



**TEACHING VOCABULARY THROUGH THE IMPLEMENTATION OF  
GAME-BASED LEARNING FOR JUNIOR HIGH SCHOOL STUDENTS:  
THE TEACHERS' PERCEPTIONS**

*SKRIPSI*

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**UNIVERSITAS ISLAM MALANG  
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## ABSTRACT

**DwiraHmita**, NurafriLia Anindya. 2020. *Teaching Vocabulary through the Implementation of Game-Based Learning for Junior High School Students; the Teachers' Perceptions*. Skripsi, English Education Department Faculty of Teacher Training and Education Universitas Islam Malang. Advisor I: Atik Umamah, M.Pd.; Advisor II: Eko Suhartoyo, M.Pd.

**Keywords:** teaching vocabulary, game-based learning, teachers' perceptions

Investigating perceptions on the vocabulary teaching media plays a crucial role since it will be very helpful for the improvement of learning process and students' vocabulary proficiency. This descriptive qualitative study was conducted to examine the teachers' perception of the use of game-based learning in teaching vocabulary for junior high school students. One teacher from each three types of junior high school in Malang; private, public, and Islamic junior high school participated in the semi-structured interview. The interview was conducted through online meetings using Google Meet app due to the COVID-19 pandemic. Twelve questions were delivered in *Bahasa* (Indonesian) to ease the participants to understand and answer it then it was transcript to collect the data. Thematic analysis method was used to analyze the data

This study found that game-based learning is worth to be used as a vocabulary teaching media based on the three participants' perceptions, they stated that it has some advantages, such as it attracted the students' interest. Additionally, vocabulary got after using game-based learning was remained last long in the students' memory. It was also created a competitive environment that the students were getting more excited to join and it trained the students' responsibility in teamwork. Still, there are some challenges faced when the teachers applied game-based learning. Finally, the teachers agreed that all of these challenges were still capable to be overcome and they prefer used game-based learning since it was easy to be used and there are more advantages for helping the students enhanced their vocabulary.

It can be notable for other teachers to be creative preparing the games and keep assist the students when performing games. Future researchers can conduct studies about the use of game-based learning for the higher education level to figure out if it in line with the teacher's perceptions in this study.

## ABSTRAK

**Dwirahtita**, Nurafriah Anindya. 2020. *Pengajaran Kosakata dengan Penerapan Game-Based Learning untuk Siswa SMP; Persepsi Guru*. Skripsi, Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Islam Malang. Pembimbing I: Atik Umamah, M.Pd.; Pembimbing II: Eko Suhartoyo, M.Pd.

**Keywords:** pengajaran kosakata, *game-based learning*, persepsi guru

Penelitian persepsi terhadap media pembelajaran kosakata memainkan peran penting karena hal ini sangat membantu untuk peningkatan proses pembelajaran dan penguasaan kosakata siswa. Penelitian deskriptif kualitatif ini dilakukan untuk menguji persepsi guru terhadap penggunaan *game-based learning* dalam pembelajaran kosakata bagi siswa sekolah menengah pertama. Satu guru dari masing-masing tiga jenis SMP di Malang; SMP swasta, negeri dan Islam (MTs) berpartisipasi dalam wawancara semi-terstruktur. Wawancara dilakukan melalui rapat *online* menggunakan aplikasi Google Meet dikarenakan adanya pandemi COVID-19. Dua belas pertanyaan disampaikan dalam Bahasa Indonesia untuk memudahkan peserta dalam memahami dan menjawabnya kemudian ditranskripsikan untuk mengumpulkan data. Metode analisis tematik digunakan untuk menganalisis data

Studi ini menemukan bahwa *game-based learning* layak untuk digunakan sebagai media pembelajaran kosakata berdasarkan persepsi ketiga peserta, mereka mengemukakan bahwa *game-based learning* memiliki beberapa kelebihan, diantaranya menarik minat siswa. Selain itu, kosakata yang didapat setelah menggunakan *game-based learning* tetap bertahan lama dalam ingatan siswa. Selain itu, tercipta lingkungan yang kompetitif sehingga siswa semakin bersemangat untuk bergabung dan melatih tanggung jawab siswa dalam kerjasama tim. Meski demikian, masih terdapat beberapa tantangan yang dihadapi ketika guru menerapkan *game-based learning* di kelas. Akhirnya, para guru sepakat bahwa semua tantangan ini masih dapat diatasi dan mereka lebih memilih *game-based learning* karena penerapannya yang mudah dan ada lebih banyak keuntungan yang didapatkan untuk membantu siswa dalam meningkatkan kosakata mereka.

Perlu diperhatikan bahwa guru lain harus kreatif dalam mempersiapkan permainan dan tetap mendampingi siswa saat melakukan permainan. Peneliti selanjutnya dapat melakukan studi tentang penggunaan *game-based learning* untuk tingkat pendidikan yang lebih tinggi untuk mengetahui apakah hal tersebut sejalan dengan persepsi guru dalam penelitian ini.



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## CHAPTER I

### INTRODUCTION

This chapter presents the background of the study, the statement of the problem, the purpose of the study, the significance of the study, the scope and limitation of the study, and the definition of key terms.

#### 1.1 Background of the Study

Vocabulary is one of the language components that is very important for English Language Learner (ELL) since it has an essential role needed to develop learners' English mastery. It is very important for language learners to learn vocabulary which is a critical part of foreign language learning (Alqahtani, 2015). Learners' English mastery can be developed by gaining much vocabulary so they can use it to comprehend and communicate in English well. Rich vocabulary enhances thinking so as to enable students to communicate in an appropriate and interesting way (Webber, 2012). It means the more vocabulary they have; the more communicative they are.

Despite the importance of vocabulary, it seems unfortunate that teaching English is very likely to face some challenges particularly deal with vocabulary. As the seventh graders were found have less interested in learning English since they do not understand it well and they lack of vocabulary. The students cannot follow the learning process easily, so the teacher taught using Indonesian as the dominant language (Kumalasari, 2018). In addition, the fourth grade-students were discovered to have less motivated in learning English since the teacher used



the monotone teaching method. Mostly the students were inactive in the class, they did not pay attention to the teacher and the lesson well, and the class was noisy. This class atmosphere was not helpful to make students more attracted to learn English (Profita, Susilohadi, & Sarosa, 2014).

The fact that relevant studies above seem contradictive to another fact that vocabulary can be taught by applying some teaching media. Teaching vocabulary could be execute in some ways, such as learner training, using mnemonics, word cards, and so on (Thornbury, 2002). In addition, using games for language learning is also one way to train learners' vocabulary, since games will help and encourage students to maintain their interest. Games provide drilling by repeated occurrence using certain language forms that will give students opportunities to understand its use for daily communication (Wright, Betteridge, & Buckby, 2007). Games involving students to use their vocabulary to communicate, it also makes them cover each other's weaknesses if it is played in a team. The student's teamwork will be fostering their good energy in competing each other. It will motivate them in elaborating their vocabulary to play the game well.

Among other attractive games which are popular in this century, games-based learning is worth to be used as a learning tool. The students will gain more vocabulary through playing games since game-based learning designed to motivate students to immerse with the educational materials in a playful, sportive, and dynamic way (Pho & Dinscore, 2015). Games provide the language meaning which emotionally experienced by the students which better than they have to merely study on it (Wright, Betteridge, & Buckby, 2007).



Moreover, some researchers (Sasidharan & Eng, 2013; Ramadhaniarti, 2016; Putra, 2020) have done research about the way to overcome students' difficulties in learning vocabulary by using game-based learning. The first previous study found that students gave positive responses after playing the game. Most of them said that the game encourages teamwork, the game requires the use of strategies to win, the game motivates to use and learn English. The teachers also shared mostly positive responses on points that the game can motivate students to use, it keeps made them being active and alert. The teachers' agreed that games make learning process to be fun and easy so the students alert and engaged in learning with their peers, speaking, and communicating using English (Sasidharan & Eng, 2013).

The second previous study found that game was an effective method to improve student's vocabulary mastery based on the students' views (Ramadhaniarti, 2016). The last previous study was also proved the positive results that most of the students agreed that using games in teaching and learning process helped them to improve their vocabulary (Putra, 2020). Thus, it can be concluded from the previous studies above that games was effective to help students enhance their vocabulary.

Based on the phenomenon above, investigating perceptions on the vocabulary teaching media plays a crucial role since it will be very helpful for the improvement of the learning process and students' vocabulary proficiency (Marzano, 2020). However, very few extensive researchers have tackled the

teachers' perceptions toward the use of game-based learning in teaching vocabulary.

The researcher decided to fill the gap from the previous studies with taking a different focus on taking each teacher from three different kinds of junior high school; Islamic (*MTs*), private and public junior high school as the participants. Each of them represents different features that were predicted to bring different perceptions toward teaching vocabulary using game-based learning as well. Furthermore, this study held to prove whether the teachers' perceptions are in line with previous studies.

### **1.2 Statement of the Problem**

Based on the background of the study above, the research problem can be stated as follow:

- How do EFL teachers perceive the teaching vocabulary for junior high school students using game-based learning?

### **1.3 Purpose of the Study**

This study tries to explain the teachers' perceptions toward teaching vocabulary for junior high school students using of game-based learning.

### **1.4 Significance of the Study**

This study can be useful for teachers and other researchers. Teachers who never use game-based learning in their class might get inspiration through the teachers' perceptions in this study about the use of game-based learning to teach

vocabulary for junior high school. This study also discussed the teachers' perceptions about challenge that might be found when they use game-based learning and how to solve it. Furthermore, this study might be helpful for teachers who have been used game-based learning and found the same difficulties. Hopefully, this study would also contribute to the next researcher to be considered as the reference for further research.

### **1.5 Scope and Limitation of the Study**

This study took three teachers who have various range of experiences in teaching English and they come from three different schools. The researcher was unable to held observation because of the limit of school access. Thus, this study only used the interview as the research instrument.

### **1.6 Definition of Key Terms**

In order to avoid misunderstanding or get the same perceptions of the terms used in the study, the following definitions are given:

#### **1. Vocabulary**

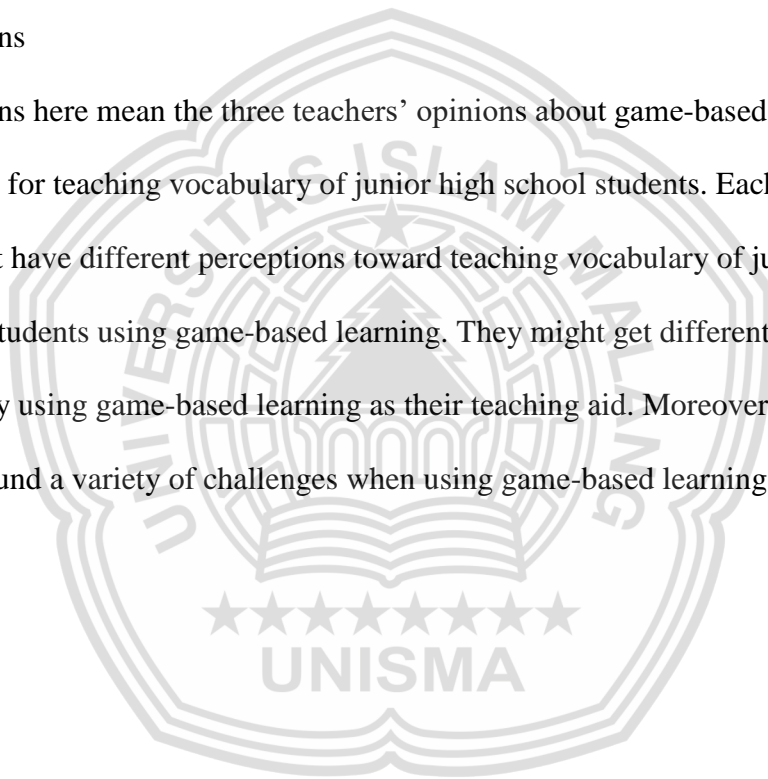
Vocabulary terms in this study mean the new vocabulary that the students get after playing game-based learning with the teacher. Based on the curricula and syllabus from the Indonesian Education Government, it included vocabulary such as nominal; singular plural, nouns, verb and adjectives related to people, animals, things around the class, school, house, and surroundings, and also a comparison of adjectives were taught using game-based learning by the teachers who were asked their perceptions in this study.

## 2. Game-Based Learning

Game-based learning in this study means offline games used for junior high school students designed by the teachers who are being the participants of this study as the learning activities. Thus, the students will gain their vocabulary in a fun way easily. It can be a kind of sorting, ordering or arranging games, or information gap games, or guessing games, or etc.

## 3. Perceptions

Perceptions here mean the three teachers' opinions about game-based learning used for teaching vocabulary of junior high school students. Each teacher might have different perceptions toward teaching vocabulary of junior high school students using game-based learning. They might get different advantages by using game-based learning as their teaching aid. Moreover, they could also found a variety of challenges when using game-based learning.





## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter consists of two parts, namely conclusion and suggestion derived from the discussions of the findings. The first part is the conclusion which focuses on the summary of the findings and discussion. Furthermore, the second part is suggestions for the teacher and future researchers.

#### 5.1 Conclusion

The researcher conducted this study to find out the teachers' perceptions of using game-based learning in teaching vocabulary for junior high school students. The result of the interview showed that based on the teachers' perceptions, game-based learning was a good media to facilitate junior high school students in learning vocabulary. Game-based learning in teaching vocabulary attracted students' interest. The students were happier for studying vocabulary by using game-based learning than only reading or memorizing. The teachers assumed that the students easily remembered what they have learned in their class by using game-based learning and it remained long last in their memory better than they memorized it in the class only.

Despite game-based learning for teaching vocabulary media gave many advantages as mentioned above, there were also some challenges related to the games preparation and the students' response to the games as well. Finally, all of the participants agreed that there were more advantages than challenges. Then, it

can be said that game-based learning is worth used for teaching vocabulary for junior high school students.

### **5.2 Suggestion**

Some suggestions were delivered not only to the teachers who teach junior high school students, but also the future researchers who have similar study in the use of game-based learning for teaching English. Teachers as the instructor in class can use their creativity to make the students engage the vocabulary learning with simple games. It can be in a kind of matching games, or gap games, or etc. that related to the topic being discussed in the class to avoid students' boredom. Teachers still have to assist the students when performing game-based learning especially when the students play teamwork games to make sure all the students participate evenly in the group. Evaluating the learning results after the games have done is also suggested.

The researcher realized that this study still far from perfection and still having a limitation. It is expected for future researchers to conduct similar studies about the application of game-based learning for the higher education level to figure out whether it is in line with the teachers' perceptions of the present study's findings.





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