

THE IMPLEMENTATION OF RUN TO THE BOARD GAME IN TEACHING ENGLISH VOCABULARY

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Research Background

Definition of Run to the Board (RTTB) Game : The "Run to the Board" game is an educational tool used to enhance English vocabulary acquisition, particularly in junior high schools.

Challenges in English Education:

- Many Indonesian students struggle with vocabulary, affecting their overall English skills (listening, speaking, reading, and writing).
- Insufficient vocabulary mastery hinders comprehension of English materials.

The Role of Games in Learning:

- Games are valuable in language education, making learning enjoyable and beneficial for both teachers and students.
- According to Huyen and Nga, games create a pleasant environment that enhances vocabulary learning.

Run to the Board Game Mechanics:

- Students are divided into groups and compete to write as many vocabulary words related to a given theme on the board within a set time.

Research Questions

The research questions in this study are:

1. How is Run to the Board game applied in teaching english of Junior High school students?
2. How does the student teachers reflect on their teaching that uses Run to the Board game?

Research Objectives

The research objectives in this study are:

- ❖ To know the implementation of Run to the Board game in SMP Empat Lima 3 Kedungpring Lamongan
- ❖ To know the student teacher's reflections on the implementation of the "Run to the Board" game in enhancing English language learning.

Research Methodology

- ❖ RESEARCH DESIGN : Qualitative Research
- ❖ DATA AND SOURCE OF DATA :
 - Data: Verbal and Non-verbal
 - Source of Data: Student Teachers when implementing Run to the Board game
- ❖ RESEARCH SETTING : At SMP Empat Lima 3 Kedungpring, Lamongan
- ❖ DATA COLLECTION TECHNIQUE : Observation and Interview

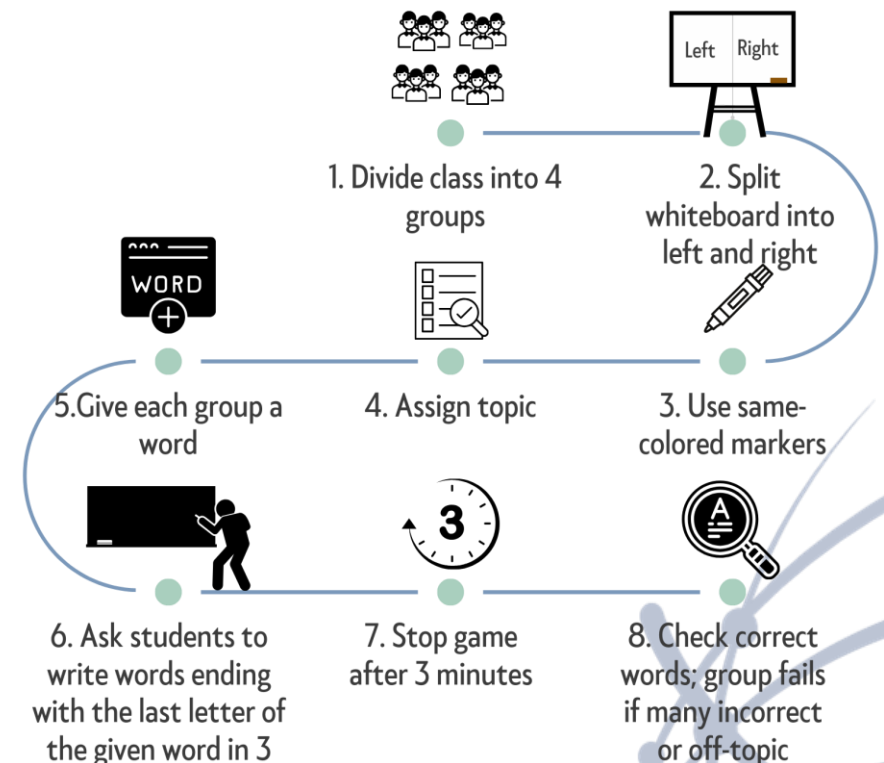
Gap of the Study

- One identified shortcoming in previous research on the RTTB game is the lack of variation in research methods used.
- None of the three previous studies used qualitative research methods, prompting the need for a different approach.
- My research will focus on using qualitative methods to explore the implementation of the "Run to the Board" game method, particularly in the context of student and prospective teacher subjects, aiming to provide a more holistic insight into its classroom use.

Research Finding RQ 1

The following is an implementation of the "Run to the Board" game to support the first research question. After observing this game, there are some differences with the implementation of the English for Asia version and Kampus Mengajar batch 4 version. Some steps have slightly different variations. Therefore, the researchers concluded and obtained data results according to table 2 in paper.

The implementation of Run to the Board game



Research Finding RQ 2

Here are five key points for the findings and discussion of RQ 2 based on the text provided:

- 1. Challenges in Quick and Precise Thinking:** The implementation of the RTTB game presents a unique challenge requiring students to quickly and accurately produce and write English vocabulary under strict rules, emphasizing the need for regular practice and cognitive precision.
- 2. Importance of Active Participation:** Student teachers highlighted the necessity of involving all students in activities to foster a dynamic and engaging learning environment, with the game encouraging a sense of community and collective effort.
- 3. Teamwork and Community Building:** By dividing the class into two equal groups, the RTTB game promotes teamwork and helps build a supportive learning community, making it easier for students to overcome complex vocabulary challenges.
- 4. Difficulties with Language Exposure:** Some students face challenges with quick thinking and accurate pronunciation due to a lack of regular exposure to the English language, indicating the need for consistent practice.
- 5. Effectiveness in Vocabulary Improvement:** Despite the challenges, RTTB games effectively improve students' vocabulary skills by promoting active participation, teamwork, and cognitive engagement.

Conclusion

Here are three important points for conclusion:

- RTTB games effectively improve students' vocabulary mastery by combining physical activity and teamwork, which increases cognitive engagement and retention.
- Even though these games demand fast and accurate cognitive processing, RTTB still makes learning more fun and helps overcome the boredom of traditional methods.
- RTTB games encourage critical thinking, written communication, and create a supportive and collaborative classroom environment, with positive impacts reported by student teachers confirming their potential as an innovative method for vocabulary teaching.

References

Some of the references adopted in this study

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- F. P. Kusumawati. (2017). Board race to boost students a vocabulary mastery in Proceedings of International Conference on English Language Teaching (INACELT).
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