The Teachers' Perception Of Using Hangman Games As A Medium In Teaching Vocabulary

by Salsabila Ayudi Rizka

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Abstract. This research is the qualitative research which aim to know the classroom ambience when using hangman game and to find out the teachers perceive in using hangman game as a medium in teaching vocabulary. This research was conducted on May 2024 in the class of VIII Bilingual B at Al-Azhar Medan Junior High School. Observation and interview were the technique of data collection that used in this research which were carried out directly with 2 teachers who had a long experience in teaching English and used the hangman game as a medium in the vocabulary teaching and learning process. The model of interactive data analysis by Miles and Huberman (1984) is used as the technique of analyzing the data in this research. The findings from the data that have been analyzed show that when using the hangman game, the classroom ambience look supportive, nice, and joyful in supporting the teaching and learning process run well. Both of the teachers have positive and negative perception about using hangman game. Both of the teachers also stated that hangman game is one of appropriate medium to use for the students who want to recall or add their vocabulary. This research provides several useful information, especially for English teacher who need references about tool or media for teaching vocabulary.

Keywords: Teachers' Perception, Hangman Game

1. INTRODUCTION

Vocabulary is an important tool and skill that students have to mastered it in learning language. The students will be easier to enhance their language ability when they learning and mastering many vocabularies (Nabilah, 2019). A person's language ability will increase by learning vocabulary. If somebody only learning the grammatical, the advancement of language will be less progressing. Thornbury (2002) in Nabilah (2019) stated that without grammar very little can be conveyed, but without vocabulary nothing can be conveyed. This explanation clarifies the imperative vocabulary for communication since individuals will be troublesome to communicate in case they do not know any vocabulary. Vocabulary is carrier of a meaning and as a determinant of the material structure of a language, without words there is no communication and without words too would be less in moving forward the capacity in English (Nabilah, 2019).

There are so many students who have difficulties in learning vocabulary and matering their vocabulary. Many students have limited on vocabulary. Most of students have no many vocabularies because of they sometimes feel the ambience of classroom is not fun and make they bored when they are always only asked to mastering or memorizing the vocabulary and they difficult to understand what their teacher teaching in the class. There are so many challenges and difficulties that faced by the teachers when they teaching vocabulary.

Most of teachers do not know how to quantify their students' vocabulary (Nabilah, 2019). Most of teachers also do not know how to teach students' vocabulary and make students enjoy and feel interested in learning vocabulary. Lack of vocabulary in students is one of the causes of ineffective language learning in the classroom. It will be easy for students to enhance their language skill, if they learning and mastering many vocabulary. So, to make a good teaching and learning process, students have to be familiar or know many vocabulary first.

Teaching language, especially teaching English vocabulary is a difficult thing. Teachers should have a good tool or medium that enhance students' interest, make the supportive classroom ambience and make the students feel comfort, excited and enjoy in studying when they are presented the vocabulary learning. Teachers could use game as a medium in teaching vocabulary. Nada Nabilah (2019) stated by using games that require students to be creative in thinking and by accentuate cooperative and individual learning in a balanced way, teachers can help maintain the diversity of the difficulties above. Almost of the students love to playing games. So, by using games teachers will be able to create an ambience that increase students' willingness in learning vocabulary.

Hangman game is one of the guessing games that could use in teaching vocabulary (Nabilah, 2019). In this game, players will think of the words or phrases to guess by guessing letters. Hangman Game can make students focus on vocabulary areas because this game is one of the way to use the language (Nabilah, 2019). The Hangman game is a game that can help stimulate the process of learning a foreign language, especially in teaching vocabulary. It has players guessing the letters to reveal a word or phrase. After a certain number of incorrect letters guesses, the character on the screen will "hangs". The form of the hanging can vary. The Hangman game offers a challenge that will motivate students to try to guess words based on a theme (Nabilah, 2019).

Al Azhar Medan Junior High School is one of Islamic school that provide English as compulsory subject in that school. Based on the observation, teachers at Al Azhar Medan Junior High School have been used Hangman Game as one of learning medium that help teachers and students in vocabulary teaching and learning process. The Hangman Game gives a bunch of benefits for teachers and students. The Hangman Game are used randomly and conditioned according to the material that provided by the teachers. A previous study come from Nada Nabilah (2019), (Improving the Students' Vocabulary Mastery Through Hangman Game). It stated that Hangman Game could improve the students' vocabulary mastery. The finding revealed that Hangman Game gave new atmosphere in learning process, so the students were more active, enthusiastic and had good motivation in learning process. Besides that,

Hangman is effective to improve students' vocabulary. By conducted the Hangman game, students can expand their vocabulary through that word game.

According to the explanation above, it has been revealed that hangman games can improve the students' vocabulary. But no one has conducted research on teachers' perceptions of using hangman games in teaching students' vocabulary. This research can provide the new insight about how the teachers perceive of using Hangman Game as a medium in teaching and learning vocabulary. By knowing the teachers' perception of the Hangman Game as a medium, English teacher can design the better learning strategies that suit the students' need so that the next vocabulary learning process can be carried out well. So therefore, it is needed to do the research on the perception of teachers of using hangman game in teaching students' vocabulary. Based on the elucidation above, the researcher feel challenged to investigating the research by title "The Teachers' Perception of Using Hangman Games as a Medium in Teaching Vocabulary".

2. LITERATURE REVIEW

Perception

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

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

Hangman Games

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

Vocabulary

There are a few definitions of vocabulary concurring some experts. Linse (2005) stated that vocabulary is the collection of words that an person knows. Other expert, Neuman and Drawyer as cited in (Bintz, 2011) said that vocabulary can be dcharacterized as the words somebody must know to communicate successfully: words in talking (expressive vocabulary) and words in tuning in (receptive vocabulary). Whereas (Huyen, 2003) characterized vocabulary as all the words that an individual know or use when they are talking approximately specific particular subject in specific dialect.

The Previous Studies

The data were gathered by pre-test and post-test cause by the research was a pre-experimental. In another research by Nyoman Weda Dharmayasa (2022) in Singaraja, Indonesia conducted the research about Implementing the Hangman Game in teaching English vocabulary to Elementary School students, especially for the fifth graders, while this research conduct the research in Junior High School. The next research by Dewi Sri Kuning and Rohaina (2019) in Lampung, Indonesia who conducted a study about the Influence of using Hangman game on the seventh graders' vocabulary mastery. That research belongs to quantitative study using quasi experimental of nonequivalent control group design, while this research using qualitative.

In conclusion from several previous research above, it can be concluded that teachers have a very good effect on the use of Hangman game, especially for mastering students' vocabulary and also Hangman game really support students in learning new vocabulary. Therefore, we need teachers' perception about using Hangman Game in teaching vocabulary due to no one has conducted the study on teachers' perception of using hangman game in teaching vocabulary.

3. RESEARCH METHOD

Design of Study

The method that used in this study is a qualitative research and the case study is the design of this study. Qualitative research aims to comprehend phenomena pertaining to research participants' experiences, such as actions, attitudes, motivations, perception etc., through the use of language and words. The approach to this research is a qualitative approach because it has characteristic in accordance with the characteristic of qualitative research which this study is conducted to obtain the teachers' perception of using Hangman Game. This research was conducted on 2024 at Al-Azhar Medan Junior High School which located on Pintu Air IV street, Kwala Bekala, Medan. This school is located in the capital of North Sumatera. This research conducted at that school because the teachers at Al-Azhar Medan Junior High School use hangman game as one of media in teaching vocabulary.

The Technique of Data Collection

To gain the valid data, the technique that used by the researcher in this research are as follow:

1. Observation: the observation in this research are teachers and students while the teaching and learning process is carried out. And the things should to observe for this research are as follows: (1) observe the teaching and learning process in English learning from the beginning until finish, (2) observe the preparation process carried out by the teacher in implementing learning using the Hangman Game in the classroom, (3) observe the steps taken by the teacher in the learning process using the Hangman Game and (4) observe the atmosphere that occurs in the English learning process when using the Hangman Game.

2. Interview: This research use interview as a one of the data collection technique because interview can explore in depth the participants' thought or perception based on this research topic and also use to find out the second research problem. In this research, interviews are conducted at the final stage with 2 teachers to find out how the teachers perceive of using Hangman Games as a medium.

3. Documentation: In implementing the documentation, researcher collect the photos, videos and the transcripts of interview that conducted during the data collection activities, interview or while the process of learning and teaching use Hangman Game is carried out.

The Technique of Analyzing Data

In this research, the data that gained by observation and interview are analyzed by using Miles and Huberman (1984) model, there are several elements in data analysis in this research, namely data collection, data reduction, data display and conclusion, where the process of analyzing shown in the picture below:

Figure 1 Miles and Huberman (1984) Model of Interactive Data Analysis

Source: https://www.researchgate.net/figure/Components-in-Data-Analysis-Miles-Huberman-1984
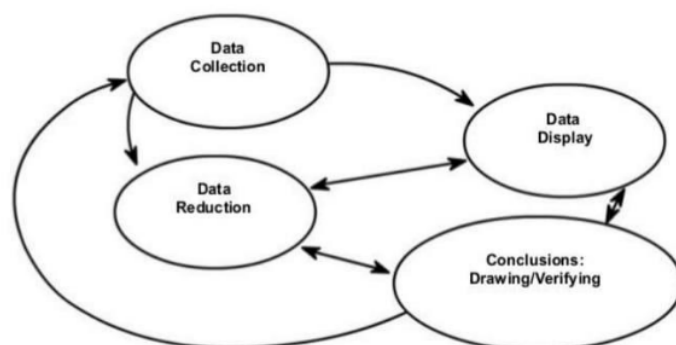
1. Data Collection

That all the data that has been obtained in the field, whether in the form of interviews, observations or analysis, can give rise to a description of the teacher's perception of the Hangman Game in teaching vocabulary.

2. Data Reduction

Research data obtained and recorded during the data research process in the field to make the narrative presented can be understood well and lead the conclusions that can be accounted for. Also in this way, the data that reduced provides a clearer description, and make it easier for researcher to carry out the further data collection.

3. Data Display

The data obtained in this research is presented in the form of a short narrative description. By presenting this data, it will make it easier for researcher to understand the data that has been obtained and plan further actions according to what has been understood.

4. Drawing Conclusion

In this step the researcher drew conclusions regarding teachers' perception of using Hangman Game in teaching vocabulary at Al-Azhar Medan Junior High School.

4. RESULTS AND DISCUSSION

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

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

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

In subsequent observations, the students remained enthusiastic in completing the hangman game. Many students cheered happily, they shouted "yeay!!" or "yes!!" when they can guess the vocabulary correctly. The class was neither silent nor stiff because there were lots of happy squeals and voices that emerged when they discussed. So, it can be seen when using and playing the hangman game, the class ambience feels more exciting and becomes more fun.

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

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

Challenges in playing this hangman game are when students do not have enough vocabulary so it becomes difficult for them to guess because there are still many of them who sometimes guess carelessly and it goes hard when students try to guess all of the letters correctly without any part of the hangman hanging and the students have to get as many points as possible so don't get left behind and can win the game against the other groups.

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

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

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

In researcher's opinion, all of the participants have a good understanding and evaluation about this hangman game. It can be seen from the interview that has been conducted by the researcher. One of answers which stated by the teachers regarding the teachers' understanding and opinion about the reasons for using hangman game as a medium are as follows:

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

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

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

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

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

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

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

Teacher A: "*In my opinion, the procedure for the hangman game is easy and there are quite a few ways to play it. There are those who use the hangman figure and there are also*

those who just put the wrong letters under the lines to place the letters. So, i often use the two ways to play the hangman game depending on the situation."

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

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

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

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

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

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

There is different opinion between the teacher A and teacher B. Teacher A said that the challenge is come from some students with intermediate english skills were not interested in the game. While, the teacher B said that the challenge lies with the students who sometimes feel difficult to guess the letters and the teacher B come up with a solution to overcome it, which is give the students some clues of the vocabulary.

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

Can be seen that teacher A stated that the hangman game is not suitable for all levels of student ability, hangman is only suitable and good for students who still have basic English

skills. While the teacher B said that the hangman game is a medium that can make students excited and enthusiastic about playing it.

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

So, it can be said that the two teachers stated that the hangman game did not disserve either teachers or students and benefits both. The researcher also asked whether this hangman game made them easier in teaching vocbulary or the opposite and below are the statements from the both participants.

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

From the observations that have conducted by the researcher and several statements from the two participants described above, it can be seen that apart from allowing students to recall the vocabulary they have memorized, playing the hangman game can also helping students in practice their spelling and pronunciation. Below are also the additional statements from the participants regarding this indicator.

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

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

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

and learning vocabulary and useful for students and teachers during the teaching and learning process which can be said that the hangman game is a good and useful game in teaching and learning vocabulary according to the both teachers perceive.

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

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

From the findings above that obtained by researcher through observation, it can be seen that almost all the students participated in playing the hangman game. They actively participate in discussions to determine which letters correspond to the vocabulary to be solved. Even though there are around 3 or 4 students who don't seem to be actively participating in the game, overall the students show that they are enthusiastic about playing the hangman game as evidenced by the students' active discussion, guessing and putting forward their ideas. This thing can show that when playing the hangman game the students can get involved and actively participate in it, which is one of the things that refers to how the class ambience is created and visible when playing the hangman game.

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

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

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

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

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

5. CONCLUSION

Based on the finding and discussion can be councluded in process is carried out using the hangman game as a medium, the classroom ambience looks supportive, nice, joyful, and exciting in supporting the process of teaching and learning to run well. This is proven by the active and enthusiastic of students working together and helping each other in guessing and

answering when playing the hangman game. It is also not uncommon for the students to smile and cheer happily when they can get the points because they can solve the vocabulary and beat their opposing team. According to the teacher`s opinion hangman game can also help students indirectly recall their vocabulary memorization, practice their spelling, pronunciation, help them easily add the new vocabulary, and it can also make the students excited when playing it as seen by the researcher when conducted the observation in the classroom. Both of the participants also stated that using the hangman game as a medium could made them easier in the teaching and learning process and they perceive that hangman game is one of appropriate medium to use for the students who want to recall or add their vocabulary. Apart from the positive perceptions of the two teachers above, there are also the negative one which stated by the teacher A that hangman game only focuses on the vocabulary, not on the other skills and it becomes less challenging for the students with intermediate English skill who also want to hone their other skills. While, the teacher B perceives that hangman game has too many opportunities for the students to guess the letters in solving the vocabulary to get the points which can make the students sometimes guess the letters flippantly.

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