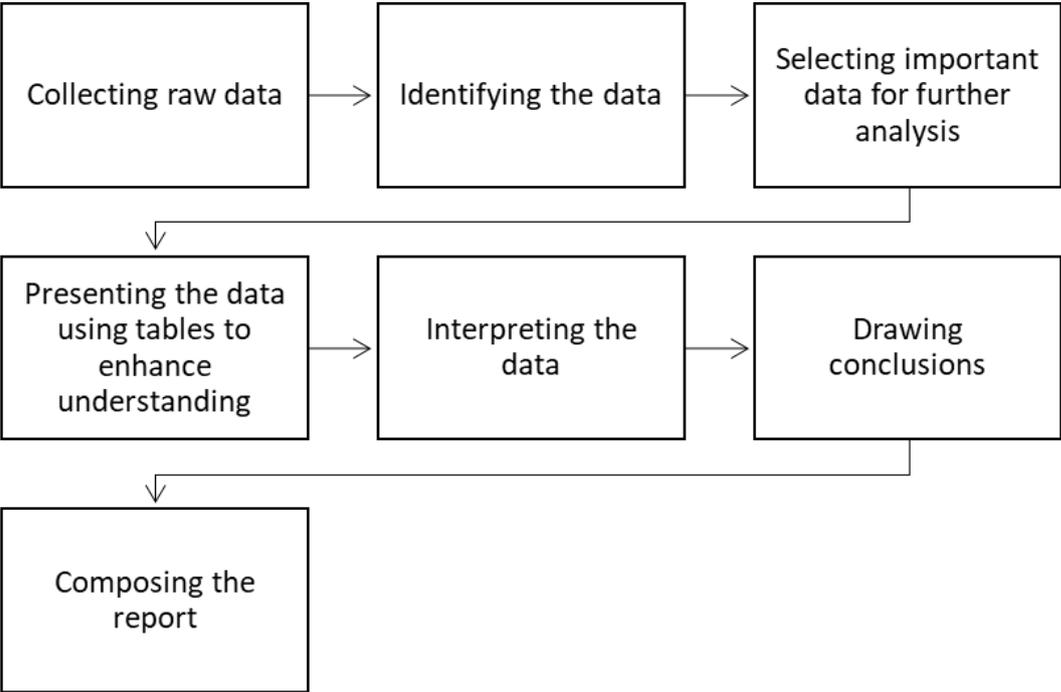


Appendix 1. Data analysis tehniqe



Appendix 2. The result of observation sheet

No	Activities	Implemented	Not implemented	Description
1.	Step students into two teams and give each team a different color whiteboard pen	✓		Implemented, but the teacher does not distinguish the marker color due to the limitations of learning media
2.	Divide the board into two halves one for each team	✓		
3.	Give students a topic that they have learnt in a previous lesson. Example: Holidays	✓		Implemented, but the topic given is English Vocabulary in general. so students are not limited to certain topics when writing vocabulary
4.	Instruct the student that in their teams they must take it in turns to run up to the board and write a word that is related to the topics	✓		
5.	Once one person has written a word they must give the pen to the next player who must run up to the board		✓	Not implemented, there is an addition in this step, because in English for Asia, students only write down vocabulary. However, in this step, the teacher added a little challenge. Each group has been given a different word. The right group is given the word "Bag," and the left group is given the word "Pen." Each student must write a word that starts with the last letter of the specified word. For example, if the word is "Bag," the student must write a word starting with "G," such as "Glass." Then the second student writes a word starting with "S," and so on until the specified time runs out
6.	After 3 minutes count up the words and the team with the most word wins	✓		Implemented, the time we set is the same as English for Asia

Appendix 3. Documentation of the implementation of the “Run to the board” game activity.



Figure 2. Female students are currently working on a game



Figure 3. Male students are currently working on a game

Appendix 4. Questions reflection for student teachers :

1. Are there any challenges in the learning activities using the RTTB game?
2. Are all students actively participating in this activity?
3. What difficulties can be identified by students in this activity?
4. Can students who face challenges during this activity overcome them effectively?
5. What is the average level of student engagement in learning using the RTTB game?
6. Can all students can be considered proficient in achieving learning objective?

Source for questions are adapted from [27]

Appendix 5. Interview Question Blue Print

Research Question	Indicator	Sub indicator	Question
How does the student teacher reflect on her teaching that uses Run to the Board game?	Teacher Problem	Teacher Difficulties	1. Are there any challenges in the learning activities using Run to the Board game?
	Student Participation	Overall Participation	2. Are all students actively participating in this activity?
	Student Problem	Student Difficulties	3. What difficulties can be identified by student in this activity?
	Overcoming Challenges	Success Rate In Overcoming Challenges	4. Can student who face challenges during this activity overcome them effectively?
	Student Engagement	Level Of Engagement	5. What is the average level of student engagement in learning using the Run to the Board game?
	Learning objective achievement	Overall Proficiency	6. Can all students be considered proficient in achieving learning objective?

Appendix 6. Observation sheet

No	Activities	Implemented	Not implemented	Description
1.	Step students into two teams and give each team a different color whiteboard pen			
2.	Divide the board into two halves one for each team			
3.	Give students a topic that they have learnt in a previous lesson. Example: Holidays			
4.	Instruct the student that in their teams they must take it in turns to run up to the board and write a word that is related to the topics			
5.	Once one person has written a word they must give the pen to the next player who must run up to the board			
6.	After 3 minutes count up the words and the team with the most words wins			

The source of the video is from English for Asia.