

## CHAPTER IV

### FINDING AND DISCUSSION

#### 4.1 The Finding

This research was carried out at Al-Azhar Junior High School in Medan where the teachers still applied Hangman Game as one of medium in teaching vocabulary. This research have two research problem, the first research problem using observation as the technique to collect the data, while the second research problem using interview. The observations that carried out by the researcher were in the class VIII Bilingual B which is located on the 2nd floor.

**Figure 4.1 The Class of VIII Bilingual B at Al-Azhar Medan Junior High School**



Source: The Researcher

The class consisted of 31 students which divided into 16 female students and 15 male students. The class has very adequate facilities to support a good teaching and learning process. The class has a spacious and clean room that can make students comfortable while studying. The class also has air conditioning, tables, chairs and a whiteboard which is very good for the teaching and learning process. Meanwhile, the interview was conducted by the researcher with 2 teachers, both of whom were female. The first teacher that known as the teacher A has taught English at that school from 2015 until now who has also used this hangman game since the first time she taught. And the second teacher that known as the teacher B has taught English at that school from 2011 also until now who has been using the hangman game in this last 5 years. So, here below are the result and finding of the two problems in this research based on the data that obtained by the researcher from research activities.

#### **4.1.1 The Classroom Ambience When Using Hangman Game as a Medium in Teaching Vocabulary**

##### **a. Students engagement & enthusiasm**

The result that researcher gained when observed the teaching and learning process in the classroom which used the hangman game as media, it was found that almost all of the students in the class participated actively by thinking, discussing, guessing and expressing their ideas through letters related to the vocabulary that had to be solved even though among all of the students who took part in the learning and teaching process, there were around 6 or 7 students who did not actively participate when playing the hangman game. They seem to be thinking and discussing with the friend next to them, but they don't express their ideas.

During another observation, it was also found that of all the students present in the class, almost all of them participated in playing the hangman game. According to researcher, all students took an active part in discussing determining which letter corresponded to the vocabulary to be guessed. They showed high enthusiasm and interest in that hangman game. However, there were still 3 or 4 students who did not seem very interested in the game and did not participate in discussing and participating actively in the game.

##### **b. Social interaction**

It can be seen, the students were discussing and working together to determine which letters were suitable to be filled in on the lines that had been written on the blackboard. They whispered to each other so that the letters they had obtained would not be heard and known by the opposing group. In other observations, it was also seen that there was collaboration and support between the students when playing the hangman game to guess the letters correctly. Students work together to determine the appropriate letters in order to guess the vocabulary words correctly and get points when playing the hangman game.

##### **c. Enjoyable learning**

The students participated and enjoyed the hangman game. They sometimes cheer and scream joyly when they get points in solving the vocabulary. The atmosphere in the class also feels more lively and doesn't feel stiff like when taking exams or learning vocabulary using the usual memorization method. In subsequent observations, the students also remained enthusiastic in completing the hangman game. Many students cheered happily, they shouted "yeay!!" or "yes!!" when they

can guess the vocabulary correctly. The class was neither silent nor stiff because there were lots of happy squeals and voices that emerged when they discussed. So, it can be seen when using and playing the hangman game, the class ambience feels more exciting and becomes more fun.

d. Goal and procedure

Based on what the researcher saw during the observation, the teacher guided the students in playing hangman first as an opening to learning to add and recall vocabulary. The teacher divides the students into 2 groups, all the female students are in group one and the male students are in group 2. Because by forming students into groups, they can work together and help each other to solve their vocabulary. Then, the teacher explains the method and rules for playing hangman even though the game has been played often so that the students still remember the rules and don't break them.

The procedure in playing this hangman game is very easy to do because it doesn't have difficult rules. In this game, students can guess letters according to group order, where group 1 must solve the vocabulary first until they lose or win and get points. Then, after that, it was the second group turn to solve the vocabulary that given by their teacher and this was done alternately between groups.

However, on the other observation was slightly different from the previous one, the teacher divided the students into 3 groups, namely groups a, b, c so that the students could work together more. In this game, students can take turns guessing letters with other groups. If a group is correct in guessing 1 letter then the next chance to guess will be given to the group that has guessed correctly, but if the group is wrong the next chance is given to another group. The teacher also specified what theme would be used in the hangman game at that time, where the theme used by the teacher at that time was narrative text, a lesson that had been studied previously with the aim of repeating students' memories of the previous lesson, making students remember it and also so that students do not find it too difficult to guess vocabulary and get points.

e. Challenges

According to the researcher based on the observation that have been carried out, the challenges in playing this hangman game are when students do not have enough vocabulary so it becomes difficult for them to guess because there are still many of them who sometimes guess carelessly and it goes hard when students try to guess all

of the letters correctly without any part of the hangman hanging and the students have to get as many points as possible so don't get left behind and can win the game against the other groups.

f. Advantages & disadvantages

According to what researcher seen based on the observation, the advantage of playing this hangman game is when students try to guess the vocabulary that has been determined, they will definitely remember and match all the vocabulary that they remember and know and vocabulary that is almost similar to the word they want to solve which could make the students unlock all of their vocabulary memories. By playing hangman, students can learn new vocabulary or make them remember the vocabulary which they have solved better. However, when playing hangman there were also some students who sometimes guessed the letters randomly. And according to researcher, the disadvantage of this hangman game is hangman game can only focus on vocabulary, it cannot include other language skill, such as grammar, listening, reading, etc.

g. Pronunciation, spelling and meaning

When students play the hangman game, they are not only playing but the game is also providing education for them. When they try to guessing what letters are in the vocabulary listed on the board that to be solved, they often match various alphabet by spelling them one by one, like a, o, r, s so that they can assemble the vocabulary and with that the students can know the arrangement of letters to compose the vocabulary. Apart from guessing by spelling the letters one by one, they also often match several words which they remember to the similar clue and that automatically making them pronounce the words.

Beside that, almost of the students often mumble saying the vocabulary if a group succeeds in deciphering the vocabulary correctly, which also a little bit practice their pronunciation. Then, after each group has succeeded in guessing the vocabulary correctly, the teacher will always ask what the vocabulary means so that they do not only get new vocabulary but also understand what the vocabulary means.

#### **4.1.2 The Teachers Perceive of Using Hangman Game as a Medium in Teaching Vocabulary**

a. Understanding & evaluation

In researcher's opinion, all of the participants have a good understanding and evaluation about this hangman game. It can be seen from the interview that has been

conducted by the researcher. One of answers which stated by the teachers regarding the teachers' understanding and opinion about the reasons for using hangman game as a medium are as follows:

Guru A: *“Salah satu alasan saya menggunakan hangman game dalam proses belajar mengajar adalah karena permainan tersebut dapat digunakan untuk mempelajari cara mengeja suatu kata, misalnya caterpillar gimana cara spellingnya karena kalau cuma menghafal doang kan belum tentu mereka bisa tau. Jadi, siswa tidak hanya mengetahui kosa kata saja tetapi juga mengetahui huruf apa saja yang menyusun kosa kata tersebut dan dengan adanya hangman game mereka dapat mengingat kosa kata dan strukturnya dengan lebih baik.”*

Guru B : *“Menurut saya, karena hangman game merupakan permainan yang cocok untuk vocabulary. Dalam permainan ini mereka diberikan beberapa kali kesempatan untuk menebak huruf. Jadi saya merasa hangman game cocok untuk mengulang dan memperkuat kosa kata.”*

The Translate:

Teacher A: *“One of the reasons why I use the hangman game during the teaching and learning process is because the game can be used to learn how to spell the word, for example caterpillar, and so on. So, students not only know the vocabulary but also know what letters make up the vocabulary and with the hangman game they can remember the vocabulary and its structure better.”*

Teacher B: *“In my opinion, because the hangman game is a game that is suitable for vocabulary. In this game they are given several opportunities to guess the letters. So I feel the hangman game is suitable for repeating and strengthening vocabulary.”*

Both of the teachers almost have the same reason for using hangman game as a medium, namely because the hangman game is suitable for adding or memorizing vocabulary. According to the researcher, the teachers have a good understanding of this hangman game because they have been using this hangman game as a medium for quite a long time. Below are the teachers' answers regarding how long they have used this hangman game as a medium:

Guru A : *“Saya sudah menggunakan permainan hangman ini sejak pertama kali saya mengajar. Saya sering menggunakan permainan hangman ini ketika mengajar siswa kelas 7 atau siswa yang skill bahasa Inggrisnya masih basic.”*



Guru B: *“Saya mulai menggunakan permainan hangman ini sekitar lima atau enam tahun yang lalu karena pada saat itu proses belajar mengajar di sekolah ini menggunakan buku Cambridge yang mengharuskan siswanya menghafal banyak kosakata baru.”*

The Translate:

Teacher A: *“I have used this hangman game since the first time i taught. I often use this hangman game when teaching 7th grade students or the students who still have a basic level of English.”*

Teacher B: *“I started using this hangman game about five or six years ago because at that time the teaching and learning process in this school using Cambridge which required students to memorize a lot of new vocabulary.”*

Those statements from the teachers above show the differences in how long they have used the hangman game as a medium in teaching vocabulary. Teacher A stated that she had been using the hangman game as a medium in teaching vocabulary from the beginning of her teaching, while the teacher B had only been using this hangman game as a a medium for the past five years.

b. Goal & procedure

Based on the interview which conducted by researcher, the two teachers have different opinions regarding the procedures for playing the hangman game. It can be seen from the answers of the two teachers below:

Guru A : *“Menurut saya tata cara hangman game itu mudah dan cara memainkannya cukup banyak. Ada yang menggunakan figura hangman itu, ada juga yang cuma menaruh huruf yang salah di bawah garis penempatan hurufnya. Jadi, saya sering menggunakan dua cara untuk memainkan permainan hangman tergantung situasinya.”*

Guru B : *“Kalau dari hangman game tersebut saya merasa tata cara memainkan permainan hangman sangat mudah dilakukan, namun terlalu banyak kesempatan bagi siswa untuk menebak hurufnya.”*

The Translate:

Teacher A: *“In my opinion, the procedure for the hangman game is easy and there are quite a few ways to play it. There are those who use the hangman figure and there are also those who just put the wrong letters under the lines to place the letters. So, i often use the two ways to play the hangman game depending on the situation.”*

Teacher B: *“From the hangman game, I feel that the procedure for playing the hangman game is very easy to do, but it has too many opportunities for students to guess the letters.”*

So based on the statements from the two teachers above, the teacher A and B stated that the procedure or the way of playing the hangman game is very easy to do. The researcher also asked about at what time and when do they usually use the hangman game as a medium and here are the answers below:

Guru A : *“Saya biasanya menggunakan hangman game pada awal pembelajaran karena pada awal pembelajaran disana saya sering mengenalkan kosa kata baru kepada siswa. Apalagi khusus untuk siswa yang masih duduk di bangku kelas tujuh, saya biasanya sering menggunakan permainan hangman untuk mengenalkan kosa kata baru dan melatih spelling mereka.”*

Guru B : *“Saya biasanya menggunakan permainan hangman di akhir pembelajaran karena dalam proses belajar mengajar saya akan mengenalkan banyak kosa kata baru. Jadi di akhir pembelajaran saya akan menguji kembali siswa tersebut apakah mereka masih ingat atau tidak kosakata yang telah mereka hafal tadi.”*

The Translate:

Teacher A: *“ I usually use the hangman game at the beginning of learning because at the beginning of learning there I often introduce new vocabulary for the students. Especially for students who are still in the seventh grade, i usually often use the hangman game to introduce new vocabulary and practice their spelling.”*

Teacher B: *“I usually use the hangman game at the end of the lesson because during the learning and teaching process will get them know a lot of new vocabulary. So at the end I tried to test the students again whether they still remembered or not the vocabulary they had memorized earlier.”*

From the statements above, it shows that the both participants used the hangman game as a medium at different time. Teacher A uses the hangman game at the beginning of learning while the teacher B uses the hangman game after the learning and teaching process ends to test the students' memory about what they have memorized before.

c. Challenges

According to the interview, the both teachers stated different answers regarding the challenges when they using the hangman game as a medium. Below are the answers from the both participants toward the challenges of the hangman game.

Guru A : *“Kesulitannya adalah ketika saya menggunakan permainan hangman ini di level siswa yang kemampuan bahasa inggrisnya sudah berada pada tingkat menengah. Ada sebagian dari mereka yang tidak terlalu tertarik dengan hangman ini karena permainannya hanya menebak huruf saja jadi hanya menebak secara asal-asalan, seolah-olah hanya menyebutkan huruf saja dan tidak menyangka bahwa tujuan dari menebak huruf adalah untuk membentuk kata-kata dan mengingat kosa kata yang telah mereka hafal pada pelajaran sebelumnya. Jadi tantangan dari permainan ini adalah beberapa siswa yang tidak tertarik.”*

Guru B: *“Menurut saya, kesulitan muncul saat siswa tidak mengetahui huruf apa yang harus ditebak, maka saya akan memberikan beberapa petunjuk agar mereka tidak merasa terlalu kesulitan. Menurut saya, tidak ada tantangan bagi guru, tetapi tantangannya ada bagi siswa.”*

The Translate:

Teacher A: *“The difficulty is when I use this hangman game at the level of students whose english skills are already in intermediate. There are some of them who are not too interested in the hangman game because the game only guesses letters so they just guess it randomly, it was like just that they have mentioned the letters and don't think that the purpose of guessing the letters is to form words and recall the vocabulary they have memorized in the previous lesson. So, the challenge with this game is that there are some students who are not interested.”*

Teacher B: *“In my opinion, the difficulty arises when students don't know what letter to guess, so I will give them some clues so that they don't find it too difficult. There is no challenge for teachers but the challenge is for students, in my opinion.”*

From the statements above, it shows a different opinion between the teacher A and teacher B. Teacher A said that the challenge is come from some students with intermediate english skills were not interested in the game. While, the teacher B said that the challenge lies with the students who sometimes feel difficult to guess the



letters and the teacher B come up with a solution to overcome it, which is give the students some clues of the vocabulary.

d. Advantages & disadvantages

Each thing definitely has its own advantages and disadvantages. Just like the hangman game, this game definitely has its advantages and disadvantages according to everyone who uses it. So, below are differences of opinion between the two teachers regarding the advantages and disadvantages of hangman games as a medium.

Guru A : *“Kalau kelebihanannya menurut saya permainan hangman ini sangat cocok untuk siswa yang kemampuan bahasa inggrisnya masih pada tingkat dasar atau yang masih awam dalam bahasa inggris karena permainan hangman ini juga dapat membuat siswa lebih mengenal alfabet, melatih ejaan dan pengucapan siswa dan tentunya menambah kosa kata siswa. Sedangkan kekurangan dari hangman game ini adalah kurang cocok digunakan oleh siswa dengan kemampuan bahasa inggris tingkat menengah karena hangman game ini hanya berfokus pada kosa kata saja dan mereka membutuhkan media yang dapat lebih mengasah kemampuannya.”*

Guru B : *“Menurut saya, kalau kelebihanannya dari permainan hangman ini adalah membuat siswa sangat bersemangat dan antusias ketika bermain karena mempunyai banyak kesempatan untuk menebak dan memenangkan permainan. Sementara itu, menurut saya tidak ada kekurangan dari hangman game ini.”*

The Translate:

Teacher A: *“As for the advantages, in my opinion, this hangman game is very suitable for students whose the English skills are still at a basic level or who are still new to English because this hangman game can also make students more familiar with the alphabet, practice students' spelling and pronunciation and of course increase students' vocabulary. Meanwhile, the disadvantage of this hangman game is that it is not suitable for use by students with intermediate English skills because this hangman game only focuses on vocabulary and they need media that can hone their skills more.”*

Teacher B: *“In my opinion, the advantage of the hangman game is that it makes students very excited and enthusiastic when playing because they have many opportunities to guess and win the game. Meanwhile, I don't think there are any disadvantages of this hangman game.”*

From the statement above it can be seen that teacher A stated that the hangman game is not suitable for all levels of student ability, hangman is only suitable and good for students who still have basic English skills. While the teacher B said that the hangman game is a medium that can make students excited and enthusiastic about playing it.

After asking the question above, the researcher also asked and the additional question about who benefits and suffers the most from using this hangman game as a medium and below are the answers from the both teachers.

Guru A : *“Kalau menggunakan salah satu media pasti harus siswalah yang diuntungkan karena tujuan utama pembelajaran adalah untuk siswa. Jadi menurut saya permainan hangman ini lebih bermanfaat bagi siswa, terutama bagi siswa yang sedang mengingat kembali kosa kata mereka dan tidak ada yang akan dirugikan saat menggunakan permainan hangman ini sebagai media.”*

Guru B : *“Menurut saya, baik siswa maupun guru mendapat manfaat dari penggunaan media permainan hangman ini. Karena dengan bermain hangman game dapat membantu mereka untuk mengingat kembali kosa kata mereka dan saya tidak perlu meminta siswa untuk mengingat kosa kata mereka dengan menghafal kosa kata satu per satu karena permainan hangman ini dapat dijadikan sebagai media untuk itu.”*

The Translate:

Teacher A: *“If you use one of medium, students must be the ones who benefit because the main purpose of learning is for the students. So, in my opinion, this hangman game is more beneficial for students, especially for students who are recalling their vocabulary and no one will be harmed by using this hangman game as a medium.”*

Teacher B: *“In my opinion, both students and teachers get benefit from using this hangman game as a medium. Because playing the hangman game can help them to remember their vocabulary again and I don't need to tell students to recall their vocabulary by memorizing the vocabulary one by one because this hangman game can be used as a medium for that.”*

So, it can be said that the two teachers stated that the hangman game did not disserve either teachers or students and benefits both. The researcher also asked

whether this hangman game made them easier in teaching vocabulary or the opposite and below are the statements from the both participants.

Guru A: *“Permainan hangman ini cukup membantu dan memudahkan saya dalam mengajarkan vocabulary, apalagi jika saya mengajar di kelas tujuh dimana siswanya masih memiliki kemampuan bahasa Inggris yang basic karena permainan hangman ini sangat membantu dalam melatih kosakata, ejaan dan pengucapan alfabet bagi siswa yang belum paham bahasa Inggris.”*

Guru B : *“Menurut saya, permainan hangman ini sangat memudahkan saya dalam mengajarkan vocabulary karena dengan memainkan hangman game secara otomatis siswa akan merecognize kembali vocabulary yang telah dihafalnya tanpa ada paksaan dari siapapun. Jadi ya, saya merasa sangat terbantu dengan adanya media permainan hangman ini.”*

The Translate:

Teacher A: *“This hangman game makes quite easy for me to teach vocabulary, especially if I am teaching in seventh grade where the students still have basic English skills because this hangman game is very helpful in practice vocabulary, alphabet spelling and pronunciation for students who are not yet familiar with English.”*

Teacher B: *“In my opinion, this hangman game really makes me easier to teach vocabulary because by playing the hangman game the students automatically re-recognize the memorized vocabulary they already have without any coercion from anyone. So yes, I feel very helped by having this hangman game as a medium.”*

Teacher A stated that the hangman game helped her in practice the students' vocabulary, same as teacher B who said that the hangman game also made it easier for students to recall the vocabulary they had memorized. It shows from the both teachers' statements above that hangman game as a medium make the teachers easier in teaching vocabulary.

e. Spelling, pronunciation & meaning

Spelling, pronunciation and meaning are important indicators of vocabulary. Because you can be said to have memorized a vocabulary if you are sure know how to spell the word, know how to pronounce the vocabulary correctly and understand what the word means too. From the observations that have conducted by the researcher and several statements from the two participants described above, it can

be seen that apart from allowing students to recall the vocabulary they have memorized, playing the hangman game can also helping students in practice their spelling and pronunciation. Below are also the additional statements from the participants regarding this indicator.

Guru A : *“Saya merasa manfaat yang didapat dengan bermain hangman game ini adalah siswa dapat melatih kemampuan spellingnya, pada saat itu mereka akan belajar kembali cara melafalkan alphabet a sampai z. Kemudian, dengan adanya permainan hangman, siswa juga dapat lebih mengingat cara menyusun huruf-huruf hingga membentuk kosa kata. Selain itu setelah mereka bisa menebak kosa kata dengan benar, saya sering menanyakan beberapa pertanyaan, seperti apa arti kata tersebut atau dalam kalimat apa kata tersebut dapat digunakan dan lain sebagainya, sehingga mereka tidak hanya mendapatkan kosa kata baru tetapi juga mengetahui apa arti kosa kata tersebut. Jadi menurut saya, hangman game memberikan banyak manfaat seperti menambah kosa kata baru, mengeja alfabet, pengucapan dan dapat membantu mereka dengan mudah mengingat kata-kata baru yang mereka pelajari.”*

Guru B : *“Menurut saya, hangman game memudahkan siswa dalam mengingat dan menghafal vocabularynya dan bagi saya permainan hangman juga memudahkan saya dalam mengajarkan vocabulary kepada siswa karena dengan menggunakan media permainan hangman membuat siswa bersemangat dan antusias dalam menghafal vocabulary baru.”*

The Translate:

Teacher A: *“I feel that the benefit gained by playing the hangman game is that students can practice their spelling skills, at that time they will learn again how to pronounce the alphabet a to z. Then, with the hangman game, students can also remember better how to arrange the letters to form a vocabulary. Also after they can guess the vocabulary correctly, I often ask several questions, such as what the word means or what sentence the word can be used in and so on, so that they not only get new vocabulary but also know what the vocabulary means. So, in my opinion, the hangman game provides many benefits such as adding new vocabulary, spelling the alphabet, pronunciation and can help them easily remember the new words they learn.”*

Teacher B: *“In my opinion, the hangman game makes it easy for students to remember vocabulary and for me hangman game also makes me easier to teach*

*vocabulary to the students because using the hangman game as a medium makes students excited and enthusiastic about memorizing new vocabulary.”*

From the both teachers' statements above, it can be seen that the teacher B said by playing the hangman game students become more interested and enthusiastic in memorizing vocabulary, in contrast with the teacher B, teacher A said that by playing the hangman game students can practice their spelling and pronunciation. They are not only getting know the new vocabulary but they also can find out the meaning of the word at the same time when the teacher asks and explains the meaning of the vocabulary at the end of the game.

Apart from all the statements above, the researcher also asked an additional question about the rating and opinion that the participants could give as a whole, starting from the procedures, challenges, advantages and disadvantages regarding the using of hangman game as a medium for teaching vocabulary. Below are the statements from both teachers:

Guru A : *“Menurut saya, hangman game ini sebenarnya cukup bagus, namun di jaman sekarang yang penuh dengan teknologi, menurut saya game hangman ini mendapat rating 5 dari 10 karena saat ini banyak orang yang lebih menyukai game yang lebih strategis dan memiliki poin nilai yang meningkatkan keterampilan mereka. Tapi ya tetap aja permainan hangman ini masih cukup berguna untuk digunakan saat belajar dan mengingat kosakata.”*

Guru B : *“Menurut saya, permainan hangman ini baik untuk saya terapkan di kelas khususnya dalam pembelajaran vocabulary karena dengan menggunakan hangman game ini kedua belah pihak dalam proses belajar mengajar mendapatkan manfaat yang sama. Sebagai seorang guru memudahkan saya jika ingin menguji vocabulary siswa, saya dapat menggunakan media permainan hangman dan siswa terlihat antusias dan merespon dengan baik ketika memainkan hangman game untuk menghafal dan mengingat kembali hafalannya. Jadi, saya memberi rating 9 dari 10 untuk hangman game ini.”*

The Translate:

Teacher A: *“In my opinion, this Hangman game is actually quite pretty good, but in today's era, which is full of technology, I think this hangman game gets a rating of 5 out of 10 because nowadays many people like games that are more strategic and have value points that increase their skills. But well, this hangman game is still quite useful to use when learning and recalling the vocabulary.”*



Teacher B: *“In my opinion, this hangman game is good for me to use in class, especially in vocabulary learning because by using the hangman game both parties in the teaching and learning process get the same benefit. As a teacher, it makes me easier if I want to test students' vocabulary, I can use the hangman game as a medium and the students look enthusiastic and respond well when playing the hangman game to memorize and recall their memorization. So, I give a rating of 9 out of 10 for this hangman game.”*

There is a difference in opinion and rating between the teacher A and teacher B regarding the hangman game. Teacher A said that the hangman game was still good enough to be used in vocabulary learning, although it was a little behind because nowadays many people want games that can hone their skills so, the teacher A give a rating of 5. Meanwhile, teacher B give a rating of 9 because according to her the hangman game was good for used in teaching and learning vocabulary and useful for students and teachers during the teaching and learning process which can be said that the hangman game is a good and useful game in teaching and learning vocabulary according to the both teachers perceive.

## **4.2 The Discussion**

According to the finding above that obtained by the researcher which conducted at Al-Azhar Junior High School, so the discussion based on the objectives of this research can be put forward as follows:

### **4.2.1 The Classroom Ambience When Using Hangman Game as a Medium in Teaching Vocabulary**

In this section, it will discuss the classroom ambience during the vocabulary teaching and learning process using the hangman game as a medium. Classroom ambience here refers to the overall atmosphere within an enjoyable learning, students interaction, student engagement & enthusiasm (Danielson, 2007). Marzano (2003) stated classroom ambience includes the interaction in the classroom between the teacher-students and students as well as the clarity of learning objectives. Fisher and Frey (2007) highlight that a supportive classroom ambience is important for the good teaching and learning process, including the communication and the constructive feedback between teachers and students. From the finding above that gained by

observation, the researcher find several findings regarding the ambience in classroom when using the hangman game as a medium.

As stated by Fisher and Frey (2007), a supportive classroom ambience is needed for the teaching and learning process to run well and supported by Danielson's (2007) statement, where classroom ambience refers to student engagement & enthusiasm, student interaction and enjoyable learning. From the findings above that obtained by researcher through observation, it can be seen that almost all the students participated in playing the hangman game. They actively participate in discussions to determine which letters correspond to the vocabulary to be solved. Even though there are around 3 or 4 students who don't seem to be actively participating in the game, overall the students show that they are enthusiastic about playing the hangman game as evidenced by the students' active discussion, guessing and putting forward their ideas. This thing can show that when playing the hangman game the students can get involved and actively participate in it, which is one of the things that refers to how the class ambience is created and visible when playing the hangman game.

From the findings above, it also can be seen that when playing the hangman game, the students work together and help each other in guessing and determining letters to solve vocabulary according to the clues given by the teacher. They were seen whispering to each other, discussing guessing the suitable letters to fill in the lines on the blackboard according to their respective opinions so that the letters they had determined would not be heard by the opposing group. So, this shows that there is good interaction, collaboration and support between the students and teachers when playing the hangman game to guess the letters correctly.

The students also seemed really enjoy and be enthusiastic to solve the vocabulary in the hangman game. It is not uncommon for them to scream and cheer happily because they get points when they succeed in solving the vocabulary. The atmosphere in the class feels more lively, fun, not as stiff as if it were an exam and not stressful. This atmosphere shows that using the hangman game as a teaching and learning medium becomes more fun, enjoyable and not boring. So, according to the researcher based on the finding and discussion above that gained by the observation that have carried out at Al-Azhar Junior High School, using the hangman game as a medium in teaching and learning vocabulary can create a supportive, good and joyful classroom ambience that can support the vocabulary teaching and learning process to run well.

#### **4.2.2 The Teachers Perceive of Using Hangman Game as a Medium in Teaching Vocabulary**

As stated by Robbins (2003), perception means the process that carried out by individuals to organize impressions, opinions, or understanding in order to interpret an object they see. The indicators of perception itself are the understanding and evaluation towards the object. And Robbins (2003) also said that there are two types of perception, they are such as positive or negative perception. So, here below will discuss about how the teachers perceive the hangman game as a medium, whether it is a positive or negative perception that they state based on the finding that researcher gained by interview above.

It can be seen that both of the teachers have almost the same answer regarding the reasons for using the hangman game as medium. The teacher A said that hangman game can be used to learn how to spell the word, so by playing hangman game the students also could know the arrangement of letters from the vocabulary. While, the teacher B said that hangman game is suitable for repeating and strengthening students' vocabulary. Both of them reasoned that the hangman game is suitable for students to adding or memorizing vocabulary.

The two teachers also have opinions about the procedures for playing the hangman game, where teacher A said that the hangman game was very easy to play and there were quite a few ways to play it. Meanwhile, the teacher B also feels that the procedure for playing the hangman game is easy, although it has too many opportunities for students to guess the letters. It can be said that they both think that the procedure for playing the Hangman game is quite simple to use.

All media definitely has advantages and disadvantages, as does the Hangman game. For this matter, teacher A stated that the hangman game can make students more familiar with the alphabet, practice students' spelling and pronunciation and of course adding students' vocabulary but is not suitable for students with intermediate English skills who need media that can hone their skills more. While the teacher B stated that hangman game does not have any disadvantages and it makes students more excited and enthusiastic when playing it. According to the opinions of the teachers above, it can be said that the Hangman game has more advantages than disadvantages itself.

Both of the teachers also stated that the hangman game has benefits that can be felt when applying it. Teacher A said that the hangman game makes students practice their spelling skills, practice students' pronunciation and also helps them easily memorize

new vocabulary. Meanwhile, teacher B stated that the hangman game made students excited when playing to memorize vocabulary which made it easier for them to memorize it. Which can be said that the teachers think that one of the benefits of the hangman game is that it can make students easier to memorize or add new vocabulary.

Both of the participants said that using hangman game as a medium makes them easier in teaching and learning process which is proven from their statement. Which the teacher A stated that the hangman game made her quite easy in teaching vocabulary because it helped students in practicing their vocabulary, alphabet spelling and pronunciation. Meanwhile, the teacher B stated that by playing hangman game students automatically re-recognize their vocabulary without being forced which can make her teach vocabulary easily.

For overall based on the finding above, the teacher A gives a rating of 5 out of 10 for the hangman game as a medium because according to her the hangman game is quite nice and suitable for students to use when learning vocabulary, but the hangman game only focuses on vocabulary, is unable to hone the other skills and is less challenging. Meanwhile, according to the teacher B, the hangman game is very useful for students and teachers to use in the vocabulary teaching and learning process, therefore she gives a rating of 9 out of 10 for this hangman game.

According to discussion above, both of the teachers have a positive and negative perception of this hangman game which the teacher A perceives that the hangman game has a simple procedure to play, it also helps students practice their spelling and pronunciation also help them memorize vocabulary easily although it is less challenging and less able to hone the other skills for the students with intermediate English skills. She also perceives that hangman game could make her quite easy in vocabulary teaching and learning process and it is an appropriate medium for students with basic English skill use in learning vocabulary. While, the teacher B thinks that although the hangman game has too many chances, but she still believes that the procedure of hangman game is easy to do. Teacher B perceives that hangman game make she easier to teach, it helps students indirectly recall their memorize, makes they excited when using it too, and for students who want to adding new vocabulary, hangman game is one of a suitable medium.