

CHAPTER II

LITERATURE REVIEW

2.1 The Theoretical Framework

2.1.1 Perception

Robbins (2003) stated that perception is a process undertaken by individuals to organize their sensory impressions or opinions in order to provide meaning to their environment. The process of perception starts from the presence of an object that causes a stimulus, and the stimulus hits the sensory organs (Walgito, 1989). Perception, as the act of perceiving, involves the dynamic interplay between sensory experiences and cognitive processes. It is not merely the passive reception of stimuli but an active engagement with the environment, where individuals process information through their senses and construct a subjective understanding of what they encounter.

The inclusion of opinions, beliefs, attitudes, and judgments emphasizes that perception extends beyond raw sensory input. It incorporates a subjective layer shaped by individual experiences, cultural influences, and personal perspectives. Opinions reflect individual viewpoints, beliefs contribute to the interpretative framework, attitudes influence the emotional tone of perception, and judgments guide decision-making based on these perceptions.

Moreover, the phrase toward something around the environment emphasizes that perception is directed at specific objects, events, or phenomena in the surroundings. It can pertain to visual observations, auditory experiences, tactile sensations, and even abstract concepts. The environment, in this context, becomes a canvas for the intricate processes of perception, where individuals actively construct meaning and develop responses based on their subjective interpretation.

In essence, this understanding of perception aligns with the notion that it is a holistic and integrative process, influenced by both sensory stimuli and cognitive factors. It acknowledges the role of personal perspectives and contextual factors in shaping how individuals perceive and respond to their surroundings, highlighting the rich and complex nature of human perception. As explained in the Al-Qur'an surah Al-Hujurat verse 13 which means, we are born with different forms. Therefore, every human being also has different perceptions, attitudes and opinions, where surah Al-Hujurat verse 13 and its meaning reads as follows:

يَا أَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِنْ ذَكَرٍ وَأُنْثَىٰ وَجَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ لِتَعَارَفُوا ۗ
إِنَّ أَكْرَمَكُمْ عِنْدَ اللَّهِ أَتْقَاكُمْ ۗ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ

The meaning: *“Hi people, indeed We created you from man and woman and made you into nations and tribes so that you may know each other. Indeed, the noblest among you in the sight of Allah is the most pious among you. Indeed, Allah is All-Knowing, All-Compliant.”*

According to Norman (2002) perception is characterized as a conscious and deliberate awareness response to the various objects and events present in an individual's environment. This implies that perception involves the active engagement of an individual's cognitive processes in interpreting and making sense of the stimuli they encounter. Norman's viewpoint suggests that perception is not a passive reception of stimuli but an intentional and cognitive act. It involves the integration of sensory data with existing knowledge, expectations, and contextual cues. Norman's conceptualization aligns with the idea that perception is an active and dynamic process, integral to cognition and behavior. It underscores the role of conscious awareness in shaping how individuals perceive and respond to their surroundings, highlighting the intricate interplay between sensory input, cognitive processes, and the construction of meaning in the perceptual experience.

Robbins (2003) stated that perception have three indicators they are reception, understanding and evaluation. Reception means the process of catching the information from outside. On the other hand, understanding refers to step in categorizing and interpreting the information to create comprehension. Furthermore, evaluation means the process of subjectively valuing the information based on individual's own standard. So, the indicators of teacher perception involve various aspects that describe the teacher's understanding and evaluation towards the teaching and learning process.

And perception according to Robbins (2003) can be divided into two types, positive and negative. Positive perception is an opinion, and provides encouragement for society to accept and support what they perceive. On the other hand, negative perceptions will cause people to passively accept or reject what they see. This arises from human dissatisfaction, ignorance and lack of understanding of certain objects that they perceive.

From several definition above, it can be conclude that perception is everyone's opinion about how something seem. While teachers perception refers to the way educators interpret,

understand, and make sense of various aspects of their professional environment, including their roles, students, curriculum, teaching methods, and the overall educational context.

Teachers are one of the foremost critical work force in educational system that are within the front line of education, heavily involved in various teaching and learning processes, and also the final practitioners of educational standards and theories (Nurdin, 2020). In Hadist narrated by Ibn Abbas it is stated that “People with knowledge have a position of seven hundred degrees above the believers.” So, English teachers as people who have knowledge in the field of English Language Teaching professionals, the significant roles of teachers’ perceptions have been highlighted. Teachers' perceptions play a crucial role in influencing their behaviors, decision making processes, and interactions within the educational setting.

Barcelos (2003) in Nurdin (2020) stated that teachers perceptions influence what teachers do in the classroom. Likewise, Srang kang and Janssem (2013) mentioned in Nurdin (2020) that teachers’ perceptions impact what teachers do both inside and outside the classrooms. Hence, teachers must be mindful of what they perceive, see and accept when conducting their teaching. This implies that the teachers perceptions are the premise for teacher to create teachers perception judgment or make choices or decisions (Nurdin, 2020). In expansion, teachers perceptions result in how teachers bargain with deficiencies in their teaching situations (Moloi, 2009).

Teachers' perceptions influence how they design lessons, select teaching methods, and conform instruction to meet the diverse needs of students. Understanding their views helps in aligning professional development opportunities with the areas where teachers see the most need for improvement. Teachers' perceptions shape the classroom atmosphere, including the level of engagement, the tone of interactions, and the overall learning environment. Positive perceptions contribute to a more supportive and conducive atmosphere for student learning.

Teachers' perceptions impact the quality of relationships in the classroom. Positive perceptions enhance communication, trust, and mutual respect, fostering a positive learning environment. Teachers' perception of their own efficacy is a key factor in their success. High teacher efficacy is associated with increased effort, persistence, and a positive impact on student achievement. Teachers' perceptions of student behavior influence their approach to classroom management. Understanding these perceptions can lead to more effective strategies for maintaining a positive and productive learning environment so, that's why the teachers' perception is necessary.

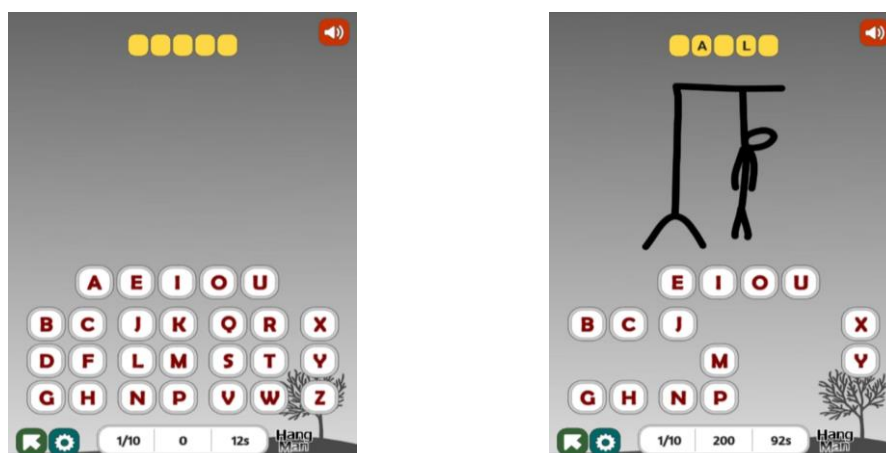
2.1.2 Hangman Games

Games are one of a tool or media which can be used by teacher to make teaching and learning process more interesting. Jesse (2008) stated that games are structured activities which designed to provide fun and education with clear goals, established process and rules, and involve challenge, competition and interaction between players or between players and the game system. Indicators of a game are elements that explain and differentiate the activity as a game. According to Salen and Eric (2003), the indicator of a game is the goal of the game, the procedure, advantages and disadvantages of the game.

Hangman is a word-guessing game that typically played by one, two or more people. One player thinks of a word and represents it by dashes, each dash representing a letter in the word Kuning & Rohaina. (2019). The other players attempt to guess the word by suggesting letters one at a time. For each incorrect guess, a part of a stick figure (often a gallows) is drawn Kuning, D. S., & Rohaina. (2019). The game continue until the word is guessed correctly, or the full stick figure is drawn (indicating the player has been "hanged"), resulting in the end of the round.

The objective of Hangman is for the guessing players to uncover the hidden word before the stick figure is fully drawn. It is a simple yet popular word game that is often used as an educational tool for vocabulary building and language learning. Hangman usually played with pen and paper or adapted into various formats, including digital versions and board games. Hangman game is one of the media that can offer in invigorating learning foreign language process especially in teaching vocabulary. This game could make the players figure letters to uncover a word. After a bunch number of inaccurate letter speculated, a character will be "hanged" (Nabilah, 2019). It will be depicted like in the picture below:

Figure 2.1 The Illustration of Hangman Game



The hanging could take the numerous shapes. Hangman game present a challenge that will persuade the students to undertake to figure word based on the topic. It is a great way to add vocabulary, and keep the mind focus on teaching vocabulary process (Nabilah, 2019). Students can grow their vocabulary by playing with words through the hangman game. Hangman Game can make students focus on vocabulary areas since this game is one of the best way to utilize the language (Nabilah, 2019).

According to Kiili (2022) hangman game come with several advantages, particularly in educational and cognitive development contexts, they are including:

- a. **Vocabulary Enhancement:** Playing Hangman encourages the learning and retention of new words. Players have the opportunity to discover and familiarize themselves with a diverse range of vocabulary.
- b. **Spelling Practice:** As players attempt to guess the letters in the word, they reinforce their spelling skills. Correctly spelling each word contributes to improved language accuracy.
- c. **Word Recognition:** The visual representation of dashes for each letter in the word reinforces word recognition skills. Players learn to associate letter patterns with specific words.
- d. **Critical Thinking:** Successfully playing Hangman requires logical deduction and strategic thinking. Players must analyze the available information (guessed letters) to make informed decisions about the next letter to guess.
- e. **Memory Improvement:** Repeated exposure to words and their spellings in Hangman can enhance memory recall. Players reinforce their memory skills as they remember the guessed letters and their positions.
- f. **Interactive Learning:** Hangman is often played in a social setting, encouraging interaction and communication. It can be a collaborative activity where players work together to solve the word, fostering teamwork.
- g. **Adaptable Difficulty Levels:** The game's difficulty can be adjusted by selecting words of varying complexity. This adaptability makes it suitable for diverse age groups and skill levels.
- h. **Quick and Engaging:** Hangman is a relatively quick game, making it suitable for short periods of play. Its engaging nature captures attention and provides a productive break from routine tasks.

- i. **Low-Cost Learning Tool:** Hangman requires minimal resources just pen and paper. It is a cost-effective educational tool that can be utilized in various settings without the need for specialized equipment.
- j. **Motivation for Learning:** The game's competitive or cooperative nature can motivate players to actively participate in the learning process. The challenge of guessing words keeps learners engaged and interested.

While the Hangman game has educational and recreational benefits, it also has some disadvantages, particularly when considering certain aspects and potential concerns, they are including (Kiili & Friends, 2022):

- a. **Limited Educational Value:** The game primarily focuses on vocabulary and spelling but may lack depth in terms of broader language skills, such as grammar, comprehension, or context-based understanding.
- b. **Potential for Negative Associations:** The imagery of a hanging stick figure may have negative connotations for some individuals, and it can be perceived as insensitive or inappropriate. This can be a concern, especially in certain cultural or sensitive educational settings.
- c. **Competitive Pressure:** In competitive settings, some players may feel stressed or pressured, affecting their enjoyment of the game. This pressure can hinder the learning experience, particularly for those who are more sensitive to competition.
- d. **Exclusionary Nature:** In group settings, if one player consistently struggles to guess words, it may lead to feelings of exclusion or frustration. This can be a disadvantage for maintaining a positive and inclusive learning environment.
- e. **Limited Skill Transfer:** While the game improves vocabulary and spelling skills, its impact on other language skills may be limited. It may not effectively enhance grammar, reading comprehension, or writing skills.

To mitigate these disadvantages, educators and game facilitators should be mindful of the cultural and individual sensitivities of players, ensure a positive and inclusive environment, and consider integrating a variety of educational games to address diverse language skills and learning preferences.

2.1.3 Vocabulary

There are a few definitions of vocabulary concurring some experts. Linse (2005) stated that vocabulary is the collection of words that an person knows. The other expert, Neuman and

Drawyer as cited in (Bintz, 2011) said that vocabulary can be characterized as the words somebody must know to communicate successfully: words in talking (expressive vocabulary) and words in tuning in (receptive vocabulary). Whereas (Hornby, 2006) characterized vocabulary as all the words that an individual know or use when they are talking approximately specific particular subject in specific dialect.

Vocabulary is the collection of letters which arranged to be a word which known and used by a person, community, or in a specific language or field of study. It overwhelm the entire stock of words, including their spellings, pronunciations, and meanings, that a person is familiar with and can employ in communication, reading, writing, and comprehension. It is a bit difficult because it has several kinds of classification, but even though it is difficult, humans have not to forget and always remember the verse in the Al-Qur'an surah Al-Baqarah verse 31 which reads:

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ هَؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ

The meaning: *“He taught Adam the names of all things, then He presented them to the angels and said, “Tell Me the names of these, if what you say is true?”*

Which also means that Allah gives the potential for knowledge about names or words. Allah has given human the potential to know the name or function and characteristics of an object. Vocabulary is an essential component of language proficiency and is continually developed and expanded throughout one's life, influenced by experiences, education, and exposure to various forms of communication.

Concurring to the definitions of vocabulary given over, vocabulary is the elemental component of language that a learner requires in arrange to acquire the language, especially in arrange to communicate with others. Besides, the researcher draws the conclusion that vocabulary is all the terms in a given language that a individual gets it or employments to communicate effectively based on all of the definitions of vocabulary given over.

One of the key components of learning English is expanding one's vocabulary. According to Huyen and Nga (2003), it is a component that unites the four skills of speaking, listening, reading, and writing. To ended up capable in all four areas, the students must have a strong command of wording. Students who learn a adequate amount of words will discover it simple to master English language capacities. In case that the students have a strong

vocabulary, it will be easier for them to precise their sees both orally and in composing as well as to get it what others are saying.

According to Nation (1990), there are three vocabulary indicators, namely form, meaning and use. Form means how the word spell. While, meaning refers to the synonym and antonym of the words. Lastly, use refers to idiom and grammar. And it comes from Cameron (2001) which stated that the indicators of vocabulary divided into three, they are pronunciation, spelling, grammar and meaning. Pronunciation means how a person pronounces the word of language. While spelling refers to the step of forming word from several letters. Grammar is the rules of how the words being a structured sentence. Lastly, meaning refers to how a person interpret and understand the word itself. So, it can be conclude that there are three important indicators of vocabulary, such as pronunciation, spelling and meaning.

According to Morover, Dellar H, and Hocking D in Thornbury (2002), mastering grammar takes up most of a person's time and does not significantly improve their English. However, if someone learns more vocabulary and expression, there will be a noticeable improvement. Thornbury (2002) said very little in terms of grammar, but it is impossible to communicate at all without words. These claims demonstrate the significance of vocabulary in language acquisition. In this instance, grammar and vocabulary are equally significant.

Insufficient vocabulary will pose numerous challenges for the students studying English, as it will hinder their ability to comprehend the language and effectively convey their thoughts. Lack of vocabulary in students can be caused by several things, they are such as inappropriate methods, tool or media during the teaching and learning process, students who quickly get bored when learning vocabulary or uncomfortable, unattractive, and unsupportive classroom ambience when the vocabulary teaching and learning process is taking place. Because the classroom ambience, conditions or atmosphere during the teaching and learning process are also one of things that influence students' interest in learning vocabulary.

As stated by Fraser (2014), a positive classroom ambience can encourage student engagement, increase concentration, and create an environment that supports learning. On the other hand, a negative classroom ambience, such as a chaotic or uncomfortable environment, can hinder the learning process and reduce student motivation. According to Danielson (2007), the classroom ambience here refers to emotional environment in the classroom that influences the teaching and learning process. He also stated that the good classroom ambience supports a positive learning, increases student motivation, and facilitates effective learning. As for the

indicators of classroom ambience which stated by Danielson (2007) are students engagement, social interaction, student enthusiasm and enjoyable learning.

So that's why the teachers can use one of game, media or tool like Hangman Game to get students' interest and motivation in learning vocabulary. As explained in the Al-Qur'an surah Al-Jasiyah verse 13 which means that everything was made by Allah for humans as a favor while they were here on Earth, so that they may make good use of it, where surah Al-Jasiyah verse 13 and its meaning read as follows:

وَسَخَّرَ لَكُم مَّا فِي السَّمَاوَاتِ وَمَا فِي الْأَرْضِ جَمِيعًا مِنْهُ ۗ إِنَّ فِي ذَٰلِكَ لَآيَاتٍ لِّقَوْمٍ يَتَفَكَّرُونَ

The meaning: *“And He has subjected to you everything in the heavens and everything on earth (as a mercy) from Him. Indeed, there are signs (of Allah's greatness) in this for those who believe.”*

2.2 The Previous Studies

This research requires research that is relevant to several previous research which conducted by other researchers. In addition, the research will provide a detailed summary of previous research, such as researchers, research objectives, participants, location and findings. Some of these researches are as follows:

Munikasari, Sudarsono, Dwi Riyanti (2021) in Pontianak, Indonesia conducted the research about the effectiveness of using Hangman game to strengthen young learners' vocabulary. The data were gathered by pre-test and post-test cause by the research was a pre-experimental. The purpose of its research was to find out the evidence of Hangman game in strengthening young learners' vocabulary to the Year-7 students of SMP Negeri 4 Teluk Keramat-Sambas in Academic Year 2019/2020, while the aim of this research is to find out the teachers' perception of using Hangman Game. The result in that research showed that Hangman Game was effective to increase students' vocabulary achievement.

In another research by Nyoman Weda Dharmayasa (2022) in Singaraja, Indonesia conducted the research about Implementing the Hangman Game in teaching English vocabulary to Elementary School students, especially for the fifth graders, while this research conduct the research in Junior High School. The purpose of this research is to analyze the significant influence of using the Hangman game media to teach English vocabulary to fifth

grade students. This research method is pre-experimental research with one group and data is collected through a pre-test and post-test design. Based on research findings, it can be concluded that the Hangman game is effective in teaching student vocabulary to fifth grade students.

The next research by Dewi Sri Kuning and Rohaina (2019) in Lampung, Indonesia who conducted a study about the Influence of using Hangman game on the seventh graders' vocabulary mastery. That research belongs to quantitative study using quasi experimental of nonequivalent control group design, while this research using qualitative. The aim of that research is to find out the influence of using Hangman game on the seventh graders' vocabulary mastery. The data were collected through a multiple-choice test. The findings on that research showed that Hangman game influences the seventh graders' vocabulary mastery. Therefore, hangman game can be considered to be applied by English teachers in their classroom practices.

The other study that conducted by Nada Nabilah (2019) which discussed about Improving The Students' Vocabulary Mastery Through Hangman Game at SMA Negeri 1 Tebing Tinggi Kab. Serdang Bedagai. The researcher used classroom action research that consists of 2 cycles for her research, while in this research, the researcher uses observation and interview to gain the data. The aimed of the research was to find out the improving the students' vocabulary mastery through Hangman Game. The result of the research revealed that Hangman game is effective to improve students' vocabulary. Hangman game could make a nice vibe in learning process, so the students have more interest in learning vocabulary.

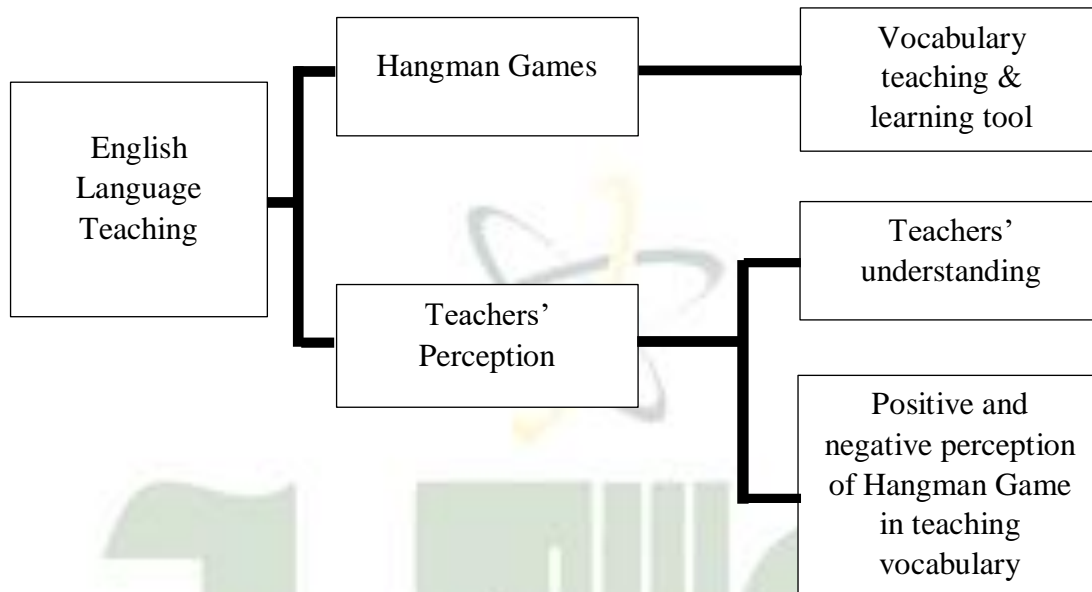
And the last research come from Jurasni (2019) in Makassar, Indonesia which entitled The Use of Hangman Game to Increase Students' Vocabulary (A Pre-Experimental Research at the First Grade of MTs Aisyiyah Sungguminasa in academic year 2018/2019). This study aimed to find out the students' vocabulary improvement by using Hangman Game which focused on verb and noun at the first grade of MTs Aisyiyah Sungguminasa that consisted by 30 students. This study used pre-experimental research where the data were gathered by pre-test and post-test. There is a significant difference in students' vocabulary between the average pre-test and post-test scores. It can be concluded that Hangman Game was effective to improve students' vocabulary.

In conclusion from several previous research above, it can be concluded that teachers have a very good effect on the use of Hangman game, especially for mastering students' vocabulary and also Hangman game really support students in learning new vocabulary.

Therefore, we need teachers' perception about using Hangman Game in teaching vocabulary due to no one has conducted the study on teachers' perception of using hangman game in teaching vocabulary.

2.3 The Conceptual Framework

Figure 2.2 The Conceptual Framework Model



The conceptual framework above describes the researcher's study. The study is a qualitative study on teachers' perceptions of using hangman game. The researcher wants to investigate the teachers' perception of using Hangman game as a medium in teaching vocabulary. The researcher wants to find out the the teachers' perceive about hangman game in the form of positive and negative perception. Additionally, the teachers' perception could offers the other English teachers to enhance their learning tool or media that expand in teaching and learning process, especially in teaching and learning vocabulary.