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Junior High School English Teachers' Perception on Games-Based English Vocabulary Teaching

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ABSTRACT

Learning English is becoming increasingly important in Indonesia, as stated in the Indonesian language curriculum now, Kurikulum Merdeka (Freedom Curriculum), which emphasizes that teaching English includes four skills: listening, speaking, reading, and writing. To increase students' interest and motivation in learning English, teachers need to find creative ways to teach the language. One potential solution to creating meaningful learning is through the use of games. Games can help students remember learning experiences and improve their vocabulary skills. This research focuses on exploring teachers' perspectives on the use of games in vocabulary teaching. A case study approach was used to collect data from junior high school teachers in Indonesia. The findings of this research indicate that in the process of teaching English vocabulary, games can improve several things significantly. For example, when student involvement and participation in the vocabulary learning process are high, students become more enthusiastic about learning English vocabulary, increasing their understanding and retention of the vocabulary. Moreover, implementing games also makes teachers more enjoyable and enthusiastic about teaching English vocabulary material. This phenomenon has led

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pre-service teachers to develop strategies to handle student silence in the classroom. Therefore, the researcher investigated pre-service teachers' strategy to handle students' silence. To achieve the research objectives, this research uses a descriptive case study as the research method. In addition, there are three participants involved in this study, they were junior high school English teachers in Tasikmalaya, Indonesia who had used games as a media in their teaching English vocabulary process. The data collection technique used in this research is the semi structured interview. The researcher used thematic analysis of the participant interview transcripts to analyze the data. The findings of this research indicate that in the process of teaching English vocabulary, games can improve several things significantly. For example, when student involvement and participation in the vocabulary learning process are high, students become more enthusiastic about learning English vocabulary, increasing their understanding and retention of the vocabulary. Moreover, implementing games also makes teachers more enjoyable and enthusiastic about teaching English vocabulary material.

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1. INTRODUCTION

In this globalization era, English is mostly used as the language of the world. As mentioned in the Indonesian language curriculum now, Kurikulum Merdeka (Freedom Curriculum), that English language study included several aspects to develop students' proficiency in English. There are four components of abilities in studying English, such as Listening, Speaking, Reading, and Writing (Ariyanti, 2016). To master these four aspects, the teacher should teach the fundamentals first, that is, vocabulary teaching, to make it the basic provision for students. Therefore, the problem of this research arose from the experience of researchers when conducting PLP at a junior high school in Tasikmalaya, where researchers saw that students did not interact much with the teacher in English lessons especially in "Greeting Card" material, because it was based on the responses from the students themselves, apparently, there are still many students who lack vocabulary. Even when the teacher improvised to incorporate teaching vocabulary into different English learning materials using the lecture method, the students still seemed less enthusiastic. Therefore, in the process of teaching English vocabulary, especially the greeting card material, some supervising teachers from the school suggested using games as a media for teaching vocabulary, as is often done by them and their fellow teachers. The aim is to attract students' attention and enrich student vocabulary logs.

Therefore, because vocabulary is the most important basic thing that students must acquire, therefore, to make students more interested, motivated, easy to understand the material and actively participate in learning activities, and also should be creative, teachers can use games as a way to make teaching and learning English more enjoyable. [Shukurova \(2021\)](#) said that a game is an organized activity that follows a set of rules. When it comes to English teaching, incorporating games can be an essential tool for educators as they offer numerous advantages in enhancing students' learning experiences. For example, by reducing boredom in the class, the teacher increases the students' motivation and enthusiasm for learning.

Games-based vocabulary teaching is a process of teaching that uses games as a medium to make teaching easier for teachers and help students enrich and retain new words. Games create a fun and relaxed atmosphere, making it easier for learners to enjoy the learning process and retain words better ([Ameer, 2016](#)). They are competitive, cooperative games that allow students to have fun while gaining knowledge ([Brianita, 2019](#)). Also, games are perceived as meaningful fun activities governed by rules, and they can be divided into various types of games, online and offline games ([Frydrychova, 2014](#)). Examples of games that are usually used to teach vocabulary include word bingo, memory games, word puzzles, taboo games, vocabulary board games, etc., ([Ameer, 2016](#)). These games not only make it easier for teachers to teach their students, but also media games help increase vocabulary acquisition, promote competitiveness, cooperativeness, motivation, and meaningful communication in the target language ([Frydrychova, 2014](#)). Media games are often used by several English teachers at one of the schools used as the location for this research. These teachers have been using games as media in teaching English vocabulary for the past 5–6 years. Long before this research was conducted, researchers had conducted pre-interviews with several different teachers and schools. The results of the pre-interview stated that not all teachers taught using games. So, by seeing the gap and armed with these field results, this researcher took the initiative to conduct this research with the aim of exploring teachers' views on game-based English vocabulary teaching to motivate other English teachers so they can create a better teaching experience.

There are many researchers who study the games-based on vocabulary teaching. According to the study by [Sari \(2018\)](#), games aid in social skill development in addition to vocabulary or grammar instruction for students. Using games is a very efficient way to teach and acquire vocabulary since they make learning less stressful for students. One of the potential solutions for creating meaningful teaching is through games. The learners will remember the moments when they played the games if they are implemented, and the benefits of using games will greatly assist students in improving their vocabulary logs. There are many researchers who study game-based vocabulary teaching. Also, [Sari \(2018\)](#), stated that games help develop social skills in addition to teaching vocabulary or grammar to students. Using games is a very efficient way to teach and acquire vocabulary because games reduce stress for students. One potential solution to creating meaningful teaching is through games. If implemented, students will remember the moments when they play games, and the benefits of using games will greatly help students improve their vocabulary.

There are gaps that are being the basis for motivating researchers to conduct this research, such as in the journal [Shah and Saleem \(2021\)](#), which explores the benefits of using games to develop students' EFL vocabulary. It was found that games make learning fun for students, minimize student anxiety, help students memorize vocabulary easily and naturally, and bring context to the classroom. However, this research only

focuses on investigating the teachers' perceptions toward teaching vocabulary with only one type of game, such as word games, and the impact that those word games may have on a learner's motivation in a formal foreign language classroom environment. Meanwhile, in this research, the researcher will explore the perceptions of junior high school English teachers regarding game-based English vocabulary teaching broadly and generally and not only focus on one type of game as in previous studies.

Apart from aiming to explore the junior high school English teacher's perception of game-based English vocabulary, this research also serves as a comprehensive resource that can inspire and guide readers, especially English teachers, in the teaching of English vocabulary. The findings and insights derived from this study are intended to be utilized as a point of reference, offering practical strategies, innovative approaches, and valuable recommendations for enhancing the teaching and learning of English vocabulary. By engaging with this research, educators can gain a deeper understanding of the benefits and potential implementation of games-based vocabulary teaching, ultimately empowering them to create engaging and impactful learning experiences for their students. To explore the teachers' perceptions, therefore, the following questions will be considered.

Research questions are

- (i) What are the English Teachers' Perceptions of Games-Based English Vocabulary Teaching?

2. METHODS

The design of this research used a descriptive case study, because it was appropriate with the purposes of this research, which were to reveal things that were specific, unique, very detailed things and were able to reveal the meaning behind these phenomena in their natural conditions (McCombes, 2022). In addition, as described by Gustafsson (2017), a case study was a research approach that examined an individual, a group, or a specific unit in order to derive broader insights that could be applied to other units based on in-depth analysis of a few select cases. Furthermore, it was used to investigate the junior high school English teacher's perceptions of games-based English vocabulary teaching.

3. RESULTS AND DISCUSSION

The researcher had analyzed the data obtained from the interview at one of the junior high school in Tasikmalaya, West Java, Indonesia. Thematic analyses are used in this research to analyze the data and reporting these findings. The researchers' are discover three themes categorized to answer the research question: 1) The varieties of types games and teaching material implemented in English teaching vocabulary, 2) Advantages of implementing games in teaching English vocabulary, and 3) Disadvantages of implementing games in teaching English vocabulary. These themes are reflected the junior high school English teachers' perceptions on Games-based English vocabulary teaching. The following is an explanation of each perceptions.

1) The varieties of types of games and teaching materials implemented in English teaching vocabulary

A teacher can implement various types of games in various types of teaching materials based on strategies that the teacher has considered and prepared beforehand.

Wang (2018) stated that in order to engage students in the learning process and enhance their educational experience, teachers are crucial for the successful implementation of a variety of games and various teaching materials. The implementation of different types of games and teaching materials is crucial in the process of teaching English vocabulary. Akdogan (2017) found that there's a lot of different types of games and teaching materials that teachers can implement in teaching English vocabulary. In this implementation process, all participants agreed that teachers must know and understand the implementation of types game varieties and the implementation of teaching materials varieties.

1.1) The implementation of games varieties

To involve games in the process of teaching vocabulary, teachers must be creative at sorting and choosing games that are suitable and relate to teaching concepts, such as educational games. As a study by Marius (2018) teachers should prepare potential games in improving the teaching and learning of vocabulary. Zhang (2021 cited in Mamoun & Sultan, 2022) found that applying educational games as a media in teaching vocabulary is increasing students' engagement and can also improve their knowledge. As Participant 1st stated his fear as illustrated below:

Excerpt 1

The types of games that I often use in the process of teaching English vocabulary are varied, but the types that I use are educational games, because they fit the teaching concept. (Interview, Participant 1st, 20th July 2023. Author's translation)

The participant highlights the importance of selecting appropriate games that align with the teaching concept. According to a study by Johnson and Smith (2018), the use of educational games in teaching can enhance student engagement and academic achievement. Therefore, educational games can help teachers to balance the learning with more playful and increasing students' educational aspects (Tokarieva, 2019). The study emphasizes the importance of teachers in selecting and designing games that align with learning objectives and promote student learning outcomes. Similar with Participant 1, Participant 3 explain the example of games that she often used to teach English vocabulary, her stated that:

Excerpt 2

There are several types of games that I use in teaching English vocabulary, but it really depends on the context and learning objectives. However, I often use educational games, for example, Word Bingo, Memory Match, Kahoot! or Quizizz. (Interview, Participant 3rd, 8th July 2023. Author's translation)

Based on his argument, the games he often uses are educational games that are often used by other participants. Teachers can design games that are relevant to the language being taught and that align with students' interests and preferences (Muslimah, 2022). In Participant 2nd statement, he also argued that in implementing games in the process of teaching vocabulary, he also implemented educational games that were like those mentioned by Participant 3. However, he divided the games into two specific and detailed parts, namely competitive & cooperative online games, and competitive & cooperative offline games. The use of competitive and cooperative games in teaching English vocabulary can be an effective way to engage students and facilitate learning (Binaie et al., 2016). This is how Participant 2nd explained:

Excerpt 3

For competitive games, the focus is on achieving personal victory or achieving the highest score compared to other participants, well, for example, online games can use the Quizizz or Kahoot platforms! For offline games, you can use Puzzle word search. Meanwhile, for collaborative games where the focus is on students working together to achieve a common goal, also you can use Vocabulary.com as the online platform because there is a "Team Mode" feature, if you are offline, you can use Bingo Games or Taboo Games. (Interview, Participant 2nd, 20th July 2023. Author's translation)

Due to his statement, the participant highlights the importance of selecting appropriate games that align with the teaching concept and promote student engagement. Also, he noted that games are classified into two types. There are competitive and cooperative games, noted that games are classified into two types. According to study by Brianita (2019), there are competitive and cooperative games. There are competitive and cooperative games. A competitive game is one in which a player or team competes to see who can reach the goal first. Meanwhile, cooperative games involve a player or team collaborating to achieve a common goal. Therefore, teachers should consider incorporating appropriate games in their teaching to enhance student learning outcomes (Juric et al., 2021).

1.2) The implementation of teaching materials varieties

In teaching English vocabulary-based games, apart from the teacher's creativity and strategy in preparing to teach English vocabulary-based games. There are several things that the teacher must pay attention to, namely understanding what kind of English vocabulary teaching materials allow the game to be applied (Rong, 2021). According to research by Chen and Wang (2019), the use of various media for teaching materials, especially games, can help students better understand and remember new vocabulary. This study emphasizes the importance of teachers in selecting and implementing various teaching materials that are in accordance with learning objectives and student characteristics. This is in line with the statement of the 3rd participant, who stated:

Excerpt 4

Usually, I choose a lot of teaching materials. For example, when I was teaching, I implemented games in teaching materials themed Daily Routines, which discussed daily routines, or Food and Cooking, which discussed food and cooking, and then also in Greeting Card material. (Interview, Participant 3rd, 8th July 2023. Author's translation)

The provided statement describes a Participant 3rd approach to using a variety of teaching materials, including games, in their English language classes. The teacher mentions using games in teaching materials themed around Daily Routines, Food and Cooking, and Greeting Cards. A book by (J. Woollard, 2010) stated that teaching materials to students' individual needs and preferences can enhance their engagement and motivation, leading to improved vocabulary acquisition. The implementation of teaching materials that are relevant to students' learning styles and preferences can help them understand and remember new vocabulary better. This finding is in line with study by Sutji et al., (2020) that using those materials can help students understand and remember new vocabulary better. Participant 2nd also stated that he used some similar learning materials as participant 3rd. He also explained that he could see the difference between before and after playing the game, as he said:

Excerpt 5

I teach 8th grade students, and there is no special material that discusses or teaches vocabulary, and there is no lesson plan in the lesson plan either. So, usually, I make use of game media in the process of teaching vocabulary, especially the learning material "Greeting Cards". There was a visible difference before and after I taught using games. Before using games, according to my view, the class situation didn't feel lively, maybe because there weren't any special activities in it, so there was a real lack of interaction between me as the teacher and the students. This may be because my character is too monotonous, which makes students feel bored, unfocused, and unenthusiastic about learning. Meanwhile, after using the games, I think the class is more interactive. (Interview, Participant 2nd, 20th July 2023. Author's translation)

Based on this statement, after teaching using games, the classroom atmosphere became more interactive compared to before. Another study conducted by Kusuma and Sari (2020) found that the use of games in teaching English vocabulary can increase social interaction and cooperation among students, leading to a more interactive classroom atmosphere. Basically, teachers must be creative to consider implementing vocabulary teaching games and materials that are relevant to students' interests, learning styles, and preferences to increase their engagement and motivation in learning, improve vocabulary retention and retention, and increase social interaction and cooperation among students (Meihami et al., 2013).

2) Advantages of implementing games in teaching English vocabulary

The use of games in teaching English vocabulary can provide advantages or benefits for teachers, such as helping teachers to ease the teaching English vocabulary process. Tran (2021) found that games have many positive attributes to language learners, and teachers can take learning contexts into consideration, review lesson objectives to choose relevant games for different purposes, and then enhance teaching quality. Furthermore, games also increase student engagement in learning English vocabulary. A study published in the journal English Language Teaching and Technology shows that the use of games in teaching English vocabulary helps teachers enrich their teaching experience and increase student engagement in learning and (Chen & Chen, 2015).

2.1) Games help teachers easily and facilitate the teaching of English vocabulary.

The use of games in teaching English vocabulary can help teachers create a more interactive and fun classroom environment. Apart from that, the use of games can also help teachers enrich their teaching experience and provide variety in teaching English vocabulary (Saleh & Ahmed, 2022). The use of games in teaching English vocabulary can help teachers create a more interactive and fun classroom environment (Fajardo, 2022). Apart from that, the three participants agreed that the use of games can also help teachers enrich their teaching experience and facilitate students' learning of English vocabulary. As participant 1 stated:

Excerpt 6

Yes, that's right, the definition of game media itself is a form of tool for a teacher to support the teaching process. In my perception, media games are indeed a tool in the form of games or play that can be given by teachers to their students with the aim of helping facilitate the teaching process, such as when teaching English vocabulary. (Interview, Participant 1st, 20th July 2023. Author's translation)

Based on this statement, media games have indeed been proven to make it easier for teachers to facilitate the teaching process for students. Therefore, Teachers are advised to use suitable vocabulary games for teaching vocabulary and link the games with the course content (Rashad, 2023) As in the research conducted by Ferdig and Pytash (2018), the use of educational games can be an effective tool for teachers in teaching. Apart from that, Participant 3rd also added that:

Excerpt 7

In my opinion, the use of media games in learning vocabulary is very useful. Apart from being able to help make teaching easier for teachers, media games can also provide variations in teaching methods and make learning more interesting for students. Likewise, with me, who teaches using various media depending on the situation, material, or learning context. Because, according to my perception, games provide an interactive and fun learning experience for students. (Interview, Participant 3rd, 8th July 2023. Author's translation)

According to the opinion of Participant 3rd the use of media games in teaching English vocabulary is highly beneficial. The participant believes that media games not only make teaching easier for teachers but also provide variations in teaching methods, making the learning process more interesting for students. This opinion is supported by research that has found that the use of media games in teaching can enhance student engagement and motivation, as well as improve learning outcomes. By incorporating media games into the learning process, teachers can create a more interactive and enjoyable learning experience for their students, which can lead to better learning outcomes. In conclusion, the use of media games in teaching English vocabulary is a useful and effective approach that can enhance student engagement and motivation. Teachers should consider incorporating media games into their teaching strategies to create a more interactive and enjoyable learning experience for their students.

2.2) Games help teachers in evaluating students' learning of English vocabulary

The use of media games in learning is very useful. Apart from being able to help simplify and facilitate teaching for teachers, media games can also be used as a tool for observing and evaluating student involvement. Ferdig and Pytash (2019) also stated that the use of games in learning can help teachers observe and involve student involvement in learning. This journal shows that educational games can provide useful data for teachers in disseminating student progress and identifying areas for improvement. All the Participants also agree on this, and this is the 3rd Participant's argument)

Excerpt 8

I used several indicators to measure whether it was successful or not. First, I observed the level of student participation and involvement during the game-playing session. Then, I see how well students can apply the vocabulary learned from games to everyday use or in written exercises. I also rely on feedback from students to get their perspective on the learning experience using games. (Interview, Participant 3rd, 8th July 2023. Author's translation)

From this statement, it can be concluded that the use of several indicators to measure the success of using game media in vocabulary learning is very important. These indicators can be observations of the level of student participation and involvement

during game-play sessions, students' ability to apply vocabulary learned from games into daily use or in written exercises, and feedback from students to get their perspective on the learning experience with using gaming media.

2.3) Games to increase teachers' teaching enthusiasm.

Apart from being an evaluation tool, the games in this case also have other benefits, namely increasing teaching enthusiasm. Another study published in the Journal of Educational Computing Research by Sigauke et al. (2018) found that game-based learning can increase teachers' teaching enthusiasm. The study found that teachers who used games in their teaching had a higher level of enthusiasm for teaching compared to those who did not use games. Participants 1st and 2nd also agreed with this. This is how Participant 2nd argues:

Excerpt 9

Apart from that, teaching using games also really increases my enthusiasm for teaching, it makes me happy to see the children being interactive, both with the students and with me. I am really grateful to have the opportunity to use games in teaching. (Interview, Participant 2nd, 20th July 2023. Author's translation)

According to his statement, games have proven useful for engaging students and improving their learning outcomes, which in turn can increase teacher enthusiasm for teaching. Games can provide an interactive and fun learning experience for students, thereby increasing their motivation and involvement in the learning process. Therefore, incorporating game-based learning into teaching practice can be a useful strategy for educators who want to enhance their teaching experience and increase their enthusiasm for teaching.

2.4) Games increasing students interest and motivation to learn the lesson

Games have been found to be a tool in improving students' interest and motivation to learn. According to a study by Rahimi, et al. (2018), the use of games significantly improved students' vocabulary learning interest. Additionally, the study found that games can increase students' motivation and cooperation among students and motivate them to learn English. In line with that, Participant 2nd stated:

Excerpt 10

Based on my experience, after I gave these games, I saw that students' motivation in learning vocabulary increased, and students became much more enthusiastic. (Interview, Participant 2nd, 20th July 2023. Author's translation)

Based on his statement, it seems that incorporating games into the classroom has had a positive impact on students' motivation to learn. Also, he agrees that games can be a valuable tool for engaging students to be much more enthusiastic to learn the lesson. Furthermore, Participant 3rd also stated that:

Excerpt 11

I personally chose game-based vocabulary teaching because I saw the many benefits that could result from it. One of the main reasons is yes, games can make learning more fun and interesting for students. In my opinion, involving games in the teaching process can

increase their motivation and interest in learning new vocabulary. (Interview, Participant 3rd, 8th July 2023. Author's translation).

Her statement showed that game-based English vocabulary teaching can be a valuable tool for English teachers. By providing a fun and engaging learning experience, games can help students develop important skills and foster an interest in learning.

2.5) Games to reduce boredom atmosphere

Games can be a media to reduce boredom and create a more engaging atmosphere while teaching English vocabulary. According to Sofian et al. (2022), that games can help students learn vocabulary in a comfortable, fun, and enjoyable way, which can make them happy and make the process of teaching and learning English vocabulary more interactive. Games are useful for reducing boredom in the classroom atmosphere. Using games in learning can help reduce boredom and create a more enjoyable classroom atmosphere (Garris et al., 2002, et al., 2002, cited in Sailer et al., 2020). In line with that, participants 2nd and 3rd also agreed that in teaching vocabulary, to reduce the boredom atmosphere in the classroom, teachers should choose games as a media. This is how Participant 2nd stated:

Excerpt 12

My goal in using games is to liven up the class atmosphere so that students are enthusiastic and comfortable learning, because at first the students seemed less interested in my way of teaching, which might be monotonous. (Interview, Participant 2nd, 20th July 2023. Author's translation)

In a recent interview, he expressed their goal of using games in the classroom to create a livelier and more engaging atmosphere for students. The Participant 2nd explained that they noticed a lack of enthusiasm from students towards their teaching methods, which they believed may have been due to a monotonous approach. By incorporating games into their lessons, the participant hopes to make the learning experience more enjoyable and comfortable for students, ultimately leading to increased interest and engagement in the material being taught. This approach not only benefits the students but also the teacher, as a more enthusiastic and engaged class can lead to a more fulfilling and rewarding teaching experience. A study by Plass et al., (2015) found that the use of educational games in the classroom is a creative way to reduce classroom atmosphere and enhance the learning experience for students. It was similar to the statement Participant 3rd. Her stated that:

Excerpt 13

Yes, I really support games-based vocabulary teaching. Because in my opinion, the use of media such as games in vocabulary learning has many benefits. Games can create a fun and interesting learning environment for students. (Interview, Participant 3rd, 8th July 2023. Author's translation)

Based on the statement above, it shows that she agrees with Participant 2nd that media games can be a beneficial tool to help teachers and students create teaching and learning processes that are more interactive and enjoyable. Furthermore, a study by Gee (2003, as cited in Alsawaier, 2018) found that games can provide a "situated learning" experience, where learners are engaged in a context that is relevant and meaningful to them. This can help learners develop a deeper understanding of the language and its use

in real-world situations. This can help increase student motivation and involvement in learning as well as improve student learning outcomes, also the use of media games in learning could be the right choice for teachers who want to create a more interesting and interactive learning process for students (Alqahtani & Mohammad, 2018). Therefore, they suggested that incorporating media games into the learning process could be a suitable option for teachers who aim to make the learning experience more engaging and interactive for their students.

2.6) Games to enrich students' vocabulary

Beside the benefits of games in improving students' interest and motivation to learn, games also benefit in enriching students' vocabulary. According to a study published in the Journal of Educational Computing Research by Yeh (2018), game-based learning can improve and enrich vocabulary acquisition and retention. All participants agree with this, as participants stated that:

Excerpt 14

Based on my experiences, when teaching English vocabulary through games, students are often involved in repetition and repeated use of vocabulary, which indirectly helps strengthen vocabulary retention memory in the long term so that students more easily remember the vocabulary they have learned. (Interview, Participant 1st, 20th July 2023. Author's translation)

Apart from making it easier for students to remember vocabulary, the use of games in learning vocabulary can help students enrich their vocabulary. This is supported by one of the journals that discusses the use of games in learning, namely Maduqi et al. (2021), who stated that the use of games in the process of teaching English vocabulary is helpful for students to enrich their vocabulary logs. With that, the second participant also said that games are useful for enriching students' vocabulary:

Excerpt 15

Apart from that, in my opinion, using games can enrich students' vocabulary and increase their understanding of the material being taught, such that they are better able to understand how to use vocabulary in various contexts and gain a more comprehensive understanding of its meaning and use. (Interview, Participant 2nd, 20th July 2023. Author's translation)

Based on the statements above, it can be concluded that the use of games in vocabulary learning can help students enrich their vocabulary, help them remember and understand new vocabulary, and provide an interactive and fun learning experience for students. Another benefit that teachers often find is that games are useful for improving students' skills. One journal that discusses the use of games in learning is "Game-Based Learning: Latest Evidence and Future Directions" by R. E. Ferdig and K. E. Pytash (2018). This journal shows that the use of games in learning can help students develop reading, writing, listening, and speaking skills. Educational games can provide an interactive and fun learning experience for students, thereby increasing their motivation and involvement in learning. Participant 2nd stated that:

Excerpt 16

With games, students' skills are very visible, they increase, and the skills they master after their vocabulary increases, such as speaking, listening, reading, and writing, become more confident in the process of learning English. (Interview, Participant 2nd, 20th July 2023. Author's translation)

Based on the statement above, it can be concluded that the use of games in learning is useful for helping students improve their reading, writing, listening, and speaking skills.

3) Disadvantages of implementing games in teaching English vocabulary

Despite the potential for using games in teaching English vocabulary, based on research results that when teaching English vocabulary using games, teachers may face several challenges and weaknesses when implementing game-based teaching in the classroom Ameer (2016). Based on the interview result, the participants often faced challenges and weaknesses when implementing games in teaching English vocabulary. There are limited technology skills, focus distraction, limitation of technology available, network issues, and boredom classroom atmosphere.

3.1) Limited technology skills

In the process, teachers often experience several challenges when implementing game-based English vocabulary teaching, including the limited technology skills that teachers have. This statement is also supported by research conducted by Chen et al. (2018), which shows that teachers face limited technological skills in implementing game-based English vocabulary teaching. In addition, Liu (2019) stated that teachers face a monotonous teaching process when implementing game-based English vocabulary teaching. Limited technological capabilities are the main challenge that is often encountered in game implementation. In this case, the 1st and 3rd participants agreed on this, one of which was the 1st participant, who stated:

Excerpt 17

For teachers who are old like me, the challenge is that their knowledge of technology is quite limited. Even to operate it, some teachers find it difficult. That's why not all teachers use various types of games, especially online ones. The game platforms or websites that are used tend not to keep updating with the times, for example, there are teachers who can only use one or two types of online games, so yes, of course, use the same ones from class to class and from year to year. (Interview, Participant 1st, 20th July 2023. Author's translation)

These statements describe the challenges faced by older teachers in implementing games in English vocabulary teaching. These challenges include limited technological knowledge and difficulties in operating online games. In addition, the game platforms or websites used tend not to be continuously updated with the times, so teachers only use the same one or two types of online games from year to year. This is in line with the findings of research conducted by Zhang and Zhang (2015), which state that technological limitations and a lack of knowledge about technology are some of the challenges faced by teachers in implementing games in teaching English vocabulary. The limited technology skills can also affect other things, as participant 3rd stated that:

Excerpt 18

When I first used games in the process of teaching English vocabulary, I felt a little overwhelmed because at that time I was not yet an expert, and the students still felt that

they were not used to it, so the teaching process exceeded the predetermined time, ran out of time, and was running out of time. (Interview, Participant 3rd, 8th July 2023. Author's translation)

These challenges include limited technological knowledge and difficulties in operating online games. Apart from that, another challenge is the time required to teach games to students and the students' difficulties in adapting to the use of games in learning. This is in line with findings from research conducted by Lee and Kim (2017), which states that the time required to prepare and implement games in English language teaching can be a challenge for teachers. In addition, research conducted by Zhang and Zhang (2015) also found that students may need time to adapt to the use of games in learning. Another challenge that teachers may face is the need to manage the class and ensure that all students are engaged and participating in the game. According to research by Kusuma and Sari (2020), the use of games in teaching English vocabulary can increase social interaction and cooperation between students, resulting in a more interactive classroom atmosphere. However, the teacher may need to manage the class to ensure that all students are engaged and participating in the game. As expressed by the 2nd participant:

Excerpt 19

Teachers who use games need additional preparation, such as having to plan, prepare, and ensure that the games that will be used are in accordance with the vocabulary content and objectives of the learning material. You could say it's more like feeling tired, but yes, that's a consequence. Apart from that, teachers must also make more efforts to prepare things such as time management and class management, the aim of which is to maintain interactive but conducive classroom conditions. (Interview, Participant 2nd, 20th July 2023. Author's translation)

This statement describes the challenges faced by teachers in implementing games in teaching English vocabulary. These challenges include the additional preparation needed by the teacher in implementing games, such as planning, preparing, and ensuring that the games to be used are in accordance with the vocabulary content and learning objectives. This is in line with the findings from research conducted by Lee and Kim (2017), that the additional preparation required by teachers in implementing games in teaching English vocabulary can be a challenge for teachers. However, by preparing well and planning games well, as well as practicing good time management and classroom management, teachers can overcome these challenges and increase the effectiveness of teaching English vocabulary through the use of games.

Moreover, to the challenges faced by teachers in implementing games in teaching English vocabulary, students can also experience several challenges. This is in line with the findings from research conducted by Lee and Kim (2017), which stated that in the process of teaching English vocabulary games based on games, of course, there will be a number of challenges that will arise, especially challenges from students.

3.2) Focus distraction

Apart from that, difficulty maintaining focus can also be a challenge for students participating in game-based English vocabulary teaching activities. A study published in the journal *Educational Psychology* shows that students often have difficulty

maintaining focus during classroom activities that involve the use of technology, such as games (Huang, Liaw, & Lai, 2015). What the 3rd participant said:

Excerpt 21

Because the teaching is game-based, I often find several challenges in it, such as students who are too focused on the game aspect and less focused on the actual learning process. Yes, maybe because they are too enthusiastic to win or play, then learning is neglected. (Interview, Participant 3rd, 8th July 2023. Author's translation)

Some students may be too focused on the game aspect and less focused on learning English, which should be the main objective of the game-based English vocabulary teaching activity. Lastly, shyness or anxiety about participating in class activities can also be a challenge for students. A study published in the journal *Language Teaching Research* shows that students often feel embarrassed or anxious when asked to speak English in front of classmates (Kim & Kim, 2018). This is how participant 2nd argues:

Excerpt 22

In my opinion, not all students have the same interest in game-based vocabulary teaching. There are some students who may feel less motivated to participate in games-based vocabulary learning for personal reasons, such as those who feel introvert or quiet, so they are shy about playing games openly. groups like that. Or, there are some students who do not easily understand the rules or instructions of games. Things like this, in my opinion, can hinder their active participation in game-based activities. (Interview, Participant 2nd, 20th July 2023. Author's translation)

To overcome these challenges, teachers can use different strategies to help students overcome vocabulary limitations, maintain focus, and overcome shyness or anxiety. For example, teachers can use techniques such as repetition, use of visuals, and use of interesting games to help students learn English vocabulary. In addition, teachers can use techniques such as time management and the use of rewards to help students maintain focus during game-based English vocabulary teaching activities. Finally, teachers can create a classroom environment that supports and encourages students to participate in class activities, such as by providing positive feedback and building students' self-confidence.

3.3) Limitation of technology available

There are quite a lot of challenges from problems outside the classroom. Problems such as limitation of technology, network issues, and boredom classroom atmosphere. According to research published in the journal *English Language Teaching and Technology*, technological limitations can be an obstacle to use of games in teaching English, this research shows that technological limitations can limit teachers' abilities in designing and implementing game-based activities (Chen & Chen, 2015). Example of participant 3:

Excerpt 23

The challenge is limited access to technology at school, not all students can access the internet or school Wi-Fi. As a result, students feel lazy about using their own mobile data. (Interview, Participant 3rd, 8th July 2023. Author's translation)

Thus, it can be concluded that limited access to technology in schools can be a challenge to learning, especially in the current digital era. Thus, it can be concluded that limited access to technology in schools can be a challenge in learning, especially in the current digital era, because this can affect student motivation and involvement in the teaching and learning process. As stated by Participant 1st:

Excerpt 24

If there are technical problems or limits in technology, it can disrupt the learning process and cause frustration. (Interview, Participant 1st, 20th July 2023. Author's translation)

It can be concluded that technical obstacles or limits in technology can disrupt learning and cause frustration for students and teachers. In line with research by Rodrigo et al. (2020) that the use of technology in learning can pose technical challenges, such as slow or unstable internet connection problems, device compatibility problems, and data security problems.

3.4) Network issues

Moreover, in implementing teaching English vocabulary based on games online, network issues can also be a challenge when using games to teach English. A study published in the journal Educational Psychology shows that slow network problems can hinder students' ability to access and use games in learning (Huang et al., 2015). This can disrupt the flow of learning and cause frustration for students and teachers. As in his statement, Participant 1st also explained:

Excerpt 25

For example, when using online games or web-based applications, problems with the internet connection can cause the game to be slow or even inaccessible at all. This can happen due to a weak internet network, interference, or limited internet access at the learning location, Neng. Well, sometimes that becomes an obstacle to carrying out learning, so the effect is that both students and teachers will feel annoyed, angry, confused, etc. Feelings such as confusion, anxiety, etc. (Interview, Participant 1st, 20th July 2023. Author's translation)

Apart from the statement from Participant 1st regarding this network issue, all participants have also experienced more or less the same thing. Participants' experiences Thus, it can be concluded that problems with internet connections or limited internet access can be an obstacle to the use of technology in learning. As Participants 2nd argued:

Excerpt 26

The network problem I experienced was that when teaching online, I almost ran out of time just because of network problems. Well, the problem is that you can't continue the lesson because, in teaching the material, you designed it to use games like that. In the past, I used Quizizz in Greeting Card material. The game was played in groups, as the aim was to compete to get the highest score, so that I could choose a theme to make a greeting card first. But yes, because of that, there was a network problem, so it broke. I can't continue. So I did it manually, selecting randomly. (Interview, Participant 2nd, 20th July 2023. Author's translation)

From his statement above, it is in line with a study conducted by Liu (2021) that often both teachers and students face problems such as uneven internet network access or connectivity problems, which could cause the teaching and learning process to be disrupted. However, as someone who is required to always be creative, teachers need to ensure that before using online-based games, both teachers and students have access to a reliable internet connection to avoid disruptions in the learning process. Likewise, if this happens, it would be good if the teacher could improvise to handle it so that the teaching process using games remains conducive (Rong, 2021)

In conclusion, although the use of games to teach English vocabulary can be a medium for increasing student motivation and engagement, there are also challenges and negative impacts associated with this approach. Teachers may face challenges due to limited technological capabilities, but there are still many teachers who do not really understand technology, so the teaching process feels monotonous. While students may struggle with vocabulary limitations, students' shyness and difficulty balancing the fun and excitement of the game with the learning objectives.

4. CONCLUSION

This study points to several research directions that can be explored further. Future research can create a larger conclusion. The results of interviews with English teachers who have used games as an approach to teaching vocabulary show that the use of games in the process of teaching vocabulary provides positive results. Based on their views, the use of games significantly increases student engagement and participation in learning. They said that students were more enthusiastic, active, and enthusiastic when participating in games-based English vocabulary learning. Additionally, teachers also observed improvements in students' vocabulary comprehension and retention. They see that students are more likely to easily remember vocabulary learned through games because the learning experience is fun and interactive. These teachers also noted that students found it easier to relate vocabulary to real-life situations through games, which made the teacher more enjoyable and enthusiastic about teaching English vocabulary materials. According to teachers, students tend to find it easier to imagine the application of new vocabulary that they acquire through the way teachers teach through games.

Although the research results show the advantages of game-based vocabulary teaching, this research also has several disadvantages and challenges. First, the limitations of English teachers who have used games in the "Greeting Card" learning material in a junior high school. Research results show that teachers tend to have several limitations, such as a lack of ability to master technology and the teacher's teaching process, which tends to be monotonous which can influence the situation and monotonous, class conditions. Of course, these limitations can influence and become the main factor in the application of games by teachers in the process of teaching English vocabulary. Furthermore, another deficiency that teachers often encounter is the limitation of available technology and frequent problems in the network. However, based on this experience, the teachers had no difficulty dealing with these problems. In addition, the implication of this research is that game-based vocabulary teaching has the potential to increase the learning process. Apart from the author, the teachers also recommend that readers, especially English teachers, consider using games as a teaching tool that can increase student involvement in the vocabulary learning process.

And more varied influence and look at the influence of various types of games on vocabulary learning. In addition, comparisons between learning outcomes using games and other approaches can also be an interesting area of research.

Therefore, it is recommended that English teachers consider including games as teaching aids to increase students' involvement in the vocabulary learning process. By doing this, teachers can create a more interactive and enjoyable learning experience for their students, thereby increasing retention and application of vocabulary in real-life situations.

5. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

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