

A Qualitative Study Of EFL English Teacher's Perceptions Towards Teaching Vocabulary Using Word Games For Junior High Schools In Semarang Central Java: To Use Or To Reject?

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Abstract-This study can aim to determine teacher's perceptions in teaching vocabulary using word games for junior high schools' students in Semarang, Central Java. According to Kebeil (2012), there are *teachers and students' perceptions in teaching vocabulary in the classroom*. The population consisted some of the teachers in junior high school in Semarang. The kind of this research is descriptive qualitative research especially in analyzing the data. The research problem is (1) what is the teachers' perception towards teaching vocabulary using word games? (2) what is this research be used or rejected? The method of data collection in this research are given questionnaire. The finding of the research shows that questions given by researcher will be categorized into three teachers' perception related to the teaching vocabulary. They are: 1) Teacher's perception toward the teaching vocabulary in junior high school, it showed (55.55% out of 100%, a total of strongly agree and agree answer), 2) teachers' perception in relation with thought of using word games in teaching vocabulary, it showed (77.77% out of 100%, a total of strongly agree and agree answer) and 3) teachers' perception in relation with word games effectiveness in teaching vocabulary, it showed (44.44% out of 100%, a total of strongly agree and agree answer). In the result of this research, the research can be used to continuing. Word Games are proven to be useful and effective in our study that they should be used for teaching vocabulary to very young learners. Thus, such a teaching method using Word Games will help the students actively involved in the process in an enjoyable way.

Keywords: *teacher's perception, teaching vocabulary, word games*

I. INTRODUCTION

The teacher is an important component who used a very important role in junior high school. Teacher should focus in applying strategy, technique, or method in the teaching English, but not only that it also concerns about the materials. Stated that perception is know of some items than the physical object one takes oneself to be perceiving. Based on definition, it means the teacher's perception should know and able to perceive the item or the object in around, especially in teaching vocabulary. As a fundamental aspect to learning

language, learning vocabulary is important instructional aim to be mastered for junior high school students [1]. As a reason, vocabulary mastery has much impact for the students when they use four language skills; speaking, listening, reading, and writing. The English teacher can use games in teaching vocabulary, the games are called word games. The word games are a collection of several of games that make the students easier to memorize some vocabularies.

The word games can be the solution in teaching vocabulary, because junior high schools' students are more interested in game than listening' explanation their teacher. In addition, according to Nation in [2], that mentions some basic techniques that can be used by teacher in explaining new words: (1) by demonstration or pictures (using an object, using a cut-put figure, using gesture, performing and action, photographs, drawing or diagrams), (2) by verbal explanation (analytical definition, putting the new words in defining context, and translating into another language). It can be assumed that in teaching vocabulary the teacher can use techniques to explain the new words and the teacher must be consider about pronouncing and spelling of the word in teaching vocabulary. So, the teachers must anticipate how such vocabulary can be taught. In the teaching vocabulary, the teachers can use this activity to make the students understand the meaning of words that students taught by the teachers.

II. RESEARCH PROBLEMS

The research formulates two problems that should be covered to get the recent issues in teaching vocabulary especially for junior high school in Semarang, they are following:

1. What is the teachers' perception towards teaching vocabulary using word games?
2. What is this research be used or rejected?

Review of Related Literature

Teachers' Perception

The process when we become to know of many stimuli that the effect our senses is perception [3]. As to [4] Sobur, stated that the perception is a kind of the overall process that the produces to response after the stimulus is applied to the people. It means that the perception is a process of stimuli to give the assumption and we become to know of something and be understanding that the situation. Based on the [5], stated that there are some factors influencing perception are functional, structural and cultural factors. First, the functional factors consist of needed, give motivation, inform of past experience, getting hope, attention, emotion and situation. Second, the structural factors consist of intensity of stimulus, quantity of stimulus, and the contradiction of stimulus. The teachers' perception is a process stimulus that they give the argument about what the think after they seeing about the situation to make be understand.

Vocabulary Teaching

Vocabulary has been studied in research for more than half a century [6]. Learning vocabulary is important because we are able to speak, write, and listen nicely we have to know vocabulary first [2]. It means that in learning vocabulary we have to know the meaning of it and also understand and can use it in sentence context. The growing important of vocabulary has been evident not only in second/foreign language teaching and learning in a wider context of the world, but also in Indonesian context of EFL [2].

According to [7], stated that vocabulary is not only confined to the meaning of words but also included how vocabulary in a language is structured: how people use and store words but how they learn words and the relationship between words, phrases, categories of words and phrases [8]. According to [9], supports the definition of vocabulary. He divides it into two, namely active and passive vocabulary. 1) Active vocabulary is the word which the students can understand and pronounce correctly and constructively in speaking and writing while 2) passive vocabulary is the word that the students can recognize and understanding when they occur and, in a context, but they cannot produce correctly.

Teaching Games

Games have proven to have advantages and effectiveness in learning vocabulary in various ways: a) games bring in relaxation and fun for the students, thus help them learn and retain new words more easily, b) games usually involve friendly competition and they keep learners interested, c) vocabulary games bring real world context into the classroom and enhance the students' use of English in a flexible, d) games are highly motivating and they give the students more opportunity to express their opinions and feelings, d) games add diversion to the regular classroom activities. While it is true that the games are usually fun, one must not lose sight of their pedagogical value, particularly in second language teaching [10]. The games can lower anxiety, thus making the acquisition of input more likely. In addition, they are often

highly motivating, relevant, interesting and comprehensible [11]. The games are sometimes used in classroom to develop and reinforce concepts (e.g., shapes, colors, numbers, word definitions). The teachers who understand the games in this way is much more likely to be able to find or create that will help his students to learn something as they play [12]. Games is also appropriate to be used in teaching vocabulary. Applying game in classroom can be one of effective strategies in teaching vocabulary [13]. As [14], states that the games can make learners, to be more enthusiastic in learning vocabulary. [15], also explain that by a variety of odd words, puzzle and games can make learners motivate in learning vocabulary. To create conducive situation is not easy. It happens in one of junior high schools in Semarang Regency.

Word Games

Games also motivating they are amusing and at the same time challenging. It introduces an element of competition into language-building activities hold positive attitudes towards them [16]. As conducted [13], states that the students liked the relaxed atmosphere, the competitiveness, and the motivation that games brought to be classroom. Game can be played by certain rules is that there will be the winner and loser and the purpose is only for refreshing. Word games alone may not guarantee successful pedagogic intervention on the part of the teacher. From a more practical perspective, the materials needed for the implementation of word games in the classroom may be of a very limited nature. Many words game only require the use of pencil, paper, and imagination [17]. Word games can also serve the purpose of diversifying the methodology within communicative approaches [18]. Even while using tasks as a basis for introducing alternate communicative activities, word games will add another dimension to the classroom. The word games can have a unifying effect on the classroom population in general and on specific groups of students in particular as they bond to create terms [19]. The element of playing the games in a formal classroom environment may bond the class members and the teacher as one unit undertaking a special experience together and enjoying it.

Research Methodology

Research Design

The purpose of this research is to describe research with qualitative design used to investigate the teachers' perception toward teaching vocabulary using word games for junior high school in Semarang Central Java and the impact those word games may have on learner's motivation in a formal foreign language classroom environment. According to [20], stated that qualitative is research that was done for the purpose of understanding social phenomena, social being used in a broad sense. In qualitative, the theory would be foundation to understand socio context largely and intensively. The participants who took part in the study are characterized and the materials used to elicit the data are described. Finally, the information on the procedure used to analyze the data is provided. The data in this research is the form of complete

description about profile of teaching vocabulary using word games in junior high school.

Sample and Participants

The people involved in this study are nine-teachers in junior high schools in Semarang, especially in Semarang Regency. Teachers in this school are asked to monitor the students work in professional development meetings. The action research which teachers are required to collect in SMPN 2 Banyubiru and SMPN 3 Ambarawa. The school in question already has a literacy initiative in place, and the teachers have had many professional development opportunities designed to promote literacy and vocabulary among their students.

Data Collecting

The instruments that was used to get the data was questionnaire. An English questionnaire was prepared by the research and was administered in four different school that teachers' perceptions toward teaching vocabulary using word games for junior high school in Semarang Regency were placed; SMPN 2 Banyubiru and SMPN 3 Ambarawa. To create this questionnaire, the research adapted research's questionnaire from the previous research (Sevik, 2011). The questionnaire consisted of 10 questions listed related to the teachers' perceptions of using word games in teaching vocabulary. The questionnaire included five-point, with the options namely; "strongly agree", "agree", "undecided", "disagree", "strongly disagree" and mentioned why say such a reason. The researcher selected the students who have taken teaching practicum in junior high school.

Data Analyzing

Following the administration of the questionnaire, the results obtained from the participants were analyzed using Microsoft Excel. The ten questions would be categorized into three tables related teachers' perception toward the teaching vocabulary in junior high school (Table 4.1), teachers' perception in relation with thought of using word games in teaching vocabulary (Table 4.2), teachers' perception in relation with word games effectiveness in teaching vocabulary (Table 4.3). The result would be presented in each table and the discussion would follow the findings.

Research Finding and Discussion

Result of Questionnaire

The research used instruments to collect the data through using questionnaire. The followed by some detailed following questions; 1) What do you know about vocabulary teaching? 2) What do you know about word games? 3) Do you think that vocabulary master is very important for students? 4) Do you think word games in necessary for students? 5) Can you make any word games by yourself to support your vocabulary teaching? 6) Do you find any difficulties in designing word games? Explain? 7) Do you think that implementing word games in teaching vocabulary is easy or difficult? Give your reasons! 8) Do you think that teaching vocabulary using word games is effective and fun? Why? Give your reasons! 9) What are the advantages of teaching

vocabulary using word games? and 10) (if it any) What are disadvantages of teaching vocabulary using word games?

Then, the result of questionnaire showed that generally the teaching vocabulary using word games for junior high school was three categories on the teachers' perception such as:

4.1 Teachers' perception toward the teaching vocabulary in junior high school.

What is teacher' perceptions toward the teaching vocabulary in junior high school? As it shown in Table 1, the teachers believed that the word games should be an essential part of the teaching vocabulary for junior high school.

Table 1. Teachers' perception toward the teaching vocabulary in junior high school

Questions	Options				
	Strongly Agree (%)	Agree (%)	Undecided (%)	Disagree (%)	Strongly Disagree (%)
1. What do you know about vocabulary teaching?	55.55%	22.22 %	0%	0%	0%
3. Do you think that vocabulary master is very important for students?	44.44%	44.44 %	11.11 %	0%	0%
5. Can you make any Word Games by yourself to support your vocabulary teaching?	33.33%	44.44 %	11.11 %	11.11%	0%
7 Do you think that implementin g Word Games in teaching vocabulary is easy or difficult? Give your reasons	44.44%	55.55 %	0%	0%	0%

Teachers' perception toward teaching vocabulary using word games for junior high school to showed (55.55% out of 100%, a total of strongly agree and agree answer). And besides, teacher's perception toward teaching vocabulary must not using word games for junior high school to showed (11.11%). So, all participants knew that the pedagogical value of word games was interesting.

4.2 Teachers' perception in relation with thought of using word games in teaching vocabulary

What is the teachers' perception in relation with thought of using word games in teaching vocabulary in junior high school? As it shown in Table 2, the teachers believed that the word games accelerate the memorization of vocabulary in junior high school.

Table 2. Teachers' perception in relation using word games in teaching vocabulary

Questions	Options				
	Strongly Agree (%)	Agree (%)	Undecided (%)	Disagree (%)	Strongly Disagree (%)
2. What do you know about Word Games?	55.55%	44.44%	0%	0%	0%
4. Do you think that Word Games is necessary for students?	22.22%	77.77%	0%	0%	0%
6. Do you find any difficulties in designing Word Games? Explain!	33.33%	44.44%	22.22%	0%	0%

Teachers' perception toward teaching vocabulary using word games for junior high school to showed (77.77% out of 100%, a total of strongly agree and agree answer). And besides, teacher's perception toward teaching vocabulary must not using word games for junior high school to showed (22.22% out of 100%, a total of disagree and disagree answer). So, all participants knew that word games are very effective in teaching vocabulary for junior high school.

4.3 Teachers' perception in relation with word games effectiveness in teaching vocabulary

What is the teachers' perception in relation with the word games effectiveness in teaching vocabulary in junior high school? As it shown in Table 4, the teachers could easily access and find appropriate the word games to use in the English classes.

Table 3. Teachers' perception in relation with word games effectiveness in teaching vocabulary

Questions	Options				
	Strongly Agree (%)	Agree (%)	Undecided (%)	Disagree (%)	Strongly Disagree (%)
8. Do you think that teaching vocabulary using Word Games is effective and fun? Give your explanation!	22.22%	77.77%	0%	0%	0%
9. What are the advantages of teaching vocabulary using Word Games?	44.44%	44.44%	0%	0%	0%
10. (If it any) What are disadvantages of teaching vocabulary using Word Games?	22.22%	44.44%	33.33%	0%	0%

Teachers' perception toward teaching vocabulary using word games for junior high school to showed (44.44% out of 100%, a total of strongly agree and agree answer). And besides, teacher's perception toward teaching vocabulary must not using word games for junior high school to showed (33.33% out of 100%, a total of disagree and disagree answer). So, it can be concluded that the teachers would use as many as they could find teaching vocabulary using word games.

Based on questions that teacher's perception toward teaching vocabulary using word games for junior high school. Through these questionnaires we can explain that:

- a) The teachers like teaching vocabulary using word games because word games can help them to motivate the students in following the question since the love playing while learning in the classroom.
- b) The advantages of teaching vocabulary using word games are these following; the teachers can motivate the students to following the lesson with fun. The students will memorize easily remembered in learning about vocabulary. And the situation in the classroom is fun and interesting.
- c) The disadvantages of teaching vocabulary using word games are the teachers felt difficult in creating their own

word games and need more times. Then, the teachers sometimes hard to find the brilliant ideas of word games that will be taught in the classroom.

Based on the teachers' perceptions, teaching vocabulary using word games is the right thing for junior high school, because students of that age are still aware of the name of the games. According to the research, this research should continue to using word games, not just stop in this study.

Discussion

In this research, the researcher hoped to get a result whether teacher's perceptions toward teaching vocabulary using word games in junior high school. The finding showed that the teacher's perception knew about the pedagogical value of the word games. it is supported stated that "in designing syllabus for the Junior High School context, the focus should be focused on communicative value of language and should include games". As [21], States that to master over a language, the learners must learn thousands of words. It means that learners should have many vocabularies to support their ability in mastering English.

The most important language components in learning English is vocabulary. Learning vocabulary can help the students in studying English and support them in mastering the other language components. d because of lack). Games helps the teachers to maximize each students' learning potential [22]. The games also appropriate to be used in teaching vocabulary. In other words, the researcher needs to consider about the importance of the word games. [23], stated that in "planning in the primary modern foreign language curriculum attention should be focused on oral and aural ends and that the word game should be included in the curriculum". It is true that the teachers must not use word games only for fun and breaking down boredom because we know all that the word games can be use to teaching vocabulary for junior high school. Word Games provide more opportunities for the students to practice in a meaningful linguistic situation. As Lazar stated that word games, and the wat which we can increase the student's awareness of it has perhaps been paid less attention that it deserves.

The problem encountered by the teachers is their capabilities in finding appropriate the word games to be used in each curriculum. Stated that define an instructional games by the following characteristics: 1) the games involves a challenge against either a task or an opponent, 2) the game is governed by a definite det of rules, 3) the games is freely engaged in, 4) psychologically, the game is an arbitrary situation clearly separate from real-life, 5) socially, the events of a game situation are considered, in and of themselves, to be of minimal importance, 6) the game has a definite number of possible solutions; that is only a finite number of things can happen during play. The perception of what constitutes a 'language game' is that is shares some common aspects with games in general, but also has specific traits. 'Language games' is a general term used to cover a variety of language activities.

Pedagogical Implication

People attach great importance to English learning nowadays and more and more English teaching method have been adopted. However, vocabulary teaching is still in an inconspicuous place. It's too often we hear the students complain that they keep learning and forgetting new words. but few the teachers are aware of this teaching problem and mist haven't thought much about how to improve their teaching strategies to make teaching more effective. Vocabulary teaching is not an easy subject. There is much work for us to do in order to make vocabulary teaching more reasonable and more effective. And also, using games can help the students learns vocabulary. The use of games may support the learning or receptive vocabulary when the same vocabulary is taught without using games, the games means Word Games. Word Games are proven to be useful and effective in our study that they should be used for teaching vocabulary to very young learners. Thus, such a teaching method will help the students actively involved in the process in an enjoyable way. Word games was recommended that the teachers' perception should use innovative methods because it can help the problem-solving, discovery, discussion, question and answers, role play, and excursion for the improvement the students in academic performance. The teachers' perception about word games for use of various methods that can enhance learning and also given room to studentships in school.

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