UTILIZING HANGMAN GAME AS A MEDIA IN TEACHING VOCABULARY AT MTS ALQODIRI 1 JEMBER

THESIS

UNIVERSITAS ISLAM NEGERI
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FAKULTY OF TARBIYAH AND TEACHER TRAINING

ENGLISH LANGUAGE STUDY PROGRAM

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JUNE 2026

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Submitted to Kiai Haji Achmad Siddiq University, Jember

To fulfill one of the final requirements for obtaining a

Bachelor of Education (S.Pd) degree

Faculty of Tarbiyah And Teacher Training

English Language Study Program

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THESIS

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Date: 26 June 2026

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MOTTO

﴿٣١﴾ صٰدِقِيْنَ كُنْتُمْ اِنْ هٰٓؤُلَاۤءِ بِاَسْمَاۤءِ اَنْۢبِـُٔوْنِيْ فَقَالَ الْمَلٰۤىِٕكَةِ عَلَى عَرَضَهُمْ ثُمَّ كُلَّهَا الْاَسْمَاۤءَ اٰدَمَ وَعَلَّمَ

The Meaning : "And He taught Adam the names of all things; then He placed them before the angels and said: Tell me the names of these if you are truthful."

(Q.S. Al-Baqarah: 31)

This verse reflects that Allah SWT teaches knowledge through meaningful exposure to names and language. This concept aligns with game-based vocabulary learning through the Hangman game, which encourages students to engage actively with the names and forms of words in a meaningful and enjoyable context, thereby supporting deeper retention of vocabulary.

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DEDICATION

I sincerely appreciate the following people for their contributions to the completion of my thesis, and I dedicate it to my beloved father and mother, I offer my deepest appreciation for your unwavering love, prayers, and endless support throughout my academic journey. Every sacrifice you have made, every prayer you have whispered, and every word of encouragement you have given has been a constant source of strength and motivation for me. Without your support, this achievement would not have been possible. This work is wholeheartedly dedicated to you. To all my friends and colleagues in the English Language Education study program, thank you for the shared experiences, mutual support, and wonderful memories throughout our time together. Your companionship and encouragement have made this journey more meaningful and enjoyable.

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Praise and salutations be upon our beloved Prophet Muhammad SAW, who guided humanity from darkness to the light of knowledge and faith. May peace and blessings be upon him, his family, his companions, and all who follow his path.

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ABSTRACT

Faruq Hirzan Nofaldi, 2026: *Utilizing Hangman Game as a Media in Teaching Vocabulary at MTs Unggulan Alqodiri 1 Jember.*

Keywords: Implementation, Hangman Game, Teaching Vocabulary

This study explores the implementation of the Hangman game as a learning medium in teaching vocabulary to eighth-grade students at MTs Unggulan Alqodiri 1 Jember. MTs Unggulan Alqodiri 1 Jember is a private Islamic junior high school located at Jl. Manggar No. 139A, Gebang, Kecamatan Patrang, Kabupaten Jember, East Java, which implements a bilingual Arabic-English communication policy. Despite this bilingual policy, vocabulary instruction in the English classroom has largely relied on conventional memorization-based methods, resulting in low student engagement and limited vocabulary retention.

This research adopts a qualitative descriptive approach with data collected through classroom observation, semi-structured interviews, and documentation across three learning meetings. The subjects of this research were the English teacher and eighth-grade students of MTs Unggulan Alqodiri 1 Jember. Data analysis followed the interactive model of Miles, Huberman, and Saldana (2014), which consists of data condensation, data display, and conclusion drawing and verification.

The research focuses on two questions: (1) How do teachers implement the Hangman game as a learning medium in teaching vocabulary at MTs Unggulan Alqodiri 1 Jember? (2) What are the challenges and obstacles encountered by the teacher in using the Hangman game in teaching vocabulary at MTs Unggulan Alqodiri 1 Jember?

The findings of this study indicate that: (1) The implementation of the Hangman game was carried out across three classroom meetings with vocabulary themes of things around the house, daily activities, and adjectives. The implementation was analyzed through three dimensions: goal, strategy, and material. The teacher consistently communicated clear learning goals, employed collaborative and turn-based guessing strategies, and selected curriculum-aligned thematic vocabulary. Student participation and engagement increased progressively from the first to the third meeting. (2) Five main challenges were identified during the implementation: low student confidence in the early meetings, limited class time, uneven student participation, lack of strategic thinking in the early guessing stages, and classroom noise management. The teacher addressed each of these challenges through adaptive facilitation strategies including positive reinforcement, turn-based participation, vowel-first guessing strategy instruction, and the use of hand signals for noise management. This study concludes that the Hangman game is a viable, contextually appropriate, and pedagogically beneficial learning medium for vocabulary instruction at the Islamic junior high school level, particularly in the context of MTs Unggulan Alqodiri 1 Jember. The game simplicity, low resource requirements, and capacity to generate active student engagement make it a practical and accessible alternative to conventional vocabulary teaching methods.

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CHAPTER I

INTRODUCTION

A. Research Context

Teaching vocabulary is a crucial aspect of language learning, particularly in English. However, many students face difficulties in remembering and effectively using vocabulary. Traditional teaching methods that rely heavily on memorization and repetition often fail to engage students, leading to low motivation and suboptimal learning outcomes. Therefore, there is a need for more innovative and enjoyable learning approaches to support students in learning vocabulary.

Vocabulary is a key component that enables students to comprehend texts, speak, and write effectively. However, passive learning methods, such as rote memorization without meaningful context, are often insufficient to develop deep vocabulary understanding. A study conducted by Jurasni (2019) revealed that students taught using conventional methods obtained an average pre-test score of 67.2, while their average score increased to 83.6 after the implementation of the Hangman game.[1] This finding indicates that interactive learning methods can lead to better learning outcomes.

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These challenges are also found in many Indonesian schools, where vocabulary mastery remains a significant problem. For example, a study conducted at SMP Negeri 4 Teluk Keramat, Sambas, reported that 70% of

[1]Jurasni. (2019). 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). Skripsi, Universitas Muhammadiyah Makassar (page 82-83).

seventh-grade students scored below the minimum passing grade of 70 in the pre-test. After the implementation of the Hangman game, the students average score increased to 76.8. The Hangman game is a type of word game commonly used to help students learn and remember new vocabulary in a foreign language. In this game, one player selects a secret word, and the other players attempt to guess the word by suggesting letters one at a time. Each incorrect guess results in a part of a stick figure being drawn. If the entire figure is completed before the word is successfully guessed, the player loses the game. According to Wright et al. (2006), games such as Hangman are useful for creating a fun and engaging learning atmosphere and for reinforcing vocabulary retention through repetition and active participation.[2]

In the context of English language learning, the Hangman game functions as an interactive learning medium because it encourages students to think critically when guessing letters or words, increases classroom engagement, and reinforces vocabulary learning through enjoyable and contextualized activities. In addition, the Hangman game helps teachers create more varied learning experiences and reduce boredom that often arises from traditional vocabulary teaching methods.

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The Hangman game is also consistent with constructivist learning theory, which emphasizes active student involvement through problem-solving activities. By guessing letters, students engage in critical thinking and contextual reasoning, which may strengthen memory retention. A study

[2]Wright, A., Betteridge, D., & Buckby, M. (2006). Games for Language Learning (3rd ed.). Cambridge: Cambridge University Press, p. 1–2.

conducted by Asyiah and Agustina (2023) showed that the Hangman game not only improved students spelling accuracy but also increased classroom participation by 40%.[3] Moreover, Munikasari et al. (2021) found that the use of the Hangman game produced a strong effect size (1.8) in improving students vocabulary mastery.[4]

Although many studies have demonstrated the effectiveness of the Hangman game, most of them were conducted in general junior high school contexts. MTs Unggulan Alqodiri 1 Jember, a private Islamic junior high school located at Jl. Manggar No. 139A, Gebang, Kecamatan Patrang, Kabupaten Jember, East Java, has distinctive characteristics that set it apart from other schools. The school operates under the auspices of Yayasan Al-Qodiri and the Pondok Pesantren Al-Qodiri, has achieved Accreditation A, and implements a bilingual Arabic-English communication policy that requires all students and teachers to use both languages in their daily interactions. Despite this bilingual policy, vocabulary instruction in the English classroom has largely relied on conventional memorization-based methods. In addition, most previous studies focused mainly on short-term learning outcomes, whereas the present study aims to explore the vocabulary learning process in order to understand students learning experiences more deeply.

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[3]Asyiah, D., & Agustina, R. (2023). The Use of Hangman Game in Improving Students' Vocabulary Mastery. Journal of English Language Teaching.

[4]Munikasari, M., Sudarsono, S., & Riyanti, D. (2021). "The Effectiveness of Using Hangman Game to Strengthen Young Learners' Vocabulary." Journal of English Education Program, 2(1), 57–65.

The Hangman game also offers a low-cost and easy-to-implement learning medium, making it suitable for any school setting regardless of access to digital resources. A study conducted at MTsN 9 Jombang reported that students post-test scores increased by 28.5 points, from 51.3 to 79.8, after the implementation of the Hangman game. This finding indicates the potential applicability of the Hangman game at MTs Unggulan Alqodiri 1 Jember. Furthermore, this learning approach supports the Merdeka Curriculum, which emphasizes interactive and enjoyable learning experiences.

Unlike previous studies that employed quantitative approaches to examine the effect of the Hangman game on students academic scores, the present study adopts a descriptive qualitative approach that focuses on the learning process. This study does not merely emphasize score improvement, but rather explores how students engage in learning activities, how they respond to the learning media, and how classroom interaction is shaped through the use of the Hangman game. This study addresses a research gap concerning the limited number of studies that explore in depth the learning dynamics of using the Hangman game in vocabulary learning at the junior high school level from a process-oriented and experiential perspective.

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Specifically, this study seeks to investigate how the Hangman game facilitates students engagement, motivation, and participation during vocabulary learning activities. This study does not aim to test a hypothesis or to measure students achievement statistically. Instead, this study focuses on

describing and understanding the learning process of vocabulary through the use of the Hangman game at MTs Unggulan Alqodiri 1 Jember.

The main focus of this research is to explore how the Hangman game is implemented in the classroom, how students participate in the learning activities, and how they respond to the use of the Hangman game as a learning medium. The success of this study is indicated by rich and meaningful qualitative evidence, such as students active participation during learning activities, positive responses and perceptions toward the use of the Hangman game, and students ability to explain and use newly learned vocabulary in classroom interactions.

In addition, the identification of challenges faced by students and obstacles experienced by the teacher during the implementation of the Hangman game is also considered an important indicator in understanding the effectiveness of the learning process. Through these qualitative findings, this study is expected to provide an in-depth understanding of how the Hangman game supports vocabulary learning in a real classroom context, particularly in the Islamic junior high school setting of MTs Unggulan Alqodiri 1 Jember.

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Vocabulary mastery is one of the fundamental components of learning English. Adequate vocabulary knowledge enables students to comprehend texts, express ideas, and communicate effectively. However, in many junior high schools, including MTs Unggulan Alqodiri 1 Jember, students vocabulary mastery remains a challenge. This condition is influenced by several factors, such as monotonous teaching methods, low student

motivation, and limited use of effective learning media. According to Nation (2001), vocabulary mastery involves three main aspects: form, meaning, and use, each of which includes both receptive and productive dimensions.[5] To develop vocabulary mastery, students need learning activities that allow them to recognize, understand, and use vocabulary items in meaningful contexts.

One approach that can be used to support vocabulary learning is the use of interactive and enjoyable learning media, such as the Hangman game. This game involves students in guessing letters to form words, which helps them recognize spelling patterns, understand meanings, and remember new vocabulary. A study conducted by Farihah and Rachmawati (2020) showed that the use of digital Hangman games improved students vocabulary learning in narrative text lessons.[6] Similarly, a study by Manan (2016) reported that the use of the Hangman game increased students motivation to learn English.[7]

In the context of MTs Unggulan Alqodiri 1 Jember, the use of the Hangman game as a learning medium is expected to help address students difficulties in vocabulary learning. Despite the school bilingual communication policy that requires students to use both Arabic and English in daily interactions, many students still face challenges in retaining and productively using English vocabulary in formal instructional settings. By engaging students in interactive and enjoyable activities, students are expected

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[5]Nation, I. S. P. (2001). Learning Vocabulary in Another Language. Cambridge: Cambridge University Press, p. 27.

[6]Farihah, Z. L., & Rachmawati, E. (2020). "Digital Hangman Game to Improve Student's Vocabulary Mastery in Teaching Narrative Text." Journal of Applied Linguistics and Literacy, 4(1), p. 1–10.

[7]Manan, R. M. (2016). "The Use of Hangman Game in Motivating Students in Learning English." ELT Perspective, 4(2), hlm. 139–145.

to become more motivated to learn vocabulary. Through the Hangman game, students are encouraged to guess letters and words, which helps them recognize and remember new vocabulary items. In addition, the game promotes critical thinking and collaborative learning, which may enhance students social interaction and communication skills.

Several previous studies have confirmed the effectiveness of the Hangman game in supporting vocabulary learning. Munikasari, Sudarsono, and Riyanti (2021) found that the use of the Hangman game significantly improved the vocabulary mastery of seventh-grade students at SMP Negeri 4 Teluk Keramat, Sambas. The statistical analysis showed a t-value of 9.24, which was higher than the t-table value of 2.060, and an effect size of 1.8, which indicated a strong effect.[8] Another study by Rahayu and Farid (2017) also reported an increase in students average scores from 47.67 in the pre-test to 75.50 in the post-test after the implementation of the Hangman game.[9] Similarly, Fauziyyah (2015) found that students average scores increased from 59.87 in the pre-test to 75.75 in the post-test after learning vocabulary through the Hangman game.[10]

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In terms of similarities, those studies and the present research both use the Hangman game as a medium in teaching vocabulary at the junior high

[8]Munikasari, M., Sudarsono, S., & Riyanti, D. (2021). "The Effectiveness of Using Hangman Game to Strengthen Young Learners' Vocabulary." Journal of English Education Program, 2(1), 57–65.

[9]Rahayu, N. S., & Farid, S. (2017). The Effectiveness of Hangman Game in Improving Students' Vocabulary Mastery at The Seventh Grade Students. ELang | An English Language Education Journal, 2(2).

[10]Fauziyyah, I. (2015). The Effectiveness of Using Hangman Game in Increasing Students' Vocabulary Mastery: A Quasi Experimental Study at the Second Grade of MTs Yapin Kertasemaya, Indramayu. Diploma thesis, UIN Sunan Gunung Djati Bandung.

school level. However, in terms of differences, the previous studies mainly focused on measuring students vocabulary improvement through quantitative data and test scores. In contrast, the present study adopts a qualitative approach that aims to explore how the Hangman game is implemented in the classroom, including students responses, classroom interaction, and the challenges faced during the learning process.

Based on preliminary observations at MTs Unggulan Alqodiri 1 Jember, many students still experience difficulties in understanding and using English vocabulary appropriately in context, despite the school bilingual policy. These difficulties may hinder their reading comprehension, writing ability, and oral communication. Therefore, an effective and engaging learning strategy is needed to support students vocabulary learning.

Considering previous findings and the learning context of MTs Unggulan Alqodiri 1 Jember, the use of the Hangman game is expected to provide meaningful learning experiences that encourage student engagement and support vocabulary development. In addition, this study focuses on providing an in-depth understanding of how the Hangman game is implemented in a real classroom context within an Islamic junior high school setting.

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Unlike previous studies that mainly focus on learning outcomes and statistical improvements, this research emphasizes the exploration of the learning process itself, including students learning experiences, classroom interaction, participation, and engagement during vocabulary learning

activities. Furthermore, this study attempts to capture how students respond to the use of the Hangman game, how they interact with their peers during the activity, and how the teacher manages the classroom while implementing the game as a learning medium.

These aspects are important to be examined in order to gain a deeper understanding of the effectiveness of the learning process, not only in terms of results but also in terms of student involvement and classroom dynamics. This context is particularly important because it reflects the real conditions of teaching and learning at MTs Unggulan Alqodiri 1 Jember, where the school bilingual policy creates unique expectations and challenges for English vocabulary instruction. Therefore, this study also highlights how simple and low-cost learning media, such as the Hangman game, can be effectively applied to support vocabulary learning in contexts with diverse educational demands and characteristics.

In the field of foreign language learning, vocabulary plays an essential role in supporting students overall language proficiency. According to Michael McCarthy (1990), vocabulary is a central component of language ability because it enables learners to express meanings and understand messages in communication.[11] Without adequate vocabulary knowledge, students often encounter difficulties in developing other language skills such as reading, writing, listening, and speaking.

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[11]Michael McCarthy, Vocabulary (Oxford: Oxford University Press, 1990), p. 8.

In many English as a Foreign Language (EFL) contexts, including Indonesia, vocabulary learning remains a major challenge for students. Schmitt (2000) explains that learners often face difficulties in retaining new vocabulary, recalling word meanings, and using words appropriately in communication.[12] Many learners struggle to remember newly introduced words because they do not encounter them frequently in real communication.

Traditional vocabulary instruction commonly focuses on teacher-centered activities, where teachers explain word meanings and students are required to memorize vocabulary lists. Nation (2001) states that although memorization can help learners store vocabulary temporarily, it does not necessarily ensure long-term vocabulary retention.[13] Students may quickly forget the words they have memorized because they do not actively use them in meaningful learning situations.

Moreover, monotonous learning activities can reduce students motivation to participate in classroom learning. Harmer (2007) argues that learning activities that lack variation and interaction can make students feel bored and disengaged from the learning process.[14] When students feel uninterested, they tend to become passive learners who only follow instructions without actively engaging in the learning process. As a result,

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[12]Norbert Schmitt, Vocabulary in Language Teaching (Cambridge: Cambridge University Press, 2000), p. 4.

[13]I. S. P. Nation, Learning Vocabulary in Another Language (Cambridge: Cambridge University Press, 2001), p. 27.

[14]Jeremy Harmer, How to Teach English (London: Longman, 2007), p. 82.

vocabulary learning becomes less effective and students language development may progress slowly.

To address these challenges, many educators have suggested the integration of interactive learning media in the classroom. Arsyad (2017) explains that instructional media play an important role in facilitating communication between teachers and students during the learning process.[15] By using appropriate learning media, teachers can present learning materials in more interesting and engaging ways, which can stimulate students curiosity and increase their participation in classroom activities.

Educational games are one example of learning media that can support vocabulary learning effectively. Wright, Betteridge, and Buckby (2006) state that games provide opportunities for students to learn through active participation, problem-solving, and collaboration.[16] In game-based learning environments, students are encouraged to interact with learning materials while enjoying the learning process. This combination of learning and enjoyment can significantly improve students motivation and engagement in classroom activities.

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Game-based learning is also supported by constructivist learning theory, which emphasizes that students learn more effectively when they actively participate in constructing knowledge through meaningful experiences. Vygotsky (1978) argues that learning occurs most effectively

[15]Azhar Arsyad, Media Pembelajaran (Jakarta: RajaGrafindo Persada, 2017), p. 15.

[16]Andrew Wright, David Betteridge, and Michael Buckby, Games for Language Learning (Cambridge: Cambridge University Press, 2006), p. 1.

when students interact with their peers and teachers in collaborative learning environments.17 Games provide such opportunities because students are often required to work together, discuss possible answers, and support each other during learning activities.

Furthermore, games can reduce students anxiety in learning a foreign language. Brown (2007) explains that a relaxed and supportive learning environment can help learners feel more confident in using a foreign language.[18] Through games, learning becomes less formal and more enjoyable, allowing students to participate more confidently without feeling pressured. As a result, students become more willing to experiment with new vocabulary and express their ideas.

In addition, games allow teachers to provide repeated exposure to vocabulary items in meaningful contexts. Nation (2001) emphasizes that repetition is an important principle in vocabulary learning because learners need multiple encounters with a word before they can fully understand and remember it.19 Games naturally provide such repetition because students repeatedly interact with vocabulary items during the game process.

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Considering these pedagogical advantages, the integration of educational games in vocabulary instruction has become increasingly popular in English language classrooms. Harmer (2007) suggests that games can

[17]Lev S. Vygotsky, Mind in Society: The Development of Higher Psychological Processes (Cambridge, MA: Harvard University Press, 1978), p. 86.

[18]H. Douglas Brown, Principles of Language Learning and Teaching (New York: Pearson Education, 2007), p. 160.

[19]I. S. P. Nation, Learning Vocabulary in Another Language (Cambridge: Cambridge University Press, 2001), p. 74.

function not only as entertaining activities but also as effective learning tools that support language development.[20] Among the various types of educational games used in language learning, the Hangman game is considered one of the simplest yet effective tools for teaching vocabulary. Wright, Betteridge, and Buckby (2006) explain that word-guessing games like Hangman encourage students to recall vocabulary knowledge, recognize spelling patterns, and analyze possible word structures.[21]

The simplicity of the Hangman game makes it particularly suitable for classroom use at MTs Unggulan Alqodiri 1 Jember, where the game can be implemented using only a whiteboard and markers without requiring digital facilities. Hadfield (1999) notes that simple vocabulary games can be implemented using minimal materials while still creating engaging learning experiences for students.[22]

Although a considerable number of studies have investigated the use of games in vocabulary learning, many of them primarily emphasize the measurement of students achievement through quantitative approaches. According to Creswell (2014), qualitative research is essential when researchers aim to explore participants experiences, perceptions, and interactions in a learning environment rather than merely measuring

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[20]Jeremy Harmer, How to Teach English (London: Longman, 2007), p. 84.

[21]Andrew Wright, David Betteridge, and Michael Buckby, Games for Language Learning (Cambridge: Cambridge University Press, 2006), p. 57.

[22]Jill Hadfield, Elementary Vocabulary Games (Harlow: Pearson Education, 1999), p. 5.

outcomes.[23] Furthermore, most previous studies on the use of the Hangman game in vocabulary learning focus on experimental or quasi-experimental designs that prioritize measurable results.

For example, Munikasari, Sudarsono, and Riyanti (2021) reported a significant increase in students vocabulary scores after the implementation of the Hangman game through statistical testing.[24] Similarly, Rahayu and Farid (2017) demonstrated improvements in students vocabulary mastery based on quantitative test results. However, these studies provide limited explanation regarding how students interact with the game, how classroom dynamics are shaped, and how students perceive the learning activities during the implementation of the game.

Another limitation found in previous studies is the lack of in-depth exploration of students learning experiences during game-based learning activities. According to Nation (2001), effective vocabulary learning requires meaningful exposure, repeated encounters with words, and active cognitive involvement from learners.[25] Therefore, understanding how students respond to learning activities and how they interact with learning media becomes an important aspect of vocabulary learning research.

In addition, many previous studies were conducted in schools located in general or urban contexts. The context of MTs Unggulan Alqodiri 1 Jember

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[23]John W. Creswell, Research Design: Qualitative, Quantitative, and Mixed Methods Approaches (Los Angeles: SAGE Publications, 2014), p. 185.

[24]Munikasari, Sudarsono, and Riyanti, "The Use of Hangman Game to Improve Students' Vocabulary Mastery," Journal of English Education, 2021.

[25]I. S. P. Nation, Learning Vocabulary in Another Language (Cambridge: Cambridge University Press, 2001), p. 74.

presents a distinctive educational environment, where the Islamic educational character and the bilingual Arabic-English communication policy create unique demands on vocabulary instruction. Harmer (2007) states that teaching strategies should consider the learning context and available resources to ensure that the chosen learning methods are appropriate for the students environment.[26]

Based on these considerations, there is still a research gap regarding the exploration of the learning process when the Hangman game is implemented in vocabulary instruction, particularly in Islamic junior high school contexts with distinctive educational characteristics. Most existing studies emphasize learning outcomes rather than the learning experiences of students and teachers during classroom activities. Therefore, this study aims to explore how the Hangman game is implemented in teaching vocabulary, how students participate in the learning activities, and what challenges are encountered during the learning process at MTs Unggulan Alqodiri 1 Jember. Through a qualitative descriptive approach, this research is expected to provide a deeper understanding of the role of the Hangman game as an interactive learning medium in real classroom situations.

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Vocabulary knowledge is widely recognized as one of the most important components in learning a foreign language. Wilkins states that while grammar provides the structure of language, vocabulary carries the meaning

[26]Jeremy Harmer, How to Teach English (London: Longman, 2007), p. 90.

that enables communication to occur.[27] Therefore, vocabulary mastery becomes a fundamental aspect that supports the development of other language skills such as reading, writing, listening, and speaking.

In the context of English as a Foreign Language (EFL), vocabulary learning often becomes a challenging task for students. Many learners experience difficulties in memorizing new words, understanding their meanings, and using them appropriately in sentences. These difficulties are often caused by limited exposure to the target language and insufficient opportunities to practice vocabulary in meaningful communication contexts.[28]

Vocabulary learning is not merely about memorizing lists of words. Instead, it involves understanding the relationship between word forms, meanings, and usage in various contexts. According to Nation, vocabulary knowledge includes several aspects such as pronunciation, spelling, grammatical patterns, and the ability to use words appropriately in communication.[29] Therefore, effective vocabulary instruction should provide opportunities for students to encounter words repeatedly and use them in meaningful learning situations.

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One of the major challenges in vocabulary teaching is maintaining students motivation during the learning process. Traditional teaching approaches often rely heavily on memorization activities, which may lead

[27]Wilkins, D. A. (1972). Linguistics in Language Teaching. London: Edward Arnold, p. 111.

[28]Schmitt, N. (2000). Vocabulary in Language Teaching. Cambridge: Cambridge University Press, p. 4.

[29]Nation, I. S. P. (2001). Learning Vocabulary in Another Language. Cambridge: Cambridge University Press, p. 27.

students to perceive vocabulary learning as monotonous and uninteresting. To address these challenges, many educators recommend the integration of interactive learning media in language classrooms. According to Arsyad, instructional media play an important role in facilitating effective communication between teachers and students during the teaching and learning process.[30]

Educational games are considered one of the most effective forms of instructional media in language learning. Games allow students to learn through participation, exploration, and problem-solving activities. Wright, Betteridge, and Buckby argue that games are valuable teaching tools because they create meaningful contexts for language use and encourage students to interact actively with learning materials.[31] Game-based learning also provides a relaxed learning atmosphere that reduces students anxiety when learning a foreign language.

Furthermore, games support collaborative learning among students. During game activities, students often work together in groups to solve problems or complete tasks. This collaborative interaction encourages students to share ideas, discuss possible answers, and support each other during the learning process. According to Vygotsky sociocultural theory, learning occurs

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[30]Arsyad, A. (2006). Media Pembelajaran. Jakarta: RajaGrafindo Persada, p. 15.

[31]Wright, A., Betteridge, D., & Buckby, M. (2006). Games for Language Learning. Cambridge: Cambridge University Press, p. 1.

effectively when students interact with peers and teachers within their social environment.[32]

Another advantage of using games in vocabulary instruction is that they provide repeated exposure to vocabulary items. Repetition is an important factor in vocabulary acquisition because students need to encounter words multiple times before they can fully remember and use them. Nation (2001) emphasizes this principle as central to durable vocabulary retention.[33] Games naturally provide opportunities for repeated encounters with vocabulary items in an enjoyable way, which helps strengthen students memory retention.

Among the various educational games used in language learning, the Hangman game is considered one of the simplest yet effective vocabulary learning activities. The game requires students to guess letters in order to form a word based on limited clues. Wright, Betteridge, and Buckby (2006) note that this process encourages students to recall previously learned vocabulary and recognize spelling patterns.[34] Klippel (1984) similarly identifies the Hangman game as an effective tool for developing students thinking skills and memory for word spelling and meaning.[35]

The Hangman game is also particularly suitable for classroom implementation at MTs Unggulan Alqodiri 1 Jember, as it can be conducted

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[32]Vygotsky, L. S. (1978). Mind in Society: The Development of Higher Psychological Processes. Cambridge, MA: Harvard University Press, p. 86.

[33]Nation, I. S. P. (2001). Learning Vocabulary in Another Language. Cambridge: Cambridge University Press, p. 27.

[34]Wright, A., Betteridge, D., & Buckby, M. (2006). Games for Language Learning (3rd ed.). Cambridge: Cambridge University Press, p. 57.

[35]Klippel, F. (1984). Keep Talking: Communicative Fluency Activities for Language Teaching. Cambridge: Cambridge University Press, p. 101.

using simple materials such as a whiteboard and markers without requiring any digital technology or internet connectivity. Sadiman et al. (2008) define learning media as anything that can transmit messages from a teacher to students in a way that stimulates attention and interest in the learning process.[36] Gagne and Briggs (1979) further describe learning media as all physical components used to deliver instructional content, encompassing games, visual aids, and other interactive materials.[37] Arsyad (2017) emphasizes that the selection of learning media should be guided by the specific learning objectives and the conditions of the learning environment.[38]

B. Research Focus

The research focus of this study outlines the main issues to be investigated.. It is presented in a concise, firm, clear, specific, and operational manner, expressed in the form of a question. Based on the research context above, the researcher has chosen the following research focus:

1. How do teacher implement the Hangman game in teaching vocabulary?
2. What are the challenges and obstacles faced by teacher when using the Hangman Game in teaching vocabulary?

C. Research Objectives

The benefits of the research provide an explanation to the readers regarding the contributions that will be made. These benefits may include both

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[36]Sadiman, A. S., Rahardjo, R., Haryono, A., & Rahardjito. (2008). Media Pendidikan: Pengertian, Pengembangan, dan Pemanfaatannya. Jakarta: RajaGrafindo Persada.

[37]Gagne, R. M., & Briggs, L. J. (1979). Principles of Instructional Design (2nd ed.). New York: Holt, Rinehart and Winston.

[38]Arsyad, A. (2017). Media Pembelajaran (Edisi Revisi). Jakarta: RajaGrafindo Persada, p. 15.

theoretical and practical advantages. Theoretical benefits relate to the development of scientific knowledge, while practical benefits refer to the usefulness of the research results for readers in practical applications. The benefits obtained from this research are as follows:

1. To describe the implementation of the Hangman game carried out in Teaching Vocabulary.
2. To identify the challenges and obstacles of teacher by using Hangman Game in teaching vocabulary.

D. Research Benefits

The benefits of the research include explaining to the reader what contributions will be provided. These benefits can be theoretical, relating to the development of knowledge, or practical, providing readers with practical utility from the research findings. The specific benefits obtained from this research are:

1. Theoretical Benefits

This study is expected to contribute to the existing body of knowledge in the field of English language education, particularly in the areas of vocabulary instruction and game-based learning. By providing a qualitative account of how the Hangman game is implemented in the context of an Islamic junior high school such as MTs Unggulan Alqodiri 1 Jember, this study adds an experiential and process-oriented perspective that complements the predominantly outcome-focused findings of previous quantitative research on game-based vocabulary learning. The

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findings may also contribute to the theoretical understanding of how affective, cognitive, and social dimensions of game-based learning interact to shape the quality of vocabulary learning experiences in EFL classrooms.

2. Practical Benefits

In terms of practical benefits, this study is expected to be of value to the following stakeholders:

a. For the researcher

This study provides the researcher with direct experience in conducting qualitative classroom research, including the design and implementation of classroom observation, semi-structured interviews, and documentary analysis. The research process also deepens the researcher understanding of game-based learning in EFL contexts and develops competencies in qualitative data analysis and academic writing.

b. For English Teachers

The findings of this study are expected to provide English teachers, particularly those working at MTs Unggulan Alqodiri 1 Jember and in similar Islamic junior high school settings, with practical insights into how the Hangman game can be implemented as an effective and accessible vocabulary learning medium. The identification of challenges and adaptive strategies in this study may also serve as a

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practical guide for teachers seeking to integrate game-based activities into their. vocabulary instruction.

c. For students

This study is expected to help students experience a more enjoyable and meaningful vocabulary learning process through the use of the Hangman game. By participating in interactive learning activities, students may become more motivated and actively involved in learning English vocabulary. In addition, this study can support students in developing positive learning attitudes, improving confidence in using new vocabulary, and enhancing their participation in classroom communication activities.

E. Definition of Terms

The definition of terms includes explanations of key terms that serve as the main focus of the research title. The purpose is to avoid any misunderstanding regarding the meaning of the terms as intended by the researcher in this study. The definitions of the terms are as follows:

1. Teaching Vocabulary

In the context of this study, teaching vocabulary refers to the process of introducing, explaining, and facilitating students in learning English words so that they are able to understand, remember, pronounce, spell, and use them appropriately in communication. Vocabulary teaching is an important aspect of language instruction because vocabulary serves

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as the foundation for developing students' listening, speaking, reading, and writing skills.[39]

According to Nation (2001), effective vocabulary teaching should not only focus on the meaning of words but also on other aspects such as word form, pronunciation, spelling, grammatical functions, collocations, and appropriate use in different contexts.[40] Therefore, vocabulary instruction should provide students with opportunities to encounter and use words repeatedly in meaningful learning activities.

In English language learning, vocabulary involves more than just memorizing word meanings. It also includes the ability to recognize word forms (morphology), pronunciation (phonology), spelling (orthography), meaning (semantics), and the use of words in specific contexts (syntax and pragmatics).

2. Hangman Game

The Hangman game, in the context of this study, refers to a word-guessing game used as an interactive learning medium in the English vocabulary classroom. In this game, the teacher selects a target vocabulary word and indicates its length by drawing a corresponding number of blank letter spaces on the whiteboard, along with a thematic category clue. Students then take turns guessing individual letters; each correct guess is filled into the appropriate blank space, while each incorrect guess results

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[39] H. Douglas Brown, Teaching by Principles: An Interactive Approach to Language Pedagogy, 3rd ed. (New York: Pearson Education, 2007), p. 435.

[40] I. S. P. Nation, Learning Vocabulary in Another Language (Cambridge: Cambridge University Press, 2001), pp. 23–27.

in a part of a simple stick figure being drawn. The game ends either when the word is correctly identified by the students or when the figure is completed. Wright, Betteridge, and Buckby (2006) describe word-guessing games such as Hangman as simple yet effective tools for reinforcing vocabulary recognition, spelling awareness, and active student participation in the language classroom.[41] In this study, the game was implemented in a group-based format to promote collaborative learning and ensure broader student participation.

3. Learning Media

Learning Learning media, in the context of this study, refers to any tool, material, or resource used by the teacher to facilitate the delivery of vocabulary learning content and to support student engagement in the learning process. Klippel (1984) describes learning media as instruments that help create conditions in which students can actively engage with learning content in a meaningful and enjoyable way.[42] Sadiman et al. (2008) further define learning media as anything that can be used to transmit messages from a teacher to students in a way that stimulates their thoughts, feelings, attention, and interest in the learning process.[43] Gagne and Briggs (1979) add that learning media encompass all physical tools used to deliver instructional content, including visual aids, games, and

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[41]Wright, A., Betteridge, D., & Buckby, M. (2006). Games for Language Learning (3rd ed.). Cambridge: Cambridge University Press, p. 57.

[42]Klippel, F. (1984). Keep Talking: Communicative Fluency Activities for Language Teaching. Cambridge: Cambridge University Press, p. 101.

[43]Sadiman, A. S., Rahardjo, R., Haryono, A., & Rahardjito. (2008). Media Pendidikan: Pengertian, Pengembangan, dan Pemanfaatannya. Jakarta: RajaGrafindo Persada.

other interactive materials.[44] Arsyad (2017) emphasizes that the selection of learning media should be guided by the specific learning objectives and the conditions of the learning environment, with particular attention to accessibility and appropriateness for the target learners.[45]

In the context of this study, the Hangman game serves as the primary learning media in vocabulary instruction at MTs Unggulan Alqodiri 1 Jember. The game fulfills the criteria of effective instructional media as described above: it transmits vocabulary content through an interactive and engaging format, stimulates student attention and interest through its competitive and collaborative elements, and can be implemented using only basic classroom materials such as a whiteboard and markers. This makes the Hangman game a highly accessible and contextually appropriate learning medium for the school setting of MTs Unggulan Alqodiri 1 Jember, where the focus is on supporting active student engagement with vocabulary items without the need for digital technology or specialized equipment.[46]

F. Discussion Systematic

In order to provide a clear and systematic understanding of the overall structure of this research, the following section outlines the organization of the discussion presented in this study. This research is divided into five chapters,

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[44]Gagne, R. M., & Briggs, L. J. (1979). Principles of Instructional Design (2nd ed.). New York: Holt, Rinehart and Winston.

[45]Arsyad, A. (2017). Media Pembelajaran (Edisi Revisi). Jakarta: RajaGrafindo Persada, p. 15.

[46]Arsyad, A. (2017). Media Pembelajaran (Edisi Revisi). Jakarta: RajaGrafindo Persada, p. 15.

each serving a specific purpose in building a comprehensive and coherent account of the implementation of the Hangman game as a medium in teaching vocabulary at MTS Unggulan Alqodiri 1 Jember.

Chapter I: Introduction. This chapter presents the overall background of the research, beginning with the research context that describes the challenges of vocabulary learning in the target school setting and the rationale for selecting the Hangman game as the focus of inquiry. It also includes the research focus, research objectives, research benefits for various stakeholders, definition of key terms used throughout the study, and the discussion systematics that outline the organization of the entire research report.

Chapter II: Literature Review. This chapter provides the theoretical foundation of the study. It begins with a review of previous research related to the use of the Hangman game in vocabulary learning, identifying both similarities and differences with the present study. This is followed by a theoretical review covering key concepts relevant to this research, including vocabulary mastery, instructional media in language teaching, the role of games in language learning, and the Hangman game as a specific learning medium. These theoretical frameworks serve as the conceptual basis for understanding and interpreting the research findings.

Chapter III: Research Method. This chapter explains the methodological approach used in this study. It describes the qualitative descriptive research approach and design, the research location at MTS Unggulan Alqodiri 1 Jember, and the research subjects involved in the study.

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It also elaborates on the data collection techniques employed, including classroom observation, interviews, and documentation, as well as the data analysis procedures and the strategies used to ensure data validity through triangulation. Finally, this chapter outlines the stages of the research process from preparation to reporting.

Chapter IV: Data Presentation and Analysis. This chapter presents and analyzes the data collected during the research. It begins with an overview of the research object, providing contextual information about the school setting and the participants. The chapter then presents detailed qualitative findings organized according to the two research focuses: the implementation of the Hangman game in teaching vocabulary across three classroom meetings, and the challenges and obstacles encountered by the teacher during the implementation. The chapter concludes with a discussion of the findings in relation to the theoretical framework and previous studies presented in Chapter II.

Chapter V: Closing. This chapter presents the conclusions drawn from the research findings in relation to the stated research objectives. It summarizes the key qualitative findings regarding the implementation of the Hangman game and the challenges encountered during the process. The chapter also provides recommendations addressed to English teachers, school principals and curriculum coordinators, and future researchers who may wish to build upon the findings of this study.

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CHAPTER II

LITERATURE REVIEW

A. Previous Research

In order to establish the position of the present study within the existing body of research on game-based vocabulary learning, this section reviews a number of studies that are directly relevant to the topic of this research. These previous studies serve as a reference and comparative basis that help to clarify the originality, contribution, and specific focus of the present study in relation to the existing literature. The following studies were selected based on their shared focus on the use of the Hangman game as a learning medium in vocabulary instruction at the junior high school level.

1. Munikasari, Sudarsono, & Riyanti (2021)

   This study investigated the use of the Hangman game as a learning medium to improve students vocabulary mastery at the junior high school level. The study employed a pre-experimental quantitative design and focused on measuring the extent to which students vocabulary scores changed following the implementation of the Hangman game as the primary learning medium.[47]

   In terms of similarities, both this study and the present research use the Hangman game as a medium in teaching vocabulary and are conducted in a junior high school context. Both studies also share a concern with how

[47] Munikasari, M., Sudarsono, S., & Riyanti, D. (2021). The Effectiveness of Using Hangman Game to Strengthen Young Learners' Vocabulary. Journal of English Education Program, 2(1), 57-65.

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the Hangman game can support students vocabulary learning through active and engaging classroom activities.

In terms of differences, Munikasari et al. (2021) employed a quantitative pre-experimental design and focused primarily on measuring students vocabulary improvement through statistical analysis of pre-test and post-test scores. In contrast, the present study uses a descriptive qualitative approach that aims to explore the learning process, students responses, classroom interaction, and the challenges encountered during the implementation of the Hangman game, rather than focusing on the numerical measurement of learning outcomes.

2. Rahayu & Farid (2017)

This This study examined the effectiveness of the Hangman game in improving students vocabulary mastery at the junior high school level. The study employed a quantitative research design and used pre-test and post-test measurements to determine the impact of the Hangman game on students vocabulary scores.[48]

In terms of similarities, both studies use the Hangman game as a learning medium in teaching vocabulary at the junior high school level and aim to support the development of students vocabulary knowledge through engaging and interactive learning activities.

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[48]Rahayu, N. S., & Farid, S. (2017). The Effectiveness of Hangman Game in Improving Students' Vocabulary Mastery at The Seventh Grade Students. ELang: An English Language Education Journal, 2(2).

In terms of differences, Rahayu and Farid (2017) emphasized quantitative results by analyzing students test scores and applying statistical procedures to determine the effectiveness of the game. Meanwhile, the present study adopts a qualitative approach that focuses on understanding how the Hangman game is implemented in the classroom, how students participate in the learning activities, and how they respond to the use of the game as a learning medium.

3. Dharmayasa (2023)

This study explored the implementation of the Hangman game in teaching English vocabulary at the elementary school level. The study used a quantitative pre-experimental design and measured improvements in students vocabulary scores before and after the implementation of the game.[49]

In terms of similarities, both studies investigate the use of the Hangman game as a medium for teaching vocabulary and aim to support students vocabulary learning through game-based activities. Both studies also demonstrate an interest in understanding how a simple and familiar game format can be applied productively in a formal educational setting.

In terms of differences, Dharmayasa (2023) employed a quantitative design focusing on measurable improvements in students scores, while the present study uses a descriptive qualitative approach to explore students perceptions, experiences, and classroom interaction during the

[49]Dharmayasa, I. N. W. (2023). An Implementing the Hangman Game in Teaching English Vocabulary to Elementary School Students. Jurnal Pendidikan Bahasa Inggris, 10(3).

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implementation of the Hangman game. In addition, the present study is conducted at the junior high school level, whereas Dharmayasa focused on elementary school students, representing a different developmental and pedagogical context.

4. Fadilah, S. Y. & Fadilah, M. (2024)

   This study evaluated the influence of offline pedagogical Hangman games on EFL learners vocabulary acquisition. The study applied a quasi-experimental design and compared the vocabulary outcomes of students who participated in Hangman game activities with those who received conventional vocabulary instruction.[50]

   In terms of similarities, both studies use the Hangman game as a teaching medium to support vocabulary learning and recognize the importance of student engagement and active participation during the learning process as key factors in effective vocabulary instruction.

   In terms of differences, Fadilah and Fadilah (2024) applied a quasi-experimental design and relied on numerical data obtained from tests to compare learning outcomes between groups. In contrast, the present study focuses on a qualitative description of the learning process, including students engagement, interaction, and the challenges experienced during the implementation of the Hangman game, without making inter-group statistical comparisons.

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[50]Fadilah, S. Y., & Fadilah, M. (2024). Empowering Offline Pedagogical Hangman Games and Its Effect on EFL Learner's Vocabulary Acquisition. International Journal of Social Sciences & Educational Studies, 9(4), 82-97.

5. Purwanti, Sudirman, & Rohimajaya (2023)

This study examined the effect of the Hangman game on students vocabulary mastery at the eighth grade of junior high school. The study employed a quantitative research design and used statistical analysis to determine the significance of the effect of the Hangman game on students vocabulary achievement.[51]

In terms of similarities, both studies are conducted at the same educational level, namely the eighth grade of junior high school, and use the Hangman game as a medium in teaching vocabulary. Both studies also focus on understanding how game-based learning can support students vocabulary development in an English as a Foreign Language context.

In terms of differences, Purwanti et al. (2023) emphasized statistical evidence to measure students improvement in vocabulary mastery, whereas the present study applies a qualitative approach to explore how students interact with the Hangman game, how they engage with the learning activities, and what challenges arise for the teacher during the implementation process.

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Based on the review of the five previous studies above, it is evident that there are clear similarities and differences between those studies and the present research. In terms of similarities, all studies use the Hangman game as a learning medium in teaching vocabulary and demonstrate a

[51]Purwanti, T., Sudirman, A., & Rohimajaya, N. A. (2023). The Effect of Hangman Game Toward Students' Vocabulary Mastery at the Eighth Grade of SMP Berdikari Cijaku Lebak-Banten. Madrasah: Journal on Education and Teacher Professionalism, 1(1), 214-219.

shared interest in understanding how game-based learning can support students vocabulary development. In terms of differences, the majority of previous studies employed quantitative or experimental designs that focused primarily on measuring students test scores and statistical improvement. In contrast, the present study adopts a descriptive qualitative approach that focuses on exploring the learning process, students responses, classroom interaction, and the challenges encountered during the implementation. This study therefore aims to fill a gap in the existing literature by providing an in-depth qualitative understanding of how the Hangman game is implemented in vocabulary instruction, particularly within the context of a rural junior high school with limited technological resources.

B. Theoretical Review

This section presents the theoretical foundations that underpin the present study. The theories discussed here relate to four central concepts: vocabulary and vocabulary mastery in foreign language learning, instructional media in language teaching, the role of games in language learning, and the Hangman game as a specific vocabulary learning medium. These theoretical frameworks provide the conceptual basis for understanding and interpreting the research findings presented in Chapter IV.

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1. Teaching Vocabulary

Vocabulary is widely regarded as one of the most fundamental components of language proficiency. Without a sufficient repertoire of

vocabulary knowledge, learners will inevitably face difficulties in all aspects of language use, including understanding written and spoken texts, expressing ideas in speaking and writing, and engaging in meaningful communication. Nation (2001) defines vocabulary mastery as encompassing two primary dimensions: receptive knowledge, which refers to the ability to recognize and understand words when encountered in reading or listening, and productive knowledge, which refers to the ability to use words accurately and appropriately in speaking and writing.[52] These two dimensions are not mutually exclusive; rather, they exist on a continuum, and effective vocabulary instruction should support the development of both.

Schmitt (2000) further elaborates that vocabulary knowledge is not a simple binary matter of knowing or not knowing a word. Instead, it involves a gradual accumulation of knowledge about a word across multiple dimensions, including its spoken and written form, its grammatical behavior, its collocational patterns, its frequency of use, and its meaning in different contexts.[53] This multi-dimensional view of vocabulary knowledge has important implications for classroom instruction, as it suggests that effective vocabulary learning requires repeated and varied encounters with words in meaningful contexts, rather than single exposure through memorization alone.

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[52]Nation, I. S. P. (2001). Learning Vocabulary in Another Language. Cambridge: Cambridge University Press, p. 27.

[53]Schmitt, N. (2000). Vocabulary in Language Teaching. Cambridge: Cambridge University Press, p. 4.

Nation (2001) also identifies four key strands that should be present in a balanced vocabulary learning program: meaning-focused input, meaning-focused output, language-focused learning, and fluency development.[54] In the context of the present study, the Hangman game primarily supports the language-focused learning strand by directing students attention to the form and spelling of vocabulary items, as well as the meaning-focused input strand by embedding vocabulary practice within a contextually meaningful and engaging activity.

The importance of vocabulary in language learning is also underscored by Wilkins (1972), who famously argued that without grammar, very little can be conveyed, but without vocabulary, nothing can be conveyed.[55] This assertion highlights the centrality of vocabulary as the building block of meaningful communication and reinforces the need for vocabulary instruction to be given adequate attention and creative pedagogical consideration in the EFL classroom.

McCarthy (1990) adds that vocabulary knowledge is not merely about knowing individual words in isolation but also about understanding the network of relationships between words, including synonyms, antonyms, hyponyms, and collocations.[56] This relational dimension of vocabulary knowledge is relevant to the present study because the Hangman game, by embedding target words within thematic categories,

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[54]Nation, I. S. P. (2001). Learning Vocabulary in Another Language. Cambridge: Cambridge University Press, p. 74.

[55]Wilkins, D. A. (1972). Linguistics in Language Teaching. London: Edward Arnold, p. 111.

[56]McCarthy, M. (1990). Vocabulary. Oxford: Oxford University Press, p. 8.

encourages students to think about vocabulary items in relation to broader semantic fields rather than as isolated units.

In many EFL contexts, including Indonesian junior high schools, vocabulary learning remains a significant challenge. Harmer (2007) identifies several factors that contribute to the difficulty of vocabulary learning in EFL settings, including limited exposure to the target language outside the classroom, the dominance of teacher-centered instructional approaches that offer few opportunities for active and meaningful vocabulary use, and the tendency of students to rely on rote memorization as their primary vocabulary learning strategy.[57] These challenges are particularly relevant in the rural school context of MTS Unggulan Alqodiri 1 Jember, where students have limited access to English in their daily environment and where conventional vocabulary instruction has historically been the norm.

2. Instructional Media in Teaching Vocabulary

Instructional media refers to any tool, material, or technology used by teachers to facilitate the delivery of educational content and to support the learning process. The use of appropriate instructional media plays a crucial role in making vocabulary learning more accessible, engaging, and effective, particularly in EFL classrooms where students may have limited exposure to the target language outside the formal learning environment.

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[57]Harmer, J. (2007). How to Teach English. London: Longman, p. 82.

Gerlach and Ely (1980) define instructional media broadly as anything that can be used to transmit messages from a sender to a receiver in a way that stimulates the thoughts, feelings, attention, and interest of learners.[58] This definition encompasses a wide range of materials and tools, from traditional visual aids such as flashcards and charts to more complex multimedia technologies. The key criterion for effective instructional media, according to this definition, is not the sophistication of the technology but rather its capacity to engage learners and facilitate meaningful communication between teachers and students.

Arsyad (2017) emphasizes that the selection of instructional media should be guided by the specific learning objectives, the characteristics of the learners, and the conditions of the learning environment.[59] In resource-limited school contexts such as MTS Unggulan Alqodiri 1 Jember, where digital technology and multimedia facilities may not be readily available, this principle is particularly significant. It suggests that effective instructional media do not necessarily need to be technologically sophisticated; rather, they need to be contextually appropriate, accessible, and capable of supporting the intended learning outcomes.

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Daryanto (2016) further argues that instructional media serve multiple functions in the teaching and learning process.[60] Beyond simply

[58]Gerlach, V. S., & Ely, D. P. (1980). Teaching and Media: A Systematic Approach. Englewood Cliffs: Prentice Hall, p. 241.

[59]Arsyad, A. (2017). Media Pembelajaran (Edisi Revisi). Jakarta: RajaGrafindo Persada, p. 15.

[60]Daryanto. (2016). Media Pembelajaran: Peranannya Sangat Penting dalam Mencapai Tujuan Pembelajaran. Yogyakarta: Gava Media.

transmitting information, media can stimulate students curiosity, provide concrete representations of abstract concepts, create opportunities for active student involvement, and make learning more enjoyable and memorable. In the context of vocabulary teaching, these functions are particularly relevant, as vocabulary learning often suffers from a lack of meaningful context and active engagement when conducted through traditional memorization methods.

Sadiman et al. (2008) classify instructional media into several categories based on their primary modality of communication, including visual media, audio media, and audiovisual media.[61] Educational games, while not always included in traditional media classifications, can be understood as a form of interactive instructional media that combines visual, linguistic, and social elements to create a multi-modal learning experience. The Hangman game, for example, involves the visual representation of a word through blank letter spaces on the board, the linguistic processing of letter choices and word categories, and the social interaction of group discussion and collaborative guessing.

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Several recent studies have reinforced the value of game-based instructional media in vocabulary teaching. Fadilah and Fadilah (2024) found that offline pedagogical games created a supportive learning environment that increased students confidence and motivation to engage

[61]Sadiman, A. S., Rahardjo, R., Haryono, A., & Rahardjito. (2008). Media Pendidikan: Pengertian, Pengembangan, dan Pemanfaatannya. Jakarta: RajaGrafindo Persada.

with vocabulary learning activities.[62] Similarly, Purwanti, Sudirman, and Rohimajaya (2023) reported that game-based instructional media helped students become more attentive and actively involved during vocabulary lessons, contributing to a more student-centered classroom environment.[63] These findings support the selection of the Hangman game as an instructional medium in the present study.

3. Games in Language Learning

Educational games have been widely recognized as effective tools for supporting language learning, particularly in the areas of vocabulary development, communicative competence, and learner motivation. Wright, Betteridge, and Buckby (2006) argue that games in the language classroom serve not merely as supplementary entertainment but as pedagogically meaningful activities that provide learners with genuine opportunities for language use, problem-solving, and collaborative interaction.[64] These authors emphasize that games create a natural communicative context in which students are motivated to use language purposefully in order to achieve a game-related goal, which is fundamentally different from the artificial communicative contexts created by many conventional classroom exercises.

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[62]Fadilah, S. Y., & Fadilah, M. (2024). Empowering Offline Pedagogical Hangman Games and Its Effect on EFL Learner's Vocabulary Acquisition. International Journal of Social Sciences & Educational Studies, 9(4), 82-97.

[63]Purwanti, T., Sudirman, A., & Rohimajaya, N. A. (2023). The Effect of Hangman Game Toward Students' Vocabulary Mastery at the Eighth Grade of SMP Berdikari Cijaku Lebak-Banten. Madrasah: Journal on Education and Teacher Professionalism, 1(1), 214-219.

[64]Wright, A., Betteridge, D., & Buckby, M. (2006). Games for Language Learning (3rd ed.). Cambridge: Cambridge University Press, p. 1-2.

Hadfield (1999) classifies language learning games into two broad categories: linguistic games, which focus primarily on the formal properties of language such as grammar, spelling, and vocabulary, and communicative games, which prioritize the meaningful exchange of information between participants.[65] The Hangman game primarily belongs to the category of linguistic games, as its central activity involves the identification and manipulation of letters and words. However, when implemented in a group-based format with discussion and collaborative guessing, it also incorporates communicative elements, as students must negotiate their choices, explain their reasoning, and respond to each other suggestions.

Harmer (2007) identifies several key pedagogical advantages of using games in language classrooms. First, games provide a context for meaningful and purposeful language use, which is more conducive to language acquisition than decontextualized drill exercises. Second, games introduce an element of challenge and competition that can significantly increase student motivation and engagement. Third, games create opportunities for students to take risks with language in a relatively low-stakes environment, where the consequences of making mistakes are less threatening than in formal assessment situations.[66] This third advantage is particularly relevant in EFL contexts where student anxiety about making errors in English is a significant barrier to active participation.

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[65]Hadfield, J. (1999). Elementary Vocabulary Games. Harlow: Pearson Education, p. 5.
[66]Harmer, J. (2007). How to Teach English. London: Longman, p. 84.

Brown (2007) adds that games contribute to language learning by creating an intrinsically motivating learning environment, in which students engage with the learning activity for its own sake rather than solely for external rewards such as grades.[67] This intrinsic motivation is particularly valuable in vocabulary learning, which can often feel tedious and repetitive when conducted through conventional memorization exercises. By embedding vocabulary practice within an engaging game format, teachers can transform what might otherwise be a demotivating activity into one that students genuinely enjoy and look forward to.

From a theoretical perspective, the use of games in language learning is also supported by Vygotsky (1978) sociocultural theory of learning, which holds that cognitive development occurs most effectively through meaningful social interaction within a learner zone of proximal development.[68] Group-based language games, including the Hangman game, provide precisely this kind of socially mediated learning context, in which students collaborate, support each other, and construct knowledge through interaction rather than in isolation. The game format thus creates natural opportunities for the kind of peer scaffolding that Vygotsky identifies as central to effective learning.

Krashen (1982) theory of comprehensible input and the affective filter hypothesis also provides a relevant theoretical lens for

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[67]Brown, H. D. (2007). Principles of Language Learning and Teaching (5th ed.). New York: Pearson Education, p. 160.

[68]Vygotsky, L. S. (1978). Mind in Society: The Development of Higher Psychological Processes. Cambridge, MA: Harvard University Press, p. 86.

understanding the role of games in language learning.[69] According to Krashen, language acquisition is most effective when learners are exposed to comprehensible input in a low-anxiety environment. Games contribute to this condition by creating a relaxed and enjoyable classroom atmosphere that lowers the affective filter, thereby making learners more receptive to linguistic input and more willing to engage actively with vocabulary items.

The principle of repetition is another important theoretical basis for the use of games in vocabulary learning. Nation (2001) emphasizes that multiple exposures to vocabulary items in varied and meaningful contexts are essential for long-term retention.[70] Games naturally provide this repetition because students encounter the same vocabulary items multiple times during the course of the game, in a context that is engaging enough to sustain their attention and motivation through repeated encounters. This makes games particularly effective tools for reinforcing vocabulary items that students have been introduced to in previous lessons.

4. Hangman Game as a Vocabulary Learning Medium

The Hangman game is a classic word-guessing game that has been widely adapted for use as an educational tool in language classrooms. In its basic form, the game involves one player or the teacher selecting a secret word and indicating its length by drawing a corresponding number

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[69]Krashen, S. D. (1982). Principles and Practice in Second Language Acquisition. Oxford: Pergamon Press, p. 31.

[70]Nation, I. S. P. (2001). Learning Vocabulary in Another Language. Cambridge: Cambridge University Press, p. 74.

of blank letter spaces on the board. Other players, or students in the classroom context, then take turns guessing individual letters. Each correct guess results in the letter being filled into its appropriate position in the word, while each incorrect guess results in a part of a simple stick figure being drawn. The game ends either when the word is correctly identified or when the stick figure is completed, indicating that the players have used up their allowance of incorrect guesses.

Wright, Betteridge, and Buckby (2006) describe the Hangman game as one of the most accessible and versatile word games available to language teachers, noting that it requires no special materials or preparation beyond a writing surface and a selection of target vocabulary items.[71] This simplicity makes the game particularly suitable for use in school settings where access to digital technology and specialized educational materials is limited, such as the rural junior high school context of the present study.

Klippel (1984) identifies the Hangman game as an effective linguistic game for developing students thinking skills, concentration, and memory for word spelling and meaning.[72] By requiring students to guess letters systematically and to think about the possible structure and meaning of the target word, the game engages students in a form of active cognitive processing that is more demanding than passive memorization.

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[71]Wright, A., Betteridge, D., & Buckby, M. (2006). Games for Language Learning (3rd ed.). Cambridge: Cambridge University Press, p. 57.

[72]Klippel, F. (1984). Keep Talking: Communicative Fluency Activities for Language Teaching. Cambridge: Cambridge University Press, p. 101.

This cognitive engagement is thought to support deeper processing of vocabulary items and, consequently, more durable retention.

The game also provides a natural context for the application of phonological and orthographic knowledge, as students must draw on their understanding of common letter patterns, spelling conventions, and sound-letter correspondences when making guessing decisions. This integration of vocabulary practice with phonological and orthographic awareness makes the Hangman game a particularly rich learning activity that supports multiple dimensions of vocabulary knowledge simultaneously.

When implemented in a group-based format, the Hangman game also promotes collaborative learning. Vygotsky (1978) argues that learning is most effective when it occurs within a social context that supports interaction, discussion, and peer assistance.[73] In the group-based Hangman game, students are required to discuss possible letter options, evaluate the suggestions of their peers, and reach a collective decision before submitting their group answer. This collaborative process encourages students to use their vocabulary knowledge actively, to articulate their reasoning, and to benefit from the knowledge of their more proficient peers.

The thematic organization of the game is another pedagogical advantage worth noting. By selecting vocabulary items from a specific

[73]Vygotsky, L. S. (1978). Mind in Society: The Development of Higher Psychological Processes. Cambridge, MA: Harvard University Press, p. 86.

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semantic field or thematic category, teachers can use the Hangman game to reinforce vocabulary learning within a meaningful context. Nation (2001) emphasizes that contextual learning, in which words are encountered and practiced within meaningful semantic or thematic frameworks, supports more effective vocabulary acquisition than the learning of decontextualized word lists.[74] The Hangman game, when organized around themes such as daily activities, household items, or descriptive adjectives, provides exactly this kind of contextually embedded vocabulary practice.

Hadfield (1999) also notes that the competitive element of the Hangman game, in which groups or individual students compete to guess the word before the stick figure is completed, introduces a motivational dynamic that can significantly increase student engagement and investment in the learning activity.[75] This healthy competition encourages students to think more carefully about their letter choices, to engage more actively in group discussion, and to sustain their attention throughout the activity.

5. The Hangman Game and Affective Dimensions of Vocabulary Learning

Beyond its cognitive and linguistic benefits, the Hangman game also addresses important affective dimensions of vocabulary learning. Brown (2007) argues that the affective domain, including students

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[74]Nation, I. S. P. (2001). Learning Vocabulary in Another Language. Cambridge: Cambridge University Press, p. 27.

[75]Hadfield, J. (1999). Elementary Vocabulary Games. Harlow: Pearson Education, p. 5.

motivation, confidence, and anxiety levels, plays a critical role in determining the effectiveness of language learning.[76] Students who feel anxious, unmotivated, or lacking in confidence are significantly less likely to engage actively with vocabulary learning activities and are therefore less likely to develop robust and durable vocabulary knowledge.

The Hangman game addresses these affective barriers in several important ways. First, its game format transforms vocabulary practice from a potentially anxiety-provoking activity into an enjoyable challenge that students are more likely to approach with a positive attitude. Second, the social and collaborative nature of the group-based game reduces the individual pressure associated with conventional vocabulary exercises, as students share both the responsibility and the enjoyment of the guessing process with their peers. Third, the game creates natural opportunities for positive emotional experiences, such as the satisfaction of guessing a correct letter or identifying a complete word, which can reinforce students sense of competence and motivation to continue engaging with vocabulary learning.

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Wright, Betteridge, and Buckby (2006) emphasize that games contribute to a positive classroom atmosphere by reducing the formality and evaluative pressure associated with conventional lessons.[77] In this more relaxed and playful environment, students are more willing to take

[76]Brown, H. D. (2007). Principles of Language Learning and Teaching (5th ed.). New York: Pearson Education, p. 160.

[77]Wright, A., Betteridge, D., & Buckby, M. (2006). Games for Language Learning (3rd ed.). Cambridge: Cambridge University Press, p. 1-2.

risks, make guesses, and experiment with language, which are precisely the behaviors that effective vocabulary learning requires. The Hangman game, by embedding vocabulary practice within a low-stakes and inherently enjoyable activity, creates the conditions for this kind of risk-taking and active engagement.

Based on the theoretical review presented in this chapter, it can be concluded that the use of the Hangman game as a vocabulary learning medium is supported by a robust and coherent theoretical framework. The game addresses multiple dimensions of effective vocabulary learning, including repeated and contextualized exposure to vocabulary items, active cognitive engagement with word form and meaning, collaborative social interaction, and a positive affective learning environment. These theoretical foundations provide a strong basis for the implementation of the Hangman game as an instructional medium in the present study and serve as the conceptual framework for the analysis and interpretation of the qualitative data presented in Chapter IV.

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CHAPTER III

RESEARCH METHOD

A. Research Approach and Type

This study employed a qualitative research approach. The main focus of this study was to investigate how the English teacher at MTs Unggulan Alqodiri 1 Jember implemented the Hangman game as a learning medium in teaching vocabulary to eighth-grade students, and to identify the challenges encountered by the teacher during the implementation. To answer these research focuses, the researcher conducted direct classroom observations across three learning meetings, carried out semi-structured interviews with the English teacher and students, and collected documentation to gather rich and descriptive data about the learning process as it occurred naturally in the classroom.

Qualitative research is a form of inquiry that aimed to explore and understand the meaning that individuals or groups ascribe to a social or human problem.[78] This approach was selected because the primary objective of this study was not to measure or quantify a particular outcome, but rather to describe, explore, and understand the process of learning vocabulary through the implementation of the Hangman game in a real classroom setting.

In the context of this study, the qualitative approach was considered the most appropriate because the research focused on understanding how the Hangman game was implemented in the classroom, how students responded to

[78]Creswell, J. W. (2014). Research Design: Qualitative, Quantitative, and Mixed Methods Approaches (4th ed.). SAGE Publications.

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the learning activities, how classroom interaction was shaped during the implementation, and what challenges the teacher encountered during the process. These dimensions of inquiry were inherently subjective and contextual in nature and therefore required an interpretive and descriptive research framework rather than a statistical one. As Moleong (2017) explains, qualitative research was used when the researcher wished to understand phenomena from the perspective of the participants and within their natural social context,[79] which was precisely the intent of the present study.

The specific type of research design employed in this study was descriptive qualitative research. A descriptive qualitative design aimed to describe a phenomenon in a thorough, detailed, and systematic manner based on data collected through observation, interviews, and documentation.[80] This design was appropriate for this study because it allowed the researcher to produce a rich and comprehensive description of how the Hangman game was implemented in vocabulary instruction at MTs Unggulan Alqodiri 1 Jember, including the dynamics of student participation, the teacher facilitation strategies, and the challenges that emerged throughout the learning process.

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It is important to emphasize that this study did not employ an action research design, a quasi-experimental design, or any form of pre-test and post-test measurement. The research did not aim to test a hypothesis, compare group outcomes, or measure statistical improvement in students vocabulary

[79]Moleong, L. J. (2017). Metodologi Penelitian Kualitatif (Edisi Revisi). PT Remaja Rosdakarya.

[80]Sugiyono. (2019). Metode Penelitian Kualitatif. Alfabeta.

scores. Instead, it aimed to produce a descriptive and interpretive account of the learning process itself, understood from the perspectives of the teacher and students who participated in it. This orientation reflected the fundamental epistemological position of qualitative inquiry, which holds that understanding is generated through interpretation, observation, and human experience rather than through numerical measurement.[81]

The qualitative descriptive approach also allowed the researcher to remain flexible and responsive to emerging findings during the data collection process. Unlike experimental research, which followed a fixed and predetermined procedure, qualitative research permitted the researcher to adjust the focus of inquiry in response to what was observed and heard in the field.[82] This flexibility was particularly valuable in a classroom research context such as MTs Unggulan Alqodiri 1 Jember, where unexpected events, student responses, and teacher decisions revealed important dimensions of the learning process that were not anticipated at the outset of the study.

B. Research Location

This study employed a qualitative research approach. Qualitative research is a form of inquiry that aims to explore and understand the meaning that individuals or groups ascribe to a social or human problem. This approach was selected because the primary objective of this study is not to measure or quantify a particular outcome, but rather to describe, explore, and

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[81]Creswell, J. W. (2014). Research Design: Qualitative, Quantitative, and Mixed Methods Approaches (4th ed.). SAGE Publications.

[82]Moleong, L. J. (2017). Metodologi Penelitian Kualitatif (Edisi Revisi). PT Remaja Rosdakarya.

understand the process of learning vocabulary through the implementation of the Hangman game in a real classroom setting.

In the context of this study, the qualitative approach is considered the most appropriate because the research focuses on understanding how the Hangman game is implemented in the classroom, how students respond to the learning activities, how classroom interaction is shaped during the implementation, and what challenges the teacher encounters during the process. These dimensions of inquiry are inherently subjective and contextual in nature and therefore require an interpretive and descriptive research framework rather than a statistical one. As Moleong (2017) explains, qualitative research is used when researchers wish to understand phenomena from the perspective of the participants and within their natural social context, which is precisely the intent of the present study.

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The specific type of research design employed in this study was descriptive qualitative research. A descriptive qualitative design aimed to describe a phenomenon in a thorough, detailed, and systematic manner based on data collected through observation, interviews, and documentation. In this study, the researcher observed three classroom meetings in which the Hangman game was implemented, conducted semi-structured interviews with the English teacher and students after the meetings, and collected supporting documentation including field notes and photographs. This design was appropriate for this study because it allowed the researcher to produce a rich and comprehensive description of how the Hangman game was implemented in vocabulary instruction at MTs Unggulan Alqodiri 1 Jember, including the dynamics of student participation, the teacher facilitation strategies, and the challenges that emerged throughout the learning process.

It is important to emphasize that this study did not employ an action research design, a quasi-experimental design, or any form of pre-test and post-test measurement. The research did not aim to test a hypothesis, compare group outcomes, or measure statistical improvement in students vocabulary scores. Instead, it aimed to produce a descriptive and interpretive account of the learning process itself, understood from the perspectives of the teacher and students who participated in it. This orientation reflected the fundamental epistemological position of qualitative inquiry, which holds that understanding is generated through interpretation, observation, and human experience rather than through numerical measurement.

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The qualitative descriptive approach also allowed the researcher to remain flexible and responsive to emerging findings during the data collection process. Unlike experimental research, which followed a fixed and predetermined procedure, qualitative research permits the researcher to adjust the focus of inquiry in response to what is observed and heard in the field. This flexibility is particularly valuable in a classroom research context, where unexpected events, student responses, and teacher decisions may reveal important dimensions of the learning process that were not anticipated at the outset of the study.

C. Research Subjects

This research was conducted at MTs Unggulan Alqodiri 1 Jember, located at Jl. Manggar No. 139A, Gebang, Kecamatan Patrang, Kabupaten Jember, Jawa Timur. The school is a private Islamic junior high school (Madrasah Tsanawiyah) under the auspices of Yayasan Al-Qodiri and the Pondok Pesantren Al-Qodiri, founded in 1989. The school has achieved Accreditation A from the national accreditation board, reflecting its recognized standard of educational quality. MTs Unggulan Alqodiri 1 Jember is one of the most sought-after Islamic junior high schools in Jember Regency, attracting students from across the regency and from outside the region.

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One of the most distinctive characteristics of MTs Unggulan Alqodiri 1 Jember is its bilingual communication policy, which requires all students and teacher to use both Arabic and English as the languages of daily communication within the school environment. This policy reflected the

school commitment to developing students communicative competence in foreign languages as part of its broader educational vision of producing graduates who are Islamic in character, knowledgeable, and capable of engaging with the wider world. Despite this bilingual policy, vocabulary learning remains a significant challenge for many students, as the formal instructional approach to English vocabulary in the classroom has not always been sufficient to support the deep and durable word knowledge that natural bilingual communication demands.

The selection of MTs Unggulan Alqodiri 1 Jember as the research location was based on several deliberate considerations related to both the research objectives and the contextual characteristics of the school. First, despite its distinguished reputation and bilingual communication policy, vocabulary instruction in the English classroom at this school has largely relied on conventional teacher-centered methods, including the presentation of word lists and individual memorization exercises. This condition makes the school a relevant and authentic context for exploring the use of the Hangman game as an alternative and more interactive vocabulary learning medium. Second, preliminary observations conducted prior to the research revealed that students had limited experience with game-based learning activities in the English classroom, making the school an appropriate setting for observing authentic student responses to the Hangman game implementation. Third, the researcher was granted full access to the school environment, including permission from the school principal and cooperation from the English

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teacher, which enabled thorough and extended classroom observations without disrupting the natural flow of the learning process.

According to Sugiyono (2019), the selection of a research location in qualitative research should consider accessibility, relevance to the research problem, and the richness of the context as a source of meaningful data.[83] MTs Unggulan Alqodiri 1 Jember fulfills all of these criteria and therefore constitutes an appropriate and well-justified research location for this study.

D. Data Collection Techniques

Data collection in qualitative research involves gathering information through direct interaction with participants and careful observation of the research context. In this study, three primary data collection techniques were employed: classroom observation, interviews, and documentation. The use of multiple data collection techniques was intended to ensure that the findings were grounded in diverse sources of evidence and to support the triangulation process that is central to ensuring the credibility of qualitative data.

1. Observation

Classroom observation was the primary data collection technique in this study. Observation is a qualitative data collection method in which the researcher directly observes and records the behaviors, interactions, and events that occur within the research setting. In this study, the researcher conducted non-participant observation during all three meetings in which the Hangman game was implemented. As a non-

[83]Sugiyono. (2019). Metode Penelitian Kualitatif. Alfabeta.

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participant observer, the researcher was present in the classroom throughout each session but did not intervene in or influence the learning activities being observed.

Observations were recorded using a structured observation checklist that covered key aspects of the learning process, including students activeness in participating in the guessing activity, the quality of group cooperation and discussion, the ability of students to recall and use vocabulary from the game, the teacher facilitation strategies, and the overall classroom atmosphere during each meeting. In addition to the structured checklist, the researcher maintained detailed field notes to capture contextual observations, student behaviors, classroom interactions, and other significant events that emerged during each session but were not fully captured by the checklist items alone.

The observation data provided the most direct and immediate evidence of the learning process as it unfolded in the classroom. By observing students and the teacher in their natural classroom environment, the researcher was able to document authentic learning behaviors and interactions that could not be captured through interviews or document analysis alone. According to Sugiyono (2019), observation is an essential data collection technique in qualitative research because it allows the researcher to directly witness the phenomenon under study in its natural context.[84]

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[84]Arikunto, S. (2014). Prosedur Penelitian: Suatu Pendekatan Praktik. Rineka Cipta.

2. Interview

Interviews were conducted as a complementary data collection technique to deepen the understanding of participants perspectives, experiences, and perceptions of the Hangman game implementation. In this study, semi-structured interviews were used, in which the researcher prepared a set of guiding questions in advance but remained flexible in exploring additional topics and follow-up questions that emerged naturally during the conversation. [85] This format allowed the researcher to maintain a consistent focus across interviews while also accommodating the individual perspectives and experiences of each participant.

Interviews were conducted with the English teacher and with a purposively selected group of students following the completion of the three classroom meetings. The teacher interviews were conducted after each meeting to capture immediate reflections on the learning process, as well as in a consolidated session after the final meeting to obtain the teacher overall assessment of the implementation. The student interviews were conducted after the third meeting, allowing students to reflect on the full arc of their experience with the Hangman game across all three sessions.

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The interview questions for the teacher focused on the following areas: the teacher experience of implementing the Hangman game, observations of changes in student participation and engagement across

[85]Sugiyono. (2019). Metode Penelitian Kualitatif. Alfabeta.

the three meetings, the challenges encountered during the implementation and the strategies used to address them, and the teacher overall assessment of the game as a vocabulary learning medium. The interview questions for students focused on their subjective experience of the game, their perceived learning benefits, their level of confidence and motivation during the activity, and any difficulties they encountered.

All interviews were conducted in a relaxed and informal setting to encourage honest and open responses from participants. As Moleong (2017) notes, the quality of interview data in qualitative research depends significantly on the degree to which participants feel comfortable and safe in sharing their genuine perspectives and experiences. [86] The researcher therefore prioritized creating a non-threatening interview environment and emphasized to all participants that there were no right or wrong answers and that their honest reflections were the most valuable contribution they could make to the research.

3. Documentation

Documentation was used as a supporting data collection technique to gather written and visual records of the learning activities and the school context. In this study, the documentation process involved the collection of the following materials: the English teacher lesson plans for the three meetings in which the Hangman game was implemented, the class attendance list, the school syllabus for the relevant grade level,

[86]Moleong, L. J. (2017). Metodologi Penelitian Kualitatif (Edisi Revisi). PT Remaja Rosdakarya.

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photographs taken during the classroom activities, and the researcher field notes compiled during and after each observation session.

Documentation serves an important function in qualitative research because it provides stable and verifiable evidence of the conditions and events of the research context that can be used to corroborate and supplement the data obtained through observation and interviews. [87] In this study, the lesson plans provided evidence of the teacher planning and pedagogical intentions prior to each meeting, while the photographs offered visual documentation of the classroom activities and student engagement during the implementation. The field notes compiled by the researcher served as a running record of observational data that was later systematically analyzed alongside the interview data.

E. Data Analysis

The data analysis technique employed in this study is the interactive model of qualitative data analysis proposed by Miles, Huberman, and Saldana (2014), which consists of three interconnected stages: data condensation (also referred to as data reduction), data display, and conclusion drawing or verification. [88] These three stages do not occur in a strictly linear sequence but rather operate interactively and cyclically throughout the data analysis process, with the researcher moving back and forth between stages as understanding deepens.

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[87] Creswell, J. W. (2014). Research Design: Qualitative, Quantitative, and Mixed Methods Approaches (4th ed.). SAGE Publications.

[88] Miles, M. B., Huberman, A. M., & Saldana, J. (2014). Qualitative Data Analysis: A Methods Sourcebook (3rd ed.). SAGE Publications.

1. Data Condensation

Data condensation refers to the process of selecting, focusing, simplifying, abstracting, and transforming the raw data collected from the field. [89] In this study, data condensation involved a systematic review of all the observational field notes, interview transcripts, and documentation materials collected during the three classroom meetings. The researcher carefully examined each data source to identify information that was directly relevant to the two research focuses: the implementation of the Hangman game in teaching vocabulary and the challenges encountered by the teacher during the implementation.

During this stage, irrelevant, redundant, or peripheral data were set aside so that the analysis could concentrate on the most meaningful and informative portions of the dataset. Key observations, significant interview statements, and relevant documentary evidence were coded and organized according to emerging themes and patterns. This condensation process allowed the researcher to manage the large volume of raw data collected from three extended classroom observations and multiple interviews while ensuring that the subsequent analysis remained focused on the research objectives.

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[89]Miles, M. B., Huberman, A. M., & Saldana, J. (2014). Qualitative Data Analysis: A Methods Sourcebook (3rd ed.). SAGE Publications.

2. Data Display

Data display refers to the organized presentation of condensed data in a format that allows meaningful conclusions to be drawn. [90] In qualitative research, data display typically takes the form of narrative descriptions, thematic summaries, matrices, or other visual representations that make the patterns and relationships within the data accessible and comprehensible.

In this study, data display was carried out through the construction of descriptive narrative accounts of the learning process observed in each of the three classroom meetings, supplementary observation summary tables that captured key dimensions of student participation and classroom dynamics across the three sessions, and thematic summaries of the interview data organized according to the main topics addressed in the teacher and student interviews. These displays allowed the researcher to organize the data in a way that facilitated comparison across meetings, identification of developmental patterns, and synthesis of multiple data sources.

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3. Conclusion Drawing and Verification

The final stage of the analysis involved drawing conclusions from the displayed data and verifying those conclusions against the original

[90]Miles, M. B., Huberman, A. M., & Saldana, J. (2014). Qualitative Data Analysis: A Methods Sourcebook (3rd ed.). SAGE Publications.

data sources. [91] In this study, conclusion drawing involved identifying the key patterns, themes, and interpretive insights that emerged from the analysis of the observation, interview, and documentation data. The researcher formulated conclusions regarding the nature of the implementation of the Hangman game, the quality of student engagement and participation across the three meetings, and the specific challenges encountered by the teacher along with the strategies used to address them.

Verification was carried out by returning to the original field notes, interview transcripts, and documentary evidence to confirm that the conclusions drawn were grounded in and consistent with the raw data. This verification process ensured that the interpretive conclusions of the study reflected the actual conditions and experiences documented in the field rather than the researcher preconceptions or assumptions.

F. Data Validity

Ensuring the validity of data is a fundamental concern in qualitative research. Unlike quantitative research, which relies on statistical measures of reliability and validity, qualitative research employs alternative strategies to demonstrate the trustworthiness, credibility, and dependability of its findings. [92] In this study, data validity was ensured through the application of triangulation, extended engagement in the field, and member checking.

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[91]Miles, M. B., Huberman, A. M., & Saldana, J. (2014). Qualitative Data Analysis: A Methods Sourcebook (3rd ed.). SAGE Publications.

[92]Sugiyono. (2019). Metode Penelitian Kualitatif. Alfabeta.

1. Triangulation

Triangulation is the most widely used strategy for enhancing the validity of qualitative research findings. It involves the use of multiple data sources, methods, or perspectives to cross-check and corroborate the findings of a study. [93] In this study, two forms of triangulation were employed: technique triangulation and source triangulation.

Technique triangulation was achieved by collecting data through three different methods: classroom observation, semi-structured interviews, and documentation. By using multiple data collection techniques, the researcher was able to examine the learning process from different angles and to check whether findings obtained through one technique were consistent with findings obtained through the others. For example, observations of student participation during the game were cross-referenced with student interview responses about their experience of the activity, and both were compared against the lesson plan documentation to ensure a coherent and grounded interpretation.

Source triangulation was achieved by collecting data from multiple participants: the English teacher, the students, and the researcher own direct observations. The inclusion of multiple perspectives ensured that the findings were not based solely on the account of a single participant and that different viewpoints on the same events and activities were considered in the analysis. According to Sugiyono (2019), source

[93]Moleong, L. J. (2017). Metodologi Penelitian Kualitatif (Edisi Revisi). PT Remaja Rosdakarya.

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triangulation strengthens the credibility of qualitative findings by ensuring that conclusions are supported by convergent evidence from independent sources. [94]

2. Member Checking

Member checking, also referred to as respondent validation, is a process in which the researcher shares preliminary findings or data interpretations with the research participants to verify their accuracy and authenticity. [95] In this study, member checking was carried out by sharing the key themes and interpretive summaries emerging from the interview data with the English teacher and inviting feedback on whether the summaries accurately reflected the teacher experience and intentions during the implementation. This process helped to ensure that the researcher interpretation of the data was consistent with the lived experience of the primary participant and reduced the risk of misrepresentation or analytical distortion.

3. Extended Field Engagement

Extended engagement in the research setting is another important strategy for enhancing the credibility of qualitative findings. By spending sufficient time in the research context, the researcher is able to develop a deeper and more nuanced understanding of the participants, the setting,

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[94]Sugiyono. (2019). Metode Penelitian Kualitatif. Alfabeta.
[95]Lincoln, Y. S., & Guba, E. G. (1985). Naturalistic Inquiry. SAGE Publications.

and the phenomena under study. [96] In this study, the researcher was present during all three classroom meetings in which the Hangman game was implemented, conducting direct observations and maintaining detailed field notes throughout each session. This extended engagement allowed the researcher to observe the progression of the learning process across multiple sessions and to document the developmental patterns that emerged in student participation and classroom dynamics over time.

G. Research Stages

This research was conducted through four systematic stages: the preparation stage, the data collection stage, the data analysis stage, and the reporting stage. These stages were carried out sequentially to ensure the coherence and quality of the research process from inception to completion. [97]

1. Preparation Stage

In the preparation stage, the researcher carried out all the foundational activities necessary to ensure a well-organized and methodologically sound research process. This stage included the identification and formulation of the research problem, a comprehensive review of the relevant theoretical literature on vocabulary learning and game-based instruction, and the development and validation of the research instruments, including the classroom observation checklist and the interview guidelines for both the teacher and students.

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[96] Moleong, L. J. (2017). Metodologi Penelitian Kualitatif (Edisi Revisi). PT Remaja Rosdakarya.

[97] Sugiyono. (2019). Metode Penelitian Kualitatif. Alfabeta.

The researcher also conducted an initial visit to MTS Unggulan Alqodiri 1 Jember during this stage to establish rapport with the school principal, the English teacher, and the students who would participate in the research. Formal permission to conduct the research was obtained from the school administration. The researcher discussed the research plan and procedures with the English teacher to ensure mutual understanding of the research objectives, the role of the teacher as both a research participant and a facilitator of the Hangman game activities, and the schedule for the three implementation meetings.

2. Data Collection Stage

The data collection stage involved the systematic gathering of qualitative data through the three primary techniques described in Section D: classroom observation, semi-structured interviews, and documentation. The researcher attended all three scheduled classroom meetings in which the Hangman game was implemented, conducting non-participant observation and recording detailed field notes during each session.

Following each meeting, the researcher reviewed and expanded the field notes while the observations were still fresh, adding descriptive details and contextual reflections that supplemented the structured observation checklist. Post-meeting interviews with the teacher were conducted after each session to capture immediate reflections on the learning process. Student interviews were conducted after the third and final meeting. Documentation was collected continuously throughout this

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stage, including lesson plans, class attendance records, and photographs of the learning activities.

3. Data Analysis Stage

Following the completion of the data collection stage, the researcher systematically analyzed all collected data using the interactive qualitative data analysis model described in Section E. This involved the condensation of raw observational field notes and interview transcripts, the organized display of the condensed data through narrative summaries and thematic tables, and the drawing and verification of conclusions based on the patterns and themes identified across the multiple data sources.

The analysis was conducted iteratively, with the researcher revisiting earlier data sources in light of new insights emerging from the ongoing analysis. The triangulation process was carried out throughout the analysis stage to ensure the credibility and consistency of the findings across the different data sources and participant perspectives.

4. Reporting Stage

The final stage of the research involved the preparation of the research report. The researcher synthesized the findings of the data analysis into a coherent and structured written account organized according to the research focuses and the chapter structure of the study. The research report presents a detailed and transparent account of the research methodology, the qualitative findings, and the interpretive discussion that connects the findings to the theoretical framework and

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previous research presented in Chapter II. The report also includes the conclusions and recommendations that emerge from the research findings, addressed to English teachers, school administrators, and future researcher.

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CHAPTER IV

DATA PRESENTATION AND ANALYSIS

A. Overview of the Research Object

This research was conducted at MTs Unggulan Alqodiri 1 Jember, located at Jl. Manggar No. 139A, Gebang, Kecamatan Patrang, Kabupaten Jember, Jawa Timur. The school is a private Islamic junior high school (Madrasah Tsanawiyah) under the auspices of Yayasan Al-Qodiri and the Pondok Pesantren Al-Qodiri, which was founded in 1989. The school has achieved Accreditation A from the national accreditation board and is one of the most sought-after Islamic junior high schools in Jember Regency, attracting students from across the regency and from outside the region.

One of the most distinctive characteristics of MTs Unggulan Alqodiri 1 Jember is its bilingual communication policy, which requires all students and teachers to use both Arabic and English as the languages of daily communication within the school environment. This policy reflects the school commitment to developing students communicative competence in foreign languages as part of its broader educational vision of producing graduates who are Islamic in character, knowledgeable, and capable of engaging with the wider world. Despite this bilingual communication expectation, vocabulary learning in English remains a significant challenge for many students, as the formal instructional approach to English vocabulary in the classroom has not always been sufficient to support the deep and durable word knowledge that natural bilingual communication demands.

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The school building consists of several classrooms equipped with standard learning facilities including whiteboards, markers, and student desks. The school also benefits from internet connectivity and basic educational technology, though not all classrooms are equipped with digital projection equipment. English is taught as part of both the national curriculum framework and the additional madrasah curriculum components in line with the school Islamic educational character.

The research subjects were eighth-grade students of MTs Unggulan Alqodiri 1 Jember, aged between 13 and 14 years old. English is taught as a regular subject within the school timetable, and students are expected to use English in their daily interactions with teachers and peers in accordance with the school bilingual policy. Despite this communicative expectation, many students continue to face difficulties in retaining and productively using new vocabulary items encountered in formal classroom instruction. Most students are accustomed to teacher-centered vocabulary instruction involving word-list memorization, which often results in low engagement and short-term retention of vocabulary items.

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Prior to the implementation of this research, an initial observation was conducted to understand the existing classroom conditions and students learning dynamics. During this preliminary observation, the researcher noted that English vocabulary lessons were typically conducted by asking students to write down lists of words and their meanings, followed by individual memorization exercises. While this approach provides students with a

structured introduction to new vocabulary, it offers limited opportunities for active engagement, contextual usage, or collaborative interaction. As a result, students frequently struggle to recall vocabulary items in subsequent lessons, particularly when the words are encountered outside the context in which they were originally memorized.

The English teacher involved in this research is an experienced educator who has been teaching at MTs Unggulan Alqodiri 1 Jember for several years and is well acquainted with the specific vocabulary learning challenges faced by students in this context. During the pre-research interview, the teacher expressed genuine interest in exploring alternative and more interactive learning strategies that could make vocabulary learning more engaging and effective. The teacher acknowledged that game-based learning had not previously been systematically implemented in the English vocabulary classroom at this school, making this research an exploratory and novel experience for both the teacher and the students.

Given this contextual background, the Hangman game was selected as the learning medium for this study due to its simplicity, flexibility, and low resource requirements. The game can be implemented using only a whiteboard and markers, which are readily available in every classroom at MTs Unggulan Alqodiri 1 Jember. The implementation of the Hangman game in this context was therefore intended not only to support vocabulary learning but also to explore how a simple and familiar game format could transform the quality of

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student engagement and classroom interaction within this Islamic junior high school setting.

B. Data Presentation and Analysis

This section presents and analyzes data collected through classroom observation, teacher and student interviews, and documentation. The data are organized according to the two research focuses: (1) the implementation of the Hangman game in teaching vocabulary, and (2) the challenges and obstacles encountered by the teacher during the implementation. Under each focus, findings from observation and interview are presented separately to provide a clear and transparent account of the evidence base for each finding.

1. The Implementation of the Hangman Game in Teaching Vocabulary

The implementation of the Hangman game in vocabulary teaching is analyzed across three dimensions that reflect the core components of any instructional activity: the goal of the instruction, the strategy used to deliver it, and the material that forms its content. Each dimension is examined through observational evidence gathered during classroom sessions and interview responses from the teacher and students.

a. Goal

1) Observation

Classroom observations revealed that the teacher consistently communicated the learning goal of the Hangman game activity at the beginning of each session. Prior to commencing the game, the teacher informed students that the

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purpose of the activity was to practice and strengthen their knowledge of English vocabulary related to the thematic category being studied. The teacher made this goal explicit by connecting the game activity to the vocabulary theme displayed on the board and by reminding students that the words they would encounter during the game were the vocabulary items they were expected to master.

Observations further indicated that students progressively demonstrated a clearer understanding of the learning goal across the three sessions. In the first session, several students appeared uncertain about the educational purpose of the game and engaged with it primarily as a recreational activity. By the third session, however, students showed clear awareness that the game was designed to support their vocabulary learning, as evidenced by their spontaneous recall of previously practiced words and their ability to connect new vocabulary items to words encountered in earlier sessions. This shift suggested that the goal of the activity had become increasingly internalized by students as they gained experience with the game format.

2) Interview

Interview data from the teacher confirmed that establishing a clear learning goal was a deliberate and intentional

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aspect of the implementation. The teacher articulated the goal of the Hangman game activity as follows:

> *"My main goal was to make students actually remember the vocabulary, not just write it down and forget it. With the game, they have to think about the words, guess the letters, and that process helps them remember. I wanted them to enjoy learning vocabulary, not just memorize it for the test." (Teacher Interview)*

Student interview responses corroborated this finding, indicating that they understood the game was designed to support their vocabulary learning. One student articulated this understanding as follows:

> *"I know this game is for learning English words. When I play, I try to think about what word it could be, and that helps me remember the words better than just copying them from the board." (Student Interview)*

Another student reflected on how the goal of the game differed from conventional vocabulary exercises:

> *"Usually in English class we write words and try to memorize them. But with this game, the goal is to guess the word together, so I pay more attention to the letters and the meaning. It feels more useful." (Student Interview)*

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b. Strategy

1) Observation

The primary instructional strategy employed in the implementation was the Hangman game itself, which required students to guess letters of a hidden vocabulary word within a limited number of attempts. The teacher positioned the game as

the central vocabulary practice activity of each session, replacing the conventional word-list dictation and memorization exercises with this interactive and collaborative approach.

Several specific facilitation strategies were observed throughout the implementation. First, the teacher consistently introduced each game round with a thematic category clue written on the whiteboard, such as "things around the house" or "daily activities," which provided students with a semantic framework to guide their guessing. Second, from the second session onward, the teacher provided additional contextual clues for individual words, such as brief descriptions or synonyms, when students appeared unable to make progress. Third, the teacher introduced a turn-based guessing system to ensure that all students had equitable opportunities to participate, regardless of their confidence level or English proficiency. Fourth, the teacher modeled a vowel-first guessing strategy at the beginning of the second session to help students approach the game more systematically.

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Observations also documented the collaborative nature of the game strategy. Students within each group were observed discussing possible letters before submitting their group answer, negotiating choices, and supporting each other during the guessing process. This group-based strategy created a socially

interactive learning environment that differed significantly from the individual and passive nature of conventional vocabulary exercises.

2) Interview

The teacher described the rationale for the game-based strategy in the following terms:

> *"I chose the Hangman game because it is simple and does not need any special equipment. I can do it with just the whiteboard. But more importantly, it makes students work together and think about the words, not just copy them. The strategy is to make them actively involved in the vocabulary learning, not passive." (Teacher Interview)*

The teacher also reflected on the adaptive strategies introduced across the sessions:

> *"After the first meeting I saw that some students were guessing letters randomly. So in the second meeting I taught them to start with vowels first. That really helped. I also started giving them clues when they were stuck, so they would not get frustrated and give up." (Teacher Interview)*

Students responded positively to the collaborative guessing strategy. One student described the group discussion process:

> *"When we play in groups, we talk first before giving our answer. Someone suggests a letter and we all discuss if it is a good idea. I like that because sometimes I know the answer but I am afraid to say it alone. In the group it is easier." (Student Interview)*

Another student commented on the turn-based participation system:

> *"The teacher made it so everyone had to guess one time. At first I did not want to, but then I had to try. After I guessed correctly once, I felt more confident to participate." (Student Interview)*

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c. Material

1) Observation

The vocabulary material used in the Hangman game implementation was drawn from three thematic categories aligned with the eighth-grade English curriculum: things around the house, daily activities, and adjectives describing people and objects. The specific vocabulary items used in each session included concrete, familiar, and curriculum-relevant words that were appropriate for the eighth-grade level. In the first session, words such as WINDOW, CURTAIN, PILLOW, SHELF, and BLANKET were used. In the second session, words such as COOKING, READING, SLEEPING, WASHING, and EXERCISING were used. In the third session, words such as BEAUTIFUL, EXPENSIVE, COMFORTABLE, DANGEROUS, and INTELLIGENT were used.

Observations indicated that the thematic organization of the vocabulary material supported student engagement with the game. The category clues provided at the beginning of each game round helped students activate relevant prior knowledge and use contextual reasoning to narrow down possible words. Students were also observed making spontaneous connections between vocabulary items across different sessions, suggesting that the thematic coherence of the material supported the

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development of interconnected vocabulary knowledge rather than isolated word memorization.

The material was presented entirely through the Hangman game format on the whiteboard, without printed worksheets or digital media. This low-resource approach demonstrated that meaningful and engaging vocabulary instruction can be conducted effectively using only basic classroom materials, which is particularly relevant in MTS Alqodiri 1 Jember

2) Interview

The teacher explained the rationale for the selection of vocabulary material as follows:

> *"I chose words that are in our curriculum and that students should know for their level. I organized them by topic so students can connect the words to a category. If they know the topic, it helps them think about which words might fit. I wanted the material to be challenging but not too difficult, so they can actually guess the words and feel successful." (Teacher Interview)*

Students commented on the appropriateness of the vocabulary material used in the game:

> *"The words were not too hard. Some I already knew a little, some were new. But because we guessed them letter by letter during the game, I feel like I know them better now than before." (Student Interview)*

> *"I liked that the words were about topics we are studying. Like the words about daily activities, those are words I can use when talking about my day. It made the game feel more useful." (Student Interview)*

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The following table presents a summary of the observational findings related to the three dimensions of the implementation:

Table 4.1 Summary of Observation Results on the Implementation of the Hangman Game

No.	Observation Aspect	Result	Category
1	The teacher clearly communicated the learning goal of the game activity to students	Observed	Goal
2	Students demonstrated understanding of what vocabulary items they were expected to learn	Observed	Goal
3	The teacher used the Hangman game as the primary strategy for vocabulary delivery	Observed	Strategy
4	The teacher provided contextual clues to scaffold students guessing	Observed	Strategy
5	Students applied a systematic guessing strategy (vowel-first)	Observed	Strategy
6	Students cooperated within groups during the guessing activity	Observed	Strategy
7	The vocabulary material was drawn from curriculum-aligned thematic categories	Observed	Material
8	The vocabulary items were appropriate for the eighth-grade level	Observed	Material
9	Students engaged meaningfully with the vocabulary items during the game	Observed	Material

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Based on Table 4.1, observations confirmed that all three dimensions of the implementation, namely the goal, strategy, and material, were consistently present and observable across the classroom sessions. The

teacher clearly communicated the learning goal, employed a range of facilitation strategies to support student engagement and participation, and selected vocabulary material that was appropriate, curriculum-aligned, and thematically organized. These findings indicate that the implementation of the Hangman game at MTs Unggulan Alqodiri 1 Jember was conducted in a deliberate and pedagogically considered manner.

2. Challenges and Obstacles Encountered by the Teacher

The second research focus concerns the challenges and obstacles encountered by the teacher during the implementation of the Hangman game. Five main challenges were identified based on classroom observations and teacher interview responses. Each challenge is presented with supporting observational and interview evidence.

a. Low Student Confidence

1) Observation

During the initial session, observations recorded that a significant number of students were reluctant to participate actively in the guessing activity. Field notes described students sitting with heads slightly lowered, avoiding eye contact with the teacher, and waiting for more confident peers to respond before attempting to engage. Several students whispered possible answers to nearby classmates rather than stating them aloud, indicating an unwillingness to make a public guess that

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might prove incorrect. This pattern of avoidance was most pronounced during the early rounds of the first session and gradually diminished as the activity progressed and students became more familiar with the game format and the expectation that incorrect guesses were a normal part of the game.

2) Interview

The teacher identified low student confidence as the most significant challenge encountered in the early stage of the implementation:

> *"The biggest challenge at the beginning was that students were afraid to guess. They did not want to say the wrong answer in front of their classmates. Even when I told them it was okay to be wrong, some of them still would not raise their hands. I had to encourage them a lot in the first meeting." (Teacher Interview)*

A student confirmed this experience:

> *"In the first meeting I was scared to guess because what if I was wrong and everyone laughed at me. But the teacher said it is okay to make mistakes in this game. After a while I tried and when nobody laughed, I felt better." (Student Interview)*

b. Limited Class Time

1) Observation

Observations across all three sessions revealed that managing the Hangman game activity within the 80-minute lesson period was a consistent challenge. In the first session, the time spent on explaining and demonstrating the game rules was longer than anticipated, which reduced the number of

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vocabulary words that could be practiced during the game rounds. In subsequent sessions, the teacher condensed the opening explanation, but tension between the time allocated to the game activity and the time needed for vocabulary review and consolidation at the end of each session remained evident throughout the implementation.

2) Interview

The teacher reflected on the time management challenge as follows:

> *"Time was always a challenge. The game itself takes time, and I also need time at the end to review the words so students consolidate what they learned. In the first meeting, the explanation took longer than I planned, so we had less time for the game. I learned to prepare everything in advance so we could start the game faster in the next meetings." (Teacher Interview)*

c. Uneven Student Participation

1) Observation

Throughout the implementation, a pattern of uneven participation was observed in which a small number of more confident or more proficient students tended to dominate the guessing activity within their groups, while quieter or less proficient students remained at the periphery of the group interaction. This pattern was most pronounced in the first session and persisted to a lesser degree in the second session, even after the teacher introduced the turn-based participation system. By the third session, the turn-based system had become

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more consistently enforced, and a more equitable distribution of participation was observed.

2) Interview

The teacher described this challenge and the strategy used to address it:

> *"Some students are always eager to answer, but others just stay quiet and let the more confident ones do everything. I noticed this in the first meeting and then in the second meeting I made a rule that each student in the group has to take a turn to guess. That helped a lot, but it still needed monitoring." (Teacher Interview)*

A student who had previously been hesitant described the effect of the turn-based system:

> *"When the teacher said everyone had to guess one time, I was nervous. But then when my turn came and I guessed a correct letter, my group was happy. After that I wanted to participate more." (Student Interview)*

d. Lack of Strategic Thinking

1) Observation

During the first session, observations recorded that most students guessed letters randomly without applying any systematic approach. Students were frequently observed selecting uncommon consonants such as z, x, or q as their initial guesses, which quickly exhausted the allowance of incorrect guesses without meaningfully advancing toward the identification of the target word. This random guessing behavior

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slowed the progress of the game and reduced the vocabulary learning opportunities embedded in the activity.

2) Interview

The teacher described observing this pattern and the intervention introduced in response:

> *"In the first meeting I saw students just guessing any letter without thinking. So before the second meeting started, I explained that they should start with vowels because most words have vowels, and they should think about the category to get a clue about the word. After I taught them this, their guessing became much more strategic and the game moved faster." (Teacher Interview)*

A student reflected on how the strategy changed their approach to the game:

> *"After the teacher taught us to guess vowels first, I started thinking more carefully before I gave my answer. I would think, what vowels does this word probably have? And then use the category to guess what the word might be. It made the game more interesting because I felt like I was really thinking." (Student Interview)*

e. Classroom Noise Management

1) Observation

The competitive and collaborative nature of the Hangman game generated a consistently higher level of classroom noise than conventional vocabulary lessons. During group discussion phases and moments of competitive excitement, the noise level occasionally became disruptive. In the first session, the teacher paused the game twice to address the noise level and redirect student attention. These interruptions, while necessary,

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temporarily reduced the momentum and flow of the game activity.

2) Interview

The teacher commented on this challenge and the management strategy adopted:

> *"The noise was sometimes too much, especially when one group got excited about a correct answer. I had to stop and ask them to calm down a few times, which broke the momentum of the game. From the second meeting, I established clear rules at the start and used a hand signal when the noise got too high. Students responded well to the signal and the noise became more manageable." (Teacher Interview)*

The following table provides a summary of the observational findings related to the five challenges identified during the implementation:

Table 4.2 Summary of Observation Results on Challenges Encountered During Implementation

No.	Observation Aspect	Result	Challenge
1	Students appeared hesitant or unwilling to guess letters aloud	Observed	Low confidence
2	Game rounds were reduced due to insufficient lesson time	Observed	Time limit
3	Dominant students monopolized the guessing activity	Observed	Uneven participation
4	Students selected random letters without apparent strategy	Observed	No strategy
5	Classroom noise reached disruptive levels during group discussions	Observed	Noise

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C. Discussion of Findings

The findings of this study are discussed in relation to the previous research presented in Chapter II, with the aim of identifying points of convergence and divergence between the present findings and the existing literature on the use of the Hangman game in vocabulary instruction.

1. The Implementation of the Hangman Game in Teaching Vocabulary

The findings related to the implementation of the Hangman game at MTs Unggulan Alqodiri 1 Jember are broadly consistent with the findings reported in previous studies that have examined the use of this game in vocabulary instruction at the junior high school level. With regard to the goal dimension, the present study found that the teacher consistently communicated a clear learning goal centered on vocabulary retention through active engagement rather than passive memorization. This orientation toward active vocabulary learning through game-based activities is consistent with the emphasis of Munikasari, Sudarsono, and Riyanti (2021), who found that the Hangman game effectively directed students attention toward vocabulary items in a meaningful and goal-oriented manner.

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With regard to the strategy dimension, the present study documented a range of facilitation strategies employed by the teacher, including the provision of thematic category clues, contextual scaffolding, turn-based participation, and explicit guessing strategy instruction. The progressive development of student engagement across the three sessions,

from hesitant and passive in the first session to confident and collaborative in the third, reflects a pattern of growing familiarity and strategic competence that is consistent with the findings of Rahayu and Farid (2017), who similarly reported increased student engagement and vocabulary practice as students became more familiar with the game format.

With regard to the material dimension, the thematic organization of vocabulary items in this study facilitated contextual learning and supported students ability to make semantic connections between words. This finding aligns with Dharmayasa (2023), who found that organizing vocabulary material within thematic categories during Hangman game implementation helped students approach words as part of meaningful semantic networks rather than as isolated items. The present study extends this finding by documenting the spontaneous cross-session vocabulary recall observed in the third session, which suggests that thematically organized, game-based vocabulary practice may support longer-term retention beyond the immediate session.

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The collaborative dimension of the game strategy observed in this study, in which students engaged in group discussion and peer support during the guessing activity, is also consistent with the findings of Fadilah and Fadilah (2024), who reported that the group-based implementation of the Hangman game created a supportive and interactive learning environment that increased student confidence and willingness to engage

with vocabulary items. The present study adds to this finding by documenting the specific ways in which collaborative guessing behavior evolved across multiple sessions, becoming progressively more structured and strategically sophisticated as the implementation progressed.

2. Challenges and Obstacles in the Implementation

The challenges identified in this study are consistent with those reported in the broader literature on game-based learning in EFL classrooms. The challenge of low student confidence in the early sessions reflects a pattern also noted by Purwanti, Sudirman, and Rohimajaya (2023), who observed that students in junior high school contexts initially demonstrated reluctance to participate in interactive game activities due to anxiety about making public errors in English. The present study extends this finding by documenting how the teacher addressed this challenge through sustained positive reinforcement and the gradual normalization of incorrect guesses as an expected and acceptable part of the game.

The time management challenge observed in this study was not explicitly reported in the previous studies reviewed in Chapter II, which focused primarily on outcome measurement rather than implementation process. However, the challenge of fitting game-based activities within standard lesson time is a widely recognized practical concern in the game-based learning literature and represents a finding that has practical implications for teachers planning to use the Hangman game in their vocabulary instruction.

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The challenge of uneven student participation is consistent with the observations of Fadilah and Fadilah (2024), who noted that competitive game formats can create dynamics in which more confident students dominate the activity while less confident students remain passive. The turn-based participation system introduced by the teacher in the present study represents a practical and effective response to this challenge that could be recommended to other teachers implementing the Hangman game in similar classroom contexts.

The challenge of lack of strategic thinking in the early sessions is a finding that adds specificity to the broader observation in the literature that students may initially approach word-guessing games without applying systematic strategies. The teacher intervention of explicitly modeling a vowel-first guessing strategy proved effective in this study and resulted in observable improvements in the quality and efficiency of students guessing behavior from the second session onward. This finding suggests that explicit strategy instruction is an important component of effective Hangman game implementation that should be incorporated from the outset of the activity.

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Overall, the findings of this study confirm and extend the previous research on the use of the Hangman game in vocabulary instruction by providing a detailed qualitative account of both the implementation process and the practical challenges encountered. While previous studies have predominantly demonstrated the game positive impact on

vocabulary outcomes through quantitative measurement, the present study illuminates the specific instructional decisions, facilitation strategies, and adaptive responses that underpin those outcomes, offering insights that are directly applicable to classroom practice in the context of MTs Unggulan Alqodiri 1 Jember and similar Islamic junior high school settings.

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CHAPTER V

CLOSING

A. Conclusions

Based on the data collected through classroom observation, teacher and student interviews, and documentation across three learning meetings, this study draws the following conclusions regarding the use of the Hangman game as a media in teaching vocabulary at MTS Unggulan Alqodiri 1 Jember.

1. The Implementation of the Hangman Game in Teaching Vocabulary

   The Hangman game was implemented across three classroom meetings with eighth-grade students at MTS Unggulan Alqodiri 1 Jember, covering vocabulary themes of things around the house, daily activities, and adjectives. The findings indicate that the game functioned effectively as a vocabulary learning medium by creating a more engaging, interactive, and student-centered learning environment compared to the conventional vocabulary instruction previously experienced by students.

   In the first meeting, student participation was initially low due to unfamiliarity with the game format and a visible reluctance to respond aloud in front of peers. However, the learning process improved progressively across the subsequent meetings. By the third meeting, nearly all students were actively participating in the guessing activity, cooperating within their groups, and spontaneously recalling vocabulary from previous sessions without teacher prompting. This pattern of development reflects the game ability to build student confidence and

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engagement incrementally through repeated and enjoyable exposure to vocabulary items.

The game also fostered collaborative learning, as students consistently engaged in group discussion before submitting their answers. This social dimension of the activity encouraged students to negotiate meaning, share vocabulary knowledge, and support one another during the learning process, which contributed to a more participatory and communicative classroom atmosphere. Both the teacher and students expressed positive perceptions of the game as a learning medium, noting that it made vocabulary learning more memorable and enjoyable than conventional written exercises.

2. Challenges and Obstacles in the Implementation

Despite the overall positive outcomes of the implementation, the study also identified several practical challenges encountered by the teacher. These included low student confidence during the early meetings, difficulty managing class time within the 80-minute lesson period, uneven participation among students, a lack of strategic thinking in the early guessing stages, and occasional noise management issues during group discussions.

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These challenges were addressed through a series of adaptive strategies employed by the teacher throughout the implementation, including providing explicit encouragement, introducing a turn-based participation system, modeling a vowel-first guessing strategy, and

establishing clear classroom ground rules. The ability of the teacher to identify and respond to these challenges adaptively was essential to the gradual improvement observed in the quality of the learning process across the three meetings.

Overall, this study concludes that the Hangman game is a viable, contextually appropriate, and pedagogically beneficial medium for vocabulary instruction at the junior high school level, particularly in rural school settings with limited technological resources. Its simplicity and flexibility allow it to be implemented without digital equipment, while its game-based format effectively supports student motivation, participation, and vocabulary engagement in ways that conventional methods often fail to achieve.

B. Recommendations

Based on the findings and conclusions of this study, the researcher offers the following recommendations to relevant parties.

1. For English Teachers

English teachers, particularly those working in rural or resource-limited school settings, are encouraged to consider the Hangman game as a practical and accessible alternative to conventional vocabulary teaching methods. The game does not require digital equipment and can be conducted using only a whiteboard and markers, making it highly feasible for schools with limited facilities. Teachers are advised to introduce the game gradually, beginning with clear demonstrations and

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simple vocabulary themes before progressing to more complex words, in order to build student confidence and familiarity with the game format progressively.

To address the challenge of uneven participation, teachers are encouraged to implement a structured turn-based system from the outset, ensuring that all students have equal opportunities to contribute regardless of their confidence level or English proficiency. Teachers should also plan detailed lesson timelines when incorporating game-based activities to ensure that sufficient time is allocated for both the game itself and the vocabulary consolidation review that should follow each session.

2. For School Principals and Curriculum Coordinators

School principals and curriculum coordinators are encouraged to support the integration of game-based learning approaches into the English language curriculum, particularly at the junior high school level. Providing professional development opportunities for teachers on the use of interactive and student-centered learning media would be beneficial in equipping teachers with a broader repertoire of instructional strategies. Schools should also consider creating more flexible lesson structures that allow teachers to incorporate game-based activities without being constrained by rigid time allocations.

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3. For Future Researchers

This study was conducted in a limited context involving a single class over three meetings, using a qualitative descriptive approach. Future researchers are encouraged to conduct more extended studies involving multiple classes or school contexts in order to generate a broader and more transferable understanding of the Hangman game as a vocabulary learning medium. Researchers may also consider exploring the use of the Hangman game in combination with other learning media or instructional approaches to examine its potential as part of a more integrated vocabulary learning strategy.

Additionally, future research could explore student perspectives more deeply through participatory methods such as focus group discussions or reflective journals, which would provide richer qualitative data on how students experience and make meaning from game-based vocabulary learning activities. Studies involving different vocabulary themes, grade levels, or school contexts would also contribute to a more comprehensive understanding of the conditions under which the Hangman game is most effective as a teaching medium.

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State that thesis entitled "Utilizing Hangman Game As a Media in Teaching Vocabulary at MTS Alqodiri 1 Jember" is truly my original work. It does not incorporate any material previously written or published by another person expect those indicated in quotation and bibliography. And if anyone objected, I am the only person who will be responsible.

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JEMBER

Jember, 26 June 2026



Faruq Hirzan Nofaldi

SRN. T20196183

Appendix 1
Matrix of Research

Title	Research Focuses	Variable	Indicator	Source of Data	Research Method
Utilizing Hangman Game as a Media in Teaching Vocabulary at MTs Unggulan Alqodiri 1 Jember	1. How do teachers implement the Hangman game as a learning medium in teaching vocabulary at MTs Unggulan Alqodiri 1 Jember? 2. What are the challenges and obstacles encountered by the teacher in using the Hangman game?	1. Implementation of Hangman Game 2. Challenges in Implementation	1. Goal 2. Strategy 3. Material 4. Challenges	**Primary Data:** a. English Teacher of MTs Unggulan Alqodiri 1 Jember b. VIII Grade Students **Secondary Data:** Observation and Document Review	1. Approach: Qualitative Research 2. Type: Descriptive Qualitative 3. Data Collection Technique: a. Observation b. Interview c. Documentation 4. Data Analysis: a. Data Condensation b. Data Display c. Conclusion/Verification 5. Data Validity: a. Source Triangulation b. Technical Triangulation

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Appendix 2
Transcript of Interview

Teacher Interview

Date: 22 May 2026

Q1: How did you design the learning goal for the Hangman game activity?

A: "My main goal was to make students actually remember the vocabulary, not just write it down and forget it. With the game, they have to think about the words, guess the letters, and that process helps them remember. I wanted them to enjoy learning vocabulary, not just memorize it for the test."

Q2: What strategies did you use to ensure all students participated?

A: "I introduced a turn-based guessing system starting from the second meeting, so every student in the group had to take a turn. I also gave category clues and contextual hints when students were stuck. In the second meeting I also taught them to start with vowels first, and that really helped them guess more strategically."

Q3: How did you select the vocabulary material for the game?

A: "I chose words that are in our curriculum and that students should know for their level. I organized them by topic so students can connect the words to a category. I wanted the material to be challenging but not too difficult, so they can actually guess the words and feel successful."

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Q4: What challenges did you encounter during the implementation?

A: "The biggest challenge at the beginning was that students were afraid to guess. They did not want to say the wrong answer in front of their classmates. Time management was also a challenge because the game takes time and I still need time at the end for vocabulary review. The noise level was also sometimes too high when groups got excited."

Q5: Would you use this game again in future vocabulary lessons?

A: "Yes, definitely. It made the class more alive and students seemed to enjoy learning vocabulary this way. I could see real improvement in their confidence and participation from the first to the third meeting."

Student Interviews

Date: 23 May 2026

Student 1

Q: How did you feel about learning vocabulary through the Hangman game?

A: "I know this game is for learning English words. When I play, I try to think about what word it could be, and that helps me remember the words better than just copying them from the board. It is more fun than writing."

Student 2

Q: Did the game help you remember new vocabulary?

A: "Yes, because we kept seeing the same words during the game and guessing made it memorable. When we play in groups, we talk first before giving our answer. I like that because sometimes I know the answer but I am afraid to say it alone. In the group it is easier."

Student 3

Q: Was there anything difficult about the game?

A: "In the first meeting I was scared to guess because what if I was wrong and everyone laughed at me. But the teacher said it is okay to make mistakes. After a while I tried and when nobody laughed, I felt better."

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Student 4

Q: Did you feel more confident by the third meeting?

A: "Yes, because I already knew how to play and I was not afraid to guess anymore. The teacher made it so everyone had to guess one time. At first I did not want to, but after I guessed correctly once, I felt more confident."

Student 5

Q: Do you think you can remember the vocabulary words from the game?

A: "After the teacher taught us to guess vowels first, I started thinking more carefully. I would think what vowels does this word probably have, and then use the category to guess. I liked that the words were about topics we are studying. Those are words I can use in real life."

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Appendix 3
Lesson Plan (RPP)

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : MTs Unggulan Alqodiri 1 Jember
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : VIII / Genap
Alokasi Waktu : 3 x Pertemuan (2 x 40 menit)
Materi Pokok : Vocabulary (Things Around the House, Daily Activities, Adjectives)
Media Pembelajaran : Hangman Game

A. KOMPETENSI INTI

- KI.1: Menghargai dan menghayati ajaran agama yang dianutnya.
- KI.2: Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli, santun, dan percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial.
- KI.3: Memahami dan menerapkan pengetahuan faktual, konseptual, dan prosedural berdasarkan rasa ingin tahu tentang ilmu pengetahuan, teknologi, seni, dan budaya.
- KI.4: Mengolah, menyaji, dan menalar dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah.

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B. KOMPETENSI DASAR DAN INDIKATOR

- 3.1: Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks terkait kosakata bahasa Inggris dalam konteks sehari-hari.
- 4.1: Menggunakan kosakata bahasa Inggris secara tepat dalam konteks komunikasi lisan dan tulisan.

C. TUJUAN PEMBELAJARAN

- Siswa mampu mengenali dan melafalkan kosakata bahasa Inggris terkait tema yang dipelajari.

- Siswa mampu menebak dan mengidentifikasi kata dalam bahasa Inggris melalui permainan Hangman.
- Siswa mampu bekerja sama dalam kelompok untuk mendiskusikan dan menentukan jawaban.
- Siswa mengembangkan kepercayaan diri dalam menggunakan kosakata bahasa Inggris secara aktif.

D. MATERI PEMBELAJARAN

- Pertemuan 1: Things Around the House (WINDOW, CURTAIN, PILLOW, SHELF, BLANKET)
- Pertemuan 2: Daily Activities (COOKING, READING, SLEEPING, WASHING, EXERCISING)
- Pertemuan 3: Adjectives (BEAUTIFUL, EXPENSIVE, COMFORTABLE, DANGEROUS, INTELLIGENT)

E. METODE PEMBELAJARAN

- Metode: Game-Based Learning melalui permainan Hangman
- Pendekatan: Communicative Language Teaching (CLT)
- Teknik: Turn-based guessing, group discussion, contextual clue provision

F. LANGKAH-LANGKAH KEGIATAN PEMBELAJARAN

Kegiatan Pendahuluan (10 menit)

- Guru membuka pelajaran dengan salam dan doa.
- Guru memeriksa kehadiran siswa.
- Guru menyampaikan tujuan pembelajaran: "Hari ini kita akan belajar kosakata bahasa Inggris melalui permainan Hangman."
- Guru melakukan apersepsi dengan menanyakan kosakata yang sudah diketahui siswa terkait tema hari ini.

Kegiatan Inti (60 menit)

- Guru menjelaskan aturan permainan Hangman dan mendemonstrasikan cara bermain menggunakan satu contoh kata.
- Guru membagi kelas menjadi dua kelompok untuk berkompetisi secara bergantian.

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- Guru menuliskan category clue dan blank letter spaces di papan tulis untuk setiap kata target.
- Setiap kelompok secara bergantian menebak huruf menggunakan sistem giliran (turn-based) agar semua siswa berpartisipasi.
- Guru memberikan contextual clue apabila siswa kesulitan menebak kata.
- Proses tebakan dicatat: huruf benar diisikan di spasi yang tepat, huruf salah menghasilkan gambar tambahan pada figur Hangman.
- Guru memandu siswa untuk menggunakan strategi vowel-first dalam menebak huruf.
- Permainan berlangsung untuk 5 kata per pertemuan.

Kegiatan Penutup (10 menit)

- Guru melakukan review kosakata yang telah dipelajari selama permainan.
- Guru meminta siswa menyebutkan makna dari setiap kata yang muncul dalam permainan.
- Guru memberikan motivasi dan umpan balik positif atas partisipasi siswa.
- Guru menyampaikan materi yang akan dipelajari pada pertemuan berikutnya.

G. PENILAIAN

- Teknik: Observasi proses pembelajaran
- Aspek yang dinilai: Keaktifan, kerja sama kelompok, kemampuan menebak kosakata
- Instrumen: Lembar observasi (terlampir)

H. MEDIA DAN SUMBER BELAJAR

- Media: Papan tulis, spidol, lembar observasi
- Sumber belajar: Buku teks bahasa Inggris kelas VIII, Kurikulum Merdeka

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Appendix 4

Vocabulary List Used During the Hangman Game Implementation

The following tables present the complete list of vocabulary words used during the three classroom meetings of the Hangman game implementation at MTs Unggulan Alqodiri 1 Jember. Each word is analyzed across five linguistic dimensions: morphology (word form and structure), phonology (pronunciation), orthography (spelling as practiced in the game), semantics (meaning), syntax (grammatical use), and pragmatics (contextual use).

Meeting 1: Things Around the House

Table 1. Vocabulary Analysis — Morphology, Phonology, Orthography, and Semantics

Word	Phonology (Pronunciation)	Orthography (Spelling)	Semantics (Meaning)
WINDOW	/ˈwɪn.doʊ/	W-I-N-D-O-W	A transparent opening in a wall that lets in light and air (Jendela)
CURTAIN	/ˈkɜː.tɪn/	C-U-R-T-A-I-N	A piece of cloth hung to cover a window or divide a room (Gorden)
PILLOW	/ˈpɪl.oʊ/	P-I-L-L-O-W	A soft cushion used to support the head while sleeping (Bantal)
SHELF	/ʃɛlf/	S-H-E-L-F	A flat horizontal surface fixed to a wall for placing objects (Rak)
BLANKET	/ˈblæŋ.kɪt/	B-L-A-N-K-E-T	A large piece of warm cloth used as a bed covering (Selimut)

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Meeting 2: Daily Activities

Table 2. Vocabulary Analysis — Morphology, Phonology, Orthography, and Semantics

Word	Phonology (Pronunciation)	Orthography (Spelling)	Semantics (Meaning)
COOKING	/ˈkʊk.ɪŋ/	C-O-O-K-I-N-G	The activity of preparing and making food using heat (Memasak)
READING	/ˈriː.dɪŋ/	R-E-A-D-I-N-G	The activity of looking at and understanding written words (Membaca)
SLEEPING	/ˈsliː.pɪŋ/	S-L-E-E-P-I-N-G	The natural state of rest in which the body is inactive (Tidur)
WASHING	/ˈwɒʃ.ɪŋ/	W-A-S-H-I-N-G	The activity of cleaning something using water and soap (Mencuci)
EXERCISING	/ˈek.sə.saɪ.zɪŋ/	E-X-E-R-C-I-S-I-N-G	The activity of doing physical movement to keep the body healthy (Berolahraga)

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Meeting 3: Adjectives

Table 3. Vocabulary Analysis — Morphology, Phonology, Orthography, and Semantics

Word	Phonology (Pronunciation)	Orthography (Spelling)	Semantics (Meaning)
BEAUTIFUL	/ˈbjuː.tɪ.fəl/	B-E-A-U-T-I-F-U-L	Pleasing to the senses or mind, especially visually (Cantik/Indah)
EXPENSIVE	/ɪkˈspen.sɪv/	E-X-P-E-N-S-I-V-E	Costing a lot of money; having a high price (Mahal)
COMFORTABLE	/ˈkʌm.fər.tə.bəl/	C-O-M-F-O-R-T-A-B-L-E	Providing physical ease and relaxation; free from stress (Nyaman)
DANGEROUS	/ˈdeɪn.dʒər.əs/	D-A-N-G-E-R-O-U-S	Likely to cause harm, injury, or risk (Berbahaya)
INTELLIGENT	/ɪnˈtel.ɪ.dʒənt/	I-N-T-E-L-L-I-G-E-N-T	Having a high mental capacity; able to think and learn quickly (Cerdas)

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Appendix 5

Research Permit Letter

YAYASAN AL-QODIRI JEMBER
MADRASAH TSANAWIYAH AL-QODIRI I
Jalan Manggar Nomor. 139 A Gebang-Patrang–Jember 68117
Telepon 0331-4430806
E-mail : mts.alqodiri1jbr@gmail.com

Nomor : 315/Mts.13.32.555/PP.00.5/06/2026 06 Juni 2026
Perihal : Surat Keterangan Selesai Penelitian

Yang bertanda tangan dibawah ini:

Nama : Hj. Ilmi Mufidah, S.Pd.
Jabatan : Kepala MTs Al Qodiri I Jember

Menerangkan bahwa,

Nama : FARUQ HIRZAN NOFALDI
NIM : T20196183
Program Studi : Tadris Bahasa Inggris
Judul Penelitian : "Utilizing Hangman Game As A Media In Teaching Vocabulary At MTs Unggulan Al Qodiri I Jember"

benar-benar telah melakukan penelitian di lembaga kami sejak 20 - 23 Mei 2026.
Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Kepala
MTs Al Qodiri I Jember

Ilmi Mufidah

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Appendix 6

Research Journal

JURNAL KEGIATAN PENELITIAN

No.	Hari/Tanggal	Uraian Kegiatan	Paraf
1	Rabu, 20 Mei 2026	Silaturahmi ke MTS Unggulan Alqodiri 1 Jember serta mengamati kondisi sekolah dan berinteraksi dengan guru bahasa Inggris dan siswa kelas VIII.	
2	Rabu, 20 Mei 2026	Menyerahkan surat izin penelitian dan meminta izin mengambil data siswa untuk dilakukannya penelitian skripsi.	
3	Rabu, 20 Mei 2026	Observasi kondisi awal pembelajaran kosakata bahasa Inggris di kelas VIII sebelum implementasi media Hangman game.	
4	Kamis, 21 Mei 2026	Observasi mengenai metode pengajaran kosakata yang biasa digunakan guru di kelas VIII MTS Unggulan Alqodiri 1 Jember Umbulsari.	
5	Kamis, 21 Mei 2026	Pelaksanaan implementasi Hangman game pertemuan pertama di kelas VIII dengan tema Things Around the House.	
6	Jum'at, 22 Mei 2026	Pelaksanaan implementasi Hangman game pertemuan kedua di kelas VIII dengan tema Daily Activities.	
7	Jum'at, 22 Mei 2026	Pelaksanaan implementasi Hangman game pertemuan ketiga di kelas VIII dengan tema Adjectives.	
8	Jum'at, 22 Mei 2026	Pencatatan field notes dan pengisian lembar observasi berdasarkan hasil pengamatan selama tiga pertemuan implementasi.	
9	Sabtu, 23 Mei 2026	Wawancara dengan guru bahasa Inggris kelas VIII mengenai proses implementasi Hangman game dan tantangan yang dihadapi.	
10	Sabtu, 23 Mei 2026	Wawancara dengan siswa kelas VIII mengenai pengalaman belajar kosakata melalui Hangman game dan persepsi mereka terhadap kegiatan tersebut.	

Jember, 4 Juni 2026

Peneliti,

Faruq Hirzan Nofaldi

Mengetahui,
Kepala Sekolah MTS Unggulan Alqodiri 1 Jember

Ilun Mufidah, S.Pd.

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Appendix 7

Plagiarism

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ JEMBER
Jl. Mataram No. 1 Mangli, Jember Kode Pos 68136
Telp. (0331) 487550 Fax (0331) 427005 e-mail: info@uin-khas.ac.id
Website: www.uinkhas.ac.id

SURAT KETERANGAN LULUS CEK PLAGIASI SKRIPSI

Bersama ini disampaikan bahwa karya ilmiah yang disusun oleh

Nama : Faruq Hirzan Nofaldi
NIM : T20196183
Program Studi : Tadris Bahasa Inggris
Judul Karya Ilmiah : Utilizing Hangman Game As a Media In Teaching Vocabulary at MTS Unggulan Alqodiri 1 Jember

telah lulus cek similarity dengan menggunakan aplikasi drillbit UIN KHAS Jember dengan skor pengecekan bab 1-5 sebesar 14%

BAB I : 24%
BAB II : 24%
BAB III : 17%
BAB IV : 2%
BAB V : 6%

Demikian surat ini disampaikan dan agar digunakan sebagaimana mestinya.

Jember, 05 Juni 2026
Penanggung Jawab Cek Plagiasi
FTIK UIN KHAS Jember

(Laily Yunita Susanti, S.Pd., M.Si.)
NIP. 198906092019032007

NB: Hasil Cek Turnitin dilampirkan pada saat meminta tanda tangan

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Documentation







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Appendix 9

BIODATA



Name	: Faruq Hirzan Nofaldi
Data of Birth	: Buol, 22 November 2000
Studens' Number	: T20196183
Gender	: Male
Study Program	: English Education Dapartment
Faculty	: Faculty of Tarbiyah and Teacher Training
Religion	: Islam
Address	: Ds. Paleran, RT/RW 02//18, Kec. Umbulsari, Jember, Jawa Timur
E-mail	: faruqhirzannofaldi93@gmail.com

Education Background :

Kindergarten	: TK Pelita Hardaya
Elementary School	: SDN 05 Tegalwangi
Junior High School	: SMP Negeri 1 Bualemo
Senior High School	: SMA Negeri 1 Bualemo

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