

Chapter 5:

Vocabulary Roulette Spin Game Inspired by Running Man Variety Show

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A. Introduction

The dynamic challenges of the Running Man variety show inspire the Vocabulary Roulette Spin Game, a creative and captivating English Language Teaching (ELT) exercise. An excellent tool for encouraging active participation, teamwork, and word memory in an ESL or EFL classroom, this game blends the unpredictable thrill of a spinning wheel with vocabulary-focused activities (Sahan, et al., 2024). This game creates an exciting learning environment in the classroom by fusing vocabulary-building exercises with the unexpected, high-energy style of Running Man (Samir & Samir, 2023). To choose their assignment, players spin a "roulette wheel" with tasks based on the well-known program.

Acquiring vocabulary is essential to language learning since it serves as the basis for clear communication (Hasbi, 2024). However, students may find vocabulary instruction repetitious or boring at times (Kruk & Zawodniak, 2018). The Vocabulary Roulette Spin Game revitalizes this process by adding a sense of surprise, cooperation, and friendly competition. This game's dynamic structure turns passive vocabulary drills into an engaging, interactive educational

process (Arslan, 2024). This game simulates the suspense and enjoyment of Running Man's "chance games," in which players must overcome arbitrary obstacles decided by a roulette spin or spinning wheel. The difficulties in this version centre on vocabulary exercises/activities in the classroom.



Figure 1: The *Roulette Spin Game* used by one of the running man members

B. Classroom Activities

Vocabulary Roulette Spin Game

Roulette is a game of chance where a little ball is thrown onto a spinning wheel and lands in one of 38 possible locations. It is one in thirty-eight that the ball will land in any one area. Eighteen spots are red, eighteen are black, and two are green on an American roulette board (Weltman, 2024). In this game, a tiny metallic ball is designed to move in the opposite direction, precisely around the wheel rim, when the dealer spins the wheel in a specific direction either clockwise or anticlockwise (Sabrigiriraj, 2024).

These are the steps for implementing Roulette Spin Games in teaching Vocabulary:

1. **Divide into Teams or Individuals:** Players compete individually or in small teams. Students can play the Vocabulary Roulette Spin Game individually or in small groups, depending on the size of the class, their level of language skill, and the objectives of the lesson.
2. **Spin the Roulette:** One player/team spins the roulette to determine the type of vocabulary challenge they must complete. A player or team's vocabulary challenge is determined by the spin, which creates a dynamic and unpredictable environment that promotes active participation and language learning through a variety of activities.
3. **Complete the Challenge:** Players must finish the task within a time limit (e.g., 30 seconds or 1 minute). Success earns points; failure gives no points or a penalty. By establishing a time limit for task completion, the Vocabulary Roulette Spin Game's "Complete the Challenge" phase instills a sense of urgency and excitement into vocabulary exercise. In the context of English Language Teaching (ELT), this aspect of timed competition fosters rapid thinking, focus, and active participation while offering beneficial chances for vocabulary acquisition.
4. **End Goal:** The game ends when a set number of rounds are completed or a point goal is reached. The player/team with the most points win. Students will have a sense of closure and success thanks to the Vocabulary Roulette Spin Game's End Goal phase, which offers a clear finish. When either a predefined number of rounds are finished or a certain point objective is reached, the game is over.

The winner is the player or group with the highest score. By combining measurable results and reflective learning, this structure not only encourages enthusiasm and motivation but also adheres to successful ELT concepts.

There are some vocabulary that can be included in the Roulette Spin Games, in this context the examples are from the local culture of South Kalimantan as follows:

1. Traditional Foods

- *Soto Banjar*: A traditional soup with rice cakes, shredded chicken, and spices.
- *Ketupat Kandangan*: Rice cakes served with a savory fish curry.
- *Amparan Tatak*: A sweet banana dessert wrapped in banana leaves.

2. Traditional Clothes and Accessories

- *Sasirangan*: A traditional tie-dye fabric unique to South Kalimantan.
- *Tanggung*: A conical hat used by locals, often seen in floating markets.
- *Kain Pandhalungan*: Woven fabrics with intricate patterns.

3. Traditional Dances and Music

- *Baksa Kembang Dance*: A welcoming dance performed at ceremonies.
- *Panting Music*: Traditional music using the "panting," a stringed instrument.
- *Gamelan Banjar*: Traditional orchestra music.

4. Folktales and Legends

- *Legend of Mount Meratus*: A story about the origins of the Meratus Mountains.
- *Kingdom of Banjar*: Tales from the ancient kingdom and its rulers.

5. Local Flora and Fauna

- *Proboscis Monkey (Bekantan)*: The mascot of South Kalimantan, known for its distinctive nose.
- *Ironwood Tree (Ulin)*: A durable wood used in traditional construction.
- *Orchid Varieties*: Native orchids found in the Meratus rainforest.

6. Traditional Trades and Crafts

- *Rattan Weaving*: Crafts made from rattan, such as baskets and mats.
- *Diamond Mining*: South Kalimantan is famous for its diamonds.
- *Boat Building*: Traditional wooden boat construction.

7. Religious and Cultural Festivals

- *Maulid Habsyi*: A celebration of the Prophet Muhammad's birthday with traditional chants.
- *Aruh Ganai*: A Dayak thanksgiving ceremony.



Figure 2: The Visualization of Vocabulary in *Roulette Spin Games*

In this digital era, the teachers can create Roulette Spin Games with the help of online application and one of the applications that can be used is Wheel of Names, a free and user-friendly online tool that enables teachers to create customisable spinning wheels, is used to create the above figure. It is a dynamic resource for teaching vocabulary in the classroom, and by incorporating it into lessons, teachers can create interactive and engaging activities that encourage students to actively participate (Yuliyanto, et al., 2024).

Wheel of Names is a great tool for improving vocabulary learning in any language classroom because it can be customized with vocabulary words, categories, or tasks, making routine exercises exciting challenges (Wijaya, 2024). For example, teachers can divide the wheel into sections representing different themes, like "Traditional Foods" or "Folktales," and fill each segment with specific vocabulary items or related tasks. Students are tasked with defining the word, using it in a sentence, or explaining its significance when they spin the wheel.

This gamified approach <https://wheelofnames.com/> promotes engagement, encourages active learning, and promotes recall through fun and interaction. Additionally, the wheel's randomness ensures equitable participation and keeps the activity unpredictable, maintaining students' attention throughout the session.

The idea of roulette spin games is a great digital substitute for teaching vocabulary engagingly and dynamically because it perfectly complements the Wheel of Names application's features. For spin Games for Roulette in which students spin a roulette wheel to select a vocabulary word or category in real-world games. On the other hand, Wheel of Names offers a computerized variant of this system

in which the spinning wheel chooses at random from a pre-configured list of categories or words. In both situations, the spinning action heightens the tension and excitement, drawing students in and turning language instruction into a game.

C. Further Discussion

Teachers can customize the content of roulette spin game to fit particular classes, cultural themes, or skill levels, which is one advantage of using them to teach vocabulary (Ciciliya & Zaharani, 2024). This game can promote vocabulary retention and real-world application by encouraging active usage of words in relevant circumstances, establishing a welcoming classroom where all students can take part, reducing preparation time, and making it possible to integrate into virtual and physical classrooms with ease (Mufida, et al.,2024).

In addition, it maintains student motivation by transforming a routine educational assignment into an engaging, unforgettable experience (Permatasari, et al., 2024). Teachers may build an interesting and successful vocabulary-learning experience that is both modern and flexible enough to be used in a variety of classroom settings by combining the digital capabilities of the Wheel of Names program with the classic roulette spin game concept. In summary, this game highlights innovation, creativity, interactivity, and efficiency; the set of quality of classroom activities suitable to be taught for today's English learner generation (Hasbi et al., 2024).

Author

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