

THE USE OF GAME-BASED LEARNING IN TEACHING ENGLISH VOCABULARY FOR JUNIOR HIGH SCHOOL STUDENTS': TEACHER PERCEPTION

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Abstract

This article aims to determine the teacher's perception of the implementation of based learning game in teaching vocabulary to junior high school students. The research method used in this research is descriptive qualitative. One teacher from each of the three types of SMP in Madura; Mts. Nahdlatut Thullab Omben, SMPI An-Nidhomiyah Pamekasan, and Mts. An-Nur Dharma Camplong participated in a semi-structured interview. Data collection was done through interviews, observation and documentation. Five questions are submitted in Indonesian to make it easier for participants to comprehend and respond them and then transcribe to collect data. It the results of this research are positive perceptions with teachers of the use of game-based learning as a medium for teaching vocabulary. They also agreed that game-based learning is feasible to increase vocabulary of students because There are further benefits. regardless of the challenges they face.

Keywords: *learning vocabulary, game-based learning, in term of teachers*

I INTRODUCTION

Vocabulary is an important language component for English language learners since it plays a vital part in the development of the learner's English mastery. It is necessary to teach vocabulary to language learners, that is an essential aspect of learning a foreign language (Alqahtani, 2015:21). Learners' English proficiency can be enhanced by acquiring a large vocabulary, which they can then utilize to comprehend and communicate well in English. wealthy vocabulary enhances thinking so as to enable students communicating in an appropriate and interesting way (Webber, 2015:9). Despite its significance, vocabulary isn't the only thing that matters, it looks that instructing in English will face some challenges, notably in the area of vocabulary. Despite their poor comprehension and lack of vocabulary, seventh graders were shown to be less interested in studying English. Because the students found it difficult to observe the educational process, the teacher instructed them in Indonesian as the primary language (Kumalasari, 2018:26).

The fact that the relevant research mentioned above appear to contradict another truth, namely that language may be taught through the use of some educational medium. Students can gain vocabulary not only by memorizing or reading sources, but also by having fun, laughing, conversing, walking, watching a movie, playing a game, or listening to music. Vocabulary instruction can be done in a variety of ways, including learner training, mnemonics, word cards, and soon (Thornbury, 2002:67).

In addition, game is a good strategy to make the students understand to learn English vocabulary. The game can make students pleased and interested in learning vocabulary. A game is an activity that uses elements of fun, relaxation, and enjoyment to drive students to simply and cheerfully recall vocabulary (Mawaddah, 2010:23). Games give pupils with language meaning that they may emotionally feel rather than just studying about it (Wright, Betteridge, & Buckby cited in Islahiyah, M. 2018).

Examining students' perceptions on vocabulary teaching media is also important because it will help to improve the procedure for learning and vocabulary competency. (Marzano, 2020). As a result, the researcher wishes to undertake a study to find out how teachers feel about using based learning game as a teaching tool for junior high school pupils. The research question of this study is "How do EFL teachers feel about utilizing games to teach vocabulary to junior high school students?" On the basis of the study question, the goal of this study is to figure out why teachers think the way they do. in the direction of using game-based learning as a vocabulary learning tool.

This research in general aims to introduce Game-Based Learning as an educational innovation that can be a solution acceleration of student learning adaptation. Through this research, it is expected to produce learning adaptation innovation implemented by teacher quicly and precisely so that it will increase students' interest in learning.

II METHODS

In this research, the researcher used descriptive qualitative because the researcher described the teacher's perception of game-based learning to teach vocabulary that the data gotten used observation, interview and documentation.

The analysis of the data used in this research is non-statistical analysis method by several steps: organize the data, choose the data to be a unit that can be managed by the researcher, reach for and get the data, find the important things that are studied, and decide what the researcher can tell other people.

III FINDINGS AND DISCUSSION

3.1 FINDINGS

The purpose of this study is to answer the following research question: " How do EFL teachers rate the effectiveness of employing game-based learning to teach vocabulary to junior high school students?" The following is a summary of the conclusions based on the data analysis.

3.1.1 IN TERMS OF TEACHER PERCEPTION ON THE USE OF GAME-BASED LEARNING

No.	Question	Answer		
		1	2	3
1.	What is the teachers' opinion about teaching vocabulary by using games?	"My Opinion, game-based learning can improve the quality of student learning in class. So that, they do not watch and just sit quietly when the lesson begins. So that teachers and students are actively involved in class.	Using game to teach vocabulary in junior high school is very effective and makes students more active and happier than using the lecture method.	Teaching by using game-based learning is very effective to improve students' English vocabulary.

Table 1: The use of Game-Based Learning

Game-Based Learning is effective and efficient, and it has numerous benefits and advantages that make it a valuable asset. If something is introduced in the learning process that helps individuals stay in the game for hours, the outcomes will be satisfactory and will become a new innovation. Therefore, the teacher can apply this game-gased learning to improve students' vocabulary. Learning with this game-based learning models is able to change the learning paradigm which was originally a teacher center to a student center. This learning model helps students build meaningful and effective learning stimulate their development by providing a pleasant learning experience. This fun learning experience will certainly have an impact on interest and motivation students.

3.1.2 IN TERMS TEACHER PERCEPTION ON THE ADVANTAGES OF USING GAME-BASED LEARNING IN VOCABULARY INSTRUCTION FOR JUNIOR HIGH SCHOOL STUDENTS

All participants agreed that using game-based learning to improve a student's vocabulary provides numerous benefits. Because games are a pleasant way to learn, they enhanced students' motivation to improve their vocabulary.

No.	Question	Answer		
		1	2	3
1.	What are the advantages of teaching vocabulary by using games?	"The advantage of game-based learning is that it can make students happy and they do not get bored to follow the lessons in class and	"Game-Based Learning Makes students more active and not sleepy when the lesson starts and also students are	"For teacher: easier to increase students vocabulary For Students: They can memorize new vocabulary without being forced to memorize it and

		also can improve students memory for the better and not easily forget the material that has been studied.”	more enthusiastic to learn English.”	make students more interested and more enthusiastic about learning English.”
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Table 2: The Advantages of using Game-Based Learning in Vocabulary Instruction

Students' passion and competitiveness rose as a result of game-based learning. Furthermore, it can help pupils develop their character, particularly in terms of responsibility when working as a team, because each student has a certain function to play in the group.

Another advantage of game-based learning is that it produced an engaging environment and increased student engagement with the learning materials. This method has its own charm for learning as well got nice feedback and useful and can also measure the level of understanding, train memory, self-reflection after learning, as well as triggering the spirit of learning so that students are more active and do not easily forget the lessons they have learned.

3.2 DISCUSSION

3.2.1 TEACHER PERCEPTION ON THE USE OF GAME-BASED LEARNING

The outcomes of this research discovered that, according to three teachers' perceptions, implementation-based learning game as a medium for learning vocabulary has a varied intensity. They use game-based learning more often than they use the lecture method. It's because they teach students in boarding schools. which has many activities other than the school itself, thus making them easily sleepy.

Furthermore, the three participants consensus that using a game-based learning to teach vocabulary is an effective method. It supports assertions that utilizing games to teach language is one technique to boost students' vocabulary by helping and encouraging them to pay attention. Wright, Betteridge, and Buckby (Wright, Betteridge, & Buckby cited in Islahiyah, M. 2018). Instructors' favorable opinions of utilizing board games for learning languages to assist students who are studying vocabulary were revealed in a previous study (Sasidharan & Eng, 2013), while the current study revealed instructors' favorable impressions of using various games in teaching vocabulary. Games, in a variety of forms and uses, assist teachers in helping pupils improve their vocabulary.

3.2.2 TEACHER PERCEPTION ON THE ADVANTAGES OF USING GAME-BASED LEARNING IN VOCABULARY INSTRUCTION

Three teachers took part agreed that learning through games helps students obtain vocabulary in both direct and indirect ways, and that the vocabulary will stick with them for a long time because they learned it while participating in collaborating on activities. This study discovered that games convey language meaning that students may emotionally feel rather than simply studying it (Betteridge, Buckby & Wright cited in Islahiyah, M. 2018).

The conclusions of this study were in line with those of other studies (Ramadhaniarti cited in Jubri, Moh. 2020) Students responded favorably to the use of based learning game for vocabulary education, according to the study. Based learning game according to the three teachers in this research, is a good teaching medium for expanding students' vocabulary since it brightened the classroom and kept students engaged in learning because the game was enjoyable, engaging, and demanding.

IV CONCLUSION

The interview revealed that, in the opinion of the teachers, game-based learning was an effective medium for junior high school pupils to learn vocabulary. Despite the fact that game-based learning for teaching vocabulary had numerous benefits, there were some issues with game production and student as well as a reaction to the games. Finally, everyone agreed that the advantages exceeded the disadvantages. The use of game-based learning to teach vocabulary to junior high school students can then be advised.

Teachers can use their creativity as a class instructor to engage pupils in vocabulary learning through simple games. To keep students from becoming bored, it could take the shape of games of matching, games with a difference, or other activities that are with relation to the class's current topic. When adopting game-based learning, teachers must still provide support to students, especially when

they are playing collaborative games, to ensure that all students in the group are equally engaged. When the games are finished, it's also a good idea to assess the learning outcomes.

The result of this research is useful for the other researchers who have the same field with this research, especially about teaching vocabulary.

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