

The Teacher's Response in Relation to the Implementation of Simpler Game Used in Learning English Vocabulary

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Abstract

This study aimed to find out the teachers' responses in relation to the implementation of a simpler game used at SMP Al-Mutazam Sepatan. This study is included in the descriptive qualitative study in accordance with what some researchers think might be the data qualification (Hamied, 2017). The participant involved was a teacher teaching English, particularly vocabulary in English. The data were collected by conducting some observations and an interview with the teacher involved in this study. The data were analyzed based on interpreted data analysis in which some data were concluded in term of words and phrases. Based on the data findings, it was found that the teacher had some statements such as (1) the simpler game benefits the students in learning English, particularly vocabulary English, and (2) some students may have some difficulties observing vocabulary knowledge. Therefore, they had to participate in learning by using the simpler game, and the last (3) a teacher should have some knowledge regarding how and why he or she provides the game in the classroom.

Keywords: *learning vocabulary, simpler game, motivation*

Introduction

Vocabulary is a basic competency needed to be taught for learning English. Knowing a lot of vocabulary is important for all students studying English. By learning vocabulary, anyone can convey everything he or she wants to convey (Agazzi, 2022) (Tamala & Wulandar, 2021) in English. The more vocabulary that the students have, the more opportunities they have when reading (Sariakin et al., 2021) (Nugraheni et al., 2024) (Hadi et al., 2021). However, learning vocabulary is not always easy because numerous students have many obstacles regarding learning vocabulary.

There are a few obstacles experienced by some students learning vocabulary in English. The first, as elaborated by Lutfiyah & Rusiana (2022), is that Bahasa has different features compared with English in terms of pronunciation, spelling, and the words used. The second one is inflation, in which how the forms of structure written in both languages are different (Sari, 2023). The last, as explained by Rosyada & Apoko (2023) that firstly is an external factor; for example, the students may not be supported by their environment. Therefore, they can not practice the language with their family and friends, while secondly is an internal factor, such as the students may feel shy when speaking.

Similarly, based on initial data in terms of an interview carried out by the writers with a teacher teaching English at SMP Al-Multazam Sepatan before this study was conducted, it was found that the problems encountered by some students learning English vocabulary were a lack of confidence and difficulty in memorizing the vocabulary taught.

Meanwhile, based on the writers' observation in class, it was seen that the students learned by using the material book provided by the teacher. The teacher had the students with some explanations regarding the material in the book on the blackboard. The students were asked to actively answer some questions given by the teacher. However, the students were not motivated and confused. By providing the students with more creative learning media, such as smartphone applications, they become motivated to learn English vocabulary since the technology may facilitate the students. The last data were some interviews taking place in order to obtain some primary data.

In regard to the matter mentioned above, it seems that over the past few years, most students have demanded the application of digital tools as education has developed significantly. With the help of rapid developments in technology, students nowadays have been exposed to new and innovative methods for learning English, particularly in expanding their vocabulary. This can be seen by the use of social media like X, TikTok, and Instagram, which allow them to enhance their language skills as well as expand their vocabulary for communicating directly with some students in class and native speakers outside of class. This demand emerges from students' need for more engaging and interactive activities in the teaching and learning process, which enable them to absorb the material more effectively. Therefore, teachers need to find a way to establish an effective technique in language learning, particularly learning vocabulary in English with the help of technology, such as using simpler games in learning vocabulary.

There are numerous media smartphone apps available that can assist students in their vocabulary expansion. One of them is a simpler game that can be downloaded and installed via a smartphone. This new learning model, which is integrated with technology as a learning medium, has been implemented in order to help the students of eighth grade at SMP AL-Multazam Sepatan learn vocabulary by using the application. According to Wibowo (2020), the application of a simpler game is an application designed by a developer that aims to increase the student's knowledge of English. This game application can also help the students understand English grammar as it is designed as an English learning tutorial. The students may have adequate vocabulary after implementing the application.

A simpler game may make learning vocabulary more interesting. In 2018, the GOODVAS Company created a simpler game. The students may find an illustration that is prepared specifically to indicate a suitable action for the unfamiliar word. This game provided some of the simplest grammar systems and vocabulary in order for the students to memorize and understand the meaning of some vocabulary in English. By seeing the illustrations, the students may obtain some vocabulary they need. The students may identify some difficulties ranging from elementary to upper intermediate. They can enjoy learning and be happier, interested, and motivated when playing the game provided in the application.

In relation to the topics discussed before, there are a few benefits that emerged from the use of simpler games in learning. According to Wibowo (2020), the use of simpler games in learning English may help the students understand English's complexities and grammar. He explains further that this application is also designed as a tutorial for learning English. Wibowo also adds that the existence of an Android-based learning application is considered very helpful because it can be accessed anywhere and anytime. Moreover, Habibie et al. (2022) claim that some games can assist each student to maximize their learning potential. The games can also be extended to young learners as interesting exercises in vocabulary teaching and will serve as a solution to provide an

appropriate learning process. Game-based online is user-friendly and accessible to all teachers and students who wish to utilize it (Wandana et al., 2024).

As has been seen from the previous explanation, the writers decided to conduct a study in order to find out what the teacher's responses are in regard to the use of simpler games in learning English vocabulary at SMP Al-Mutazam Sepatan. Hence, based on the background of the study mentioned before, the writers determined to formulate a research question as follows:

What are the teacher's responses in relation to the implementation of simpler game used in learning English vocabulary at SMP Al-Multazam Sepatan?

Teaching vocabulary is a crucial and foundational element of English language acquisition. It's a vital component of effective English language teaching. Vocabulary is integral to all language skills. While some find vocabulary instruction challenging due to its seemingly limitless nature, its importance surpasses that of other language components like speaking, writing, and grammar. A strong vocabulary base significantly facilitates learning these other skills. Celce-Murcia (2001) emphasizes that vocabulary acquisition is central to language learning, regardless of whether it's a first, second, or foreign language. This underscores the primacy of vocabulary instruction in language learning. Consequently, when introducing new vocabulary, careful selection is crucial, aligning with students' abilities and the lesson's content. Engaging and interactive learning methods are key to effective comprehension. Bukit et., all (2023) highlight the cognitive and academic benefits of enjoyable learning experiences for the students.

Suparman (2021) outlines several vocabulary teaching techniques applicable in the classroom: a) Visual techniques in which some students may have their materials through visual. b) Verbal explanation in which the teacher explains regarding to vocabulary matter. c) The use of dictionaries that is some students may have their learning by using some dictionaries.

Educational games play a vital role in the classroom, serving as important tools for supporting learning. These games can significantly enhance students' enthusiasm for language learning, as they can be played anytime and anywhere. This flexibility allows students to relax and enjoy the learning process simultaneously. Through engaging with these games, the students will realize the importance of speaking clearly to ensure that others understand them. Educational games motivate the learners to learn in happiness and joy (Candra et al. l., 2024)

Games can be an effective technique for teaching vocabulary in an enjoyable manner. According to Mossaab (2021), there are several advantages to integrating games into learning: (1) games may have some attitude in which they invite the learners to learn enthusiastically in group, (2) games encourage the learner to study as they may have something in common in per se, (3) games can boot the student's attitude in learning, (4) games reduce the student's anxiety in learning language, (5) games may have the learner to participate in learning.

Simpler is designed to make vocabulary learning in English more enjoyable. On the game, the students can choose their level of recognition difficulty, ranging from elementary to upper intermediate. In implementing a simpler game, a teacher has to know how to use the game. The following procedure are the stages such as

1. Download the simpler game application by GOODVAS in Playstore/Appstore.
2. Open the simpler game.
3. Click settings on the homepage of the simpler game
4. Choose the level of the game
5. Click the option on the homepage of the new level

6. Choose the vocabulary in the option to begin the game.
7. Start the game.

However, there are some drawbacks to using online games in education. Not all students have access to smartphones, and the need for internet packages can be a burden. Despite these challenges, the benefits of online games for learning are significant. Children are likely to enjoy the learning experience more, leading to increased interest and retention of what they see in the game. Consequently, they become more motivated and eager to learn English. Additionally, using the Simpler game helps students understand various reading materials provided within the application.

Method

This study aimed to find out the teacher's response in relation to the implementation of the simpler game technique used at SMP Al-Mutazam Sepatan located on Jl. Kedaung Barat, Pondok Jaya, Sepatan, Kabupaten Tangerang-Banten. This study is included in the descriptive qualitative study in accordance with what some researchers think might be the data qualification (Hamied, 2017). The participant involved was a teacher teaching English, particularly vocabulary in English. The data were collected by conducting some observation and an interview with the teacher involved in this study. The initial data collected during the observation consisted of the learning activities, the interaction among the students in class, the seriousness of students in learning English, and the behavior of the students at SMP Al-Multazam Sepatan towards learning English that took place before this study was conducted. The primary data regarding the teacher's responses through to the simpler game implementation in class were taken by conducting an interview. The data analysis was carried out by (1) presenting the data in the form of table 1 and (2) interpreting the data displayed

Results

The Teacher's Responses Toward the Use of Simpler Game Technique

Some responses have been displayed in Table 1.

Tabel 1. The Teacher's Responses toward the Use of Simpler Game

No	The question	The response
1	Does the implementation of simpler games in English vocabulary learning work well?	Yes, praise be to God, it's going well. Using the simpler game application has made it possible for the students to participate actively and enthusiastically in their English learning.
2	What makes students interested in learning using simpler games?	The appeal of simpler game lies in their game-like nature. The students can use the games at their convenience, fostering a more engaged and enthusiastic approach to learning.

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| 3 | Is there a desire to always use simpler games in English vocabulary learning? | Yes, because when using simpler games, the students are more enthusiastic and excited to learn English, especially English vocabulary. |
| 4 | Why are you attracted to the implementation of learning using the simpler game application? | Yes, because the simpler game application is very easy and effective to implement for junior high or high school students, and it can be used as a supplementary teaching tool for English teachers. |
| 5 | What do you expect to achieve by using the simpler game application in your classroom? | I hope that this simpler game application will help the students learn English and overcome their difficulties in learning the language. |
| 6 | In your opinion, can incorporating simple games into learning activities improve students' reading comprehension? If so, how do these games contribute to better understanding? | Yes, using simpler games in learning facilitates the students in reading. This is because this game provides sections that require the students to read and understand the reading text in order to answer questions. |
| 7 | In the future, if you were to implement learning using simpler game applications, how would you apply or carry out this approach in the classroom? | Yes, I will implement the use of simpler game applications to learn English in class for the future. |

Discussion

As has been seen from Table 1 regarding the teacher's responses to the questions, the following are some explanations.

Response for number 1:

Yes, praise be to God, it's going well. Using the simpler app has made it possible for the students to participate actively and enthusiastically in learning English.

Learning English, especially vocabulary, requires the attention of teachers. This is why teachers need to be fully responsible for the implementation of the learning process. Therefore, learning can be implemented in various ways, including using an application called a simpler game. Regarding teacher responses to the use of the simpler game application in learning, data in Table 1 shows that the students at SMP Al-Mutazam Sepatan, located on Jl. Kedaung Barat, Pondok Jaya, Sepatan, and Tangerang Regency-Banten are enthusiastic about learning English using the game. This is because it is easy to use, simply by downloading the application and then installing it on the students' mobile phones (Wibowo, 2020). The easiness of using the game technique can provide motivation for some users, particularly for the students at SMP AL-Mutazam Sepatan. By using the game in learning, the student's desire to learn some vocabulary in English increases because they are involved in the learning process. Furthermore, the students tend to study harder as the learning that takes place is fun and challenging. The

combination of gamification with the discovery learning instructional model may increase the student's motivation as they have fun, feel positive, and pay more attention during the learning process (Aldalur & Perez, 2023). The implementation of a simpler game is expected to build the student's willingness to learn English vocabulary in the future.

Response for number 2

The appeal of simpler games lies in their game-like nature. The students can use them at their convenience, fostering a more engaged and enthusiastic approach to learning.

The simpler game application is one of the tools used in learning. Its usage follows the patterns as explained in the previous paragraph. The straightforward technique of using the simpler game allows the students to access it anytime and anywhere, as learning can occur in any location and at any time. To ensure that the learning related to the use of the simpler game application meets educational needs. Therefore, some users of the application should utilize the game properly according to the guidelines provided. The simpler game application can be used in the classroom as if it takes place outside the class room (Nga, 2023). Hence, learning with the simpler game application can be conducted both inside and outside the classroom.

Response for number 3

Yes, because when using simpler games, the students are more enthusiastic and excited to learn.

English language learning, particularly vocabulary learning, has proven to significantly boost students' willingness and enthusiasm. Therefore, motivation in the learning process improves. Research conducted by Wibowo (2020) found that the motivation of Taruna students increased by up to 85% after implementing learning using the simpler game application. Moreover, English language learning becomes enjoyable. It seems the use of simpler game applications facilitates the students to improve their vocabulary knowledge.

Response for number 4

Yes, because the simpler game application is very easy and effective to implement for junior high or high school students, and it can be used as a supplementary teaching tool or media for English teachers.

In learning activities utilizing the simpler game application, the students are encouraged to be creative through their approach to learning. In other words, the students are motivated to learn. This allows them to use the simpler game application as a learning medium wherever and whenever they are (Ningsih, 2023). Game, as one of the learning media, helps the students learn languages. Games as a medium of learning create a fun atmosphere as they can entertain and balance as a reflection (Fadhilah et al., 2023).

Response for number 5

I hope that this simpler game application will help the students learn English and overcome their difficulties in learning the language.

The benefits of using the simpler game application are (1) it can be used to facilitate the students complete their tasks outside the class, (2) it helps the students understand the complexity of learning English, particularly the grammar, and (3) It can be used as a tutorial in learning English (Wibowo, 2020). Moreover, the use of the simpler game

application benefits the students in learning English vocabulary as it may affect the learning to become meaningful (Nga, 2023).

Response for number 6

Yes, using simpler games in learning facilitates the students in reading. This is because this game provides sections that require the students to read and understand the reading text in order to answer questions.

The analysis data:

Learning using the simpler game application can help the students understand the reading materials of the application. This is in line with what Fardila (2021), as cited in Purwo et al. (2022), states that vocabulary learning is crucial for assisting students to comprehend some materials, particularly for reading comprehension. Furthermore, the more vocabulary that the students process, the greater their reading comprehension is (Sariakin et al., 2022) (Nugraheni et al., 2024).

Response for number 7

Yes, I will implement the use of simpler game applications to learn English in class in the future.

The use of the simpler game application can be implemented in the classroom and offers several benefits such as (1) the games are motivated and challenging, (2) some efforts can be implemented during the learning session, (3) the students are being sustained and creative by the game, (4) four skills of language may be implemented during the game application, (5) the students are encouraged in interaction and communication, (6) the students may carry out the game in meaningful learning regarding the way in which they learn the language, (7) the students are motivated in learning vocabulary and doing activities which are meaningful and flexible in the classroom, (8) the students may get involved in competition in a friendly way and then become interested to learn the language in use, and for (9) the students are motivated. Therefore, they are continually doing the game on their own (Kim, 1999, as cited in Nga 2023). In other words, the benefits of simpler games as an application facilitate the students learning English, particularly English vocabulary.

Conclusions

To conclude, the students are motivated to learn English, particularly vocabulary English, both in class and outside the classroom. However, some students may have some obstacles regarding how they may implement their learning in simple and fun ways. Therefore, the students should be able to cooperate with their friends in order to facilitate learning English in their classroom. Moreover, the students should also know how to apply the game wherever and whenever they are. Hence, they can apply the game in learning English as they do some tasks in the class as well. The benefits of the simpler game application may affect the students to learn and practice their English vocabulary through the use of the game as well.

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