

Teachers' perceptions on the use of digital games to support young learner vocabulary learning

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Abstract

Digital games are not only used as stress relievers but are often also used as learning media. And one of the digital games used as learning media is Quizizz and Wordwall. The aim of this research is to determine Teachers' Perceptions On The Use of Digital Games to Support Young Learner Vocabulary Learning. This research was carried out in 3 elementary schools in the city of Kediri, including: SD Negeri Kaliombo, SDN Ngronggo 3, and SDN Ngronggo 6. And the method used in this research was a qualitative research method with the data collection techniques used were interviews and observation. The results of this research are that quizizz and wordwall are digital games that can be used to support vocabulary learning. And the learning carried out using this digital game is very effective and interesting with a variety of content available and appropriate to the level of students. Even so, there are still several obstacles when using digital games, such as: limited time, slow internet connection, and difficulty managing students. And to overcome these obstacles, teachers will organize as much time as possible to create lesson materials, provide personal internet data, and form students into small groups.

Keywords: Teacher Perception, Digital Games, Vocabulary, Young Laerners.

INTRODUCTION

In learning English, vocabulary is a very important part to learn. Because vocabulary makes it easier for someone to communicate, both written and verbal Berliani as cited by (Purba and Katemba, 2022). This is in line with the opinion expressed by Purba and Katemba, 2022, who states that vocabulary is an important component in making sentences and speaking, especially to improving the four English language skill. According to Linse as cited by A. N. Utami, 2015, Vocabulary is a collection of words that a person knows. And according to Fitrah et al., 2022, vocabulary is a

collection of words that can be used by a writer or speaker. Meanwhile, Hornby in A. N. Utami, 2015, says that vocabulary is all the words that a person knows or often uses when talking about a certain topic in a certain language. Based on the definition above, it can be concluded that vocabulary is a collection of words that a writer or speaker knows and uses to talk about a certain topic in a certain language.

And 'vocabulary is one aspect of English that is quite difficult for students to fully understand. The difficulties that students often experience when learning vocabulary are learning new vocabulary, pronouncing it correctly, applying it correctly, spelling it correctly, and getting new information (Situmorang and Simajuntak, 2023). A similar opinion was also expressed by Dakhi as cited by Situmorang and Simajuntak, 2023 states that sometimes students also have difficulty mastering and memorizing vocabulary, so students have to try hard to learn vocabulary so that they can use it in everyday life English teachers have the responsibility to create and maintain an attractive learning environment for students by providing learning media that can increase their motivation to learn English vocabulary (Solikhah as cited by (Situmorang and Simajuntak, 2023). This vocabulary is not only studied at the junior or senior high school level. only, but for all levels of education, including elementary school or young learners.

Young learners are defined as children who are starting formal school and aged eleven to twelve years (Fitrah et al., 2022). And according to Syafrizal and Haerudin, 2018 young learners are someone aged 7-15 years and studying in elementary school or junior high school. Meanwhile, according to Bakhsh, 2016, young learners are children aged five or six years and starting from elementary school or in the first year until the age of twelve. So, young learners are children who are five or six years old and start school at the formal elementary school level or who start school in the first year until they are twelve years old. A young learner is a student who still likes to play, this is supported by the opinion of Bakhsh, 2016, who states that young learners prefer to work with other people, especially when playing or studying. They are also children who are highly curious, imaginative and like to play (Slattery as cited by Bakhsh, 2016. So, based on the nature of young learners, teachers can look for learning media that suits the students' character and traits. One learning media that is interesting and suitable and is widely used in the current digital era is by utilizing digital games. Digital games are not only used as stress relievers but are often used as learning media. According to Gibbs as cited by Bakhsh, 2016, digital games are described as a group of people who work together or compete to achieve a goal by following a set of rules. And Schneider as cited by Trinh et al., 2022 defines digital games as computer videos, handheld console video games, and applications that can be played online or offline. Meanwhile, **yulianto2018game** said that digital games are structured or semi-structured activities that are usually used to entertain or as a learning tool.

This digital game-based learning is not only used in certain subjects, but can be used in all subjects including English vocabulary. This is supported by the opinion expressed by Dudeney as cited by (Purba and Katemba, 2022) who states that digital games are also one of the most popular learning methods that can be used to learn foreign language vocabulary such as English. This is also supported by Firdaus & Muryanti as cited by Hariadi et al., 2023, who stated that digital games used as learning aids also show that children are more proficient in English vocabulary. Apart from that, digital games are a medium that can be used to help young learners learn vocabulary. This is supported by Boeker et al., as cited by Sihombing, 2023, who stated that digital game-based learning can increase students' learning motivation and is more effective to use, than learning that uses scripts.

Apart from that, the results of previous research conducted by Sihombing, 2023 regarding Teachers' Perceptions Of Digital Game-Based Vocabulary Learning, also show that DGBVL is very good and suitable for use as a learning medium. The results of the study also stated that teachers expressed their perceptions about the content as generally sufficient, even though the content may be simpler and can be transferred to students. And the results of other research conducted by Purba and Katemba, 2022 regarding English Teachers Perception of Using Game-Based Learning (GBL) to

Enhance Students' Vocabulary also stated that teachers agree that game-based learning helps students learn and improve their vocabulary.

The importance of this topic lies in the fact that even though digital games can be used in learning and can increase students' vocabulary, the fact is that there are still many teachers who still use worksheets as a learning medium compared to teachers who use digital games as a learning medium. This is in accordance with the researcher's brief observations while carrying out Kampus Mengajar activities at one of the elementary schools in the city of Kediri, precisely at the Kaliombo State Elementary School. When teaching English at school, researchers realized that students had better learning outcomes and were quicker at memorizing vocabulary if learning was done using digital games rather than learning only using worksheets. For this reason, teachers' perceptions are really needed to find out whether digital games can really be used as learning media or not.

And in recent years, digital game-based learning has become a big problem in educational research, so many researchers have concentrated on how digital game-based learning affects student learning (Vanbecelaere in Yang & Lu as cited by Sihombing, 2023). And in this case, the teacher's perception is also really needed to know and prove whether digital game learning media can really be used and utilized to help and improve students' vocabulary learning. Teacher perceptions are also needed to determine the impact or influence of digital games on learning. Because there are still several weaknesses when using digital games as a learning medium, such as students who only focus on the game and not on the learning material, it is difficult to control students so that learning in class remains conducive and effective, and an unstable internet connection can also hinder the learning process. This is in accordance with the opinion expressed by Ertzberger as cited by Sihombing, 2023 which states that teachers must also consider the limitations of their knowledge about digital game-based learning, as well as the availability of time and technology. Apart from that, Ketelhut as cited by Sihombing, 2023 also stated that teachers' perceptions and opinions about digital games are considered an important factor in the decision whether digital games will be used in class or not. If it is the teacher's decision to use this tool, the teacher must also see whether the game used is in accordance with the curriculum or not. So teachers' perceptions are really needed in using this digital game in vocabulary learning.

Perception according Jalaluddin Rahmat as cited by Widanarti, 2016, is the interpretation of an object, event, or information that is based on the life experience of the person who carried out the event. And according to Walgito, 2003, perception is the organization and interpretation of stimuli received by an organism or individual so that it becomes important and is an activity in itself. Meanwhile, according to Alizamar & Couto, quoted in Widiyanti et al., n.d.) perception is the process of interpreting stimuli that a person receives and then identifying them based on the knowledge or experience they already have. Apart from that, Suharman in Jayanti et al, (2018) also stated that perception is the process of interpreting or interpreting information received through the human sensory system. So, based on this understanding, it can be concluded that perception is the process of interpreting and organizing an object, event, or information received by an organism or individual through the human sensory system to be identified based on the knowledge and life experience of the person who carries out the event so that it becomes important and are activities in themselves. Each person's perception or opinion about something is also different because each person has different characteristics and according to a person's judgment and personality in seeing something.

Based on the explanation above, researchers are interested in creating a study with the title "Teachers' Perceptions On The Use of Digital Games to Support Young Learner Vocabulary Learning". In this research, researchers will also describe several sub-research, including: What games do teachers often use to support vocabulary learning, What is teacher's perception of the use and

suitability of digital game content to support vocabulary learning, What obstacles do teachers face when using digital games to support vocabulary learning, What solutions can be done to overcome these obstacles.

MATERIALS AND METHOD

2.1 Materials

This research was conducted using qualitative methods. Qualitative research is research in the social sciences that collects and analyzes data in the form of words (oral and written) and human actions (Sugiyono, 2016). And according to Mack as cited by Fitrah et al., 2022 Qualitative research is a type of scientific research that includes things like looking at and collecting answers to problems or questions, and asking questions systematically to collect evidence. So qualitative research is research that collects and analyzes data in the form of spoken and written words see and collect answers to problems and ask questions systematically to gather evidence.

According to Samsu as cited by Hariadi et al., 2023, Qualitative research is a broad type of research. There are many types of research that can be classified into this type of research, such as case studies, descriptive, class action, phenomenology, ethnography, grounded theory, history, and hermeneutics. Descriptive research is research that collects a lot of data in the form of words, sentences, or images that have meaning and have the ability to encourage a more real understanding than just frequencies or numbers (Nugrahani, 2014). And in this research the researcher will use descriptive qualitative research.

This research was conducted on 8, 15 and 27 May 2024 at 3 elementary schools in the city of Kediri, including Kaliombo State Elementary School, Ngronggo 3 Elementary School, and Ngeronggo 6 Elementary School. The selected sources were teachers who taught or had used digital games in vocabulary learning. English. The subjects of this research are:

Ibu Deanita Putri Rianto, S.KM	Guru SD Negeri Kaliombo
Ibu Dita Farisa Setyo Budhi, S.Pd	Guru SDN Ngronggo 6
Ibu Alfina Aunin Sholichah, S.Pd	SDN Ngronggo 3

2.2 Data collection procedures

In this research, the data collection techniques that will be used are observation and interviews. Interviews were conducted directly by the researcher with the 3 teachers who taught English at Kediri city elementary schools. Where before conducting an interview, the researcher first creates several interview questions related to the research topic to serve as an interview guide. Then the interview guide that the researcher has created will be validated by Mr. Erwin Erwin Hari Kurniawan, M.Pd and Mrs. Dhena Usthiana Haryanti, M.Pd as lecturers who teach English at FKIP Kadiri Islamic University. The purpose of making this interview guide is so that the interview guide can provide an overview of the answers to this research topic, and the interview guide also makes the interview process easier for researchers to carry out.

Next is observation. Observations were carried out by researchers by directly observing the process when teachers taught using digital games. And observations are made from the start of learning until the learning process is completed.

2.3 Data analysis procedures

The data analysis techniques are carried out after all data from all respondents and other sources have been collected. And in this research, researchers will carry out qualitative data analysis based on the interactive analysis model based on Miles and Saldana, 2014, where the data analysis will be carried out in several stages, namely as follows.

The first stage is data collection, where at this stage the researcher will collect all data from various sources such as journals, articles and other information to be processed and classified according to the researcher's topic. At this stage the researcher will also collect the results of the researcher's direct interviews with the sources to be used as the main data in this research. Next is data reduction. At this stage the researcher will summarize all the data that has been obtained from sharing sources and interview results to be transcribed and focused on research objects that are appropriate to the researcher's topic.

Next is the data presentation stage. At this stage, all data collected, including the results of interviews and observations that occurred in the field, will be presented in the form of a narrative description and written in a research report. And the last one is drawing conclusions or verification. At this stage, all data that has been written in report form will be concluded based on the results of interviews and observations that the researcher has conducted.

RESULT AND DISCUSSION

3.1 What games do teachers often use to support vocabulary learning

From the results of interviews with 3 elementary school teachers in the city of Kediri who teach English, researchers got various perceptions about what games are used to support vocabulary learning. Where in the interview there was 1 teacher using quizizz and 2 teachers using wordwall for vocabulary learning. This is in accordance with the results of the direct interviews of researchers and sources below.

TC 1: "In learning vocabulary, I just tried using Quizizz"

Quizizz is an application that can be used for assessment and learning (Nur and Abubakar, 2022). And according to Zhang et al., 2019 Quizizz is a digital game which is a fun multiplayer classroom that allows all students to play together using a computer, iPad, tablet or smartphone. Apart from that, Harahap and Kembaren, 2023 also argue that quizizz is a fun online learning tool and can be used as a game-based learning medium to make students more involved and encourage them to learn more. From this explanation it can be concluded that quizizz is a digital game application that can be used for fun learning and can be played using a computer, iPad, tablet or smartphone to make students more involved and encourage them to learn more.

Apart from that, learning carried out using Quizizz is also more creative and efficient. This is in accordance with the opinion of Ahmad et al quoted in Lim & Yunus, (2021) who stated that teachers consider Quizizz to be very effective because it can increase students' desire to learn languages better than other online learning platforms. And this opinion is also supported by Yunus and Tan (2021), who state that teachers agree that Quizizz is effective because students feel satisfied with the platform. Additionally, in other studies, they also found that Quizizz is effective because it helps students retain their memory and helps them learn on their own. From this explanation, it is enough to prove that Quizizz is very effective for use in learning. Apart from that, the results of Nur and Abubakar, 2022 research on Teachers' Perception Of Using Quizizz In English Education Department At Uin Alauddin Makassar, also stated that teachers agree that Quizizz is a good application for students and teachers, because the application is interesting and can make students happy. do questions and quizzes. Additionally, for teachers, this application can make it easier for them to check students' answers or grade their work. And the following is an example of a Quizizz display that can be accessed by teachers.

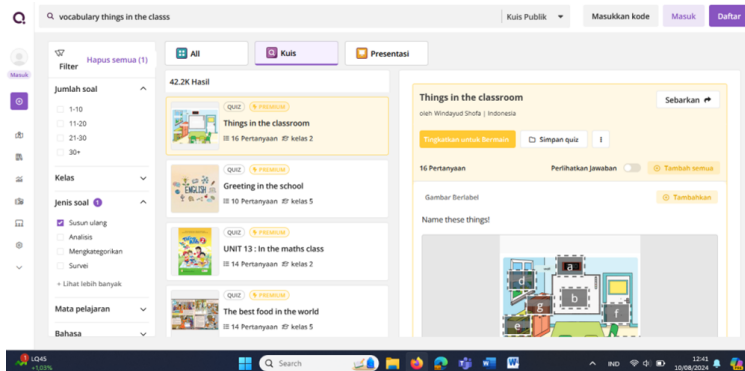


Figure 1. Quizizz

Apart from quizizz, there are other digital games that are often or have been used by teacher to support vocabulary learning in young learners, namely wordwall. This opinion is in accordance with the results of interviews with two English teachers below.

TC 2: “When learning vocabulary, I usually use wordwall”.

TC 3: “I don’t often use digital games in learning. But I have implemented or used wordwall in vocabulary learning”.

Wordwall is a web-based application developed by Visual Education Ltd from England. And according to Novianti and Mufaridah, 2023 Wordwall is a game-based web application that can be used for teaching. Meanwhile, according to Malik (2020) Wordwall is a web-based application that is interesting and fun to use. Apart from that, Khairunisa (2021) also believes that Wordwall is a web-based digital game application that is used by teachers to ask questions and assess learning material. Meanwhile, according to Turdaliyevna and Berdiyrovna, 2023, Wordwall is an online website that provides various templates for education. And according to MAKRUB, 2024 Wordwall is a game-based web application that is used as a learning medium. From this definition it can be concluded that wordwall is a web-based digital game application originating from England and developed by Visual Education Ltd. Wordwall is also an online web-based game application that is fun, interesting and provides various templates that can be used as learning media such as asking questions and assessing learning material.

The reason why wordwalls can be used as a learning medium is because learning carried out using wordwalls can make students more active, fun, and can increase students’ interest in learning vocabulary. This opinion is supported by Grace et al., as cited by Fianto et al., 2024 who state that using wordwall as a learning medium can also increase interest, motivation and effectiveness of learning in the classroom. This is also in line with Novianti and Mufaridah, 2023 who states that using learning media such as Wordwall will make learning more active and fun. In addition, Carmona-Chica et al as cited by Rodriguez-Escobar, (2023) also suggested that online platforms such as Wordwall also have the ability to increase students’ interest in their own learning process and create a fun and conducive environment for effective and positive vocabulary teaching.

This is in accordance with opinion of Hasan and Habibie, 2023 who stated that one way to improve students’ vocabulary understanding is to use WordWall media. Because apart from students being able to learn more vocabulary with Wordwall, students can also play games on the application. This is also in line with research conducted by Kahar et al. (2021), who stated that Wordwall was a highly preferred application because students showed significant improvements in their English vocabulary. Apart from that, Turohmah in Hasan and Habibie, 2023 also stated that Word Wall is very effective for improving students’ vocabulary understanding in English elementary schools.

Another study conducted by Fanny (2021) also suggests that WordWall can improve Algerian EFL students' vocabulary understanding. And this is also supported by research by Hasram et al., 2021 on The Effects of WordWall Online Games (WOW) on English Language Vocabulary Learning Among Year 5 Pupils, where in his research also stated that Wordwall is the best platform for learning vocabulary. Another opinion expressed by Rodriguez-Escobar et al., 2023 regarding Assessing the Effectiveness of Wordwall.net as a Vocabulary Learning Tool: Pre-Service EFL Teachers' Perspectives, also states that in teaching lexical collections, it is said that Wordwall can help students learn more vocabulary than theoretical lessons or lessons that only focus on books. So, from these results and opinions it can be proven that wordwall can indeed be used to help students improve their vocabulary understanding.

There are many features that can be played on wordwall like quizzes, matchmaking, anagrams, random words, word search, grouping, and much more (Kunto's., 2021). Apart from that, Khairunisa as cited by Happy et al., (2022) also believes that Wordwall has 18 features such as: Match-up, Open the Box, Random Card, Anagram, Labeled Diagram, Categorize, Quiz, Find the Match, Matching Match, Missing Word, Wordsearch, Rank Order, Random Wheel, Group Sort, Unjumble, Gameshow, Labyrinth Pursue, and Plane. And here are some of the wordwall features that teachers can access.



Figure 2. is a selection of games that can be played on the wordwall

3.2 What is teacher's perception of the use and suitability of digital gamecontent to support vocabulary learning

In this case, researchers also received various perceptions about the use and suitability of digital game content used by teachers to support vocabulary learning. These perceptions include:

T1: "Learning using digital games makes students enthusiastic, focused, and have a strong competitive spirit in competing with their friends even without being given awards or prizes, and with content that is appropriate to the student's level and abilities".

T2: "In my opinion, vocabulary learning carried out using digital games is more effective because books are not always used, because sometimes the textbooks or worksheets that students have are incomplete and only contain multiple choice questions or less interesting reading. However, if you use digital games, learning becomes more exciting and makes students more enthusiastic about learning. The content contained in the digital game is also appropriate because it has been adapted to the teaching module, students also understand the material they will study so I just adjust it".

T3: "I think vocabulary learning using digital games is good and effective, students also like learning using digital games. The content in digital games is also appropriate because it has been adapted to students' abilities and understanding".

From the results of the interview, the researcher concluded that vocabulary learning carried out using digital games is very effective because it can make students more enthusiastic, focused, exciting, fun, and makes students enthusiastic about competing and competing with their friends. Where these results are in accordance with research conducted by Sihombing, 2023, regarding Teachers' Perceptions of Digital Game-Based Vocabulary Learning, stating that teachers generally think that

digital games can create an effective, innovative, creative and fun learning process. This opinion is also in line with Karadag (2015) who stated that digital games can improve skills and make learning in class fun and encourage student participation. This is because students can be directly involved in learning. And this opinion is supported by Wang quoted in Alhebshi and Halabi, 2020 who stated that DGBL encourages students to participate in class activities and improve their learning performance.

Apart from being fun, learning done with digital games is also more interesting because in digital games there are many features that can be utilized compared to worksheet books or student guides which only provide lots of questions and writing. In these interviews, all teachers also stated that learning carried out using digital games had better results and could increase students' motivation, learning outcomes and memory in learning vocabulary. This opinion is supported by Y Huang as cited by Wu (2018) who state that game-based learning methods can improve vocabulary learning achievement and increase student motivation. And this is also supported by Zou as cited by Sihombing, 2023, who stated that DGBVL has the ability to increase learning motivation more than conventional approaches. C. P. Utami and Bharati, 2020 also argue that in their research on how teachers use game-based learning in the classroom they found that games are basically competitive, cooperative and aim to improve writing, listening, speaking and vocabulary skills. In addition, Chen and Yang as cited by Trinh et al., 2022 in their research on teachers' opinions on the use of video games in language learning also found that the majority of teachers believe that digital games improve receptive language skills such as reading, listening, and vocabulary better than productive language skills such as speaking and writing. Another opinion expressed by Zhang and Xiao in Sihombing, 2023 also stated that game-based vocabulary learning increases EFL students' affective perceptions about intrinsic motivation, skill-difficulty balance, playing ability, perceived enjoyment and satisfaction in learning.

The content in digital games is also appropriate to the level and abilities of students, because the material in digital games can be adjusted to the needs and level of students. These results were also proven during observations, where students were more enthusiastic, focused and happy if learning was carried out using digital games. Students also find it easier to remember vocabulary presented with digital games.

3.3 What Challenge do teachers face when using digital games to support vocabulary learning

In this case, researchers also received various perceptions about what challenges teachers often or may have experienced when teaching vocabulary using digital games. These perceptions include:

T1: "If you use digital games, you often have time problems. Because sometimes there are already suitable questions available in the template, but if not we have to take the time to type and create questions to be used as archives too."

T2: "The problem I often face is just internet connection. Because sometimes the wifi at school has an error and often connects but there is no internet connection".

T3: "The obstacle is the difficulty of organizing or coordinating students. Because young learners are indeed students who still have a playful, active spirit and like things that are pictorial or visual".

From these interviews, researchers found that each interviewee had a different perception regarding the obstacles they often experienced when teaching using digital games. The first obstacle is time. The reason is because teachers have to set aside time to create material or questions if it turns out that the questions in the digital game do not suit the students' level and abilities. This is in accordance with research conducted by Trinh et al., 2022 regarding Teacher and Student Perceptions regarding the Use of Digital Games in Increasing Vocabulary in Non-English Major Classes which was stated that teachers believe that, specifically, the use of DG in the classroom requires a lot of time to prepare, which means more work must be done by the teacher. Apart from that, Li as cited by Trinh et al.,

2022 also believes that some of the problems in integrating DG into learning are lack of time to create and design games, paying fees for using games, and failure to choose games that are related to the curriculum. This is in line with Ertzberger as cited by Sihombing, 2023 who stated that teachers need to assess the availability of technology and time as well as the limitations of their understanding of digital game-based learning.

Apart from time constraints, an obstacle that teachers often experience when teaching using digital games is unstable internet connection. Where these results are in accordance with the second source's statement which was conveyed during the interview. And this opinion is also supported by Cheng as cited by Trinh et al., 2022 who stated that in his research, teachers often experienced unstable Internet connection problems when using DG in class. Lalu Vogt, quoted in Trinh et al., 2022, also stated that the technical problem often experienced when using digital games is the lack of an Internet connection which can affect the teaching and learning process in the classroom. This is enough to prove that an unstable internet connection is still one of the obstacles that teachers often experience when teaching using digital games. Where one of the important issues raised in running DGBVL is the need for a stable internet connection.

Furthermore, an obstacle that is often experienced by teachers who teach vocabulary to young learners is the difficulty of organizing or coordinating students because young learners still have a playful, active spirit and like things that are pictorial or visual. This results in students talking a lot and asking questions about things that make them interested and enthusiastic. And usually most students will ask questions that are outside the lesson material, making the situation in class less conducive. This opinion is also in line with research conducted by Sihombing, 2023 regarding Teachers' Perceptions of Digital Game-Based Vocabulary Learning which states that the vocabulary learning process through DGBVL faces several challenges such as a lack of computer infrastructure, poorly controlled classroom conditions and conducive.

Apart from that, in research conducted by Bakhsh, 2016 about Using Games as a Tool in Teaching Vocabulary to Young Learners, also stated that, despite the fact that games have been proven to be an effective tool for teaching children vocabulary, games also present a number of challenges for both educators and students. These challenges include crowded and disorganized classrooms, students are also difficult to control because they often move and talk too much when excited. And this opinion is also in accordance with the results of research by Fitrah et al., 2022 continues to talk and move around the class without paying attention to the teacher, making it difficult for the teacher to control students. Apart from that, learning carried out using digital games can also make students focus more on digital games rather than the lesson material explained by the teacher. And this opinion is supported by Purba and Katemba, 2022 who states that most teachers agree that they face problems using GBL such as focusing more on winning the game than practicing the language.

3.4 What solutions can be done to overcome these obstacles.

In this case, researchers also received various perceptions about the solutions or methods used by teachers to overcome the problems or obstacles they faced when teaching vocabulary using digital games. These perceptions include:

T1: "If there is not much time to create questions or material, then I will usually set aside an hour or two before the lesson starts to create lesson material by looking at various references if there is no material or questions that are suitable for the student's level".

T2: "If the internet or wifi is having an error, then usually I will use personal internet data to hotspot the laptop".

T3: "Because it is difficult to organize students when learning to use digital games, I will form students into several small groups so that it is effective and does not take up a lot of time just to coordinate the situation of the class and students".

From the results of these interviews, researchers found that each teacher had a different way or solution to overcome each problem or obstacle faced. And each solution is also in accordance with the obstacles experienced by each teacher. For example, if one resource person experiences time constraints, the resource person will overcome the obstacles he faces by setting aside an hour or two before learning begins to create material or questions by looking at various references in guidebooks or the internet. This is in line with research Alhebshi and Halabi, 2020 about Teachers' and Learners' Perceptions Towards Digital Game-Based Learning in ESL Classroom who stated that by managing class time efficiently and focusing on their students, teachers can plan learning effectively. Because technology now allows teachers and students to make better use of time and resources. Next, the solution that can be done when the internet connection is unstable is to connect the internet connection on the laptop with the teacher's personal internet data. The researcher also implemented this solution when he experienced internet problems while teaching English at the SD Negeri Kaliombo where the school was the place where the researcher was assigned to the Kampus Mengajar program.

Apart from that, the solution so that students can sit quietly and listen to the lesson so that the class remains conducive and controlled and does not take up a lot of time just to coordinate students is to form students into several small groups. This opinion is in line with Scott's opinion quoted in Bakhsh, 2016 who states that it is very important for young learners to gather in groups because they like having friends around them. Apart from that, grouping students can encourage good cooperation between students and their friends. This opinion is also in line with Jacobs' opinion quoted in the study Bakhsh, 2016 about Using Games as a Tool in Teaching Vocabulary to Young Learners, which states that students can learn to disagree in a polite way, ask for help, and be able to work together with others when game-based learning is carried out in small groups. From this explanation, it is enough to prove that grouping students when learning using digital games is an effective and feasible way so that teachers can coordinate the class and students without wasting a lot of time, so that learning continues smoothly.

However, the formation of small groups should not consist of more than 5 people in one group, because if there are more than 5 people it can also cause students to not focus and can cause chaos during the lesson. This is in line with the opinion expressed by Phillips as cited in the study Bakhsh, 2016 about Using Games as a Tool in Teaching Vocabulary to Young Learners which states that groups with more than five students will cause counter-productivity which allows chaos to arise in learning. So the way the teacher can do this is by asking students to count one to two or three in sequence, and students with the same number will gather in the same group on the floor. Then the teacher can ask students to choose the name of their group and write it on the board to record their score. If the number of students is not evenly distributed then it is possible that one group has three students and another group has two students. Grouping techniques like this will help create a learning environment where group members will work together and compete with each other.

CONCLUSION

Based on this explanation, it can be concluded that there are several digital games that can be used to support vocabulary learning, namely quizizz and wordwall. quizizz is a digital game application that can be used for fun learning and can be played using a computer, iPad, tablet or smartphone to make students more involved and encourage them to learn more. And Wordwall is a web-based digital game application originating from England and developed by Visual Education Ltd. Apart from entertainment, Wordwall is also a web-based digital game application that can be used by teachers for teaching, including teaching English vocabulary. There are many wordwall features that can be played in learning such as: information matching, images, quizzes, wheel of fortune, puzzles, etc. And learning carried out using digital games such as quizizz and wordwall is very effective, creative and fun because it can make students feel more exciting, focused, and can arouse students'

enthusiasm for learning, competing and competing with their friends, and can make students also it is easier and faster to remember new vocabulary given by the teacher. The content in digital games is not only quizzes but also introductory material or conversations that make it easier for students to understand the material. Where all the content is appropriate because before learning begins the teachers have created and prepared material according to the teaching module, level and abilities of the students.

However, there are still several challenges or problems that teachers often experience when teaching using digital games. These obstacles include: time constraints because teachers have to set aside time to create material or questions if it turns out that the questions in the digital game do not match the students' level and abilities. Apart from that, an unstable internet connection is also one of the challenges or obstacles that teachers often face when teaching using digital games. Another obstacle that also challenges teachers when teaching using digital games is the difficulty of organizing or coordinating students because young learners still have a playful, active spirit and like things that are pictorial or visual. However, teachers also have ways to overcome every challenge that arises, one of the solutions is: setting aside an hour or two before learning begins to create material or questions by looking at various references in guidebooks or the internet. And teachers can also connect the internet connection on their laptop to the teacher's personal internet data if there is an internet connection problem during the lesson. The final solution that teachers can do to ensure that class conditions remain conducive is to form students into several small groups so that it is effective and does not take up a lot of time just to coordinate class conditions and students.

AUTHOR CONTRIBUTION STATEMENT

S.U conducted research, formulated problems, and analyzed the results of interviews with selected sources. S.W assisted in evaluating research methods and evaluating the results that had been carried out. A.P assisted in developing the theoretical framework, determining gaps in the research and helping refine this article. All authors have contributed to writing this article.

DECLARATION

The authors of this study certify that they have NO affiliations with or involvement in any organization or entity with any financial interest (such as honoraria; educational grants; participation in speakers' bureaus; membership, employment, consultancies, stock ownership, or other equity interest; and expert testimony or patent-licensing arrangements), or non-financial interest (such as personal or professional relationships, affiliations, knowledge or beliefs) in the subject matter or materials discussed in this manuscript.

DATA AVAILABILITY

The dataset generated during and/or analysed during the current study are available from the corresponding author on reasonable request.

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