

THE TEACHERS' CHALLENGES IN IMPLEMENTING VOCABULARY GAMES IN ENGLISH CLASS FOR THE TENTH GRADE OF SMA NEGERI 7 SELAYAR

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ARTICLE INFO	ABSTRACT
<p>Article history: Received: August 19, 2022 Revised: September 18, 2022 Accepted: November 28, 2022 Published: June 30, 2023</p> <p>Keywords: Vocabulary Games Teachers' Challenges Qualitative Research</p>	<p>This research aims to determine the challenges faced by teachers in implementing vocabulary games in the tenth grade at SMAN 7 Selayar. This study uses a qualitative descriptive method conducted with an English teacher at SMAN 7 Selayar to find out the challenges faced by teachers in implementing vocabulary games in classroom learning. This study uses checklist observations and interviews as instruments in data collection. The results of this research indicate that there are two factors that become a challenge for teachers in learning English in vocabulary games applied at SMAN 7 Selayar, namely internal and external factors, in which internal factors come from the teacher himself while external factors come from students. The teacher's internal challenges are the limited vocabulary of students and lazy students, while the external challenges of teachers are creative learning/teachers, and also limited learning time when using games.</p>
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INTRODUCTION

Vocabulary is the number of words for a particular language or set of words used by a particular individual speaker, According to Hatch and Brownas cited in Rohmatillah (2014) vocabulary is the basis of a language because it is the most important component in learning a language. Difficulties experienced by a person due to lack of ability to communicate using English, this is caused by a lack of known vocabulary to master vocabulary requires a lot of study and practice the more vocabulary mastered the better their language skills. English is very useful so that we can communicate with foreigners, this cannot be separated from the role of a teacher in teaching English in schools, the teacher plays a major role in teaching students. According to Rohani as cited in Jannah (2019) an English teacher is someone who has responsibility for quality teaching so that students can achieve learning goals and can provide benefits to others.

In teaching the teacher cannot be separated from challenges, one of which is the challenge of students due to the lack of knowledge of students about vocabulary and in the learning process students are less interested in learning because many students do other activities ignoring the teacherlike playing and chatting, the reason is English is a difficult subject to learn they do not know the meaning, not their vernacular and think that learning English is not important to learn. Therefore, the basic thing that is taught to students in English is vocabulary.

Therefore, a teacher is required to be good at motivating students to learn languages. According to Abrar in Moses & Mohamad (2019) the lack of student motivation is when students no longer have the desire or feel they do not want to be involved in the learning process. Therefore, teachers must always encourage students to be able to master the language, teachers must be more creative and keep students from learning boredom, wrong one of the teacher's ways to increase students' interest in learning is to choose the right learning technique, because students get bored quickly with the same learning method.

Paying attention to the problems faced by the teacher, the alternative solution that researchers do to make learning more interesting, fun and motivate students to learn is to use games, because learning students can also play. Donmus as cited in Derakhshan & Khatir (2015), said that when games and education are combined, it will be an educational and educational environment that can be entertaining, using games in learning provides a positive attitude and students are more motivated in learning, so that games can change the learning atmosphere in a different atmosphere in the classroom, by using games to eliminate student boredom during learning and create a conducive, fun and interesting classroom atmosphere for students.

The use of games in learning can change students' perception that English is not a boring subject. Nguyen and Khuat as cited in Ramadhaniarti (2016) say that students prefer to learn language in a relaxed environment such as vocabulary games. Games can encourage students to find involvement in the learning process, improve speaking skills, build better bonds between teachers and students and make the classroom atmosphere more lively, because as we know that children really like games or anything that can make them happy, this method is considered a suitable method to be applied in the classroom, this method has many benefits and is suitable for beginners, because apart from playing students can also learn.

There are many advantages of using games as a medium for student learning. Hansen as cited in Taheri (2014) one of the advantages of language games is that they can provide opportunities for students who feel embarrassed to be involved in classroom activities, and it can also improve students' ability to learn new vocabulary, encourage interaction between students, and can improve students' communicative abilities, with games making it easier for teachers to create useful language. Therefore, it can be concluded that vocabulary games are a learning solution for students.

RESEARCH METHOD

This research uses descriptive qualitative method, the use of descriptive qualitative research method aims to describe and answer the formulation of the problem in this study. The purpose of using this method is to find out the challenges of teachers in implementing vocabulary games, with the research subject of one of the English teachers who teach at SMA Negeri 7 Selayar. Data collection techniques in this study were using observation sheets to find out the teacher's direct activities and student reactions and structured interviews with eight questions related to challenges and implementation of vocabulary games. The researcher used three components from Miles and Huberman as cited in Sugiyono (2015) to analyze the data.

RESULT AND DISCUSSION

Research Findings

The findings of this study are based on the results of observations and interviews with English teachers that have been carried out by researchers. The researcher asked 8 questions related to the use of vocabulary games in learning English, and there were 4 questions related to the teacher's challenges in teaching vocabulary games and from the teacher's answers. Based on the results of an interview with an English teacher, Mr. Suardi, S.Pd, the challenges faced by the teacher in implementing vocabulary games are as follows:

Researcher :	What do you think about the use of games in teaching English especially vocabulary?
Teacher :	Actually, the game is very interesting, and can increase students' vocabulary, why is it said like that, because in general the game is indeed interesting in the English learning method, because if students get one word in the game then they will be difficult to forget rather than memorize vocabulary, By Therefore, teachers are challenged to be creative teachers in providing learning for students so that students are interested in learning English.

Extract 1

From the extract above, it can be seen that making creative learning is one of the challenges for teachers. According to Monawati & Fauzi (2018), one of the problems faced in the world of education is growing teacher creativity. Teachers must be able to create learning activities and the atmosphere in the learning process to be fun in various ways that can involve students directly.

Researcher :	What is the effect of using games on students' learning of vocabulary games?
Teacher :	“The negative effect in learning is that if you use games in learning, actually it takes a lot of time , because English is in 1 unit, there are 4 subjects, namely writing, reading, listening, and speaking. So the game takes a lot of time, so the game must require special time , because it takes too much time, because again, English is only 2 hours away, different from the previous 5 hours, so the teacher must be smart in managing the time ”.

Extract 2

From the extract above, it can be seen that another challenge for teachers apart from coming from a short learning time in implementing vocabulary games in learning, therefore teachers and students must be smart in utilizing time, this is similar to the quote from Marcellio (2008) which states that the learning target must be in accordance with the abilities of which students and teachers must also be smart in using and utilizing study time.

Researcher :	What are the challenges faced in learning vocabulary using games?
Teacher :	The challenges are students who have limited vocabulary or basic knowledge of student vocabulary , such as easy nouns, students who are still lacking in it. In addition, we as teachers must also be able to manage the time in using this game so that learning objectives can be achieved properly, that is the biggest problem in learning to use games. You could say when talking about challenges, challenges can come from students or from ourselves as educators.

Extract 3

From extract above, it can be seen that the teacher stated that there were several challenges faced during learning vocabulary games, namely: The first is the limited vocabulary of students, the limited vocabulary of these students can be a challenge for teachers, especially in providing learning materials, in learning the teacher must explain learning materials in Indonesian so that students understand. Lack of basic knowledge of students, the basic knowledge of these students can be said as the most important thing in English, if students do not know these basic things then students will have difficulty in learning English.

In addition, the teacher mentions that the challenge comes from the teacher himself and comes from the students, Agus Makmun and Abdul Mukti (2003) mention that there are two kinds of challenges faced by educators, where the challenges are internal and external, which are internal challenges. comes from within a person and external comes from outside a person.

Researcher :	During teaching vocabulary games, what are the typical students you have met?
Teacher :	Lazy students , which we usually meet are students who are ignorant , where he only follows what his friends say, but he doesn't understand himself, he doesn't understand the material his friends are doing, he just follows his friends.

Extract 4

From the extract above, it is known that another teachers' challenge is lazy students, who are indifferent to learning, do not want to try on their own and only follow the answers of their friends. This is a challenge for teachers to motivate students and increase interest in learning so that learning does not feel bored.

Discussion

The discussion of this research is based on the documentation of study results from interviews and observations that have been made by researchers. From extract 2, in the interviews the teacher stated "Challenges can come from students or from the teacher himself. as educators", this statement is the same as that put forward by Agus Makmun and Abdul Mukti (2003), that there are two kinds of challenges faced by educators, in which the challenges are internal and external. Therefore, the researcher can conclude that the challenge consists of two factors, namely internal and external. These factors are described as follows:

Factor Internal (From the Teacher)

Internal factors are factors that come from the teacher himself. Facrudin (2000:52) explains that internal factors are factors that come from within a person that can affect a person's performance in carrying out his work. The teacher's internal factors include the teacher's ability, experience, motivation, attitude, and so on that come from within that must be possessed and also the challenges that a teacher can overcome. The internal factors found in this study are as follows:

❖ Limited time

Limited time is an obstacle for teachers in implementing vocabulary games in the classroom. This is in line with Hunt and Beglar (2005) and Schmitt (2008) as quoted in Astika (2005) that they believe that one of the challenges teachers face in classroom practice is time. The limited amount of time or insufficient time for English teachers can make learning hampered and ineffective because vocabulary learning must require a lot of attention (Brown, 2000). In addition, Brown also stated that teachers must be smart in utilizing and calculating class time during vocabulary learning.

❖ Teaching Creatively

In learning a teacher must be required to be creative in providing learning, in order to increase student interest in learning, the importance of teacher creativity in learning can improve teacher quality. Teachers must always think of creative ideas in every lesson so that learning is more interesting and fun, teachers must also be able to facilitate student learning activities so that the learning atmosphere becomes conducive and comfortable. This is due to the lack of teacher creativity, lack of training and lack of school facilities. In addition, teachers must also use their creativity to address the limitations and obstacles that arise from their students in order to minimize the obstacles that contribute to failure in the teaching and learning process of English in the classroom.

Factor External (From the Students)

External factors are factors that come from outside a person. The external factors referred to here are students, students become one of the challenges for teachers in learning, here are the external challenges found in this research :

❖ Limited Students Vocabulary

The limited vocabulary of students can hinder teachers in implementing vocabulary games in class, with a lack of student vocabulary it can make it difficult for teachers to explain learning materials and students will have difficulty communicating or speaking in English. This explanation is similar to the findings (Sari, 2019, p. 183). Common difficulties encountered in teaching vocabulary games are the limited knowledge of students' vocabulary, techniques, time constraints, and word choice.

❖ Lazy students

Lazy students are often found in class, namely students who are ignorant, students who always follow their friends' answers and don't want to try to understand the subject matter or assignments. This is in accordance with the quote of Wang (2000) some students are so lazy that they just imitate other people's work, not take care of their own work. Students like this are usually caused by a lack of student motivation.

CONCLUSION

Based on the data obtained, the challenges do not only come from the teacher but there are several factors, namely from the students and from the teacher himself. According to Agus Makmun and Abdul Mukti (2003), teacher challenges consist of internal and external challenges. Internal challenges are challenges that come from the teacher, while external challenges are challenges from students. From the results of observations and interviews with English teachers at SMAN 7 Selayar, the conclusions drawn from this study, there are several teacher challenges, namely: The teacher's internal challenges are limited time, creative

learning. While the external challenges of the teacher are lazy students, limited vocabulary that students know.

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