

**Using Board Game to teach English for Entak Junior High School
students**

**Presented to the Department of English Language Education
as Partial Fulfillment of the Requirements to Obtain the *Sarjana*
Pendidikan Degree in English Language Education**



Written by

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Yogyakarta

APPROVAL SHEET

Using Board Games to teach English to Entak Junior High School students

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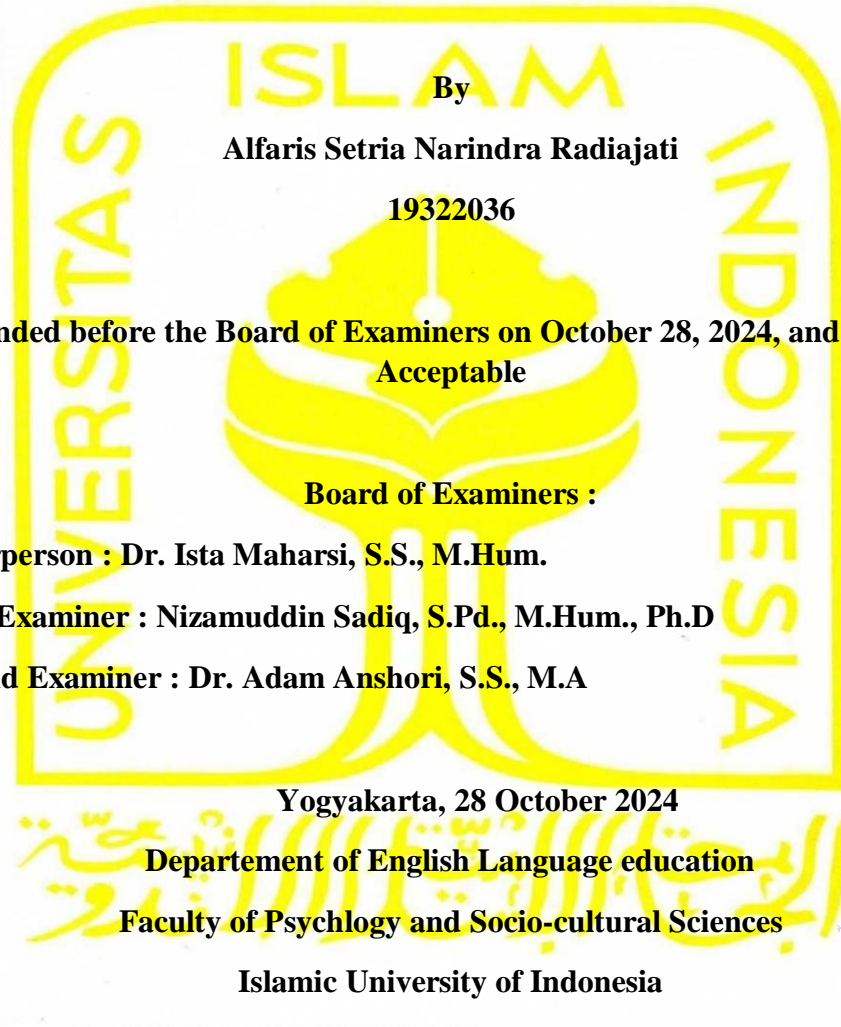
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Using Board Game to teach English for Entak Junior High School students



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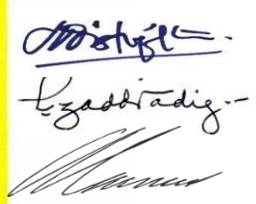
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STATEMENT OF WORK'S ORIGINALITY

I affirm that the content offered in this report is entirely my own original work, except where properly cited quotations and noted in the bibliography following academic guidelines.

Yogyakarta, August 26, 2024

The researcher,



A handwritten signature in black ink, appearing to read "Alfaris".

Alfaris Setria Narindra Radiajati

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MOTTO

“Sometimes life’s just too uncertain to have regrets”

DEDICATION

I dedicate this thesis to myself as a reflection of the devotion and enthusiasm that drove my academic path. This thesis will serve as documentation of the learning process that led me to this point. Furthermore, I dedicate this work to my people, representing the collective goal and struggle of all those who came before me and will continue to seek knowledge. May this work inspire community empowerment while also motivating future generations to pursue their dreams and contribute to the growth of knowledge and society.

ACKNOWLEDGMENT

I want to extend my heartfelt appreciation to the following individuals, whose support and encouragement have been indispensable throughout the journey of completing this thesis :

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- My best friends in Omah Mie Ayam Group [Chairul Anam, Agung Wibawanto Saputro, Akbar Dwi S, M. Naufal Nabil, and Rio Andalsz] Their support and encouragement have carried me through the challenges and triumphs of this academic endeavor.
- My friend from English Language Departement, Muhammad Rafakhansyah Satria Putra
- My friend from Community Service Program (KKN) Alfitho, Nafisa, Eky, Risa, Fazri, Salsa, and Imeyda
- My students for their willingness to participate in this report. Their contribution have enriched the depth and quality of this thesis.
- Someone I can't say the name but one of the reason I'm staying at English Language Education
- Last but not least, the new friends I made during my last semester in college, Azizul, Auracinta, Azarine, Novi, and Sekar

I am deeply grateful to each of these individuals for their encouragement, support, and inspiration. Without their guidance and assistance, this thesis would not have been possible, and the most important person who deserves appreciation is Myself.

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Using Board Game to teach English for Entak Junior High School students

By

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ABSTRACT

This report describes using board games to teach English for junior high school students at Entak, Kebumen, Central Java. The main purpose of the report is to explore how board games can enhance student engagement and improve language skills in junior high school English classes. The study was conducted at Entak Junior High School, utilizing board games specifically designed to teach vocabulary related to human body parts. The research subjects were junior high school students enrolled at Entak Junior High School, focusing on their learning experiences and outcomes when using board games in English language instruction. The effectiveness of these games was assessed by comparing student involvement and language retention with traditional teaching methods. This report aims to decide how board games can help students increase their involvement, and language skills. The findings indicated that students who participated in board game activities exhibited greater interest and better recall of the subject matter compared to those taught through conventional instructional methods. By introducing dynamic and enjoyable board games into the curriculum, this report hopes to put up a more engaging and effective learning environment. The study's findings show that students who engaged in board game activities had more interest and recall of the subject than those who were taught using traditional techniques. The implications of the study suggest that incorporating board games into the educational curriculum could serve as an effective tool for enhancing academic performance, as well as fostering both cognitive and social skills in the classroom environment.

CHAPTER I

BACKGROUND OF THE BOARD GAMES

Board games are leisure activities in which participants move pieces or counters around a pre-marked surface or board according to a set of rules. They come in a variety of formats, including old classics like Chess and Go (Baduk/Weiqi) in Chinese. Both games need players to prepare ahead of time and execute precise movements; yet, the ancient Chinese game of Go, with its complicated board and unlimited alternatives, presents unique obstacles. From the classic game of chess, with its individual pieces and centuries of tradition, to modern strategy games like Settlers of Catan, In this civilization-building game, players win victory points by constructing cities, towns, and roads. The game is played on a hex tile board, which can be rearranged to create custom maps. Each tile can provide a different resource, such as wool, ore, brick, lumber, or wheat; Ticket to Ride allows players to collect cards displaying various types of train cars, which they then use to acquire railway routes across North America. The longer the routes, the more points they compared to contemporary strategy games like Settlers of Catan and Ticket to Ride. Additional points are provided to those who complete Destination Tickets, which are goal cards that connect distant cities, as well as the

player who constructs the longest continuous path. They help students achieve curriculum framework objectives while also developing critical thinking and problem-solving skills. Board games allow students to apply what they've learnt. Board games encourage critical thinking, inquiry, and teamwork. Any type of game can be utilized in an educational setting; however, educational games are designed to assist players learn specific concepts, comprehend historical events or cultures, or broaden their knowledge of a specific subject. (Moursund, 2006)

In recent decades, the University of Toronto in 2020 have studies revealed the benefits of using board games to foster critical thinking, teamwork, and content knowledge across different age groups and subject areas. Following numerous classroom observations, I decided to teach using a board game. During multiple classroom observations, I discovered that students are less active and interested when the subject is provided using traditional teaching approaches such as lectures or presentations. Many students appeared bored and reluctant to learn. They were more passive and did not demonstrate enthusiasm for the instruction. Students rarely participate actively in the learning process. They preferred to simply listen, without asking many questions or participating in debates. Students appeared to have difficulties retaining information presented orally or through textbooks alone. This was clear from the low scores on tests and evaluations. I use board games to make the learning process more engaging and enjoyable. Students are more eager to participate due of the game's intriguing components. Board games require kids to work together and interact with their classmates, which helps strengthen their social and collaboration abilities. Board games include physical activities like

moving pieces or attaching parts, which help kinesthetic learners learn more efficiently by involving their hands and body. Board games provide pupils with visual reinforcement, which helps them recall material more quickly. For example, when students are required to pin the names of bodily parts to a picture, they are more likely to recall them. Using board games makes the learning environment more entertaining and competitive, enhancing students' motivation and excitement to study. (Putri et al., 2017)

As a result according to Shute & Slee (2015) the usage of board games in the classroom is intended to alleviate boredom and a lack of active participation in the classroom while also increasing student engagement, collaboration, and memory retention during the learning process.

CHAPTER II

CONSTRUCT

A board game is one in which a board serves as the primary playing surface and players use various components such as pieces, cards, dice, or tokens to follow the game's specified rules. Board games can be played by two or more players and are frequently designed to achieve a specific goal, such as amassing points, reaching the end of the board, or completing specified tasks. Select a board game that is relevant to the subject being taught, such as a game on human body parts for biology lectures. Before the game begins, the teacher instructs the students on how to play, the game's objectives, and how to win. Students are divided into small groups to play the board game, and each group receives a set of the game. Students play the game following the rules that have been explained to them, with the teacher supervising and assisting as needed. After the game, the teacher leads a discussion to review what has been learned.

Overall, board games are an excellent approach to boosting student engagement, motivation, and comprehension during the learning process. Board games can improve the learning process by including characteristics of fun, collaboration, and engagement. Board games in education not only assist students master the topic, but they also teach vital skills like critical thinking, communication, and collaboration. Thus, including board games into teaching strategies can be a smart and innovative approach to achieving better educational

results. The concept of teaching with board games in the classroom extends beyond student achievement. Motivation from games frequently increases attention spans and curiosity about abilities that improve gameplay. Students are encouraged to learn more because it helps them perform better. The benefits may extend to other areas as well. (Sari, 2018)

"Board game teaching" is an instructional technique that uses board games to speed up the learning process. It is an effective and entertaining teaching method that promotes critical thinking, problem solving, and teamwork among students. Over time, board games evolved to serve certain instructional functions. Classics include Scrabble (linguistic skills), Monopoly (financial literacy), The Game of Life (life skills), and Risk (geopolitical strategy). These games are intended to entertain while simultaneously teaching specific subjects or skills. Over time, board games evolved to cater specifically to educational purposes. Examples include classics like Scrabble (language skills), Monopoly (financial literacy), The Game of Life (life skills), and Risk (geopolitical strategy). These games are designed to entertain while teaching specific subjects or skills. (Hashim et al., 2024)

According to the publications and theses that the researcher read, board games allow students to actively participate in the teaching and learning process. Fithri et al. (2016) describes a board game as one that has a board with boxes containing printed instructions and questions. According to Fithri et al. (2016), A board game can be used to encourage students to follow along and actively participate in the teaching and learning process. A board game might provide an additional motivation to involve students in class discussions. According to Sari

(2018) Playing board games with children can help them become more communicative.

Players must also make decisions and compete to be the game's winner. Moursund (2006) also insists that participants take turns and converse with one another. Moursund describes board games as having specific characteristics. The rules and dice must be obeyed by all participants. According to Moursund (2006) describes board games as having specific characteristics. The rules and dice must be obeyed by all participants. As a result, board games inspire students to actively participate, discuss, and interact. Previous studies on SMA N 1 Tambusai Rokan Hulu have used a board game to teach speaking skills. The researcher looked into the study work 'Gaming in Education: Using Games as a Support Tool to Teach History' and theses related to the usage of media board games in teaching speaking in this paper. The purpose of this study was to provide a literature review on the benefits of using board game media to teach speaking, particularly to young learners. (Rapika et al., 2016)

Board games have a long history of use as a teaching tool, with evidence of its educational value found throughout cultures and time periods. While formal research into board game-based learning is a relatively new phenomena, the utilization of games for instructional purposes has been reported in numerous cultures and educational traditions. (Rajkovic et al., 2017)

CHAPTER III

IMPLEMENTATION OF BOARD GAMES

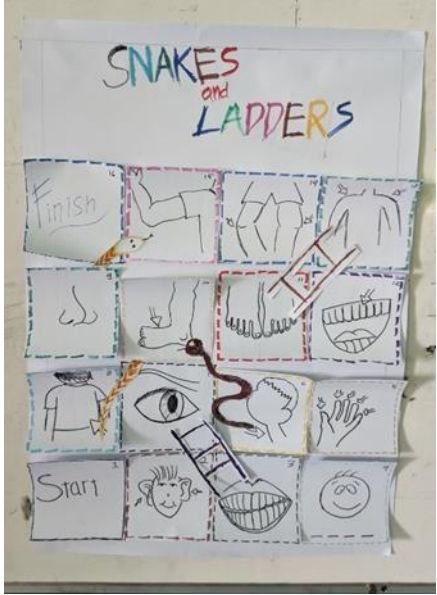

This section discusses types of board games used to teach in EFL Classroom. The Board games are snakes and ladders and stick the body parts. Snakes and ladders are an effective way to teach body part terminology. In this version of the game, each square on the board contains a question or task related to body parts. For example, when a student lands on a square, they may be asked to name a body part, identify it on a diagram, or use it in a sentence.

The teacher makes a Snakes and Ladders board with each square carrying a body part-specific prompt. Prompts might range from identifying body parts to answering questions like, "What body part helps you see?" The general principles of Snakes and Ladders apply, with students rolling a dice to advance their game pieces across the board. When they land on a square with a snake or a ladder, they utilize the game's standard action to slide or climb. The game promotes active involvement and engagement. As they move around the board, students are continually reviewing and reinforcing their knowledge of body parts through repetition and interaction. After the game, the teacher can lead a discussion about the bodily parts covered in the game, ensuring that students have consolidated their knowledge. The teacher can also go over any common mistakes or points of misunderstanding that arise during the game.

3.1 Board game that used in this teaching activity

In this teaching activity, I use two kind of board game, one is snake and ladder and the other is stick the body parts, these two games have comparable material in teaching, the objective is to teach about human body parts while introducing English as a second language.

A. Snake and Ladder	B. Stick the Body Parts
While Teaching :	Pre-Teaching :
How to Use It While Teaching:	How to Use It Before Teaching:
<p>Create a Snakes and Ladders board with each square containing a body part-related prompt. Prompts may involve identifying body parts, naming them, or using them in a phrase.</p> <p>Students roll a die and position their pieces accordingly. Landing on a square with a ladder or snake results in a challenge or question concerning bodily parts.</p> <p>Correct responses assist students to climb ladders and avoid falling down snakes. Incorrect answers result in either staying on the square or sliding down.</p>	<p>Prepare a cardboard with illustrations of bodily parts. Distribute the board with the body part images to the kids. Students work in pairs to match the body parts on the board to their respective positions. The teacher goes over the responses with the class, offering corrections and explanations as appropriate.</p>

Picture of the Game :	Picture of the Game :
	

3.2 Pre-teaching activity: explaining the learning objective

Before playing the board game, I stated that the learning purpose is to learn about human body parts. I always begin the lesson by asking my students to pray and say bismillah before telling the procession of the activities they carried out for today's class. I utilized a simple song and game called Head, Shoulder, and Knee as an icebreaker to guarantee that students learned the English names of body parts before moving on to the next phase of training. As I was getting ready, I told the kids what each activity group would do today. The activity is to play a board game that teaches about human body parts based on Snake and Ladder. I was surprised at how attentive they would listen and how eager they would get to learn English, which was facilitated by the use of a board game.

3.3 While Teaching Activiy : Prepared to playing the games



Figure 3.3.1 Prepared to play the games in the class

Moursund (2006) said that board games are distinguished by their specific traits. The rules must be followed by all players. Players must make decisions and compete to become the game's winner. Morsound (2006) also requires people to take turns and talk with one another. As a result, board games encourage students to actively participate, talk, and communicate. Before we began, I explained the game's rules and instructed them to divide into two groups using a neckerchief. I made them throw the dice and play the game as usual snake and ladder, but when they landed on the number they received, they should inform the class what body parts they got and try to draw it on the board while the group helps.

3.4 Playing The Board Game



Figure 3.4.1 & 3.4.2 Assignment to write the names of body parts on the board

Writing the names of body parts on a board entails instructing one or more students to use chalk or markers to list and label various body parts on a blackboard or chalkboard. The goal of this exercise is to help children understand body components and anatomical terminology better. This practice reinforces students' awareness of anatomical nomenclature and bodily parts, while also encouraging active involvement and peer collaboration. This interactive, visual learning tool allows students to actively recall and display their grasp of the human anatomy.

After playing the board games, students must write the names of the bodily components on a board, which effectively engages students in memorizing and reinforcing their information. Writing helps with memory

recall and reinforces their grasp of the names and locations of various body parts.

After playing the board games, students must write the names of the body components on a board, which effectively involves students in the memorizing and reinforcing process. Writing increases memory recall and reinforces their knowledge of the names and locations of various body parts. Because writing on a board demands physical movement and coordination, including kinesthetic learning elements enhances the learning experience. It enables children to relate the written words to the various physiological parts they represent. When students see words printed on the whiteboard as a visual aid, they are more likely to retain body component names and spellings. This visual cue promotes memory and recall. Giving this homework encourages all kids to actively participate.

3.5. Reflection

I can see that the activity of teaching human body parts to students using the board game Snake and Ladder had a favorable influence in terms of engagement and enjoyment because snake and ladder is a popular game that students can play and enjoy. Using it to teach human body parts can make learning more interesting and enjoyable for kids. Using a board game helps reinforce learning since the repetitive nature of playing the game might help students remember the names of different body parts when they encounter them frequently while playing.

On the other hand, the disadvantages of utilizing snake and ladder include that it is a simple game that may not provide a full or detailed understanding of biological systems. While it can help youngsters remember fundamental terms, snake & ladder may not stimulate deeper learning or critical thinking about bodily functions or structures, and its thematic connection to the human body may be tenuous, resulting in student confusion or disinterest. Students may struggle to understand the activity's relevance if there are no clear links between game mechanics and learning objectives. Finally, the competitive aspects of the game, such as winning and losing, may make some students feel alienated or disheartened, particularly those who struggle with the material or are less gifted.

To summarize, while Snake and Ladder can give some benefits for teaching body parts, such as engagement and reinforcement of learning, educators should be mindful of its negatives, which include the possibility of oversimplifying concepts and instilling competition in students. Supplementing the game with different teaching methods, as well as providing more context and support, can help to mitigate these negative effects and improve the overall learning experience. I need to evaluate student engagement and participation during the game. Need to identify areas where students failed and offer further practice or clarification and discuss with students what they've learned and correct any common faults. Assess the game's efficacy at reinforcing vocabulary and comprehension of body parts.

CHAPTER IV

CONCLUSION

The teaching approach used is a fantastic experience that mixes academic learning with real-world applications. Students participate in this activity not only to improve their teaching abilities, but also to develop the ability to adapt to new situations and understand the hurdles and potential that exist within them. Students can make major contributions to society while also broadening their knowledge and insight into education through teaching practice throughout the teaching practice.

This hands-on experience allowed me to confront real-world hurdles and recognize the potential that lies within this situation. Through my teaching practice I can make a significant contribution to the community, while also deepening my understanding of the educational landscape.

The teaching methodologies were effective, combining participatory and inclusive approaches to learning. The ability to communicate with and adapt to children from various socioeconomic and cultural backgrounds has greatly improved. I was able to identify students' educational needs, connect theory and practice, and improve their enthusiasm for studying. In the classroom, I've also tried to employ creative and unusual learning tactics to assist pupils understand. I recognize that there is still room for improvement, particularly in terms of better time management and examining the effectiveness of instructional approaches used. This experience showed me the importance of adaptability and flexibility in various educational environments. In the future, I plan to continue honing my

teaching skills and applying what I gained at my Community Service Program to improve educational quality.

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APPENDIX 1

Rencana Pelaksanaan Pembelajaran

Nomor RPP 5.1.1

Sekolah	:	SDN Entak Kebumen
Mata Pelajaran	:	Bahasa Inggris
Kelas/Semester	:	V (Lima) / 1 (Satu)
Materi Pokok	:	Human Body Parts
Alokasi Waktu	:	4 jam

A. Tujuan Pembelajaran

1. Melalui kegiatan ini peserta didik mampu menunjukkan sikap percaya diri dan kerjasama mengerjakan tugas.
2. Melalui kegiatan ini peserta didik mampu mengidentifikasi bagian tubuh dalam bahasa Inggris sesuai instruksi sederhana.
3. Melalui kegiatan ini peserta didik mampu menentukan bagian tubuh dalam bahasa Inggris yang sesuai dengan instruksi.

B. Langkah-langkah pembelajaran

1. Kegiatan pendahuluan
 - a. Sebelum kelas dimulai, guru menyampaikan bahwa untuk pelajaran hari ini akan dibuat berkelompok dan menggunakan permainan interaktif sebagai media pembelajaran.
 - b. Guru mengucapkan salam, mengajak peserta didik memeriksa kehadiran siswa, terutama menanyakan kesehatan dan kesiapan siswa dalam kesiapan mengikuti pelajaran.
 - c. Guru sedikit membahas materi sebelumnya dengan bersama-sama menyanyikan lagu head, shoulder, knee and toe.

C. Kegiatan Inti

1. Peserta didik berkumpul dan membuat dua kelompok yang jumlah anggotanya sama.
2. Peserta didik berbaris dengan anggota kelompoknya dan mulai dibagikan sebuah papan yang bergambar tiap anggota tubuh yang akan ditempelkan di papan.
3. Peserta didik lalu menjalankan permainan dengan menggunakan penutup mata dan berusaha menempelkan gambar dengan arahan teman sekelompok, dan ketika sudah tertempel siswa menyebutkan bagian tubuh tersebut dalam Bahasa Inggris.
4. Setelah semua mendapat giliran, barulah materi tentang bagian tubuh, mulai dari cara penyebutan dan penulisan diajarkan.

5. Peserta didik dibentuk menjadi 5 kelompok untuk mengerjakan sebuah worksheet yang kurang lebih sama dengan isi permainan.

D. Kegiatan penutup

1. Guru dan peserta didik membuat kesimpulan dari hasil pelajaran hari ini.
2. Melakukan refleksi terhadap kegiatan yang sudah dilakukan bersama.
3. Memberikan umpan balik terhadap proses dan hasil belajar.
4. Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

E. Perlengkapan yang digunakan

1. Potongan gambar anggota tubuh yang dicetak diatas karton.
2. Selotip.
3. Penutup mata.

APPENDIX 2

Rencana Pelaksanaan Pembelajaran

Nomor RPP 5.1.2

Sekolah	:	SDN Entak Kebumen
Mata Pelajaran	:	Bahasa Inggris
Kelas/Semester	:	V (Lima) / 1 (Satu)
Materi Pokok	:	Human Body Parts
Alokasi Waktu	:	2 jam

A. Tujuan Pembelajaran

1. Melalui kegiatan ini peserta didik mampu menunjukkan sikap percaya diri dan kerjasama mengerjakan tugas
2. Melalui kegiatan ini peserta didik mampu mengidentifikasi bagian tubuh dalam bahasa Inggris sesuai instruksi sederhana
3. Melalui kegiatan ini peserta didik mampu menentukan bagian tubuh dalam bahasa Inggris yang sesuai dengan instruksi

B. Langkah-langkah pembelajaran

1. Kegiatan pendahuluan
 - a. Sebelum kelas dimulai, guru menyampaikan bahwa untuk pelajaran hari ini akan dibuat berkelompok dan menggunakan permainan ular tangga sebagai media pembelajaran
 - b. Guru mengucapkan salam, mengajak peserta didik memeriksa kehadiran siswa, terutama menanyakan kesehatan dan kesiapan siswa dalam kesiapan mengikuti pelajaran.
 - c. Guru sedikit membahas materi sebelumnya yang bermain dengan potongan karton bergambar anggota tubuh yang peserta didik lakukan.
2. Kegiatan Inti
 - a. Peserta didik bersiap dipanggil satu persatu untuk melempar dadu
 - b. Peserta didik yang dipanggil melempar dadu dan menebak atau menjawab pertanyaan di kotak nomor berapa poin peserta didik sampai.
 - c. Peserta didik lalu menjalankan permainan dengan bergantian sesuai giliran.
 - d. Setelah semua peserta didik mendapatkan giliran, guru akan mulai memberikan pertanyaan terkait dengan apa yang peserta didik sudah pelajari disaat permainan berlangsung,

3. Kegiatan penutup
 - a. Guru dan peserta didik membuat kesimpulan dari hasil pembelajaran.
 - b. Melakukan refleksi dari apa yang sudah dilakukan.
 - c. Memberikan umpan balik terhadap pembelajaran yang telah berlangsung.

4. Perlengkapan yang digunakan
 - a. Permainan papan ular tangga yang dibuat/dicetak ukuran besar.
 - b. Dadu yang dibuat dngan ukuran besar.