



Teaching Vocabulary Using Game in SMP Muhammadiyah Ambarawa: A Case Study

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Abstract. Grammar is very important for students to master when they study a foreign language. This study aims to teach Vocabulary using Games in SMP Muhammadiyah Ambarawa. The design of the research used a case study. The participants were nine students in year VII consisting of three males and six females. The instruments to collect data used Observation and interviews, which were analysed qualitatively. The results of this study show that teachers used snake games, ice-breaking and a quiz in teaching English. The study also found that the problem faced by the teacher was the students were so notice therefore it is hard for teacher to give instruction at the beginning of teaching and the solution was the teacher spoke lauder in giving instruction.

Keywords: Teaching Vocabulary · Game · A Case Study

1 Introduction

In learning the language, several things need to be considered. One of which is when learning a second language for beginners, an important instrument, namely knowing a lot of vocabulary. The more vocabulary known, the more understanding the language learned. Vocabulary by Neuman and Drawer, as defined in Bintz (2011:44), says that vocabulary can be defined as words that a person must know in order to communicate effectively: words in speech (expressive vocabulary) and words in listening (receptive vocabulary). Good and right vocabulary will certainly be understood by listeners [1]. One language can be pronounced differently, depending on the habits of the group of people. According to EF English Proficiency Index [2], English language skills in Indonesia and including Indonesia's ability to understand English vocabulary. Indonesia is ranked 80 out of 112 Countries and Prospects; this ranking is included in the low ability category, while for the position in Asia, it is ranked 14th out of 24 Asian countries. According to data from the UN Human Dev. In the program 2021, the average score for the school year is 7.98. From these data, it can be concluded that student's ability to understand English vocabulary is low.

Many students at SMP Muhammadiyah Ambawara find it difficult when asked about vocabulary, especially grade VII students. They do not know the meaning of vocabulary, its types, and ways of pronunciation. All class VII students do not know the meaning of vocabulary because they have never been taught about vocabulary outside and in school;

the school only teaches what material follows the curriculum of each region and school. To reduce ignorance about vocabulary and increase vocabulary knowledge, students SMP Muhammadiyah Ambarawa need a unique way to improve vocabulary skills with games. Games that are carried out such as, snake game, ice breaking, quizzes, and for bonus game singing song guess empty lyrics. The interest in mastering vocabulary can be facilitated by implementing an active learning such as playing game individually and, in a group [3]. The purpose of teaching vocabulary with games is to make students happy when learning English to make them remember it more and become addicted when learning vocabulary. The problem of learning using educational games can describe the application of teaching using vocabulary at SMP Muhammadiyah Ambarawa, describe what teachers face in teaching word games, and explain what teachers take to solve problems.

Many researchers have conducted studies investigating teaching vocabulary using Games such as: Saleh & Althaqafi [4] did research on the effect of using educational games as a tool in teaching English vocabulary to Arab young children: a quasi-experimental Study in a Kindergarten school in Saudi Arabia. The purpose of the study is to determine the influence of the use of educational games on the vocabulary learning of young children. The design of this study was experimental. The participants of this study were 40 children aged 5 and 6-years Research in a kindergarten in Saudi Arabia. Observation and test, post-test, and delayed post-test data were processed with qualitative analysis for data collection. The results of this study show that applying educational games as a learning technique with young learners increases student engagement, knowledge absorption and retention, and allows learners to see the real game world. At the same time, Santri [5] researched the attitudes of teachers and students of EFL classes toward English teaching and learning using games and pictures in rural and disadvantaged schools in Indonesia: A case study. This study aims to assess teachers and students in English language learning using games and images in rural and disadvantaged schools in Indonesia, taking into account the physical, cultural and socioeconomic contexts. The design of this study was a descriptive study with respondents of 3 English teachers and students of 15 junior high school students in three different regions in East Nusa Tenggara Province. Data were collected from interviews and observations of teachers with qualitative analysis. The results of this study all teachers think that English is important and that using games and images in teaching Vocabulary to their students is a good way to improve students. Mastery of vocabulary and participation in the classroom. Using games and deep images is an interesting phenomenon that can increase motivation in learning English.

Bircan [6], did a study about the effect of intelligence games on the vocabulary knowledge of refugee students learning Turkish as the second language. This study aims to determine the influence of vocabulary teaching on game intelligence and determine students' responses when taught using game intelligence. The design of this study is a sequential explanatory design of the mixed method participants of this study were 40 elementary school refugee students for data collection of this study using the vocabulary achievement test and semi-structured interviews; the results of this study were found that vocabulary teaching carried out with intelligence games was effective in improving students' Turkish vocabulary knowledge. Furthermore, it was revealed that students

enjoy vocabulary teaching activities with intelligence games and learn words more easily. Moreover, Arkan [7] researched Game Technique Applications in Teaching Arabic Words as a Foreign Language to Children. The purpose of this study is to prepare contributions to improve the vocabulary skills of Arabic students in grades 2 to 8 of the class, in Arabic. This research is qualitative method research for data collection instruments exponeance analysis and a-systematic analysis. The results of this study are that learning using Games can improve students' abilities and motivate learning.

Rizki & Wirhayati [8] researched teaching vocabulary using games: a case study at 7th grade students of MTs Pembangunan Nurul Islam. To investigate the teaching of vocabulary in secondary schools, such as material identification, activities and learning techniques while learning English vocabulary. The research design was a descriptive study with grade 7 students from MTs Pembangunan Nurul Islam. Data collection was carried out by Observation and interviews and analysed using qualitative research. The results showed that using games can be easy and interesting to learn English vocabulary. Furthermore, Misa [9] did a study about teaching vocabulary using games: a case study of ELT classrooms at 7th grade students of secondary school. The study aims to determine the effectiveness of using games to teach vocabulary to students and compare it with conventional methods. The research design was experimental, with participants in the experimental class and the control class consisting of 20 grade 7 students in junior high school. The instrument of taking data in this study is a pre-experimental design with pretest and post-test groups for data analysis using standard deviation research. The results of teaching using games can improve vocabulary skills. In games students also make the student relationship between students and teachers good.

Bakar & Nosratirad [10] researched sustaining vocabulary acquisition through computer game: a case study. The purpose of the case study was to attract students' attention to learning new vocabulary using games; the participants in this study were three adult learners from different backgrounds. The results showed that computer games could be useful in supporting language learning, especially in providing space for independent learning. Moreover, with sufficient practice and playing consistently, with the right purpose to use them, computer games can be used as a tool for self-study to learn new Vocabulary. In contrast, Ramadhaniarti [11] did a study about teaching English vocabulary through Game: Views from Students. The purpose of this study is to find out the teaching of English with games and support the process of learning English with games. The descriptive research design with student research participants is grade 7 at SMP 14 Bengkulu city for data collection instruments with interviews and observations with qualitative analysis; the results of this study are that students really enjoy the lessons given by the teacher and get leaves to be able to remember vocabulary better.

Gozcu & Caganaga [12] researched the importance of using games in EFL classrooms. Aims to know the game is important and effective in the EFL class. This study had a descriptive design with only two participants, F1 = 23 years and F2 = 22 years; in the data collection instrument, there was a semi-structured interview and observations. Data analysis with audio recorded transcription strategies explained with qualitative research methods; the results of this study are pleasant English learning and high learning performance. Moreover, Pangestu [13] studied vocabulary learning strategy used by English good achievers: case study on eleventh grade students of SMA Negeri 6 Surakarta.

The objectives of this study are to (1) describe cognitive strategies, which are used by students and (2) the types of cognitive strategies preferred by outstanding students in learning English. This research is a case study with qualitative methods. The data source is six SMA Negeri 6 Surakarta students with the highest English scores, including three men and three women. In this study, the researchers used an open questionnaire based on O'Malley's theory in which there were 23 questions and 13 questions regarding metacognitive strategies supported by in-depth interviews. To analyse the data, researchers use several techniques, such as data reduction, data display, and concluding/verification. This study showed that six outstanding people used all cognitive strategies.

Chen et al. [14] researched the effectiveness of using in-game cards as a reward. Aims to prove the effectiveness of using card games on the web while learning English vocabulary. The participants in this study were 172 children from grade 5 in elementary school whose research instruments took data on pre-tests, post-tests, and questionnaires with a mixture of qualitative and quantitative analysis. The results showed that boys tend to get in-game cards as rewards. Research has also shown that using cards in games as an educational reward motivates students to use vocabulary learning systems and improves their learning outcomes. The study's results support the recommended process for teachers to adopt a trading card game in their course. Furthermore, Muhammadqosimovna [15] researched the purpose of this study to discuss teaching English with games to young learners; the design of this study was descriptive with the other participants 68. The research method used is multi-triangulation; the result of this research is that games are important teaching instruments, easy to use when learning English, and students can understand better when getting lessons with games.

Bakhsh [16] researched Using Games as a Tool in Teaching Vocabulary to Young Learners. This paper aims to prove that games are an effective tool when designed to explain Vocabulary and make it easier to remember its meaning and then discuss the importance of using games in teaching Vocabulary and in what ways it helps. The participants of this study are young learners in kindergarten and elementary schools in Saudi Arabia; their research instruments are observations with qualitative data processing. The result of this study is that learning to use games is very effective and fun. In contrast, Amalia [17] did a study about Improving Students' Vocabulary Mastery through Guess My Move Game. This study aims to answer the following questions: 1) how is the Guess My Move Game model applied in English language learning in elementary school students? 2) How to improve students' mastery of English vocabulary by using the Guess My Move Game model, and 3) Are there any differences in English vocabulary mastery in male and female students who use the Guess My Move Game model? The research method used in this study was Classroom Action Research with Kemmis and McTaggart designs. The participants were 24 elementary school first graders using a question-answer process for their data collection instruments. The results of this study show that the Guess My Move Game learning model can improve students' mastery of English vocabulary individually and in groups.

Usman et al. [18], did a study about learning model development of Teams-Games-Tournaments (TGT) in learning German Vocabulary (WORTSCHATZ) for Senior High School students in Makassar. This study aimed to develop a learning model of Teams-Games-Tournaments (TGT) in learning German vocabulary (Wortschatz). In particular,

this study aims to: a) to determine the validity, practicality, and effectiveness of German Vocabulary learning to improve the Vocabulary of mastery students: and (b) to find out the effectiveness of the Teams-Games-Tournaments (TGT) learning model for German vocabulary learning. The design of this study is descriptive design research; the subjects of this study are teachers and students of class XI at SMA 11 Makassar. Data collection is carried out through the application of learning model sheets, questionnaires, and tests. The results showed that the Teams-Games-Tournaments (TGT) learning model in German vocabulary learning (Wortschatz) is valid, practical and effective. Furthermore Elsa et al. [19] researched communication games: their Contribution to developing speaking skills. The study aims to improve the development of English-speaking skills in the tenth grade of a public high school in Ambato, a city in the Andes Region, Ecuador. The population involved 145 students in the school tenth-grade students at Unidad Educativa General Eloy Alfaro Delgado. Data collection instruments with pre-test, post-test and exit survey with a mixture of qualitative and quantitative analysis. The results showed that students considered using games in the classroom beneficial for their learning and it was proven that communication games contributed significantly to students' oral production, which showed improved levels of Vocabulary, accuracy and fluency, and more relaxed interactions with their peers and teachers, after the intervention.

Kusuma [20] conducted a study about developing Monolary as an innovation of language games to practice students' vocabulary mastery in elementary schools in Bali. This study aims to investigate the development of Monolary (The name given to the Game), while specifically focussing on: (1) investigating the media and games used in the teaching of Vocabulary; (2) investigating the development of Monolary; and (3) investigate how Monolary can be used as a medium or Game in training students' vocabulary mastery. The design of this study is descriptive research. The participants were five elementary English teachers and 132 fifth graders in Bali. The instruments used are questionnaires, observation sheets, and interview guidelines with qualitative analysis. The results showed that (1) teachers do not have media and games to support vocabulary teaching and (2) the development of Monolary based on vocabulary learning theory that can be used as a medium for practice and vocabulary assessment. Mastery of elementary school students. From the above results, it can be concluded that teachers need media and games to support vocabulary teaching, and Monolary can be one of the solutions.

Alhajaji et al. [21] researched exploring the success of GMT technique: games, mind-mapping, and Twitter hashtags in teaching vocabulary in EFL higher education Environment. This study aims to gain insight into the opinions and perspectives of learners about the use of techniques developed by researchers as well as how participants feel about their learning. The study shows that techniques consisting of interactive games, cognitive mind mapping and technological exploitation in the form of Twitter hashtags, all used together, constitute a unified framework for activating students' vocabulary learning. The study participants were 150 students enrolled in vocabulary development courses during the second half of the 2018/2019 school year. Questionnaire data collection instruments and evaluation of data analysis with quantitative. The results showed that the GMT technique could effectively promote active involvement, motivation, and student interaction in vocabulary learning. In contrast, Katemba [22] did a study about

vocabulary enhancement through multimedia learning among grade 7th EFL students. This research is intended to fill in the gaps that exist in research on vocabulary mastery, using experimental research designs with pre-tests at the beginning of the program and post-tests at the end of the program. The test was administered to 93 seventh graders of the EFL. The participants were divided into three groups, and each was taught using educational videos, online educational games, and conventional teaching for data analysis using pre-test and post-test. The statistical results show that there are significant differences between these three groups. In addition, online educational games result in higher achievements than educational videos and conventional teaching.

Hendra [23] did research about English vocabulary improvement of a Young Gamer in Kota Serang: a case study analysis). This study aims to investigate the influence of video games on young gamers to improve their English Vocabulary. As a case study with a descriptive research design. One participant in this study is ten years old, named Khalifatul Fajriatul Fattah. The data taken include a vocabulary size and word recognition test followed by writing vocabulary and a test of translating meanings, and an interview for qualitative data analysis. The result of this case study research is that students understand Vocabulary, which will be stored for a long time in their memory. However, the weakness is that students acquire vocabulary incidentally due to need factors. Due to the need to play games, the disadvantage of acquiring incidental vocabulary here is that the child rarely gets the word's lexical meaning because he only deduces based on the context. Moreover Qizi [24] did a Study about The Role of Games in Teaching English. This study aims to identify the importance of English language teaching and the role of games in teaching young learners and address the problem of teaching English to young learners in educational organizations. The design of this study is descriptive research. Participants in this study are 68 participant young Learners aged 9–11. For data retrieval instruments, multi-method triangulation is carried out. The result of this study is that games are effectively used in second language learning classes to provide an atmosphere for EFL learners with fun, motivation and high learning performance.

2 Methods

The participants were nine students of VII grade of SMP Muhammadiyah Ambarawa, consisting of 6 females and 3 males. Data collection instruments use observation, interviews, and documentation to collect data. To obtain data, researchers make observations. In this study, researchers observed the classroom by teaching using games used by researchers to develop English vocabulary skills. The researcher plays the direct role of an active observer, who plays the role of a teacher who teaches. In the Observation of activeness, students can answer the questions of researchers and students' enthusiasm as a record of the results. Because the researcher wanted to see first-hand how effective the Game was in improving the vocabulary ability of students in grade VII SMP Muhammadiyah Ambarawa, the Observation in this class lasted for 12 days with a schedule of Mondays, Tuesdays and Thursdays. Observation is carried out twelve times. The time of one Observation is 80 min. For the total time of the entire Observation is 960 min. The researchers interviewed nine students used Indonesian to make it easier for children to answer. The number of students interviewed in this study was nine students using a semi structured interview. All the data were analysed qualitative.

3 Result and Discussion

3.1 Result

3.1.1 The Implementation of Teaching Vocabulary Using Game

Based on the observation, the teacher used a snake game, which is a game that makes objects move snaking with songs. The teacher provides material in the form of 40 vocabularies. Students are given instructions to write vocabulary in English and Indonesian then memorize the vocabulary given for 20 min. Next, the teacher gives instructions for playing the game. Snake game: There is an object. We will sing together while channelling the object in a snaking way by singing. If the teacher says "Stop," the students must stop singing and share the object. Then, the student must answer the teacher's question for the last one holding the object.

Regarding memorized Vocabulary, if students answer correctly, they would get points. However, if they did wrong, they will get a memo containing five vocabulary words that must be memorized and memorized on the next lesson day. This is a great way to teach students Vocabulary. In direct Observation, an assessment is carried out, namely the application of points for students who can answer the researcher's questions. One correct answer equals one point, adding up all the points at the end. Observations using games were successful. This was evidenced by the results of student interviews who said: Student 1: "As usual, I cannot really answer questions from Ms Kia. However, learning this game is not like learning, just fun. Other lessons should be made like this, too, so it is fun and I understood the material".

Student 2: "I AM Very Enthusiastic When Taught by Ms Kia. I like Playing Games with Friends and Ms. Kia".

Student 3: "I Like It When Ms Kia Teaches Us, but I Cannot Memorize the Vocabulary Given by Ms. Kia, I Got a Few Points, but I Am Trying to Answer and Remember the Vocabulary Given by Ms. Kia"

The second game used was ice-breaking games. Before continuing with the next material, the teacher asked students to memorize the wrong Vocabulary in answering the questions from the previous Game. Then, the teacher reviews the previous material by giving students quiz points, who can answer the teacher's questions get points, and the more questions that can be answered, the number of points students answer increases. After playing the next quiz, the material is new, as usual, students are given time to memorize before starting the Game. Game Ice is a breaking game of applause. Instructions: if the teacher gives the order to clap once, it means the students have to clap once. If twice, then the students have to clap twice and so on. Students who miscalculate the clap count will get questions from the teacher, students who can answer will get points, and if students cannot answer, then students will be instructed to sing English songs. On the second day of Observation, the students were enthusiastic about memorizing Vocabulary, and it was easier to remember the Vocabulary given by the researcher. On the observations of the students were more enthusiastic in the following interview results:

Student 4: "I did not feel like I was learning at all initially. Ms. Kia gives us different material from the book. Then we were told to memorize it, I just memorized it, and

we played games together. My friends got points, but if appointed and asked to answer, I have been able to answer though sometimes I can't answer, and if I got a chance, I try to get points"

Student 5: "I still often forget the Vocabulary given by Ms. Kia, so I still open the book. If my friend was appointed to answer questions, it is my chance to remember the vocabulary from Ms. Kia. There are many vocabularies that I know, Ms. Kia always repeats so that it makes me always remember it".

Student 6: "I like the English lessons taught by Ms. Kia. Lots of games and lots of fun. English lessons are difficult, but it turns out to be fun. I always look forward to learning English together even though I cannot really answer questions from Ms. Kia. I hope Ms. Kia teaches us continuously here"

The last game used by the teachers was a quiz game. In this interactive quiz, students were given prizes in the form of snacks in addition to points to stimulate students' enthusiasm for learning vocabulary. Students showed higher enthusiasm compared to using snake and ice-breaking games. Students are more competitive in finding points. This is evidenced in interviews:

Student 7: "Ms. Kia is different from other teachers. Other teachers gave much material, but Ms. Kia gave vocabulary by playing this game, which makes me remember more lessons from Ms. Kia, besides playing, Ms. Kia also gives snacks and for prizes that can answer questions, Ms. Kia".

Student 8: "THIS Lesson is Fun. I like Quiz Games the Most Because I Got Many Snacks. I Could Get a Snack Because I Answered Questions from Ms. Kia. So Besides Being Smart, I also Get Snacks".

Student 9: "WHEN Ms Kia Taught Us, I Was Excited Because There Were Games and Snacks if I Got Many Points. I Got a Snack from Ms. Kia. I Am Trying to Win and Got a Gift from Ms. Kia".

In the observations made for twelve days, the material given is short vocabulary, there are three types of material given, namely adjectives, verbs, and nouns. The material is written in Indonesian and English to make students understand the meaning of the given vocabulary, students are also taught how to pronounce it in English.

The first material that the teacher gives to students is adjective vocabulary material. Adjectives vocabulary material is given on the first to the third day. The implementation of teaching adjectives vocabulary using snake games, ice breaking and quizzes. In the adjective vocabulary material, students are not too difficult in memorizing and pronouncing it, they are more familiar with the adjective vocabulary. Students also contribute to providing themselves with memorized vocabulary.

The second material is verb vocabulary which is given to students on the fourth to sixth day, the same as the previous material, the implementation of vocabulary teaching uses snake games, ice breaking and quizzes. In this material, students do not understand about verb vocabulary, but their enthusiasm for learning is high in memorizing and pronouncing vocabulary. Students memorize vocabulary quickly even though there are

a few spelling mistakes, the teacher repeats how to read it to make students remember it better.

The second material is verb vocabulary which is given to students on the fourth to sixth day, the same as the previous material, the implementation of vocabulary teaching uses snake games, ice breaking and quizzes. In this material, students do not understand a little bit about verb vocabulary, but their enthusiasm for learning is high in memorizing and pronouncing vocabulary. Students memorize vocabulary quickly even though there are a few spelling mistakes, the teacher repeats how to read it to make students remember it better.

The last material for the seventh to eighth day of observation of the material given is noun vocabulary. Students contribute a lot to provide vocabulary that is around them but they still don't know what it means in English. Students initially had difficulty memorizing noun vocabulary but they repeatedly memorized the vocabulary that the teacher gave. In the application of teaching vocabulary using games, students are increasingly proficient in playing games and answering questions from the teacher.

On the tenth- and eleventh-day observations, the teacher reviewed all the material given by adjectives, verbs, and nouns. The application of focused teaching with quiz games and to increase the spirit of the teacher gives a bonus game in the form of guessing empty English song lyrics, this is done to see the ability and enthusiasm of all seventh-grade students of SMP Muhammadiyah Ambarawa in receiving material so far. In the observation of reviewing students' vocabulary skills, students remember vocabulary even though the vocabulary is given randomly. The highest student enthusiasm was aimed at the application of quiz games because they competed in finding points and rewards. The twelfth observation was used by researchers to interview all seventh-grade students of SMP Muhammadiyah Ambarawa.

In games, students can improve their English vocabulary skills, but students are also teaching to be responsive, responsible, honest, critical and knowledgeable students with the games taught by the teacher. For example, snake games and ice breaking games teach students to be responsive, responsible and knowledgeable. Students must concentrate on the ongoing game and be responsive to answering questions from the teacher, if students are not responsive to answering questions from the teacher students must be responsible for the answers, they give there is always something to be gained when answering questions, namely getting points or getting punished. They are responsible for themselves but both things are good for students, namely getting additional points for each correct answer and getting punishment in the form of memorizing additional vocabulary that must be memorized. In the snake game and ice breaking games, students initially had a little difficulty adjusting but students quickly adapted to the teacher's two explanations, it didn't take long for them to be responsive and responsible by playing games given by the teacher, students' enthusiasm was so high in answering the teacher's questions almost all students can answer the teacher's questions. Knowledge of their vocabulary briefly by playing games. In quiz games students are taught to be responsive to participate in the game, students must answer questions honestly without opening notes about this vocabulary in order to test the student's memory on the material. Every answer they give is their own responsibility, can get rewards and points or punishments it depends on them. They must be competitive in earning rewards and points on quiz

games. Students must think of ways to be able to win from their friends in an honest way, students are prohibited from cheating in any form on this quiz game. In this game, students' enthusiasm increased from the game of snake games and ice breaking. Students are passionate about quiz games. Students do have a little difficulty in answering and are wrong when answering but they try to keep going until it works. Students are very much trying in answering the teacher's questions, they memorize aloud the material from the teacher. The teacher really appreciates the hard work of the students by giving more snacks so that they are more enthusiastic in learning English vocabulary.

Furthermore, games that teach critical, honest, responsive and knowledgeable thinking are quiz games.

The results of observations from a case study conducted in VII grade of SMP Muhammadiyah Ambawara showed positive results that students were very enthusiastic in learning used games and the most preferred game was interactive quiz games because they got prizes when answering questions correctly. In learning they really enjoyed themselves and relaxed. They memorize vocabulary quickly. Learning by using games is effective for learning vocabulary.

3.1.2 Problems Faced by the Teacher and Students in Implementing Teaching Vocabulary Using Game

The problem faced by the teacher initially conditioned students who were too noisy and too active because they were very enthusiastic about learning this Game. As a result, the teacher has difficulty giving instructions at the beginning of the Game. The problem faced by students is not understanding the initial instructions given by the teacher and memorizing new vocabulary in the game because they are very enthusiastic and noisy. Students' problems are also in pronouncing English vocabulary, students pronouncing vocabulary in Indonesian.

3.1.3 Solutions to Solve the Problems in Implementing Teaching Vocabulary Using Game

In this problem, the teacher was silent for 1 min and spoke louder when explaining the instructions. Then, the teacher explained in simple language to the students that it was easy to understand, and the teacher repeated the Vocabulary and how to pronounce it in repeatedly taught, making students remember it.

3.2 Discussion

The first research question states that, "The implementation teaching vocabulary using games?" The results showed that the application of games in teaching vocabulary, the teacher used snake games, ice breaking and quizzes. The findings of teaching vocabulary using games are similar to Bircan [6], Arkan [7], Rizki & Wiharyanti [8], Misa [9], Ramadhaniarti [11], Usman et al. [18], Amalia [17]. What is not in line with research on direct interaction games is the application of digital games or internet games when teaching vocabulary is the research of Bakar & Nosratirad [10], Chen et al. [14], Alhajaji et al. [21] and Hendra [23].

The implementation of teaching vocabulary using games at the junior high school level is in line with the research of Santri [5], Rizki & Wiharyanti [8], Misa [9], Ramadhaniarti [11], Pangestu [13]. The application of learning using this game is not only suitable for junior high school students but all levels, namely the young learner level which is in line with research from Muhammadqosimovna [15], Qizi [24]. Research elementary school level from Bakhsh [16], Chen et al. [14] and Amalia [17], For high school level there is research from Usman et al. [18]. For even higher levels, there is research from Gozcu & Caganaga [12] and Alhajaji et al. [21].

Basically, learning to use games is suitable for all levels, it's just that the material is different and the game is adjusted to the level. Learning using games makes lessons less monotonous and makes students more relaxed. Learning to use games gets positive results for all levels. For students of SMP Muhammadiyah Ambarawa the application of learning using games is the first thing that has ever been done, the results of the implementation of learning at SMP Muhammadiyah Ambarawa show positive results.

In the implementation of teaching vocabulary, the material for SMP Muhammadiyah Ambarawa students used is adjectives vocabulary, verb vocabulary and noun vocabulary, this is different from research by Rizki and Wiharyanti [8], Katemba [22], Santri [5] although at the same level but the needs the material provided is different depending on the curriculum of each region.

The second research question states that "Problems faced by the teacher and students in implementing teaching vocabulary using Game". Control it. While the problems experienced by students when learning are understanding the instructions from the teacher and memorizing new vocabulary. This is in line with the research of Chen et al. [14]. Students also do not understand how to read vocabulary. Because the pronunciation of Indonesian and English is different, it makes students difficult to pronounce English vocabulary. Students tend to read English vocabulary using Indonesian pronunciation. This study is in line with Katemba [22].

The third question states that, "Solutions to solve the problems in implementing teaching vocabulary using Game?" The findings showed that in solving the noise problem of the student participants, the teacher gave the students time to be quiet for 1 min and then the teacher spoke loudly so that the students could hear the teacher's instructions clearly. In explaining the teacher uses simple language to make it easy for students to understand the instructions. In line with Amalia's research [17] that to make the material easy to understand with communication.

The research findings show that vocabulary learning using games is effective. Students are more relaxed and cheerful in learning Vocabulary. Students are also faster at remembering the Vocabulary given when using the Game. The findings of this study are in line with research conducted by Saleh & Althaqafi [4], Santri [5], Bircan [6], Rizki & Wirhayati [8], Misa [9], Bakar & Nosratirad [10], Ramadhaniarti [11], Gozcu & Caganaga [12], Chen et al. [14], Muhammadqosimovna [15], Bakhsh [16], Amalia [17], Usman et al. [18], Elsa et al. [19], Alhajaji et al. [21], Qizi [24]. All research on teaching vocabulary using games is effective even though the research participants are of different levels and from various regions. However, the study results show that games using games is successful for learning, especially vocabulary learning.

4 Conclusion

The implementation teaching vocabulary using games in SMP Muhammadiyah Ambawara shows that the games used by the teacher are snake games, ice breaking and quizzes. In the observation, the material given is adjectives, verbs, and nouns. The obstacles faced by teachers in implementing vocabulary learning games are: active and noisy students in learning make it difficult for students to be instructed. While the problems faced by students are understanding commands and memorizing vocabulary. The solution that the teacher made to overcome this problem was to give students time to be silent for 1 min and then the teacher explained aloud using simple language that was easy for students to understand. Implementing vocabulary learning that has been carried out at SMP Muhammadiyah Ambarawa by using games is effective in student learning using games. The games that have been used in this vocabulary learning are snake games, ice breaking, and quizzes. The Game that the students of SMP Muhammadiyah Ambarawa like the most are a quiz game because students receive rewards when they can answer questions from the teacher.

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