

**THE IMPLEMENTATION OF INTERACTIONAL GAMES  
IN TEACHING ENGLISH FOR YOUNG LEARNERS  
AT MI MUHAMMADIYAH PATIKRAJA**



**AN UNDERGRADUATE THESIS**

**Submitted to Faculty of Tarbiya and Teacher Training of State Islamic  
University Prof. K.H. Saifuddin Zuhri Purwokerto as a Partial Fulfillment of  
Requirements for *Sarjana Pendidikan* (S.Pd.) Degree**

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AT MI MUHAMMADIYAH PATIKRAJA**

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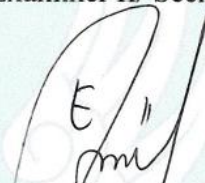
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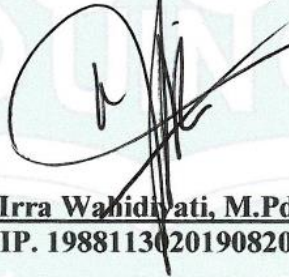
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**ABSTRACT**

**Abstract:** The aim of this research was to describe the implementation of interactional games in teaching English for young learners at MI Muhammadiyah Patikraja. To obtain the data, this research used a qualitative approach with a descriptive type, focusing on grade 6 and 3 students as research objects. The subject of this research was the implementation of interactional games in teaching English for young learners at MI Muhammadiyah Patikraja. Based on the findings, it can be concluded that there are three stages on the implementation of interactional games in teaching English for young learners at MI Muhammadiyah Patikraja, there are three stages. The three stages were planning, implementing, and evaluating. In the planning stage, the teacher prepares a lesson plan. In the implementation of interactional games, especially run to the board games, there were six stages. Step 1: Divide students into two. Step 2: Divide the board into two halves. Step 3: The two groups each make a vertical line. Step 4: Students take turns going to the board and writing the word that relates to the topic. Step 5: Students must pass the marker to the next player. Step 6: After 15 minutes, count the words. In the evaluation stage, the teacher provides feedback and assessment.

Keyword: interactional games, teaching english, english for young learners

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**ABSTRAK**

**Abstrak:** Tujuan dari penelitian ini adalah untuk mendeskripsikan implementasi permainan interaksional dalam pengajaran bahasa Inggris untuk siswa usia dini di MI Muhammadiyah Patikraja. Untuk memperoleh data, penelitian ini menggunakan pendekatan kualitatif dengan jenis deskriptif, dengan fokus pada siswa kelas 6 dan 3 sebagai objek penelitian. Subjek penelitian ini adalah implementasi permainan interaksional dalam pengajaran bahasa Inggris untuk siswa usia dini di MI Muhammadiyah Patikraja. Berdasarkan hasil temuan, dapat disimpulkan bahwa terdapat tiga tahapan dalam implementasi permainan interaksional dalam pengajaran bahasa Inggris untuk siswa usia dini di MI Muhammadiyah Patikraja, terdapat tiga tahapan. Ketiga tahap tersebut adalah perencanaan, pelaksanaan, dan evaluasi. Pada tahap perencanaan, guru menyiapkan rencana pembelajaran. Dalam pelaksanaan permainan interaksional, khususnya permainan lari ke papan, terdapat enam tahapan. Langkah 1: Membagi siswa menjadi dua. Langkah 2: Bagilah papan menjadi dua bagian. Langkah 3: Kedua kelompok masing-masing membuat garis vertikal. Langkah 4: Para siswa secara bergiliran maju ke papan tulis dan menulis kata yang berhubungan dengan topik. Langkah 5: Siswa harus memberikan spidol ke pemain berikutnya. Langkah 6: Setelah 15 menit, hitunglah kata-kata tersebut. Pada tahap evaluasi, guru memberikan umpan balik dan penilaian.

Kata kunci: permainan interaksional, pengajaran bahasa Inggris, bahasa Inggris untuk pelajar muda

## **MOTTO**

*"Whatever and whoever you want to be, the point is to be a woman who is valuable to others. Be a woman whose existence can make a good change around you. A woman who inspires many people with your knowledge and attitude."*



## **DEDICATION**

This undergraduate thesis is dedicated to all the people who always pray and give me support in finishing this paper. They are:

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I say thank you and apologize for all the good faith in the process of completing the thesis. I hope this research shows that the deeds of worship are rewarded by Allah SWT and can provide blessings in the world and the hereafter. Amen.

Purwokerto, December 21<sup>st</sup>, 2023

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## TABLE OF CONTENT

<b>TITLE PAGE</b> .....	<b>i</b>
<b>STATEMENT OF ORIGINALITY</b> .....	<b>ii</b>
<b>PAGE OF APPROVAL</b> .....	<b>iii</b>
<b>OFFICIAL NOTE OF SUPERVISOR</b> .....	<b>iv</b>
<b>ABSTRACT</b> .....	<b>v</b>
<b>ABSTRAK</b> .....	<b>vi</b>
<b>MOTTO</b> .....	<b>vii</b>
<b>DEDICATION</b> .....	<b>viii</b>
<b>PREFAC</b> .....	<b>Eix</b>
<b>TABLE OF CONTENT</b> .....	<b>xi</b>
<b>LIST OF APPENDICES</b> .....	<b>xii</b>
<b>CHAPTER I INTRODUCTION</b>	
A. Background of Study .....	1
B. Conceptual Definition .....	5
C. Research Question.....	6
D. Objective and Significance of the Research.....	6
E. Structure of the Research .....	7
<b>CHAPTER II LITERATURE REVIEW</b>	
A. Teaching English .....	8
B. EYL (English for Young Learners) .....	13
C. Interactional Games .....	16
D. Review of Relevant Studies .....	21
<b>CHAPTER III RESEARCH METHOD</b>	
A. Type of the Research .....	24
B. Location and Time of the Research.....	24
C. Subjects and Objects of the Research .....	25
D. Technique of Collection Data .....	26
E. Technique of Data Analysis .....	27

CHAPTER IV FINDINGS AND DISCUSSION	
A. Planning Run to the Board Game.....	38
B. Implementing Run to the Board Game .....	40
C. Evaluating of Run to the Board Game .....	54
CHAPTER V CONCLUSION AND SUGGESTION	
A. Conclusion.....	57
B. Suggestion .....	58
C. Limitation of The Research .....	59
<b>REFERENCES.....</b>	<b>60</b>



# CHAPTER I

## INTRODUCTION

### A. Background of Study

English, which is one of the international languages, indirectly has a very important position in the world of education in Indonesia. This is unavoidable because most of the science and technology in any field is written in English or other foreign languages, so mastery of English or other foreign languages provide a way for Indonesians to develop science or spread knowledge that develops in Indonesia. Considering the importance of language as a means of communication between people in the world, the mastery of languages other than the mother tongue, namely international languages such as English, is an urgent demand. English is the first foreign language taught in Indonesia as a government policy in the Decree of the Minister of Education and Culture Number 060/U/1993 dated February 25, 1993 concerning the possibility of an early English program as one of the local content subjects. This policy has received a positive response from the community, especially from elementary schools that feel the need and are able to organize English language learning (Aini, 2019).

Policy regarding the application of English learning in the Merdeka curriculum at the SD/MI level has been regulated by the Decree of the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia, number 56 of 2022, concerning guidelines for implementing the curriculum in the context of restoring learning. English subject is subject that can be held based on the readiness of the education unit (Kebudayaan, 2022). The local government facilitates the implementation of English subjects. For example, related to competency improvement and the provision of educators, educational units that are not ready to provide English subjects as elective subjects can integrate English content into other subjects or extracurriculars by involving the community, school committees, student volunteers, and parental guidance.



Basically, the English language education policy at the education unit level is different for each curriculum. At the elementary school level, it can be understood that English language education was officially introduced based on the curriculum in 2004 and 2006, with only 2 hours per week (Faridatuunnisa, 2020). English subject is not written explicitly in the subjects taught but are included in local content subjects (Faridatuunnisa, 2020). With the introduction of English at the basic level especially in young learners or elementary school, it provides opportunities for students to master and recognize English at an early age.

As a foreign language, English is simpler to acquire while students are young because children are active learners and critical thinkers (Septy Lesia & Petrus, 2021). As a result, young children are going to become more engaged in language acquisition than adults and will comprehend more easily. That is why English is needed as a foreign language, particularly to children aged five to twelve, so that they can acquire the language effectively (Oktavia et al., 2022). Although young learners possess considerable language learning capacities, they must be approached with attention since they have unique and distinctive characteristics that distinguish them from adult students. They require imaginative and innovative teachers; also, teachers must comprehend the qualities of the young learners. Then, young learners require additional consideration when gaining knowledge (Oktavia et al., 2022).

A caring environment where children of young learners feel safe and appreciated enables them to communicate their ideas, emotions, and comprehension effectively. The setting within the classroom should encourage the use of language as a means of learning across various subjects. Educators should establish an atmosphere that fosters attentive listening, meaningful conversations, adept writing, and thorough reading. The development of secure and compassionate spaces for young learners from diverse linguistic and cultural backgrounds entails setting a tone of respect. This implies that young learners, parents, and members of the community should perceive themselves as valued

participants in the learning community, where their diverse identities are recognized and respected (Imaniah, 2017).

Maintaining student engagement throughout the lesson is a significant challenge for any English teacher tasked with teaching young learners. It is imperative for teachers to consistently employ creative methods. Teachers need to possess a variety of methods and strategies to assist young learners in their studies. It is crucial for educators to encourage a deep affection and enjoyment for the English language among their students. An engaging and entertaining approach to preserving learners' motivation and interest involves incorporating stories, games, and songs in the English curriculum. The utilization of stories, games, and songs is particularly effective because these elements not only introduce captivating themes for the learners but also provide substantial input. Additionally, learners can express themselves based on what they have been exposed to, contributing to a more interactive and enjoyable learning experience (Imaniah, 2017).

Developing games has evolved into a place where we may learn as we play. Many teachers and educational organizations utilize games to help students learn, including English. According to Saputra, games may be "an essential activity of a young learner's life and are a significant component of the process of forming a young learner's personality." Educational games may help young learners develop excellent character. Young learners enjoy engaging in play activities that are engaged in by young learners at school as part of the learning process, which necessitates tactics or methods for teaching early childhood children to learn with characters who enjoy playing (Saputra et al., 2021).

Applying games in schools not only maintains student's psychological relevance as a desirable activity but also enhances the brains of children's processes, particularly creativity and communication abilities, in rule-based games and intellectual games. Furthermore, playing games as a free activity relaxes the young learners. Entertaining moments may be employed in the classroom to allow the young learners to not only take a break and release

oppressive strain but also to learn the distinction between play and learning activity (Soliyev et al., 2021).

According to Silalahi, learning through games may have many benefits. First, what students acquire is not only rational information but rather actual experiences that are challenging to leave behind. Second, the lessons presented are well received because they are relevant to the nature of the game, which is both fun and enjoyable. Third, because the game is enjoyable, students are more interested in specific items or themes when they play it together. Based on the reasoning, it is believed that these enjoyable activities, such as games, would increase students' enthusiasm for learning English (Silalahi, 2019).

According to Saputra's perspective, incorporating games into the classroom setting offers numerous benefits for language teachers. One notable benefit is that students exhibit increased motivation to learn the language when it is integrated into gaming experiences. The competitive nature of games captures students' interest and encourages them to be more actively involved in the gaming process compared to other subjects. Essentially, games serve as a catalyst for stimulating students' enthusiasm for classroom activities, leading to heightened motivation and a greater willingness to learn. Recognizing this, effective teachers should be aware of students' interests and motivations before introducing game-based learning into English lessons, ensuring a thoughtful and appropriate approach to instruction (Saputra et al., 2021).

Base on preliminary observation conducted on October 14, 2022, by conducting observation with the English teacher at MI Muhammadiyah Patikraja. The result of the observation was that MI Muhammadiyah Patikraja that English teachers have interesting teaching methods. Teachers used the method of playing while learning. English teachers at MI Muhammadiyah Patikraja usually use interactional games. Interactional games frequently create challenges that can increase student motivation. Students feel encouraged to reach higher levels, complete missions, or achieve specific goals within the context of a game that can be applied to learning. Interactional games also involve elements of collaboration and competition so that students can work

together to achieve a common goal. Hence, it can make students motivated, interesting, fun, and engaged in the learning and teaching process. The result was that teachers at MI Muhammadiyah Patikraja implemented interactional games in teaching English in the class. The researcher found it, which was why the researcher was interested in trying to analyze this research entitled the implementation of interactional games in teaching English for young learners at MI Muhammadiyah Patikraja.

## **B. Conceptual Definition**

The conceptual definition is essentially the substance of the research theme, along with the elements of the study. The conceptual definition can be formulated as follows:

### **1. Teaching English**

Teaching English is a particular kind of language ability required for English language instructors to effectively plan and teach the material, hence improving their ability to organize classrooms, convey lesson material, and assess students. Teaching English in elementary schools includes educating learners aged 6–12 years, referred to as young learners (Cahyati & Madya, 2019). Elementary school teachers' demands for knowing their surroundings and mastery of the English language, both written and spoken. Teachers additionally have to be able to teach using English as the primary language of instruction in the classroom. Furthermore, elementary school English teacher should be able to communicate in English and teach it correctly.

### **2. EYL (English for Young Learners)**

English for Young Learners" (EYL) refers to English language education specifically designed for young children. The program is designed to facilitate English learning in the early years of development, usually from preschool to early elementary school. The aim is to make learning English fun, engaging, and appropriate to children's level of understanding and interest (Kusmaryati, 2020). The learning approach in English for Young Learners usually emphasizes the use of interactive, creative, and playful



methods, according to the needs and characteristics of children at that stage of development.

### 3. Interactional Games

Interactional games are about achieving win-lose situations for a competition and groups of players, with interaction being the challenge. Interaction game theory is a powerful tool for using strategic analysis to identify the best interactions between multiple players (Tang et al., 2019). Hence interactional games are games that involve groups, and each group will foster interaction within each group to win the competition. Interactional games can also be implemented as a learning method in the classroom, because this games can make students active in the learning process.

### C. Research Question

Based on the background of the study that has been explained above, the problem can be formulated as follow:

How is the implementation of interactional games in teaching English for young learners at MI Muhammadiyah Patikraja?

### D. Objective and Significance of the Research

#### 1. Objective of the Research

To describe the implementation of interactional games in teaching English for young learners at MI Muhammadiyah Patikraja.

#### 2. Significantces of the Research

##### a. Theoretical Significances

This research is expected to analyze the implementation of interactional games in teaching English for young learners at MI Muhammadiyah Patikraja.

##### b. Practical Significances

###### 1) For School

The results of this research can be used as input in considering decision-making to conduct coaching and increase the abilities of teachers, especially in the field of teaching english development.

###### 2) For the Teacher



This research is expected to be a reference for education, especially for teachers implementing of interactional games in teaching English for young learners.

3) For Researcher

With this research, the researcher gain experience and insight into implementing of interactional games in teaching English to prepare supplies in the future that can be distributed in other schools.

### **E. Structure of the Research**

This research discusses into the structure as below:

Chapter I presents the introduction, which is consists background of study, operational definition, research question, objectives and significances of the research, structure of the research.

Chapter II presents the theories of the implementation of interactional games in teaching English for young learners at MI Muhammadiyah Patikraja.and review of relevant of study.

Chapter III presents the research method which are consists of type of research, location and time of research, subjects and objects of research, technique of collecting data and technique of analyzing data.

Chapter IV contains answers to the formulation of research problems in the form of analytical arguments supported by data.

Chapter V consists of conclusions and suggestions. The research results are presented in a clear and straightforward manner in accordance with the research problem. Furthermore, this research must be able to provide operational suggestions based on its findings. This suggestion is a follow-up to the research contribution for the development of theory and practice in the field under study.

## CHAPTER II

### LITERATURE REVIEW

#### A. Teaching English

##### 1. Definition of Teaching English

Teaching English refers to the process of delivering English knowledge, skills and proficiency to learners. It includes the methods, strategies and approaches used by a teacher to help students understand, use and develop their English language abilities. This process involves teaching basic skills such as listening, speaking, reading, and writing, as well as understanding grammar and vocabulary (Derakhshan & Shirmohammadli, 2019). Teaching English involves the selection of teaching methods, the development of learning materials, and the implementation of activities designed to achieve specific learning objectives. The objectives of English language teaching can vary, including the development of communication skills, literature comprehension, or mastery of specific grammar (Malikovna et al., 2022). Teaching materials in English language mainly refer to authentic content, where the extent of the materials, the competency level, the subject competency, the material competency and the syllabus must be considered according to the background of the students and the needs of the institution. Thus, the authentic content can contribute significantly to the success of the program. Therefore, the English teaching materials are essential for the language-intensive program (Wahidiyati et al., 2023).

##### 2. Methods of Teaching English

According to the book written by Setiyadi, there are several methods for implementation in teaching English, as follows: (Richard & Rodgers, 2001a)

###### a. Grammar Translation Method

The Grammar Translation method is an approach to language learning that starts by thoroughly examining the grammar rules of a language. Subsequently, learners apply this knowledge to translate sentences and texts between the target language and their native language.

This method perceives language acquisition as primarily involving the memorization of rules and facts, aiming to comprehend and manipulate the morphology and syntax of the foreign language.

b. Direct Method

The Direct Method is often seen as the initial language teaching approach that drew the interest of educators and language teaching experts, introducing a methodology that seemed to propel language instruction into a new phase. This period marked the commencement of what is commonly referred to as the "methods era". This method of teaching English includes providing learners personalized instruction with no collaborative task or project participation. This strategy is only utilized in formal learning circumstances and does not often include a lot of practical experience.

c. Audio Lingual Method

The Audio Lingual Method is an English teaching method in which the teacher will practice a short dialogue that the students cannot translate. The teacher will first instruct the students to follow the dialog. Then the students will guess the meaning of the dialogue from the dialogue pose, mimic, and various other things practiced by the teacher. Students will also be invited to memorize dialogues for which they do not even understand the writing or meaning clearly.

d. Silent Way

In the Silent Way method, a teacher will use rods as a medium to teach various things. Especially about grammar and speaking English. The rods used by this teacher have different colors and lengths. The most interesting thing about this method is that students will be invited to build a sense or inner criteria that gives them the ability to detect and also correct themselves when there are mistakes in using English.

e. Community Language Learning

Teachers who use this method use language that is adapted to the conditions and situations of their students to explain English material. This method is very unique, which means that the way it is applied is also

different. Teachers who teach English using this method will also adjust to the culture, classroom conditions, and level of proficiency.

f. Suggestopedia

Suggestopedia is a system that uses suggestions to help learners absorb new knowledge more successfully. These prompts are capable of being used in conjunction with other instructional approaches, or as a standalone learning guideline. Prompts allow teachers to create educational experiences for learners and help them retain the subject more effectively.

g. Total Physical Response

Total Physical Response (TPR) is an instructional approach in language teaching centered on the synchronization of speech and physical actions. Its goal is to impart language skills through engaging in physical (motor) activities. In this method, the teacher will do some work. For example, sitting, walking, holding objects, putting books, or writing. Through these commands, students are expected to be able to carry out commands like the examples given by the teacher. In addition, of course, the teacher does not carry out the order but only provides corrections or improvements.

3. Media in Teaching English

Media are extremely significant in helping learners comprehend English as a foreign language. There are several types of media that teachers may use in the method of teaching and learning English, but teachers need to be cautious when selecting media, especially when teaching English to students in elementary schools. As indicated by Richard and Rodgers in Rahmi's research, students should enjoy learning a foreign language (Rahmi, 2020). This indicates that the teacher's role is critical in inspiring students' interest in the English teaching-learning process, as well as the teacher-student interaction.

Instructional media is something that is utilized during the teaching English and learning process to effectively transmit content, knowledge, and learning experiences to students. The use of instructional media is

additionally supposed to boost students' knowledge of the topics they are learning (Inuk et al., 2021). The teacher gain insight from the various advantages of instructional media in presenting English.

The following are some of the advantages of instructional media (Resti & Rachmijati, 2020):

- a. Making the learning process more entertaining through the use of learning media.
- b. Clarifying instructional resources so that students may readily comprehend the information and achieve the goals of learning.
- c. Using instructional material to make the process of learning diverse, which includes learning verbally but additionally visually and audibly.
- d. Students paying attention to the teacher's information and engaging in additional instructional activities such as monitoring, accomplishing, demonstrating, and others.

Clearly, there are many kinds of media that can be used by the teacher in English teaching-learning process to the young learners such as audio media, visual media, audio-visual media and the teacher herself as a model. The kinds of Instructional media contains two components: software and hardware trimmers. A teacher can utilize an application on the software media, while a computer, laptop, or projector can be used on the hardware media (Aisyah & Haryudin, 2020). There are three kinds of instructional media as follow (Resti & Rachmijati, 2020) :

- a. Audio media is media that must be listened to and not seen, such as a CD, music, and others.
- b. Visual media is any material that can be viewed with only the naked eye, such as photographs, textbooks, realia, and flashcards.
- c. Audiovisual media is media that is capable of being heard and seen, such as video.

#### 4. Game in Teaching English

Teaching English through games and activities involves practical way to organize and provide access to resources, objects, pictures, toys, games,



conversational equipment, and other props. Ideally, a classroom should be large enough to accommodate an audio centre, a quiet work centre and an activity centre. But if a teacher is constantly on the move or teaching in a closet, you should have a desk, a storage closet, bookshelves, and a supply closet. Games in teaching English help students to improve their language skills and motivate the students. English games not only engage the children, but also through play and usually the students do not realize that they are learning until the time comes to show the student's skills. If truly possible and necessary to create a classroom where children not only learn, but also enjoy spending student's time there (Khidirovna, 2021).

Games are typically initiated with the aim of providing enjoyment, but there is a potential for negative outcomes, such as when someone becomes overly engrossed and says or does something that harms others or their feelings. When incorporating games into the classroom, teachers must be mindful of this and manage the game appropriately. They should ensure that everyone participating has a positive experience, as the classroom should not evolve into a space where students feel exposed or targeted. Additionally, it is crucial to acknowledge that not all games are suitable for the classroom or all student groups, and finding the right game can be challenging. When selecting a game, it's beneficial to consider that a successful educational game combines both entertainment and a level of difficulty (Imaniah, 2017).

To begin the game, the teacher should assess the group participating in the game and establish a specific objective that the game aims to achieve for the group. It can be challenging to choose a suitable game tailored to a particular group of students working towards a specific goal. Additionally, teachers need to ensure a thorough explanation of the game rules with clear instructions before initiating the activity. While the game is in progress, it is crucial for teachers to observe and be prepared to offer assistance without unnecessarily disrupting the game's flow, as this could impact the participants' engagement. Following the game, planning a follow-up activity is advisable, providing students with time to reflect on the game and its outcomes. The

examples of games to teach English for young learners as follows: tic-tac-toe, oral matching, run to the board, puzzle, scrambler, wordwall, concentration, etc. (Imaniah, 2017).

## **B. EYL (English for Young Learners)**

### **1. English Young Learners**

English for Young Learners (EYL) refers to the language education designed for elementary school students aged 6–12. These students are categorized into two groups: a younger group, ranging from 6 to 8 years old, and an older group, ranging from 9 to 12 years old. The division is further based on grade levels, with lower-class students encompassing grades 1, 2, and 3, and upper-class students including grades 4, 5, and 6. Scott and Ytreberg define young learners as those aged between 5 and 11 years old. Slattery and Willis further classify them into two subgroups: very young learners, who are under 7 years old, and young learners, who are 7 years and older. In summary, based on the explanations provided, a young learner is generally considered a student who begins learning English from the age of 7 onwards (Imaniah, 2017).

The young learners in this research are in elementary school, aged six to twelve years old. Young learners have unique qualities that differ from adults. Young learners engage in physical activity and "learn by doing." Young learners have various qualities, like being emotionally excitable, learning more slowly and forgetting things rapidly, being self-centered and focused on their own world, and being bored easily. However, they are great mimics and can remain focused for remarkably extended periods of time if engaged. They are often distracted, but they are also quite energetic. These qualities include their style of thinking for themselves, attitude, and aptitude (Sumarlam & Pamungkas, 2019).

Elementary school students, as young learners, exhibit distinct characteristics that set them apart from adult learners. These young learners find great joy in engaging in playful activities, fueled by their abundant imaginations and fantasies. It is imperative for prospective primary school

teachers to comprehend the world of these young learners and acquire proficiency in both spoken and written English. Additionally, teachers need the capability to instruct using English as the medium of communication during the teaching and learning activities in the classroom. Furthermore, English teachers in primary schools should possess effective communication skills in English and the ability to teach the language with proficiency (Kusmaryati, 2020).

In major cities, teaching English to young learners was regarded as essential. Many parents compete to have their children acquire English at an early age. This is how these schools cope with the phenomenon and how they may provide efficient and effective instruction. When teachers teach English to children, they improve their level of knowledge.

## 2. The Characteristic of Young Learners

In the study conducted by Septy and Petrus, their findings reveal the distinctive features of young learners. Young learners are described as active participants in the learning process, utilizing their senses to grasp information and responding to language through tangible objects. They exhibit a keen interest in physical movements and real-life activities, which serve to stimulate their cognitive abilities. Teaching strategies that incorporate enjoyable activities, playfulness, and an element of fun tend to evoke enthusiasm in these young learners, optimizing their learning experiences. Given the differences between young learners and adults, it is crucial for teachers to have a detailed understanding of their specific characteristics, which are outlined as follows: (Septy Lesia & Petrus, 2021)

- a. Engaging in activities and learning through hands-on experiences.
- b. Demonstrating a heightened interest and curiosity toward various subjects.
- c. Possessing the ability for learning indirectly.
- d. Lacking the ability to think in abstract terms but excelling in imitation.
- e. Expressing oneself verbally, being talkative, and showcasing creativity despite having a limited vocabulary and understanding of grammar.

f. Demonstrating the capacity to comprehend meaning and exhibiting a rich world of imagination.

### 3. Learning Style of English Young Learners

According to Aslamiah there are three characteristic learning styles in young learners, as follows: (Aslamiah, 2022)

#### a. Auditory of Language Young Learner

- 1) Retain information through verbal expression.
- 2) Require verbal explanations for better understanding.
- 3) Encounter challenges with written instructions.
- 4) Engage in self-talk when learning new concepts.
- 5) Prefer participating in group discussions rather than working independently.

#### b. Visual of Language Young Learner

- 1) Recalling visual specifics.
- 2) Favoring visual aids for a better understanding of the content.
- 3) Requiring the availability of paper and pens.
- 4) Engaging in doodling while listening.
- 5) Preferring written instructions or demonstrations for better comprehension.

#### c. Kinesthetic of Language Young Learner

- 1) Prefer engaging in hands-on activities related to the topic or subject being discussed.
- 2) Enjoy moving around while listening or engaging in conversation.
- 3) Frequently use gestures or expressive hand movements during communication.
- 4) Prefer tactile learning and understanding through touch.
- 5) Recall events by remembering the actions of individuals rather than focusing on verbal information.

## C. Interactional Games

### 1. The Meaning of Game

In Bendo and Erba's research, various definitions of the term "games" are outlined according to Webster's Desk dictionary. These include: (a) engaging in playful activities for amusement, particularly enjoyed as a pastime by children; (b) participating in competitive activities that involve skill, chance, or endurance, adhering to established rules; (c) referring to a specific instance of such an activity; (d) the accumulation of points needed for victory; and (e) describing a specific manner or style of playing in a competitive setting. Additionally, in the context of foreign language teaching, games are described as a form of play with rules, serving as an effective teaching method that enhances the enjoyment of learning for the students (Bendo & Erbas, 2019).

Jones mentioned in Bakhsh's research that a game could involve one or more players engaging in competition or collaboration while adhering to a predetermined set of rules. According to Rogers, gaming is characterized by defined objectives, rule-based structures, and a competitive nature, providing a sense of closure and actively involving students. Gibbs offered a definition of games as activities carried out by decision-makers cooperating or competing to achieve their goals within a specified rule framework. Games are considered closed activities with a clear beginning and end, culminating in a winner who determines the conclusion of the game (Bakhsh, 2020). Participation in games necessitates both cooperation with teammates and competition against opposing teams or players. Throughout the gameplay, young learners are prompted to utilize language, repeat patterns, and enhance their skills. Players can communicate using words, mime, body movements, and gestures, ensuring an enjoyable and unpredictable experience (Bakhsh, 2020).

## 2. Interactional Games

Through engaging in interactional games, an individual not only promotes muscular development but, more significantly, employs their emotions, feelings, and thoughts. Enjoyment serves as a primary component



of interactional games, as individuals tend to participate as long as the activity provides entertainment. When boredom sets in, participation in interactional games naturally diminishes. It's important to note that involvement in interactional games doesn't equate to wasting time or neglecting responsibilities; rather, it leads to the acquisition of real-life experiences. Through interactive games, individuals discover their strengths and weaknesses, identify their interests, learn how to complete tasks within a play context, and more. Interactional games play a pivotal role in holistic development, encompassing physical, emotional, mental, intellectual, creative, and social aspects. Individuals who have ample opportunities to engage in play tend to be more sociable, creative, and intellectually adept compared to those with limited play opportunities (Silalahi, 2019).

Kinds of interactional games according to Sara's research as follows (Sara, 2018):

- a. Information Gap Games: In this activity, participants hold information that others need to complete a task. For example, one person may hold a drawing, and their partner must recreate a similar drawing by listening to the instructions of the person holding the original. Information gap games can involve a unilateral information gap, such as the drawing game mentioned above, or a bilateral information gap, where each person has different information. This is evident in tasks such as Spot-the-Difference, where individuals are presented with slightly different illustrations and the goal is to identify the differences.
- b. Board Games: A board game is any game where players move or place stands or pieces on a board or pre-marked platform in accordance with predetermined rules. Scrabble stands out as a widely favored board game that specifically emphasizes language skills. The example of board game is run to the board game.
  - 1) Run to the Board Game
    - a) Definition of Run to the Board Game

Run to the board game is for two students or two group to "race" from one end of the classroom to the board at the opposite end and write vocabulary related to the chosen topic on the whiteboard (Pratiwi & Nur, 2019). According to a book written by Hinebaugh on Chotimah and Astiyandha's research, run to the board game education is a fun and useful resource for parents, educators, teachers, and board game player. Readers can learn interesting historical tidbits and lesser-known details about popular classic board games in this magazine. "A Board Game Education" also provides insightful advice on how to modify and expand these classic board games in order to more successfully reinforce a variety of fundamental academic concepts and abilities (Chotimah & Astiyandha, 2022).

Based on the findings of Chotimah and Astiyandha's research, Halliwell suggests that incorporating board games into the English classroom is essential because of the creative language skills that learners bring to the classroom. To facilitate this, teachers should create a communicative environment where students feel free to express themselves. In addition, since the language used in activities can be unpredictable, teachers are advised to motivate learners to actively construct language on their own. This underscores the importance and usefulness of board games, which not only provide fun but also instill a desire to communicate and introduce predictability into the learning process (Chotimah & Astiyandha, 2022).

A variation stemming from traditional board games is the board run game, providing an enjoyable avenue for learners to apply their language skills within a competitive framework. This game can also serve as a warm-up activity at the onset of a class, effectively assessing students' prior knowledge and what they have already learned. Board runs facilitate increased engagement in the

classroom, requiring students to step out of their seats and move while undertaking specific tasks, as argued by Akhmed. In the context of language classes, Akhmed contends that board runs are most effective when focused on a single topic necessitating multiple answers, such as verb conjunctions. Each person on the team typically provides one response. In essence, the game encourages the active participation of all students under the guidance of the teacher, fostering an interactive classroom environment (Akhmedov, 2020).

b) Steps of Playing Run to the Board Game

Below are the general steps of playing run to the board game according to (Pratiwi & Nur, 2019):

- 1) The teacher will divide the class into two groups and allocate a colored marker to each team. In the case of a larger class, it might be more effective to form smaller teams of 3 or 4 students.
- 2) A vertical line will be drawn in the middle of the board by the teacher, and a topic will be written at the board's top.
- 3) Subsequently, students are tasked with writing as many words related to the topic as instructed by the teacher. This is to be done in the format of a relay run.
- 4) Each team gets one point for each correct word submitted. Words that are not clearly written or misspelled do not count. However, since this game is designed to evaluate individual students, the evaluation will focus more on each student's performance, even if they are organized into groups.

c. Role Play Games: The terms role play, drama, and simulation are occasionally used interchangeably, yet they can be distinguished from each other.

d. Matching Games: As indicated by its name, participants are required to discover a corresponding match for a word, picture, or card. For instance, students arrange 30 word cards, consisting of 15 pairs, in a random face-down order. Each individual flips over two cards simultaneously, aiming

to reveal a matching pair by relying on their memory. The example of matching game is puzzle.

#### 1) Puzzle Game

Puzzle is a riddle or disassembly, puzzle game is a simple media that is played with disassembly. Puzzle games are aimed at solving a particular problem. "Puzzle games" are a type of game that involves problem solving and creative thinking. In general, puzzle games consist of several pieces that must be arranged to form a certain image or pattern. Popular types of puzzle games include jigsaw puzzles, crossword puzzles, and sudoku. Apart from being entertaining, puzzle games can also help train cognitive and memory skills (Johnson, 2019).

#### 2) Color Mathing Game

Players need to match colors or avoid certain colors to achieve the goal of the game. For example: Color Switch, Color Lines (Cavallini & Csillag, 2021).

#### 3) Animal Matching Games

The player matches pictures of similar animals or pairs of matching animals. For example: Animal Match, Peekaboo Barn (Cavallini & Csillag, 2021).

e. Exchanging Games: In these activities, students swap cards, various objects, or ideas. Numerous card games, including those designed for children, belong to this classification.

### 3. Advantages of Interactional Games

Sofyan has identified several advantages to incorporating interactional games as a teaching technique for instructing young learners in speaking. Firstly, interactional games serve as a means to vary the pace of a lesson and sustain motivation. Secondly, they promote student interaction and communication. Thirdly, interactional games contribute to the expansion of students' vocabulary while diminishing the dominant role of the teacher in the classroom. Fourthly, they function as a testing tool by highlighting areas of

weakness and indicating the need for remedial work. Fifthly, interactional games prompt students to actively engage in problem-solving relevant to their experiences. Sixthly, they can be strategically used to break up lengthy formal teaching units and revitalize students' energy before returning to more formal learning. Seventhly, interactional games are both motivating and challenging. Eighthly, they aid students in establishing and maintaining the effort required for learning. Ninthly, vocabulary interactional games introduce real-world contexts into the classroom, fostering flexible, meaningful, and communicative use of English. The last, interactional games, typically involve friendly competition, sustaining student interest in language learning. Lastly, they contribute to facilitating the retention of new words by making the learning process more enjoyable and memorable for students (Sofyan et al., 2019).

#### **D. Review of Relevant Studies**

Based on several sources related to this research, there are some previous research related to the topic of this research:

The first research was conducted by Elisabeth Adinda Sekar Suryaningsih, entitled *Implementing Games in Teaching English to Young Learners in Indonesia*, in 2023. The objectives of this study were to identify the implementation of games to teach young learners from the perceptions of English language teachers, such as how the game is used in the classroom, how to select appropriate games, and the challenges in implementing games in the teaching and learning process. The kind of research was a qualitative descriptive study. The research instruments used were a set of interview guides and an unstructured interview. The research results showed that the steps of implementation of games were selecting suitable games, determining rules and showing students how to play them (Suryaningsih, 2023). This research has similarities, both of which discuss the implementation of games in teaching English. The difference between this article and this research was that the article technique collected the data with a kind of unstructural interview, while this research technique collected the data with a kind of semi-structured interview.



The second research was conducted by Sahar Ameer Bakhsh, entitled *Using Games as a Tool in Teaching Vocabulary to Young Learners*, in 2020. The purpose of this article was to provide evidence that games are effective tools when designed to demonstrate vocabulary and make it easier to remember the meanings. This article explained the significance of game implementation in vocabulary teaching and the ways in which game use is helpful. It then examined the practical implications of implementing games to teach vocabulary, such as the implementation of vocabulary games and some examples of games that may be implemented to teach vocabulary to young learners. Qualitative descriptive methods were used in this article (Bakhsh, 2020). This research has similarities, both of which discuss the implementation of games in teaching English to young learners. The difference between this article and this research was that the article focused on vocabulary games, while this research focused on interactional games.

The third research was conducted by Alfi Diotama Saputra, Livia Septiani, Rezki Adriani, and Hanna Sundari, entitled *Game-Based English Learning for Young Learners: A Systematic Review*, in 2021. The purpose of this article was to investigate the application of game-based English learning for young learners. The finding of the study showed that game-based English learning was very common among Indonesian young learners of English between 2011 and 2021. In 2020, the prevalence of game-based English learning was very popular. In addition, the most frequently used research method in game-based English learning research was the quantitative method. Furthermore, game-based English learning was most commonly implemented at the primary school level, and the most commonly learned language skill was to improve vocabulary skills (Saputra et al., 2021). This research has similarities, both of which discuss games in teaching English to young learners. The difference between this article and this research is that the article used the quantitative method, while this research used the qualitative method. The next difference was that this article's analysis of challenges, advantages, and effectiveness related to the use of game-based English learning for young learners was also illustrated, while this research

discussed how to implement interactional games in teaching English for young learners from the planning, implementing, and evaluation perspectives.

The fourth research was conducted by Ni Luh Ayu Budi Hari Ningsih, entitled *The Importance of Game-Based Learning in Teaching English for Young Learners in the 21st Century*, in 2023. This article focused on conducting a systematic review of studies on game-based learning for primary school learners in Indonesia in the 21st century. Based on the article's findings, game-based learning has benefits in the teaching and learning process of English by making learning engaging, making it easier for young learners to comprehend content such as vocabulary learning, and influencing students' ability to develop their imagination, basic reasoning, and developing digital proficiency. This article used a systematic review strategy called a literature review (Ningsih, 2023). This research has similarities, both of which discuss games in teaching English to young learners. The difference between this article and this research is that the article used the literature review method, while this research used the qualitative method. The next difference is that the article focused on game-based learning for elementary school students, while this research focused on interactional games in teaching English to young learners.

## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Type of the Research**

In accordance with the focus of the research, the problem concerned the implementation of interactional games in teaching English for young learners at MI Muhammadiyah Patikraja. To obtain real and accurate data, the research employed a qualitative approach with a descriptive type of research. Qualitative approaches were based on text and picture data, involved distinct data processing procedures, and used a variety of models. Writing a method part for a concept or study for qualitative research required educating readers about the intent of qualitative research, mentioning specific designs, carefully reflecting on the role of the researcher in the study, drawing from an ever-expanding list of types of data sources, using specific protocols for recording data, analyzing the information through multiple steps of analysis, and mentioning approaches for documenting the methodological (Creswell, 2018). Based on the theories above, this research used a descriptive-qualitative approach. By using observation, interview, and documentation methods, and by presenting and describing data, this research tried to explain existing phenomena without manipulating data.

#### **B. Location and Time of the Research**

The location and time of the research conducted by the author were as follows:

##### **1. Location of Research**

The research was conducted at Madrasah Ibtidaiyah Muhammadiyah Patikraja, which was located at Jl. Raya No. 9, Patikraja District, Banyumas Regency, Central Java 53171, Indonesia. MI Muhammadiyah Patikraja was a school under the auspices of the Ministry of Religious Affairs that serves the teaching of elementary school education in Banyumas Regency. This research chose MI Muhammadiyah Patikraja because the school has a bilingual program with the assumption that the teacher has taught English well in that school. MI Muhammadiyah also has extracurricular English, but more

importantly, the teacher used interactional games in teaching English for young learners at MI Muhammadiyah Patikraja.

## 2. Time of the Reseach

The research period was conducted for one month, from November 9, 2023, to December 9, 2023, at MI Muhammadiyah Patikraja.

No.	Observation	Date
1	Observation 1	November 13 <sup>th</sup> , 2023
2	Observation 2	November 15 <sup>th</sup> , 2023
3	Observation 3	November 17 <sup>th</sup> , 2023
4	Observation 4	November 21 <sup>st</sup> , 2023

No.	Interview	Date
1	Interview 1	December 4 <sup>th</sup> , 2023
2	Interview 2	December, 5 <sup>th</sup> , 2023

## C. Subjects and Objects of the Research

The subjects and objects in this study were as follows:

### 1. Subjects of the Research

The research subject was the place where the research variable data could be obtained (Siyoto & Sodik, 2015). Based on this research, which concerns the implementation of interactional games in teaching English for young learners at MI Muhammadiyah Patikraja, English teachers and students were the subjects of this research. There were three English teachers at MI Muhammadiyah Patikraja. This study chose only two English teachers because only two English teachers used interactional games in the class. This research chose two classes to be used as research subjects, which were grade 6 with 17 students and grade 3 with 18 students.

### 2. Object of the Research

The object of this research was the implementation of interactional games in teaching English to young learners at MI Muhammadiyah Patikraja.

#### **D. Technique of Collection Data**

Technique of collecting data in this research as follows:

##### **1. Observation**

Observation was one of the techniques for collecting research data through observing and sensing. This research created a report based on what was seen, heard, and felt during the observation. Observation was conducted to get a more real and detailed description of an event or occurrence. The important purpose of observation was to provide this research with a realistic representation of a behavior or event related to the activities of the object of research (Fiantika, 2022).

This research used the non-participant observation method. In non-participant observation, the researcher was not involved and only as an independent observer. The observer only remained an observer without any involvement in the matter to be studied. The observer only observed, saw, heard, and recorded the results of his observations from the data source. After the observer observed the data source, the observer recorded, analyzed, and then could draw conclusions about the data source (Danuri & Maisaroh, 2019). This research did the observation by recording with a mobile phone, capturing images of the observation process, and taking field notes.

##### **2. Interview**

An interview was a form of dialogue conducted to obtain information from respondents (Thalha Alhamid, 2019). Interviews were conducted to obtain information that could not be obtained through observation or questionnaires. This was because this research could not observe everything. Not all data could be obtained by observation. Therefore, the interviewer must ask questions of the participants. Questions were very important to capture people's perceptions, thoughts, opinions, and feelings about a symptom, event, fact, or reality. By asking questions, this research gets into the realm of other people's thoughts, gets what was in their minds, and understands what



they think. Because people's perceptions, feelings, and thoughts were meaningful, understandable, and could be made explicit and analyzed scientifically (Raco, 2018).

This research used semi-structured interviews. Semi-structured interviews conducted by the researcher were flexible when compared to structured interviews. The purpose of this semi-structured interview was to find problems more openly, where the informants to be interviewed were asked for their opinions, and ideas, and the researcher only needed to listen carefully and record what was stated by the informant (Fiantika, 2022).

### 3. Documentation

According to Yin, the activity in analyzing the content of documents was called content analysis, because in that activity this research not only records the important contents expressed in the document, but also understands the meaning implied in the document carefully, thoroughly, and critically (Nugrahani, 2014). The documents used as data source of this research included course outline (RPP): The course outline was a guideline for teachers to implement interactional games teaching and learning activities in order to be more focused and effectively and efficiently managed.

## **E. Technique of Data Analysis**

### 1. Data reduction

After the data was obtained, selecting and summarizing the data from interviews, observations, and documentation and focusing on which data could be taken. This activity summarizes and selects the data that has been collected and focuses on the main things to find patterns or themes related to the implementation of interactional games in teaching english for young learners at MI Muhammadiyah Patikraja. in accordance with the problem statement.

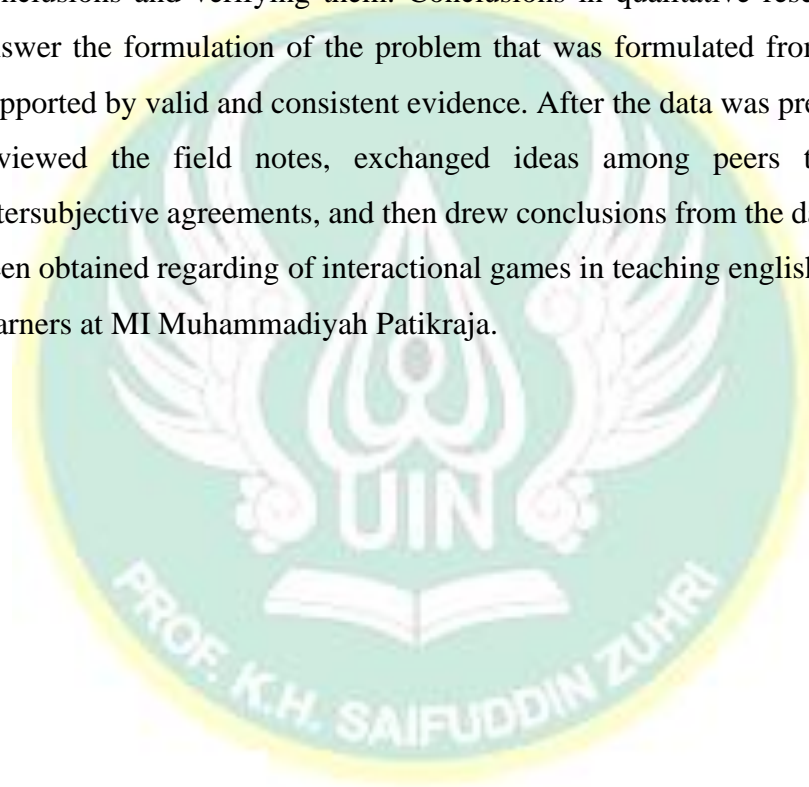
### 2. Data display

The data that has been obtained from the results of observations, interviews, and documentation in the form of writing, pictures, video, recording, or making a list. The data were presented by analyzing the reduced

data in a narrative form that made it possible to draw conclusions and take action. The next data presentation was interpreted and evaluated to plan the next action. In this activity, re-describe the data that has been reduced regarding perceptions and understandings of the form of implementation of interactional games in teaching english for young learners at MI Muhammadiyah Patikraja in accordance with the focus of the topic.

### 3. Verification

The third step, according to Miles and Huberman, was drawing conclusions and verifying them. Conclusions in qualitative research could answer the formulation of the problem that was formulated from the start, supported by valid and consistent evidence. After the data was presented, we reviewed the field notes, exchanged ideas among peers to develop intersubjective agreements, and then drew conclusions from the data that had been obtained regarding of interactional games in teaching english for young learners at MI Muhammadiyah Patikraja.



## CHAPTER IV FINDINGS AND DISCUSSION

### **The Implementation of Interactional Games in Teaching English for Young Learners at MI Muhammadiyah Patikraja**

According to the results of this research on the implementation of interactional games in teaching English for young learners at MI Muhammadiyah Patikraja, it was found that the teacher has implemented the interactional games in three stages. The three stages are planning, implementing, and evaluating. Data was obtained through interviews with two English teachers and also observations made in two classes, for which interactional games were implemented. The researcher discussed the results of field research conducted at MI Muhammadiyah Patikraja, especially in grades 6 and 3, for the academic year 2023/2024. The data discussed is about the implementation of interactional games in teaching English for young learners. From how the teacher preparing the games, choosing what kinds of games, steps for playing the games, advantages of the games, and evaluation of the games. It will be discussed further how the implementation of interactional games in teaching English for young learners is in accordance with existing theories and previous research that relates to this research.

Teaching materials in English language mainly refer to authentic content, where the extent of the materials, the competency level, the subject competency, the material competency and the syllabus must be considered according to the background of the students and the needs of the institution. Thus, the authentic content can contribute significantly to the success of the program. Therefore, the English teaching materials are essential for the language-intensive program (Wahidiyati et al., 2023). Ma'rufah *et al.* also stated that there are various ways to maximize student interaction in the English language classroom. Focusing on the management of the classroom, including designing seating arrangements, reducing teacher-centeredness, facilitating group and pair activities, recognizing learners' contributions, and encouraging learners to practice discussing, presenting, debating, interviewing, and dialoguing in groups (Ma'rufah et al., 2022). The theory above is

in accordance with how MI Muhammadiyah Patikraja English teachers teach English in the classroom. Teachers teach English using an active learning approach as the stated in the following interview. Active learning is a learning approach in which students are actively involved in the learning process, participating directly in learning activities that require thinking, analysis, and interaction (Owens et al., 2020). This is obtained from the results of interviews with teachers.

*“Saya mengajarnya itu berpusat ke anak, bisa dibidang active learning. Active learning berarti guru menjadi fasilitator di kelas. Selain itu juga saya menerapkan gaya pembelajaran dimana belajar sambil bermain. Karena siswa kalau diajak bermain di kelas sangat antusias sekali, jadi tidak hanya bertumpu pada buku ajar siswa saja, akan tetapi materi pembelajaran kita selipkan dengan games, makannya kelas bahasa inggris itu terkenal ramai.”* (Interview with the teacher, December 5<sup>th</sup>, 2023)

*"My teaching is child-centered, we can say active learning. Active learning means that the teacher becomes a facilitator in the classroom. In addition, I also apply a learning style where learning while playing. Because students if invited to play in class are very enthusiastic, so it does not only rely on student textbooks, but we slip the learning material with games, so the English class is famous for being crowded."* (Translated)

According to the teacher's statement, The teacher focuses on student-centered teaching, which can be considered active learning. Active learning involves the teacher being a facilitator in the classroom. In addition, the teacher also implements a learning style where learning while playing. Students are very enthusiastic when being encouraged to play in class, not only relying on student textbooks, but the teacher's learning process is accompanied by games, therefore the English class is usually lively. This is related to Richard and Rodger, who said that teachers who use an active learning method in teaching English are adapted to the conditions and situations of their students to explain English material. This method is very unique, which means that the way it is applied is also different. Teachers who teach English using this method will also adjust to the culture, classroom conditions, and level of proficiency (Richard & Rodgers, 2001b).

Teachers at MI Muhammadiyah Patikraja often use group discussion and games, because both methods can adjust the conditions and needs of students.



Students respond very enthusiastically, because students can express their feelings. This is obtained from the results of interviews with teachers.

*“Metode yang saya gunakan di kelas untuk mengajar itu macam-macam, tapi yang paling sering itu yang jelas harus ada games dan group discussion. kita juga tidak hanya ceramah saja, tetapi lebih menampung anak-anak maunya apa si, model pembelajaran seperti apa si yang mereka mau.”* (Interview with the teacher, December 5<sup>th</sup>, 2023)

*“The methods that I use in class to teach are various, but most often it is clear that there must be games and group discussions. we also do not just lecture, but rather accommodate what the children want, what kind of learning model they want.”* (Translated)

The results of the interview above explain that the methods that the teachers use in the classroom to teach are various, but most of the time it is obvious that there have to be games and group discussions. The teacher also does not just give a speech but is responsive to what the children want and what kind of learning model they want. Teaching English to young learners was regarded as essential. Many parents compete to have their children acquire English at an early age (Oktavia et al., 2022). This is how these schools cope with the phenomenon and how they may provide efficient and effective instruction. MI Muhammadiyah Patikraja teachers have the skills to engage students' attention in order to be involved in learning activities. Teachers must have creativity and innovation in teaching English. One example is implementing games in the learning process. This is obtained from the results of interviews with teachers.

*“Saya sering menggunakan games dalam proses belajar mengajar, karena anak-anak MI itu kan masih tingkatan young learners masih senang bermain, apalagi untuk kelas 1,2,3 itu masih harus bimbingan ekstra, karena fokus mereka itu sering pecah, kelas sangat ramai, terkadang anak-anak masih suka lari sana sini, teriak kenceng, tidak mau menulis dan lain sebagainya sehingga management pengolahan kelas itu harus sesuai entah itu tingkatan materi ataupun gamesnya. Games inilah yang mengembalikan fokus anak. Karena masa mereka masih belajar sambil bermain. Harus kita motivasi dan bikin suasana belajar mereka asik”* (Interview with the teacher, December 4<sup>th</sup>, 2023)



*"I often use games in the teaching and learning process, because MI children are still at the level of young learners who still like to play, especially for grades 1,2,3 that still have to be extra guidance, because their focus is often broken, the class is very crowded, sometimes children still like to run here and there, shout loudly, don't want to write and so on so that the management of class processing must be appropriate whether it is the level of material or games. This game is what returns the child's focus. Because they are still learning while playing. We have to motivate them and make their learning atmosphere fun" (Translated)*

According to the teacher's statement, Teachers usually use games in the teaching and learning process because children at the elementary school level are still at the level of young learners who still like to play, especially in grades 1, 2, and 3. Students still need extra guidance. Students' focus is often shattered, the class is very crowded, sometimes children still like to run here and there, shout loudly, children do not want to write, and so on. Therefore, the management of class processing must be appropriate, whether it is the level of material or games. The game is what brings back the child's focus. Because students are still learning while playing, teachers must motivate them and make the atmosphere of learning fun. Elementary school students, as young learners, exhibit distinct characteristics that set them apart from adult learners. These young learners find great joy in engaging in playful activities and motivated by student's overactive imagination and fantasy (Kusmaryati, 2020). This is the same as what was revealed in previous study written by Ni Luh Ayu Budi Hari Ningsih that because young students have a high interest in activities related to games, this makes it easier for teachers to convey subject matter through fun and interesting methods, such as implementing games that are effective educational instruments (Ningsih, 2023).

Games in teaching English help students to improve their language skills and motivate the students. English games not only engage the children, but also through play and usually the students do not realize that they are learning until the time comes to show the student's skills. If truly possible and necessary to create a classroom where children not only learn, but also enjoy spending student's time there.(Khidirovna, 2021). This is also reinforced by the book written by Imaniah that when selecting a game, it's beneficial to consider that a successful educational

game combines both entertainment and a level of difficulty (Imaniah, 2017). The theory above is in accordance with the teacher used games to be implemented in teaching English. Because the teacher emphasizes more on the students' needs, so the teacher uses games in the learning process as a teaching strategy. The teacher in implementing games in the classroom also adjusts the theme and level of difficulty of the material, so that students can apply the games easily. This is what makes students feel motivated so that students are enthusiastic about following the learning process during class. This is obtained from the results of interviews with teachers.

*“Games yang sering digunakan lebih sering yang menggunakan papan tulis sama spidol, seperti run to the board, quis cepet cepetan, jawab, whishpering games, dan lain lain. Tapi yang paling saya sering pakai itu yang run to the board games.”*  
(Interview with the teacher, December 5<sup>th</sup> 2023)

*“Untuk games yang sering saya gunakan banyak si, seperti puzzle, wordwall, run to the board, hangman, dan lain lain. Tapi yang paling sering saya pakai itu yang wordwall dan puzzle.”*  
(Interview with the teacher, December 4<sup>th</sup> 2023)

*“The games that I often use are those that use the board and markers, such as run to the board, quiz, answer, whispering games, and others. But the ones I use the most are the run to the board games.”* (Translated)

*“There are many games that I often use, such as puzzle, wordwall, run to the board, hangman, and others. But the ones I use the most are wordwall and puzzle.”* (Translated)

From the results of the interview above, there are many types of games used, such as run to the board, quizzes, whishpering games, puzzles, wordwalls, and hangman. However, the most commonly used by teachers are run to the board, puzzles, and wordwalls. It can be concluded that there are many types of interactional games used by English teachers at MI Muhammadiyah Patikraja to be applied in the teaching and learning process. All types of interactional games that have been mentioned above are in accordance with the characteristics of young learners, because young learners like to be active, critical, and creative. According to Septy Lesia and Petrus that young learners are described as active participants in the learning process, such as engaging in activities and learning through hands-on experiences, lacking the ability to think in abstract terms but excelling in imitation,

and expressing oneself verbally, being talkative, and showcasing creativity (Septy Lesia & Petrus, 2021).

According to previous study written by Sahar Ameer Bakhsh that a game could involve one or more players engaging in competition or collaboration while adhering to a predetermined set of rules (Bakhsh, 2020). Bakhsh's theory is related to the games applied at MI Muhammadiyah Patikraja. Games that are often used are run to the board, puzzle, and wordwall. The games are a type of competition by collaborating with a group of groupmates by winning the most points. A board game is any game where players move or place stands or pieces on a board or pre-marked platform in accordance with predetermined rules (Silalahi, 2019). Wordwall is a learning platform that allows teachers to create various interactive activities, including games, quizzes and other learning activities (Sentani et al., 2022). Puzzle refers to a game that involves solving a riddle or putting together connected parts to form a picture or to create a result (Iman et al., 2019). From the three types of games, the teacher implements the same strategy, but the media used is different. The three types of games are included in the run to the board game type, this is because the games are carried out in groups, then each group races to win the most points. This is obtained from the results of interviews with teachers.

*“Karena disitu run to the board kan anak pegang board marker, mereka bisa menulis seleluasa mereka. Jadinya mereka merasakan jadi seorang guru bagaimana mereka berpikir mencari ide sendiri. Saya menggunakan game ini sudah lama, dari saya masuk berarti sekitar tahun 2021.”* (Interview with the teacher, December 5<sup>th</sup>, 2023)

*“Kenapa saya menggunakan puzzle dan wordwall games, yang pertama saya kan menggunakan games tidak hanya sembarangan saja ya, tapi saya mencoba beberapa games, ndilalah anak-anak tertarik dengan games tersebut, anak anak itu dengan adanya mereka gerak tidak hanya diam saja di kelas, mereka malah senang. Anak-anak itu masih sering bosenan, pinter-pinternya kita saja menyesuaikan kondisi anak. Yang pertama puzzle, yang kedua wordwall. Menyiapkan alat dan lain lain itu mudah. Disamping mereka sangat tertarik, persiapannya juga tidak terlalu ribet.”* (Interview with the teacher, December 4<sup>th</sup>, 2023)

*“Because in Run to the Board, children hold board markers, they can write as freely as they want. So they feel like a teacher how*

*they think to find their own ideas. I've been using this game for a long time, since I entered, which means around 2021."*  
(Translated)

*"Why do I use puzzles and wordwall games, first of all, I don't just use games carelessly, but I try several games, and the children are interested in these games, the children with their movements are not just silent in class, they are even happy. The children are still often bored, we just have to adjust the conditions of the children. The first is puzzle, the second is wordwall. Preparing tools and others is easy. Besides they are very interested, the preparation is also not too complicated."* (Translated)

From the results of the interview above, the reason why teachers choose run to the board games to be implemented in the classroom is because students hold board markers, students can write as freely as they want. Therefore, the students feel like a teacher how they think to find their own ideas. Besides that, the reason why teachers use puzzles and wordwalls is because preparing tools is easy, so it is not complicated and the students are interested. Chang and Cogswell suggest that integrating board games into language classrooms is a beneficial and enjoyable method, fostering effective communication skill development with low anxiety (Chang & Cogswell, 2008). This approach also helps students acquire communication strategies that can be easily utilized in real-world situations. According to Sinaga, Putri, Sukirlan's research that the findings of the study indicate a notable enhancement in students' speaking abilities when board games are employed as a teaching tool (Putri et al., 2019), therefore it can be concluded that run to the board games are recommended to be a teaching method in the classroom, because the students are delighted if they can express their feelings.

According Aslamiah there are three of characteristics learning style in young learners, as follows: auditory of language young learner, visual of language young learner, kinaesthetic of language young learner (Aslamiah, 2022). Run to the board, puzzle, and wordwall games have already fulfilled the criteria of young learners' characteristics. The first game is run to the board. Run to the board is included in the kinaesthetic learning style of language young learners because, in the game, students move, write, and run, where they can think critically accompanied by body movement. The second game is a puzzle. Puzzles belong to the visual learning style



of language learners and the kinaesthetic learning style of language young learners. Because in the puzzle game, the media used is the arrangement of pictures or words, the child runs to arrange the pictures or words correctly. In this game, the group that answers the question the fastest and correctly is the winner. The third game is Wordwall. Wordwall belongs to the auditory learning styles of language young learners, visual of language young learners, and kinaesthetic of language young learners. Wordwall uses a TV and a laptop as media because it is website-based. Thus, the material and the level of difficulty of the teacher can adjust to the conditions of the students. This is obtained from the results of interviews with teachers.

*“Sebelum kita mulai games, kita kasih gambaran dulu mau belajar tentang apa, melalui gambar, video, ppt, dll. oiya kalo run to the board itu harus kelas tinggi, karena kalo kelas rendah sebenarnya masih bisa tapi tidak efektif. Karena kelas rendah biasanya masih susah menulis, idenya juga terbatas. Kalau kelas tinggi kan sudah banyak kosa kata, mereka bisa ekspor sendiri. Bahkan kalau run to the board itu guru sometimes tidak menyadari bahwa ternyata kosa katanya melebihi dari ekpektasi yang saya harapkan. Seperti kemarin itu run to the board di kelas 5 tentang holiday places, ada water park, montain, zoo, cinema. Yang paling creative itu yang di grup water park and cinema. Mereka menemukan things that they can find in the holiday places. Grup yang kebagian di waterpark itu mereka menemukan lifeboy, slice, ticket counter, stolls, seperti itu saya belum mengajarkan padahal. tapi mereka berpikir sendiri padahal saya hanya memancing satu tempat holiday saja. Yaitu beach kan gampang lah ya, saya kasih contoh that things can find in the beach. Kemudian saya kembangkan lagi dengan tempat-tempat lainnya. Sebelum dimulai gamesnya tentu kita jelaskan ketentuan dan cara bermain. Sehingga anak juga tidak bingung” (Interview with the teacher, December 5<sup>th</sup>, 2023)*

*"Before we start the games, we first give an overview of what we want to learn about, through pictures, videos, ppt, etc. If we run to the board, it must be a high class, because if the low class actually can still do it but it is not effective. Because low grades are usually still difficult to write, their ideas are also limited. If the high class has a lot of vocabulary, they can export it themselves. Even if it's run to the board, the teacher sometimes doesn't realize that the vocabulary exceeds my expectations. Like yesterday's run to the board in 5th grade about holiday places,*



*there was a water park, montain, zoo, cinema. The most creative ones were in the water park and cinema group. They found things that they can find in the holiday places. The group that got the waterpark, they found lifeboys, slices, ticket counters, stolls, like that I haven't taught them yet, but they thought of it themselves even though I only asked for one holiday place. The beach is easy, I give examples that things can be found in the beach. Then I developed it again with other places. Before we start the games, of course we explain the rules and how to play. So that children are not confused"(Translated)*

From the results of the interview above, before the teacher starts the games, the teacher first gives an overview of what the students want to learn about through pictures, videos, ppts, etc. After the teacher explains the material, the teacher gives examples and develops the material. Run to the board game has to be high grade, because if the low grade is actually still possible but not effective, because low grades are usually still difficult to write, students' ideas are also limited. If the high school students already have a lot of vocabulary, they can explore on their own. Even if it's run to the board games, the teacher sometimes doesn't realize that the vocabulary exceeds the teacher's expectations.

To begin the game, the teacher should assess the group participating in the game and establish a specific objective that the game aims to achieve for the group. It can be challenging to choose a suitable game tailored to a particular group of students working towards a specific goal (Imaniah, 2017). Additionally, teachers need to ensure a thorough explanation of the game rules with clear instructions before initiating the activity. While the game is in progress, it is crucial for teachers to observe and be prepared to offer assistance without unnecessarily disrupting the game's flow, as this could impact the participants' engagement. Following the game, planning a follow-up activity is advisable, providing students with time to reflect on the game and its outcomes. Therefore, at the implementation stage of the interactional games, the teacher must have an outline, thus the games can be organized. The components of the implementation of interactional games in teaching English for young learners include:

#### **A. Planning Run to the Board Game**

Planning is essential to implementing run-to-the board game activities in the classroom. Planning helps teachers establish the obvious learning objectives of the game (Chang & Cogswell, 2008). Teachers ensure that the time spent on the game also supports the achievement of competencies and learning materials and therefore has appropriate time management. Teachers need to plan materials or questions that are appropriate to the students' level of understanding and ability. Planning involves preparing the lesson plan, materials and tools needed to run the game. Teachers need to ensure that whiteboards and markers are available and functioning properly. The teacher needs to clearly detail the rules of the game. This helps students understand the expectations and how to properly participate in the game. By planning carefully, teachers can ensure that the "run to the board" game is not only fun but also supports student learning effectively. Planning allows teachers to be more prepared and flexible in dealing with classroom dimensions. This is obtained from the results of interviews with teachers.

*“Dalam mempersiapkan game run to the board saya biasanya membuat RPP dulu, sebagai acuan dan menyusun strategi sehingga mudah dalam pengimplementasiannya. Tidak lupa untuk menyiapkan materi juga, karena run to the board games itu siswa bisa mengeksplor vocabulary, bahkan diluar ekpektasi saya mereka bisa menemukan lebih banyak vocab. Tidak lupa saya kasih gambaran dulu hari ini kita mau belajar apa ya? Misalnya ngasih gambar, video, atau ppt. Saya jelaskan sedikit materinya terus tanya jawab, kalau mereka sudah paham baru implementasi games run to the board. Karena games ini ngga bisa dilakukan di awal pembelajaran, sebenarnya bisa tapi nanti mereka tidak ada gambaran sama sekali. Jadi kita deliver materi dulu baru bisa memainkan games ini. Oiya paling penting itu kita atur dulu time menejemennya. Seperti yang sudah saya jelaskan di awal tadi ada rpp yang sudah dibuat sebagai acuan waktu juga bisa.”*  
(Interview with the teacher, December 5<sup>th</sup>, 2023)

*"In preparing run to the board games, I usually make lesson plans first, as a reference and strategize so that it is easy to implement. Do not forget to prepare the material too, because run to the board games students can explore vocabulary, even beyond my expectations they can find more vocab. I don't forget to give an overview of what we want to learn today. For*

*example, giving pictures, videos, or ppt. I explain a little bit of the material and then ask questions and answers, if they already understand, then implement the run to the board games. Because this game cannot be done at the beginning of learning, actually it can but later they will have no idea at all. So we deliver the material first and then we can play this game. The most important thing is that we set the time management first. As I explained at the beginning, there is an RPS that has been made as a time reference." (Translated)*

According to the teacher's statement, in planning the run to the board games, the teacher made a lesson plan, thus the implementation of the game proceeded effectively. Therefore, in the planning stage, first, the teacher prepares a lesson plan in which there are time allocations, materials, implementation stages of run-to-the board games, and evaluation. Second, the teacher prepares the material to be delivered by adapting to the needs of students and their vocabulary accordingly. When the game starts, students already have the knowledge to answer the questions. Third, the teacher prepares media and tools for run-to-the board games, such as whiteboards, markers, stopwatches, and so on. In the last one, the teacher prepares the evaluation by giving feedback, assignments, and assessment rubrics. This was also mentioned by Fazri *et al*, that lesson plans are documents prepared by teachers as a guide to plan, implement, and evaluate the learning process in the classroom (Fazri et al., 2020). The lesson plan provides a structured guide for teachers in structuring and implementing the learning process. It includes detailed steps, learning objectives, teaching strategies, and assessments. This is related to the previous study was written by Suryaningsih that lesson plans help teachers organize learning by detailing the time allocation for each learning component, such as material delivery, interactive activities, discussion, and assessment (Suryaningsih, 2023).

## **B. Implementing Run to the Board Game**

One of the implementations of subjects that use the interactional games in teaching learning for young learners at MIM Patikraja is English. The stages of implementing learning at MIM Patikraja are in accordance with Widyanto and Wahyuni's theory that there are three stages of implementing the learning

process, consisting of the opening, main, and closing stages (Widyanto & Wahyuni, 2020). This is also evidenced by observations of participats in the learning process in the classroom, which was held on Monday, November 13<sup>th</sup>, 2023. The stages are as follows:

### 1. Opening Activities

The opening stage in English learning is the initial part of the learning session that aims to prepare students psychologically and introduce the topic or learning objectives (Widyanto & Wahyuni, 2020). This is based on field note.

*Field Note:*

*Untuk awal kegiatan mengajar guru mengucapkan salam dan berdoa, kemudian guru menyapa dan dilanjutkan absensi. Guru mengulas materi dan melakukan brinstorming, setelah itu guru menayangkan sebuah video tentang countable dan uncountable noun. (November 13<sup>th</sup>, 2023)*

*At the beginning of the teaching activity, the teacher said greetings and prayed, then the teacher greeted and continued with attendance. The teacher reviews the material and conducts brainstorming, after which the teacher shows a video about countable and uncountable nouns.(Translated)*

According to the field note, teachers can start the learning by giving salam and greetings to the students. This creates a positive environment that is encouraging and supportive. The teacher can check the students' attendance and ensure that all students are present in the class. The teacher conducts a light warm-up activity to energize and focus the students' attention. The teacher can start by showing a picture or a short video related to the learning topic. This can generate students' interest and stimulate conversation. The teacher explains the learning objectives of the day, telling students what they will learn or achieve during the learning session. Engage students in brainstorming or concept map-making activities to stimulate their thinking on the topic to be covered. The teacher can give short questions as brain warmers, which can generate discussion or stimulate students' thinking. The teacher provides opportunities for students to share something about themselves. The



aims of this opening stage are to create a positive atmosphere, generate students' interest, and prepare them for the learning process that will be experienced (Fazri et al., 2020). This can help students feel comfortable and motivated to learn.

## 2. Main Activities

The main stage in English language learning is when the teacher directly conveys the main subject matter or language concepts to the students (Widyanto & Wahyuni, 2020). In this main stage, the teacher explains the material only a bit because, at this meeting, the teacher used run to the board games. The first core stage is to convey the material, followed by questions and answers. Then the teacher gives examples of the material that has been explained. This is based on field note.

*Field Note:*

*Pada tahap inti, guru menyampaikan materi dengan tema countable and uncountable noun. Guru mepaparkan materi dengan media power point, kemudian setelah menjelaskan materi, guru membuka sesi tanya jawab. Setelah sesi tanya jawab selesai, guru memberikan contoh benda yang menggunakan countable dan uncountable noun. Kemudian guru juga memberikan contohnya dalam penggunaan kalimat. (November 13<sup>th</sup>, 2023)*

*In the main stage, the teacher presents the material with the theme of countable and uncountable nouns. The teacher presented the material with power point media, then after explaining the material, the teacher opened a question and answer session. After the question and answer session is over, the teacher gives examples of objects that use countable and uncountable nouns. Then the teacher also gives examples in the use of sentences. (Translated)*

According to the field note, in the next main stage, namely processing information, the teacher presented the material with the theme of countable and uncountable nouns. The teacher presented the material with PowerPoint media. After explaining the material, the teacher opened a question-and-answer session. After the question-and-answer session, the teacher gave examples of objects that use countable and uncountable nouns. The teacher



also gives examples of the use of sentences. Students bring various information obtained into the group discussion process, and students provide conclusions together on questions and problems and make reports to communicate with other groups in the process of joint discussion (Widyanto & Wahyuni, 2020). At this stage, the teacher starts a game called Run to the Board Games. An effective method of assessing students' recall of words taught in previous lessons is to use a recognition activity such as the "Run to the Board" game. This activity serves as a cognitive stimulus that requires students to recall from memory words that they have learned in previous sessions (Octaviani et al., 2019).

Run to the Board Game follows specific procedures to be executed efficiently. The teacher, serving as the facilitator in this game, organizes the process in distinct steps. According to Pratiwi and Nur's research, there are four steps to the Run to the Board game (Pratiwi & Nur, 2019). However, this research found six steps in implementing the run to the board game. This is based on the results of field notes that have been obtained during observation. The steps are divided:

- a) Split students into two teams and give each team a marker.

The teacher will divide the class into two groups and allocate a colored marker to each team. In the case of a larger class, it might be more effective to form smaller teams of 3 or 4 students. This is based on field note.



**Picture 4.1. Split Into Two Team With Numbering System**

*Field Note:*

*Guru membagi kelas belajar menjadi dua kelompok. Dua kelompok ini adalah Smart King dan Smart Queen yang dihasilkan dari metode berhitung. Karena jumlah siswa kelas 6 smart adalah 17 siswa, sehingga Smart King beranggotakan 8 siswa dan Smart Queen beranggotakan 9 siswa. Setiap kelompok masing-masing diberikan satu spidol. (November 13<sup>th</sup>, 2023)*

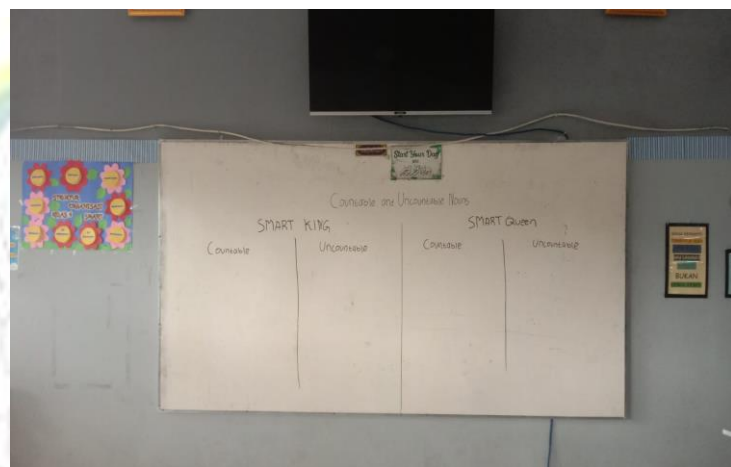
*The teacher divides the learning class into two groups. These two groups are Smart King and Smart Queen which are generated from the counting method. Since the number of students in the smart 6<sup>th</sup> grade is 17, the Smart King has 8 students and the Smart Queen has 9 students. Each group is given one marker pen each. (Translated)*

According to the field note, the teacher divides the learning class into two groups. These two groups are Smart King and Smart Queen which are generated from the numbering method. Considering that the number of students in the smart 6<sup>th</sup> grade is 17, the Smart King has 8 students and the Smart Queen has 9 students. Each group is given one marker from the teacher. Salmon J. Hukom mentioned that the first step is that the teacher divides the students into teams of five or six (Hukom, 2021). This is in contrast to the previous study that was written by Akhmedov. Akhmedov mentioned that the teacher divides the students into just two teams (Akhmedov, 2020). Because the class researched by Akhmedov has fewer

students than the class researched by Hukom. Thus, the number of teams in Akhmedov's class is less because the number of students is small. In this case, this research is the same as Akhmedov's research because the number of our teams is the same, which is divided into two teams.

b) Divide the board into two halves, one for each team.

A vertical line will be drawn in the middle of the board by the teacher, and a topic will be written at the board's top. This is based on field note.



**Picture 4.2. Divide The Board Into Two Halves**

*Field Note:*

*Setelah pembagian kelompok, guru membuat garis tengah di papan tulis untuk memisahkan antara sisi kanan untuk jawaban kelompok smart queen, sisi kiri untuk jawaban kelompok samart king. Dan sisi kanan kiri ditulis sesuai bagian kelompok masing-masing. Kemudian dibagian tengah atas papan tulis, guru menuliskan tema atau topik yang akan di mainkan. (November 13<sup>th</sup>, 2023)*

*After the group was divided, the teacher made a center line on the board to separate the right side for the answers of the smart queen group, the left side for the answers of the samart king group. And the right and left sides are written according to each group's section. Then in the top center of the board, the teacher writes the theme or topic that will be played. (Translated)*

According to the field note, after the group was divided, the teacher made a center line on the board to separate the right side for the answers of the smart queen group, the left side for the answers of the smart king group. The right and left sides are written according to each group's section. Then in the top center of the board, the teacher writes the theme or topic that will be played. According to Zaenal *et al.*, in the second step, instruct the two students to position themselves behind the teacher near the front of the class by the board. Provide each student with a marker of a different color. Pose a question related to a recent lesson or a topic emphasized during the day. For instance, it could be as straightforward as spelling a word or more intricate, like constructing a specific verb tense using a noun and verb that you communicate to them (Zaenal *et al.*, 2020). This is in contrast with this research because the teacher only provided two markers, and the color was the same, black. Then, related to the theme or topic, Zaenal's research emphasizes nouns and verbs. However, this research has the theme of countable and uncountable nouns. Hence, Zaenal's research and this research have different topics.

- c) The two groups each make a vertical line and give a student a topic that they have been learned.

The two groups each make a vertical line to the back with each group holding one marker and the topic given to students is the topic of the material that has been explained, because this game must be given a stimulus before being played. It's to make students understand the implementation of the game. This is based on field note.





**Picture 4.3. The two groups each make a vertical line**

*Field Note:*

*Setelah dibagi dua kelompok dan papan tulis sudah diberi garis tengah, kelompok Smart King dan kelompok Smart Queen berbaris sejajar dan vertikal ke belakang sesuai bagian kanan dan kiri yang sudah ditentukan di papan tulis. Kelompok Smart King berbaris di sisi kiri, kelompok Smart Queen berbaris di sisi kanan. Kemudian posisi yang terdepan adalah ketua kelompok masing-masing. Kemudian guru memberikan instruksi kepada murid syarat dan ketentuan bermain sesuai dengan materi yang sudah dijelaskan. (November 13<sup>th</sup>, 2023)*

*After the two groups have been divided and the whiteboard has been centered, the Smart King group and the Smart Queen group line up parallel and vertically backwards according to the right and left sections that have been determined on the whiteboard. The Smart King group lines up on the left side, the Smart Queen group lines up on the right side. Then the leading position is the leader of each group. Then the teacher gives instructions to students on the terms and conditions of play according to the material that has been explained. (Translated)*

According to the field note, after the two groups were divided and the whiteboard was lined up in the center, the Smart King group and the Smart Queen group lined up parallel and vertically back to the designated right and left sections on the whiteboard. The Smart King group lined up on the left side, the Smart Queen group lined up on the right side. Then the



leading position is the leader of each group. The teacher then instructs the students on the terms and conditions of the game. This is in contrast with the previous study that written by Zaenal *et.al.*, who said the teacher chose a pair of students from the class to "race" each other. Two students were then asked to stand behind the teacher at the front of the class, near the whiteboard. The teacher provided two markers of different colors and paired each student with one color (Zaenal et al., 2020). Therefore, the difference is in the number of students who play, if the previous study says only two students means individual, but this research uses a grouping system.

- d) Students must take turns running up to the board and writing the word that is related to the topic.

Students are tasked with writing as many words related to the topic as instructed by the teacher. This is to be done in the format of a relay race. This is based on field note.



**Picture 4.4. Writing As Many Words**

*Field Note:*

*Setelah kedua kelompok tersebut membuat barisan vertikal ke belakang dengan masing-masing kelompok memegang satu spidol untuk menjawab di papan tulis. Guru menginstruksikan kepada siswa bahwa dalam kelompok, mereka harus bergiliran maju ke papan tulis dan menuliskan kata yang berhubungan dengan topik tersebut. Hanya satu kata per orang. (November 13<sup>th</sup>, 2023)*

*After the two groups make a vertical line to the back with each group holding one marker to answer on the board. The teacher instructs the students that in groups, they should take turns going to the board and writing a word related to the topic. Only one word per person.(Translated)*

Based on the field notes, the two groups made a vertical line back to back, with each group holding one marker to answer on the board. The teacher instructs the students that in their groups, they should take turns going to the board and writing a word related to the topic. Only one word per person; after one person finishes writing one word, the student should pass the marker to the next player, who should run to the board. This is related to the previous study that was written by Sara who said that the students are then required to write down the number of words specified by the teacher that are associated with the given topic (Sara, 2018). This was also mentioned by Akhmedov that Subsequently, the students return to their teams and transfer the marker to the next player, who will proceed to the board to write the second-person singular form. The game persists until the entire verb is fully conjugated (Akhmedov, 2020).

- e) Once one person has written a word, students must give the marker to the next player, who must run up to the board.

In this step, students each take turns going to the whiteboard according to their rotation. This is based on field note.



**Picture 4.5. Give The Marker To The Next Player**

*Field Note:*

*Setelah masing-masing ketua maju ke depan untuk menulis kata di papan tulis sesuai dengan topiknya masing-masing, kemudian anggota kelompok secara bergantian maju ke depan untuk menulis kembali selagi waktu permainan masih berlangsung, setelah satu orang selesai menulis satu kata, siswa harus memberikan spidol kepada pemain berikutnya yang harus berlari ke papan tulis. Hal ini berkelanjutan sampai waktu bermain habis. (November 13<sup>th</sup>, 2023)*

*After each leader comes forward to write words on the board according to their respective topics, then group members alternately come forward to write back while the game time is still ongoing, after one person finishes writing a word, the student must give the marker to the next player who must run to the board. This continues until the playing time runs out. (Translated)*

Based on the field notes, after each leader comes forward to write words on the board according to their particular topic, then the group members in turn come forward to write back while the game time is still in progress, after one person finishes writing one word, the student must give the marker to the next player who must run to the board. This continues until the playing time runs out. Therefore, the responsibility of each group member is to write the word quickly and correctly. Because time management in this game is very important. This is in contrast with the previous study written by Pratiwi and Nur who mentioned that after the teacher chooses a topic or theme, the teacher tosses the marker to a far corner of the classroom and yells "Go!" or a similar command to start the run. The goal of the board run game is for two students to "race" from one end of the classroom to the board at the opposite end and write vocabulary related to the chosen topic on the whiteboard (Pratiwi & Nur, 2019). Hence, the difference with this research is that the students sprint to retrieve their markers, touch the wall, and then must return to the board to write down a vocabulary word from their thoughts.

- f) After 15 minutes, count up the words, and the team with the most words wins.

Each team gets one point for each correct word submitted. Words that are not clearly written or misspelled do not count. However, since this game is designed to evaluate individual students, the evaluation will focus more on each student's performance, even if they are organized into groups. This is based on field note.



**Picture 4.6. Count Up The Words**

*Field Note:*

*Setelah 15 menit berjalannya games, guru menghitung jumlah kata dengan kelompok secara bersama-sama. Guru mengoreksi dengan cara mengecek satu persatu satu kata yang sudah di tulis di papan tulis. Kemudian jika ada yang kurang tepat, baik itu typo ataupun salah dalam spelling maka itu tetap dianggap salah. Akan tetapi guru tetap meluruskan jika ada yang kurang tepat. Kelompok yang mempunyai kata terbanyak dengan dengan benar dan tepat maka kelompok tersebut pemenangnya. Setelah mengoreksi bersama, hasilnya adalah Smart King mendapatkan kosa kata benar 44 dari total kosa kata 56, memperoleh point 44 dan Smart Queen mendapatkan kosa kata benar 42 dari total kosa kata 50, memperoleh point 42. Smart king menjadi pemenang. (November 13<sup>th</sup>, 2023)*

*After 15 minutes of games, the teacher counts the number of words with the group together. The teacher corrects by checking one by one the words that have been written on the board. Then if there is something that is*



*not right, be it a typo or wrong spelling then it is still considered wrong. However, the teacher still straightens it out if there is something wrong. The group that has the most words correctly and precisely then the group is the winner. After correcting together, the result was that Smart King had 44 correct words out of 56 total words, earning 44 points and Smart Queen had 42 correct words out of 50 total words, earning 42 points. Smart king became the winner. (Translated)*

Based on the field notes, After 15 minutes of games, the teacher counts the number of words with the group collectively. The teacher corrects by checking one by one the words that have been written on the board. Then, if there is something that is not right, either a typo or a wrong spelling, it is still considered wrong. However, the teacher still straightens it out if there is something wrong. The group that has the most words correctly and precisely is the winner. After correcting together, the result was that Smart King had 44 correct words out of 56 total words, obtaining 44 points, and Smart Queen had 42 correct words out of 50 total words, obtaining 42 points. Smart King became the winner.

According to the previous study that was written by Mifta, Mifta mentioned that the last step in playing run to the board game is that, following a 3-minute duration, the teacher counts the total number of words. The team with the highest word and the answer true, thus counting, emerges as the winner (Mifta, 2020). This is also related to Sara's research that Each team earns a point for every accurate word. Unreadable, peculiar, or misspelled words are not included in the count (Sara, 2018). Additionally, there are differences between Mifta's research, Sara's research, and this research. The difference is in the duration of playing the game. In Mifta's research, the games have a duration of only 3 minutes. but Sara's research mentions the duration of answering 10 minutes. According to this research, the duration of the games is 15 minutes. In calculating the scores of the three researchs in the same way by counting



the total correct answers, one correct word means getting one point. then the total amount obtained.

From the observation, it can be concluded that there are six steps to playing run to the board game. This is based on field note.

*Field Note:*

*Langkah 1 Guru membagi siswa menjadi dua tim. Dan guru memberikan masing-masing tim sebuah spidol.*

*Langkah 2 Guru membagi papan tulis menjadi dua bagian, satu bagian untuk setiap tim.*

*Langkah 3 Guru memberikan siswa sebuah topik yang telah mereka pelajari di pelajaran sebelumnya.*

*Langkah 4 Guru menginstruksikan kepada siswa bahwa dalam tim, mereka harus bergiliran maju ke papan tulis dan menuliskan kata yang berhubungan dengan topik tersebut. Hanya satu kata per orang.*

*Langkah 5 setelah satu orang selesai menulis satu kata, siswa harus memberikan spidol kepada pemain berikutnya yang harus berlari ke papan tulis.*

*Langkah 6 setelah 15 menit, guru menghitung jumlah kata dan tim dengan kata terbanyak akan menang. . (November 13<sup>th</sup>, 2023)*

*Step 1: Split students into two teams and give each team a marker.*

*Step 2: Divide the board into two halves, one for each team.*

*Step 3: The two groups each make a vertical line and give a student a topic that they have been learned.*

*Step 4 Students must take turns running up to the board and writing the word that is related to the topic. Only one word per person.*

*Step 5: Once one person has written a word, students must give the marker to the next player, who must run up to the board.*

*Step 6: After 15 minutes, count up the words, and the team with the most words wins.(Translated)*

According to the field note, this research found that there are six stages to implementing run to the board game. Step 1: Split students into two teams and give each team a marker. Step 2: Divide the board into two halves, one for each team. Step 3: The two groups each make a vertical line and give a student a topic that they have been learned. Step 4 Students must take turns running up to the board and writing the word that is related to the topic. Only

one word per person. Step 5: Once one person has written a word, students must give the marker to the next player, who must run up to the board. Step 6: After 15 minutes, count up the words, and the team with the most words wins. Zaenal *et al.*, mentioned that the objective of a board run game is for two individuals to "compete" by moving from one side of the classroom to the board at the opposite end and inscribing the response to a question on the board. The person who completes writing the accurate answer first earns a point (Zaenal et al., 2020). This is related from the previous study written by Nurul Mifta who mentioned that the objective of the run to the board game is to engage two students in a competitive challenge where they race to write words on the board. Each student receives a designated topic and attempts to list as many words related to that topic as possible (Mifta, 2020).

### 3. Closing Activities

In the closing stage of learning, there are several activities that teachers do, among others (Widyanto & Wahyuni, 2020): (1) The teacher together with students summarizes the results of the discussion and provides reinforcement. At this stage the teacher summarizes the learning outcomes that have been taught by asking some important material points so that students can recall the material that has been taught. Before the class is closed, the teacher asks the students if there is anything that is still confused, they can ask. Then the final stage, (2) ends with greetings and prayers together. This is based on field note.

*Field Note:*

*Setelah guru mengoreksi secara bersama dengan siswa, guru mereview kembali materi yang sudah diajarkan. Kemudian siswa diberi tugas pekerjaan rumah untuk membuat 5 kalimat dari kata yang sudah ada di papan tulis. Kemudian guru menutup dengan doa dan salam. . (November 13<sup>th</sup>, 2023)*

*After the teacher corrects together with the students, the teacher reviews the material that has been taught. Then students are given homework assignments to make 5 sentences from the words on the board. Then the teacher closes with prayer and greetings. (Translated)*

Based on the field note, after the teacher corrected together with the students, the teacher reviewed the material that had been taught. Then students are given homework assignments to make 5 sentences from the words on the board. Then the teacher closes with prayer and greetings. According to Primayana's research that The teacher summarizes the essence of the material that has been taught during the learning session. This helps students review what has been learned. The teacher emphasizes the key points or main concepts that he or she wants to highlight in the students' minds (Primayana, 2020). This is related to this study because before the teacher closes the class, the teacher recalls the material that has been taught in a way that is not easy to forget.

### **C. Evaluating of Run to the Board Game**

In the evaluation stage, the teacher's activity is to assess the learning process that has been carried out. Evaluation is a tool to measure the achievement of goals. With evaluation, the quantity and quality of the achievement of learning objectives can be measured (Loilatu et al., 2020). The evaluation stage helps teachers assess the extent to which students achieve the learning objectives that have been determined through the game. Through evaluation, teachers can provide feedback to students on their performance during the game. This helps students understand their strengths and weaknesses, and gives direction for improvement. This is obtained from the results of interviews with teachers.

*“Setelah mereka selesai run to the board itu, kita cek satu per satu kosakatanya, kalau ada waktu kita spell bareng. Kita juga mengartikan kata yang sudah ditulis di papan tulis. Setelah kita hitung bersama nanti kan ketemu yang salah apa yang benar apa. Nah keesokan harinya di review lagi kosa kata tersebut. Coba dibikin kalimat atau ada di dalam teks. Jadi seterusnya akan dipakai kalimat-kalimat itu.” (Interview with the teacher, December 5<sup>th</sup>, 2023)*

*"After they finish the run to the board, we check the vocabulary one by one, if there is time we spell together. We also interpret the words that have been written on the board. After we count together, we will find out what is wrong and what is right. The next day we review the vocabulary again. Try to make a*

*sentence or in the text. So in the future, those sentences will be used." (Translated)*

According to the interview above, after the students finish playing run to the board, the teacher checks the vocabulary one by one; if there is time, the teacher and students spell together the vocabulary. The teacher also interprets the words that have been written on the board. After that, the teacher counts together to find out what is wrong and what is right. The next day, the teacher and student review the vocabulary again. The student tries to make a sentence in the text. Therefore, those sentences will be used in the future. This is related to the previous study that was written by Pratiwi and Nur who mentioned that the implementing this kinesthetic game effectively generated an enjoyable atmosphere during the teaching and learning process, leading to an improvement in students' vocabulary mastery (Pratiwi & Nur, 2019).

This is further supported by the results of previous study, particularly a study conducted by Putri, Sinaga, and Sukirlan. Their research revealed significant differences in student behavior before and after the incorporation of board games. Following the implementation of board games, students exhibited increased confidence in speaking, greater participation, and a willingness to respond to the teacher's inquiries. Moreover, their spoken language fluency improved, and they actively engaged in speaking activities. The introduction of board games fostered a friendly atmosphere, cultivating students' interest, excitement, and enthusiasm in learning through enjoyable language expression exercises. (Putri et al., 2019).

Another discovery was mentioned by Syaputra et al. According to the research results, there were enhancements in students' speaking skills following the incorporation of board games. It was mentioned that students actively engaged in the activities and demonstrated confidence, overcoming any hesitation or shyness to speak English. Their enthusiastic involvement in speaking activities contributed to improvements in various aspects of speaking, encompassing comprehension, fluency, vocabulary, pronunciation, and grammar (Syaputra et al., 2023).

Therefore, based on the results of both previous studies and this research, it can be concluded that the implementation of interactional games in teaching English for young learners, especially run to the board games, is beneficial to the English teaching-learning process. Its appropriateness for collaborative team activities allows students to express their thoughts in English while enjoying the interactive and entertaining nature of the learning experience with their teammates.





## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the findings and discussion, it can be seen that on the implementation of interactional games in teaching English for young learners at MI Muhammadiyah Patikraja, there are three stages. The three stages are planning, implementing, and evaluating. In the planning stage, first, the teacher prepares a lesson plan in which there are time allocations, materials, implementation stages of run-to-the board games, and evaluation. The teacher made a lesson plan, thus the implementation of the game proceeded effectively. Second, the teacher prepares the material to be delivered by adapting to the needs of students and their vocabulary accordingly. When the game starts, students already have the knowledge to answer the questions. Third, the teacher prepares media and tools for run-to-the board games, such as whiteboards, markers, stopwatches, and so on. In the last one, the teacher prepares the evaluation by giving feedback, assignments, and assessment rubrics.

One of the implementations of subjects that use the interactional games in teaching learning for young learners at MI Muhammadiyah Patikraja is English. The stages of implementing learning at MI Muhammadiyah Patikraja there are three stages of implementing the learning process, consisting of the opening, main, and closing stages. In the opening stage, teachers can start the learning by giving salam and greetings to the students. The teacher can check the students' attendance and ensure that all students are present in the class. The teacher conducts a light warm-up activity to energize and focus the students' attention. The teacher can start by showing a picture or a short video related to the learning topic. The teacher explains the learning objectives of the day, telling students what they will learn or achieve during the learning session. Engage students in brainstorming or concept map-making activities to stimulate their thinking on the topic to be covered. The teacher can give short questions as brain warmers, which can generate discussion or stimulate students' thinking. The teacher provides opportunities for students to share something about themselves.

In the main stage, the teacher explains the material only a bit because, at this meeting, the teacher will play run to the board games. There are six stages to implementing run to the board game. Step 1: Split students into two teams and give each team a marker. Step 2: Divide the board into two halves, one for each team. Step 3: The two groups each make a vertical line and give a student a topic that they have been learned. Step 4: Students must take turns running up to the board and writing the word that is related to the topic. Only one word per person. Step 5: Once one person has written a word, students must give the marker to the next player, who must run up to the board. Step 6: After 15 minutes, count up the words, and the team with the most words wins. In the closing stage of learning, there are several activities that teachers do: (1) The teacher together with students summarizes the results of the discussion and provides reinforcement. Before the class is closed, the teacher asks the students if there is anything that is still confused, they can ask. Then the final stage, (2) ends with greetings and prayers together.

In the evaluation stage, after the students finish playing Run to the Board, the teacher checks the vocabulary one by one; if there is time, the teacher and students spell together the vocabulary. The teacher also interprets the words that have been written on the board. After that, the teacher counts together to find out what is wrong and what is right. The next day, the teacher and student review the vocabulary again. The student tries to make a sentence in the text. Therefore, those sentences will be used in the future.

## **B. Suggestion**

The suggestions as feedback for MI Muhammadiyah Patikraja to support the implementation of interactional games in teaching English for young learners at MI Muhammadiyah Patikraja are as follows:

### **1. To MI Muhammadiyah Patikraja**

The school should improve the selection of English teachers thus that the selected english teachers are qualified. This have a significant impact on the school, especially on students. And the other hand, and schools can improve the media for teaching English, especially in games. because

students are very fun and enjoy it if the atmosphere of the classroom environment is supportive.

## 2. To English Teachers MI Muhammadiyah Patikraja

Teachers are encouraged to use board run game strategy to create an enjoyable environment that meets students' preferences. It is crucial for teachers to be familiar with the rules of board run games in order to effectively manage the process and prevent disruptions. Teachers are encouraged to engage students by using contemporary teaching approaches, including educational games.

### **C. Limitation of The Research**

This research is limited in scope, focusing only on aspects related to describing the implementation of interactional games in the teaching of English for young learners. While this research successfully achieved its objectives, it is important to acknowledge certain limitations that were unavoidable. First, due to time constraints, the study was conducted over a one-month period, which limited a comprehensive evaluation of the overall implementation of interactional games in the English classroom. Specifically, the researcher focused on describing the implementation of the Run to the Board game in particular. Secondly, the limitation of the research to two teacher resources may have prevented the study from covering all issues related to the implementation of interactional games.

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