Analyzing the EFL Teacher's Perception Towards Teaching Vocabulary Using Word Games Through a Qualitative Study

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Abstract - **It's crucial to help kids learn English vocabulary yet doing so may be difficult. They don't want to study vocabulary because it's too difficult for them, and they think language courses are boring and uninteresting. Vocabulary acquisition is a challenge for English language students. Learning a language is made more difficult when one lacks vocabulary. Incorporating technology like as digital storytelling, with its interaction, is one method to pique learners' interest in acquiring vocabulary and keep them engaged. Students in junior high schools are more interested in playing games than listening to their teacher's explanation, thus word games may be the answer to teaching vocabulary. When it comes to language games, instructors don't always use them to educate their pupils since it takes too much time and is tough for them to manage a large class. However, this should not be at the expense of instructing pupils; rather, instructors should make use of language games to engage them in the learning process and keep them engaged. Previously, handling pupils was simple, and they devoted more time to studying rather than playing games. However, modern technology has replaced the old teaching method, in which instructors mostly taught from textbooks or a whiteboard. However, kids in the present age are increasingly inclined toward video games and other forms of technology, thus educators should adapt their teaching methods to fit their students' preferences. The goal of this research is to find out how teachers feel about utilizing word games to teach vocabulary.**

Index Terms - **Vocabulary, EFL teaching, Perception, Teaching, Word Games, etc.**

I. INTRODUCTION

No matter what language you're learning, developing a strong vocabulary is the most challenging part of the process. The reason for this is that instructors should be aware of the methods they use to assist their third-year middle school pupils, in our instance, deal with difficulties and learn new words from a different language. Our findings suggest that using language games is a successful strategy. Its goal is to shed light on the effectiveness of entertainment in enhancing one's vocabulary. Language games, we think, may be a fun way for students to acquire new words, consolidate lexical items, and memorize them while also adding diversity to the classroom. Here, a descriptive research is carried out, based first on an EFL instructors' attitudes towards vocabulary and their worries regarding vocabulary games as a teaching method, questionnaire. It's also based on an interview with students who've played a language game in class and given their thoughts on it.

Instructors' perceptions, which affect language teachers' practice, are included in the area of psychological factors, although language scholars pay little attention to them. These problems, according to the researchers, have received little attention in previous local research. Examining the vocabulary teaching methods used by EFL teachers on a daily basis is critical, as English language teachers' perceptions and beliefs might diverge from their classroom actions, and their actions may also differ from the vocabulary teaching methods recommended by syllabus writers in the students' textbook. EFL instructors' views, it seems from the research, have a significant impact on their classroom practice, whether in a good or bad way Evaluating EFL instructors' classroom methods may also help produce data on the teaching and learning process, which can then be used to give stakeholders with the feedback they need.

II. REVIEW OF LITERATURE

Ranmeet Kaur (2019)It's crucial to help kids learn English vocabulary yet doing so may be difficult. They don't want to study vocabulary because it's too difficult for them, and they think language courses are boring and uninteresting. Using language games to teach vocabulary in a Malaysian secondary school was shown to be successful in infusing the elements of play and learning in a vocabulary classroom. To provide students a more enjoyable and engaging method of learning vocabulary, language games were selected. Students of all learning styles and language competence levels will enjoy the element of fun in a learning environment. For this research, data was gathered statistically from 33 Form 1 ESL students from a mixed proficiency class at a government secondary school in Shah Alam, Malaysia, utilizing Pre-test and Post-test questions, as well as open ended and closed-ended questionnaires and interviews. "It was shown that students' desire to acquire vocabulary increased while their capacity to remember new words improved when they used language games in English language classes that focused particularly on vocabulary acquisition." The study's results showed that using language games in classes was successful since the games drew students in and piqued their interest in the learning process at the same time.

Dr. Kitaw Joseph Zewdu and Fentye Molla (2020)The study's goal was to find out how EFL instructors in an Ethiopian secondary school felt and used CLT while teaching vocabulary. It aimed to find out how instructors saw vocabulary teaching and how frequently they utilized CLT to do so. It also sought to find out what obstacles they encountered when using CLT to teach vocabulary. A descriptive survey approach was used to measure these outcomes. The study's participants were ten EFL instructors chosen via a random selection process. Questionnaires, observations, and interviews served as data collection tools. Data was analyzed using descriptive statistical methods such as frequency, percentage, and mean. As well as thematic analysis, the interview data was examined. Teachers of English as a foreign language (EFL) had a favorable opinion of utilizing CLT to teach vocabulary, but their actual classroom practice differs from their perceptions. The methods they used to provide vocabulary courses were not used on a regular basis. Furthermore, high class size, little student engagement, and a shoddy textbook were all cited as significant roadblocks to effective teaching and learning. Using CLT to teach vocabulary remained an impossibility. As a result, stakeholders must put in a lot of effort to change how languages are taught at these institutions.

Putri Candra Kusuma et al (2021)Because of the widespread use of Covid-19, learning is moving away from face-to-face instruction and toward online instruction. Teachers and students benefit much from interaction when it comes to sharing information. According to previous studies, interaction may also help pupils learn the material. It is the goal of this research to explain the perspective of EFL instructors towards classroom interaction during the Covid-19 epidemic, particularly on how interactions between teachers and students, as well as interactions between students and teachers, are facilitated via use of Google Meet. "An observational case study and data collection via interviews and recording are the research methods used in this study." According to the findings of the study, teachers see online classroom interactions as having a balanced emotional response, and exploratory discourse is often used in such encounters.

III. OBJECTIVE OF THE STUDY

The purpose of this research is to describe research with qualitative design used to investigate the teachers' perception toward teaching vocabulary using word games and the impact those word games may have on learner's motivation in a formal foreign language classroom environment.

IV. RESEARCH METHODOLOGY

Quality study is done to better understand social phenomena, with the term social being used in its broadest meaning. In qualitative research, theory serves as a basis for gaining a comprehensive and in-depth understanding of the socio-economic environment. The study's participants are detailed, as are the materials utilized to collect the data. Finally, details on the data analysis process are given.

Nine instructors are taking part in this investigation. In professional development sessions, teachers at this school are expected to keep an eye on their pupils' work. To help pupils become better readers and writers, the school has already implemented a literacy program, and instructors have participated in a variety of literacy-related professional development activities.

The questionnaire was one of the tools utilized to collect the data. "The study team created an English questionnaire, which was then sent to four different schools to gauge how instructors felt about utilizing word games to teach vocabulary." The participants' responses to the questionnaire were evaluated in Microsoft Excel once they were collected.

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

What are the opinions of junior high school teachers on the subject of teaching vocabulary? Word games, as indicated in Table 1, were considered important by the instructors when it came to teaching vocab in junior high school.

V. ANALYSIS AND INTERPRETATIONS

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

Particulars	Agree (%)	Strongly Agree (%)	Disagree (%)	Strongly Disagree (%)	Undecided (%)
Do you think that vocabulary master is very important for students?	44.44 %	44.44%	0%	0%	11.11 %
What do you know about vocabulary teaching?	22.22 %	55.55%	0%	0%	0%
Do you think that implementing Word Games in teaching vocabulary is easy or difficult? Give your reasons	55.55 %	44.44%	0%	0%	0%
Can you make any Word Games by yourself to support your vocabulary teaching?	44.44 %	33.33%	11.1 1%	0%	11.11 %

Teachers' views on utilizing word games to teach vocabulary in junior high school were revealed (55.55 percent out of 100 percent , a total of strongly agree and agree answer). Furthermore, teachers' attitudes toward vocabulary instruction must not include the use of junior high school-level word games, as shown by (11.11 percent). As a result, everyone in attendance was aware of the intriguing educational potential of word games.

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

What do junior high school instructors think about the idea of utilizing word games to teach vocabulary? Word games, according to the instructors, help junior high school students remember more vocabulary, as demonstrated in Table 2.

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

Particulars	Agree (%)	Strongly Agree (%)	Disagree (%)	Strongly Disagree (%)	Undecided (%)
Do you find any difficulties in designing Word Games? Explain!	44. 44 %	33.33%	0%	0%	22.22 %
What do you know about Word Games?	44. 44 %	55.55%	0%	0%	0%
Do you think that Word Games is necessary for students?	77. 77 %	22.22%	0%	0%	0%

Teachers' views on utilizing word games to teach vocabulary in junior high school were revealed (77.77 percent out of 100 percent , a total of strongly agree and agree answer). Furthermore, teachers' attitudes toward vocabulary instruction must not include the use of junior high school-level word games, as shown by (22.22 percent out of 100 percent , a total of disagree and disagree answer). As a result, everyone in attendance was aware that word games are an excellent tool for teaching junior high school students vocabulary.

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

What do junior high school instructors think about the efficacy of word games in teaching vocabulary? Word games for English courses were readily available, as can be shown in Table 4, since instructors had little trouble locating them.

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

Particulars	Agree (%)	Strongly Agree (%)	Disagree (%)	Strongly Disagree (%)	Undecided (%)
What are disadvantages of teaching vocabulary using Word Games? (If Any)	44.44%	22.22%	0%	0%	33.33%
Do you think that teaching vocabulary using Word Games is effective and fun? Give your explanation!	77.77%	22.22%	0%	0%	0%
What are the advantages of teaching vocabulary using Word Games?	44.44%	44.44%	0%	0%	0%

Teachers' views on utilizing word games to teach vocabulary in junior high school were revealed (44.44 percent out of 100 percent , a total of strongly agree and agree answer). Furthermore, teachers' attitudes toward vocabulary instruction must not include the use of junior high school-level word games, as shown by (33.33 percent out of 100 percent , a total of disagree and disagree answer). That leads us to the conclusion that instructors would make use of any and all word games they could discover while teaching vocabulary.

5.4 Results and Discussions
According to answers to questions on junior high school teachers' attitudes about teaching vocabulary via word games. It is possible to show that: via the use of these surveys

- Word games may be used to teach vocabulary; however this has drawbacks for instructors who find it difficult to come up with their own games and who need more practice. Then, instructors sometimes struggle to come up with innovative classroom word games.

- While word games may assist encourage students to follow the question and acquire vocabulary, instructors like teaching vocabulary using them. This is because kids enjoy playing while they study in the classroom.

- The following are some benefits of teaching vocabulary via word games: instructors may engage students by making the session entertaining. When studying about vocabulary, the pupils will recall information that is readily remembered. As well as things are going well in the classroom.

Vocabulary is the most important part of learning English. Vocabulary building may assist pupils in their English studies as well as their overall language proficiency. D as a result of a scarcity. The use of games by instructors aids in maximizing the learning capacity of each individual learner. The games may also be used in the teaching of vocabulary because to their versatility. That is to say, the researcher should think about how important word games are to the study. There should be an emphasis on oral and aural goals in the main contemporary foreign language curriculum planning, as well as including the word game. We know that word games may be used to teach junior high school vocabulary, therefore instructors shouldn't utilize them only for pleasure or to relieve boredom. Word Games provide pupils additional chances to improve their language skills in a real-world setting. The way in which we might enhance the students' awareness of word games, as mentioned by Lazar, may have received less attention than it deserves. The study wanted to find out if junior high school teachers think word games are an effective way to teach vocabulary. The results indicated that the perspective of the instructor was aware of the educational benefit of the word games. In creating junior high school curriculum, the emphasis should be on the communicative value of language and incorporate games, it is said to be encouraged. According to this theory, in order to become fluent in a language, one needs study millions of words. This implies that students should have a wide variety of vocabulary to help them become fluent in English.

VI. CONCLUSION

Learning English has been very popular in recent years, and as a result, many English teaching methods have been developed. Vocabulary instruction, on the other hand, continues to be tucked away in an obscure corner. A lot of the time, kids whine about always having to learn and then forget new terms. Despite this, only a small percentage of instructors are aware of the issue, and even fewer have considered how to enhance their teaching methods in order to do so. Educating students in the art of vocabulary building is not a simple task. We have a long way to go before making vocabulary instruction more logical and effective. Additionally, games may aid children in their vocabulary acquisition. When the same vocabulary is taught without the use of games, the use of games may enhance the acquisition of receptive vocabulary. "By games, we mean Word Games." Our research shows that Word Games are helpful and effective for teaching vocabulary to young learners. As a result, pupils will benefit from such a teaching approach since they will be engaged in the process and find it pleasant. Students' academic performance may be improved by using creative techniques such as word games, which can aid in problem-solving and discovery, discussion, question and answer sessions, role-playing, and field trips. Teacher views on word games for the use of different techniques that may

improve learning and also provide space for studentships in the school.

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