, researchers have used an instrument, namely a questionnaire as a data collection tool. A 'questionnaire' is the method to gather the primary data (Cohen, 2013). By extension, 'primary data' is information that would not otherwise exist if it were not for the analysis process and is obtained by questionnaires (O'Leary, 2014).

In this research, sampling was carried out using *purposive sampling*. Purposive sampling is a method of randomly collecting samples without paying attention to the population strata on the basis of study objectives, Arikunto (2010). This is accomplished when members of the population are assumed to be homogeneous. As for the participants selected in this research, 100 students from the SMK Kesehatan Letris Indonesia 2 and MA Daarus Saadah students population were still active and were in grade 12.

In order to achieve the goals of this research, their opinion on Grammo in grammar learning would be very helpful and researchers want to find out if this Grammo is effective or not. Grammo may be an alternative media in grammar learning if the findings are declared effective.

To collect the data, the researcher was used questionnaire for assessing the effectiveness of Grammo and students' interest to board game, also the researcher was interviewed the teacher to know their perception to Grammo or board game as a teaching media in grammar mastery. For questionnaires, there are several uses, most particularly to find out what the masses are thinking. That include market research, political polling,

reviews from customer service, assessments, opinion polls and studies in social science (O'Leary, 2014). In order to avoid invalid and inaccurate data, the researcher adapted the questionnaire design by Saito et al. (2010) containing 20 items and made a further 20 items questionnaire with the same indicator as the book. Here the indicators of Saito et al:

Table 1: indicators of questionnaire

No.	Indicators	Total	Key Number
1.	Students' self-report about the difficulties of grammar	6	1,2,3,4,5,6
2.	Their perception of the teaching media	6	7,8,9,10,11,12
3.	Their perception of the effectiveness of Grammar Monopoly or board game	8	13,14,14,16,17,18,19,20
total			20

In this study, the questionnaire is a Likert Style questionnaire that provided students with five choices for answers: Strongly Agree (Sangat Setuju, SS), Agree (Setuju, S), Neutral (Netral, N), Disagree (Tidak Setuju, TS), Strongly Disagree (Sangat Tidak Setuju, STS).

It will be translated into Bahasa Indonesia for the questionnaire. This is supposed to avoid the risk of interpreting the argument from various experiences. Therefore, it was beneficial for students to understand and address the question by using Bahasa Indonesia in the sentence, and this questionnaire was shared online due to covid 19.

A very important phase in research is analyzing data. In order to provide understandable information, the data collected needs to be further analyzed. The tool used in this study to analyze the data is a descriptive statistical method. The analysis of statistical data is consistent with quantitative data, namely data in the form of numbers, while the analysis of descriptive data is based solely on its material.

Findings and Discussion

Throughout this section, the researcher described the summary of the data collected during the study, conducted at SMK Kesehatan Letris Indonesia 2 and MA Daarus Sa'adah, the study sample being the students of twelve grades and taking 100 students as sample. Before collected the data, the researcher initially began interviews with several students related to grammar lesson difficulties, especially on past tense material. Many of the interview answers, students have difficulty understanding and distinguishing between tenses and it affects their school scores. Instead the researcher leads the discussion about the use of grammar learning media where it turns out to be very important in grammar lessons and Grammo is one of the media used so the researcher gave questionnaires to 100 students to find out how effective grammar learning media is to be used.

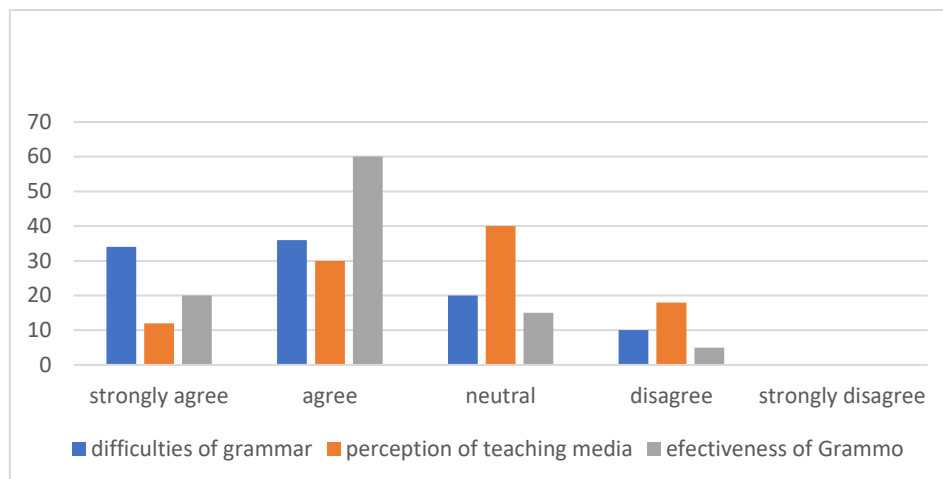


Figure 1: Data of Respondents

From the graph above, it can be seen that the majority of students agree with the existence of Grammo which is a grammar learning media and is more effectively used. From the results of the questionnaire collection, the following results were obtained:

Validity Test

To do a broad sample test of 100 respondents, items that need to be found before demonstrating that the statement predictor can be used as a study tool. If the probability is <0.05 , then the statement is true, i.e. 5 % significant amount. Meanwhile, the argument is null if the probability value is 005 (Sugiyono, 2014). The results of the validity test are below:

Table 2 : Validity Test

Indicators	Question item	Sig.	Validity
Students' self-report about the difficulties of grammar	Y. 1	0,000	Valid
	Y. 2	0,000	Valid
	Y. 3	0,000	Valid
	Y. 4	0,000	Valid
	Y. 5	0,000	Valid
	Y. 6	0,000	Valid
Their perception of the teaching media	X1. 1	0,000	Valid
	X1. 2	0,000	Valid
	X1. 3	0,000	Valid
	X1.4	0,000	Valid
	X1. 5	0,000	Valid
	X1. 6	0,000	Valid
Their perception of the effectiveness of Grammo	X2.1	0,000	Valid
	X2. 2	0,000	Valid
	X2. 3	0,000	Valid
	X2. 4	0,000	Valid
	X2. 5	0,000	Valid
	X2. 6	0,000	Valid
	X2. 7	0,000	Valid
	X2. 8	0,000	Valid

Based on the value of the validity test with a total of 100 respondents, it can be shown that all statements about the efficacy of the use of teaching media and grammar are accurate since they are shown at a relevant level of <0.05 , so it can be concluded that all statements in the questionnaire can be considered acceptable as a method for measuring research results.

Reability test

The thing that must be known is that all statement variables can be used as research tools after showing that, namely, conducting a large sample test of 100 respondents. If the Cronbach's Alpha value is > 0.6 , the statement can be reliable (Sugiyono, 2014). The findings of a reliable evaluation are the following:

Table 3: Reability Test

Variable	Cronbach's Alpha	Description
Y	0.664	Reliable
1X1	0.628	Reliable
X2	0.675	Reliable

It can be inferred that the Cronbach Alpha value from the use of teaching media and grammar in grammar teaching can be seen on the basis of the table of reliability test results from 100 respondents that all variables in the statement are declared reliable since they have reached the necessary value, namely with a Cronbach Alpha value > 0.6 .

Classical Study of Inference

The normality test, heteroscedasticity test, and multicollinearity test are the classic assumption tests utilized in this analysis.

a. Test of normality

This test is to test whether or not the observations are usually distributed, and Kolmogorov Smirnov is used in this test. The results of the Normality test can be seen in the table below:

Table 4: normality test

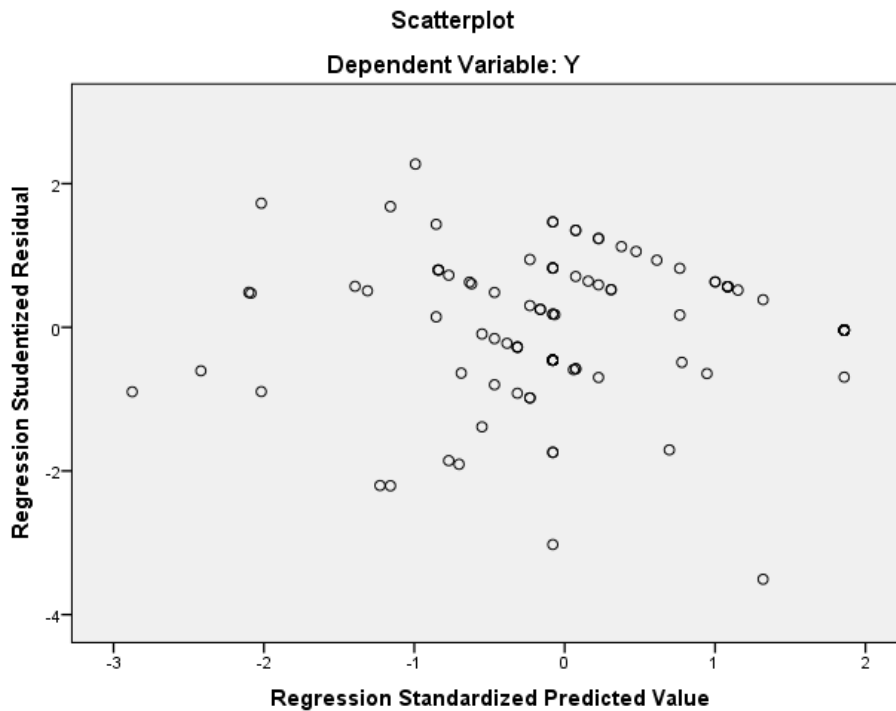
One-Sample Kolmogorov-Smirnov Test		Unstandardized Residual
N		102
Normal Parameters ^{a,b}	Mean	,0000000
	Std. Deviation	1,71272234
Most Extreme Differences	Absolute	,145
	Positive	,093
	Negative	-,123
Kolmogorov-Smirnov Z		,197
Asymp. Sig. (2-tailed)		,146

It can be shown that the value of asymp.sig is $0.121 > 0.05$, based on the table, so it can be inferred that the data is normally distributed.

b. Heteroscedasticity test

A significant assumption of the classical linear regression model is that homoscedasticity, that is, all the disturbances have the same version, is the disturbance that occurs in the regression. The results of the heteroscedasticity test are shown in the figure below:

Figure 2: heteroscedasticity test



Based on the table, it can be shown that there is no simple trend and that the points scatter on the Y axis above and below the number 0, so there is no heterocedacity in the variables proposed in the analysis.

c. Multicollinearity test

The multicollinearity test is designed to assess if there is a correlation between the independent variables in the regression model. There should be no connection between the independent variables of a perfect regression model. It can be seen from the Variance Inflation Factor (VIF) and resistance (α) values to find out if there is multicollinearity or not.

Table 5: multicoolinearity test

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	8.399	1.948		4.311	.000		
1 X1	.112	.115	.098	.973	.333	.897	1.115
X2	.259	.095	.275	2.731	.007	.897	1.115

Based on the table, it can be shown that there is no multicollinearity in the tolerance value >0.10 or in the VIF value <10.

d. Multiple Analysis of Regression

To measure the influence of Grammo as teaching media on grammar teaching. Then it must be evaluated simultaneously (F test) or partially in the multiple linear regression analysis model (t test). The rules for the F test and t test significance test are as follows:

Accept Ha: if the probability (p) ≤ 0.05 suggests that Grammo has an effect on improving student grammar simultaneously or partially. The summary of multiple linear regression research outcomes is as follows:

Table 6: Multiple analysis of regression

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	30.314	2	15.157	5.637	.005 ^b
	Residual	266.206	99	2.689		
	Total	296.520	101			

2a. Dependent Variable: Y

b. Predictors: (Constant), X2, X1

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations			Collinearity Statistics	
		B	Std. Error				Beta	Zero-order	Partial	Part	Tolerance
1	(Constant)	8.399	1.948		4.311	.000					
	X1	.112	.115	.098	.973	.333	.186	.097	.093	.897	1.115
	X2	.259	.095	.275	2.731	.007	.306	.265	.260	.897	1.115

a. Dependent Variable: Y

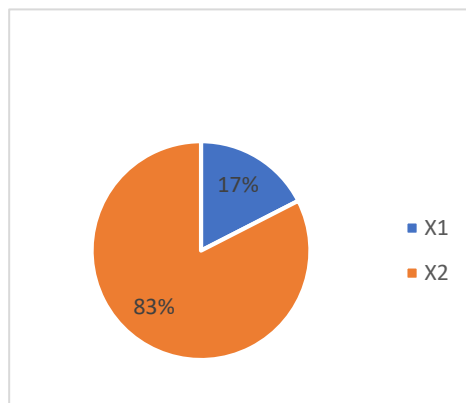
The results of the calculation are as follows, based on the table above:

$$Y = 8,399 + 0.112X1 + 0.259X2$$

Of all the variables analyzed, the beta coefficient for X1 is 0.112 and X2 is 0.259. It can be concluded that the learning media and Grammo variables have an effect on grammar lessons. but if we look at the significance of both, it can be shown that X1 with 0.333 is not sufficiently influential while X2 with 0.007 is more influential on improving students'

grammar. This states that the increasing use of grammar and more creative learning media would improve the students' grammar mastery.

Figure 3: Result of X



The test results using the linear regression test showed that learning elearning without media had a negative and substantial impact on work involvement with a value of beta coefficient + 0.259 and sig 0.001 ($p < 0.05$), which shows that the higher the use of media, especially Grammo, would increase the quality of students' grammar understanding. This is based on survey results showing that there are questions about the use of Grammo affecting the students' grammar mastery.

From the above explanation, it can be seen that before and after the Grammo was applied, the result of X1 was 0.112 and X2 was 0.259. There is a significant difference. In sum, in the learning and teaching process of grammar mastery, the Grammo can be used as an alternative teaching media.

Conclusion

This research has explore how students in grade 12 senior high school make a perception about using Grammo as a media that support stronger understanding and memory. Based on the findings of this study, it can be stated that use of Grammo can be more effective than the use of learning media that has been used before. The students also agree that Grammo can be the effective and alternative teaching media, and they believe that Grammo can improved their grammar comprehension and directly increased their ability in speaking.

However, the result of this study cannot be gneralized to all 12 grade students because the data collection is done randomly and the small number of participants is also yhe limitation of this research. However, it can be concluded that the use of grammo is effective to improve students' grammar skills and this media can be an inspiration for teachers to increase other creativity.

This is suggested to other researchers who may be involved in using grammo as research material so that they can upgrade and further develop this media so that it is increasingly used in the future. Especially since this study only focus on a students' perception, further studies could look at how the implementation of grammo is used in different grades of classrooms and investigate how teachers can implement this media in grammar lesson.

References

- Creswell, J. W. 2012. *Educational research: Planning, conducting, and evaluating quantitative and qualitative research (4th ed.)*. Boston, MA: Pearson.
- Hajji, K. A., & Youngkeum Kim. 2019. Teaching and Learning Grammar by Games in EFL Classrooms in Moroccan High Schools. *International Journal of Teaching and Education*, 330-340.
- Iqbal, M. J, Akbar, M., & Mushtaq, A. 2017. Problems in Teaching Grammar to English Learners at Secondary Level. *Asian Innovative Journal of Social Sciences & Humanities*, 1(1), 55-69.
- Krista Uibu, Merili Liiver. 2015. Students' Grammar Mistakes and Effective Teaching Strategies. *International Journal of Teaching and Education*, III(1), 70-87, 10.20472/TE.2015.3.1.006.
- Lilly, M., Tom, A., & Joe, S. 2013. Mind Your Grammar! – Learning English Grammar the Fun Way. *Journal of Educational and Sosial research*, 3(7), 403-407.
- Mahmudah, L., & Izzah, L. 2019. Students' Understanding on Simple Past Tense through VOA Learning English YouTube Channel. *English Language in Focus (ELIF)*, 1(2), 89-94.
- Navaz, AMM., Sama, FRF. 2017. Teaching Grammar in the English Language Classroom: Perceptions and Practices of Students and Teachers in the Ampara District. *Proceedings of 7th International Symposium*, 653-667.
- Nurbianta, Rahmat, & Shollina, A. 2019. Exploring Grammar through Small Group Interaction Technique on Pre-Intermediate Structure Course. *English Language in Focus (ELIF)*, 1(2), 113-120.
- Plass, Jan L., Homer, Bruce D., & Kinzer, Charles K. 2015. Foundations of Game-Based Learning. *Educational Psychologist*, 50(4), 258-283. 10.1080/00461520.2015.1122533.
- Tuan, Luu Trong., Doan, T. M. Nguyen. 2010. Teaching English Grammar Through Games. *Studies in Literature and Language*, 1(7), 61-75.