



**An-Najah National University  
Faculty of Graduate Studies**

**THE IMPACT OF THE HANGMAN GAME  
ON 5<sup>th</sup> GRADE STUDENTS' VOCABULARY  
IN JENIN DIRICTORATE SCHOOLS**

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## **Dedication**

To Allah, whose limitless grace has consistently served as my lifelong guide and source of courage at every phase of my journey.

"اللهم لك الحمد حتى ترضى ولك الحمد إذا رضيت ولك الحمد بعد الرضا"

To my loving parents and respected family, your boundless love and unwavering faith in me have served as my anchor. I am deeply grateful for the sacrifices you have made and the encouragement you have given me, as they have been fundamental in my success.

To my husband, who has consistently provided me with love and encouragement, I am grateful for your never-ending support. It has served as my primary source of motivation. The unwavering trust you have placed in me has provided me with the strength to persevere, even throughout the most difficult moments.

To my supportive friends, your loyalty and kindness have brought joy and balance to my life. I am deeply thankful for your presence and support.

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Lastly, I thank myself for maintaining resilience and optimism through every obstacle, inspired by the words of Helen Keller: "Optimism is the faith that leads to achievement. Nothing can be done without hope and confidence".

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To everyone who contributed to this thesis, directly or indirectly, I offer my sincere thanks.

## Declaration

I, the undersigned, declare that I submitted the thesis entitled:

# **THE IMPACT OF THE HANGMAN GAME ON 5<sup>TH</sup> GRADE STUDENTS' VOCABULARY IN JENIN DIRECTORATE SCHOOLS**

I declare that the work provided in this thesis, unless otherwise referenced, is the researcher's own work, and has not been submitted elsewhere for any other degree or qualification.

**Student's Name**

**Hadeel Asem Jarrar**

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**Signature:**

*Hadeel*

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**Date:**

**21/10/2024**

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## **Abstract**

This study aims to examine the impact of the Hangman Game on fifth grade students vocabulary in comparison to ordinary methods that used in classes like Arabic language translation and rote memorization. The sample was 58 students in fifth grade and the design of the study was a mixed-method approach in a quasi-experimental design. In regard to the quantitative data the researcher used pre-test and posttest to measure students' vocabulary learning. Additionally, in regard to qualitative data the classroom observation sheet were used to measure the engagement during the game, which offer wider insights into the context of the intervention.

The students were divided into two groups. The experimental group consisted of 29 students who were taught by The Hangman game and the control group consisted of 29 students who were taught by traditional methods. According to the data analysis for the pre-test and posttest, compared to the control group the experimental group demonstrated improvement in vocabulary learning. Whereby the mean score of the experimental group went up from 13.55 in the pre-test to 16.76 in the posttest. While in the control one rose from 14.03 to 14.31.

The data collected from the responses of the researcher, a teacher, and a head teacher to the observation sheets which complete by showed that the game created an active and engaging learning environment that promoted students' involvement and engagement.

The study found that the Hangman Game effectively impacts fifth grade students' vocabulary and their engagement. According to the results of this study, the researcher suggests using GBL methods, with a specific emphasis on the Hangman Game, as an efficient game for teaching vocabulary. An additional set of recommendations was provided to the other researchers, EFL teachers, curriculum designers, and the Ministry of Education.

**Keywords:** Hangman Game; Vocabulary; Game Based Learning.

## **Chapter One**

### **Introduction, Theoretical Framework and Literature Review**

This chapter addresses the study's background, the study's purpose, the statement of the problem, the study objectives, the study's questions, the hypotheses, the significance of the study, and the definitions of important terms as well as the operational definitions.

#### **1.1 Background of the Study**

Language serves as our principal means of communication. It serves as the medium via which we communicate and express our ideas and thoughts to others. The globe is home to thousands of languages, with each country possessing a national language and a diverse range of local languages spoken and understood by its inhabitants in various regions. Certain languages are spoken by millions of people, whereas others are spoken by only a few thousand. The significance of English in the global context cannot be underestimated or disregarded, as it is the predominant language spoken universally (Rahayu & Farid, 2017)

Currently, English serves as the predominant language not only in countries directly influenced by British imperialism but also in several business and cultural domains controlled by these nations. Therefore, it is a valuable and important language to acquire. Acquiring proficiency in the English language holds significant importance, leading individuals worldwide to opt for studying it as a second and foreign language. English is included in the school curriculum of many countries, and students begin studying it at an early age. English serves as the primary language for computers, aviation, diplomacy, scientific, and tourism-related purposes. Proficiency in the English language enhances the prospects of securing employment in a multinational corporation (Ilyosovna, 2020).

As English is an important language, Saputra (2021) emphasized that efficient utilization of speaking, listening, writing, and reading skills is crucial for students to effectively communicate in English. In addition, students ought to concentrate on learning supplementary sub-skills such as vocabulary, grammar, pronunciation, and spelling, which contribute to the enhancement of these primary skills. Consequently, speaking, listening, reading, and writing are all interconnected through vocabulary, making all these sub-skills significant. Therefore, it is necessary to guarantee and encourage the

advancement of this particular sub-skill in order to facilitate the learning of a new language. Essentially, students of languages must possess the ability to converse fluently and possess an extensive vocabulary. The comprehension of an extensive vocabulary enables students to communicate effectively. It signifies their ability to engage in communication through listening, writing, speaking, and reading. In other words, vocabulary forms the foundation of learning any language (Meiwei, 2023). Moreover, Dawamuddin (2021) asserts that to effectively communicate and engage in meaningful conversation in English as a foreign language (EFL), one must fully acquire an essential and diverse vocabulary that allows for the expression of a broad range of meanings, regardless of proficiency in grammar or pronunciation.

In the context of showing the crucial importance of vocabulary in learning EFL appropriately and contextually, a lot of researchers from different nationalities confirm such importance. For example, in the Arab context, Nabilah (2019) highlighted the significant importance that vocabulary plays in achieving proficiency in a language. Specifically, an extensive vocabulary enhances one's ability to understand written texts and improves their skill in written expression. Students with a more extensive vocabulary have a higher level of understanding when reading and are able to produce compositions more efficiently. Proficiency in vocabulary is crucial for developing both receptive (reading and listening) and productive (writing and speaking) language skills. Furthermore, a recent study conducted by Meri et al. (2022) substantiated that an insufficient vocabulary can impede an individual's proficiency in English communication. Vocabulary is a crucial element in our English language acquisition process. Insufficient knowledge of vocabulary would impede one's ability to communicate, write, read, and listen effectively (Marliasari et al., 2024).

Teaching vocabulary is seen as a vital concern in English instruction. When starting to study English, it is more effective to focus on teaching vocabulary rather than grammar. Students can acquire grammar by deducing the meaning of terms in the vocabulary itself, as long as they have a solid foundation of vocabulary knowledge (Susanto, 2017). Nevertheless, it is a fact that in contemporary education, students are compelled to memorize the subject without acquiring the knowledge of its practical application. The primary factor contributing to the lack of enthusiasm among students in learning a new language is their difficulty in retaining the information (Dharmayasa, 2023).

As a response to this, the area of education provides a range of instructional methods that can be used in the classroom. The instructional approaches vary from teacher-centered direct instruction, characterized by lectures and explicit modeling, to student-centered methods like inquiry techniques and project-based learning (PBL), where students actively engage in exploring issues that interest them. Although direct instruction can effectively transmit specific types of knowledge, it runs the danger of encouraging passive learning. On the other hand, student-centered instruction may necessitate additional time and resources, although it promotes active learning and critical thinking (Fisher et al., 2020). Student centered learning main aim is to improve the quality and effectiveness of the education and recognize that the student is the main component in the learning process, without improvement is not possible. This approach is, the only approach that can enhance a student's responsibility and self-management and can lead to an improvement in the quality of educational activity (Shehata et al., 2023).

DeLuca & Olah (2015), argued that student centered approach is more effective than teacher centered approaches in improving students' achievement and engagement. Student-centered learning considers the interests and needs of students, and it is essential in English education to enhance their motivation to learn the English language. Moreover the effort of teachers in fostering autonomous work abilities in students is invaluable. Student-centered approaches are more effective than teacher-centered approaches in improving students' achievement and engagement. Student-centered learning, which involves considering the interests and needs of students, is essential in English education to enhance their motivation to learn the language. The contribution of teachers in fostering the growth of autonomous work abilities in students is immeasurable. These abilities are not only crucial and advantageous for students but also serve as essential life skills. Teachers should actively promote and inspire students to cultivate abilities such as inferring meaning from context, employing new vocabulary in appropriate contexts, and critically assessing their own vocabulary learning process (Mamatkulova & Mamatkulova, 2022).

To effectively teach vocabulary that attracts students and enhances their learning experience, English teachers must discover a method to seize their attention. Teachers can use many educational activities, including puzzle games, matching games, card games, guessing games, Tic-Tac-Toe, and Hangman games, to tackle the challenges

associated with present-day learning (Mee Mee et al., 2020). Bakhsh (2016) suggests that one effective approach to enhancing vocabulary proficiency is by integrating games as students love to play games and enjoy themselves. Therefore, teachers must choose appropriate teaching methods that align with student's inherent tendencies. Games are crucial in foreign language instruction as they effectively offset classroom monotony. Integrating games into classroom activities can yield substantial advantages for teachers as well as students. In addition, teachers can achieve many educational goals by incorporating games, especially when teaching vocabulary.

Games, according to Bilova (2023), serve as an ongoing source of innovative concepts that alleviate the monotonousness of education. In addition to traditional vocabulary presentations, games play a crucial part in the instruction and learning of language. Furthermore, games serve as an effective method to enhance students' motivation to acquire EFL and to enhance and broaden their learning abilities. Utilizing games as a method to introduce vocabulary significantly enhances students' comprehension, increases their involvement in the lesson, fosters their desire to progress in their learning, introduces novel concepts, and introduces diversity into the classroom. One more advantage of incorporating games into education is the enhancement of students' inherent willingness to learn (Lee et al., 2012).

Al-Azawi et al. (2016), defined educational games as games that are specifically created and utilized for the purpose of teaching and learning. By integrating enjoyable and instructional components, teachers can enhance students' motivation and involvement in educational games. Employing Game-Based Learning (GBL) is superior to traditional lecture instruction, as it elicits an increased feeling of satisfaction when a player is commended or earns first place.

GBL and gamification are considered to be two excellent methods for teaching and learning vocabulary. When used together strategically, they can greatly enhance students' ability to remember vocabulary in English in the long term. The process of students' learning can be readily contextualized (Rodriguez, 2018). Typically, "gamification" refers to the incorporation of game design aspects into situations that are not related to games (Deterding et al., 2011).

Nuñez Castellar et al. (2016) introduced GBL as a means of facilitating the learning process and identified two distinct types. These types include educational games, which are intentionally developed for educational purposes, and the modification of games originally designed for amusement to be used for learning. GBL and gamification are distinct in their approach. GBL provides a dedicated environment for learning, whereas gamification supports the learning process and enhances motivation.

Furthermore, due to GBL's power to boost students' enthusiasm and involvement, it is likely to also afford them increased confidence and autonomy in their vocabulary learning (Ebrahimzadeh & Alavi, 2016). The intrinsic value of games is that they enhance both emotional and cognitive development, allowing students to learn a wider vocabulary repertoire through doing, thinking, and playing (Bahari, 2020).

An educational game that can be used for the learning process is the Hangman game. In the word game Hangman, a series of dashes is employed to symbolize words. The game allows for the participation of two or more players. A single player will select a confidential word, and the participants will endeavor to unravel it by making sequential guesses for each letter (Woa, 2020). According to Fitri (2018), the Hangman game is a straightforward and efficient game that can be played by two or more players using only a piece of paper, a pencil, and the ability to spell. In this game, one player assumes the role of the "word maker" and selects a secret word, while the other player endeavors to guess the word by proposing individual letters. Erroneous guesses bring the participants nearer to failure. Furthermore, the Hangman game has the power to be tailored to various levels of complexity.

The Hangman game possesses numerous advantages. Initially, the game motivates students to learn the language by including it in the learning process. As a result, students experience a sense of joy while engaging in the learning process, which in turn fosters the development of a positive mindset. Furthermore, the Hangman game is highly enjoyable and effectively alleviates the students' tedium. Moreover, it enhances student's linguistic skills and fosters their focus on spelling and pronunciation while acquiring proficiency in the English language. Furthermore, the game fosters collaboration among students rather than promoting a competitive environment. Finally, the Hangman game enhances the efficacy of the English language learning process. The Hangman game is an effective tool

for enhancing students' spelling and pronunciation skills, expanding their vocabulary, and promoting sustained focus during sessions of study (Nainggolan, 2020). Furthermore, according to Wiratania (2018), using the Hangman game can enhance the teaching and learning experience by introducing an engaging and varied approach. In this game, the teacher not only requires students to listen and write the given material but also encourages their active participation. From this point, the non-monotonous teaching-learning process is established. The students can enhance their learning of vocabulary and acquire proper spelling techniques.

Based on the aforementioned background, the researcher aims to examine the impact of the Hangman Game on students' vocabulary. In this regard, Nabilah (2021) hypothesized that the Hangman Game provides additional accomplishments for EFL students while engaging in classroom learning activities. Consequently, this environment fosters students' motivation during the language teaching and learning process, leading to their active and passionate participation in class. These factors suggest that the Hangman Game has the potential to enhance the vocabulary learning of EFL students.

## **1.2 Statement of the Problem**

The current study aimed to examine the impact of using the Hangman Game as a creative and motivating strategy to enhance students' vocabulary learning. Despite the significant role of vocabulary mastery as a sub-skill in language learning and the challenges associated with traditional teaching methods, integrating more engaging teaching techniques, such as games, may raise attention due to its potential to boost students' engagement and improve their learning outcomes.

Despite widespread of the Hangman Game use, there remains a gap in understanding the specific impact of the Hangman Game on fifth-grade students' vocabulary development in the educational context of the Jenin directorate also in realizing the impact of the instruction of the Hangman game such as (word selection, rules, etc.) on its effectiveness in vocabulary learning.

The problem faced by the researcher is the lack of students' attention to the teacher in the casual learning process. The reason why most students are not interested in learning a new vocabulary is that they have trouble remembering it. Thus, the researcher observed

the importance of creating an interesting learning environment and employing creative motivating strategies, such as the Hangman Game, to bring out the best in students.

### **1.3 Study Objectives**

1. To examine the impact of the Hangman Game on improving fifth grade students' vocabulary.
2. To examine how the use of the Hangman Game impacts the engagement of fifth-grade students in the classroom.

### **1.4 Purpose of the Study**

The primary aim of this study was to examine the impact of using the Hangman game as a teaching tool on the vocabulary development of fifth-grade students at Almoghayer Secondary Girls School in Jenin, Palestine. Additionally, it investigated whether a customized version of Hangman could effectively enhance the vocabulary skills of these students. The study adapted a mixed-method approach with a quasi-experimental design to ensure comprehensive analysis and reliable results. The anticipated outcomes include improved vocabulary retention, increased student engagement, and a more interactive learning experience.

### **1.5. Study Questions**

According to the statement of the problem above, the study seeks to answer the following questions:

1. What is the impact of the Hangman Game on the fifth-grade students' vocabulary at Almoghayer Secondary Girls School?
2. How does using the Hangman Game impact on the engagement of the fifth-grade students in the classroom at Almoghayer Secondary Girls School?

### **1.6 Study Hypotheses**

1.  $H_0$ : There are no statistically significant differences at ( $\alpha=0.05$ ) between the mean scores of the control group and the experimental group in learning vocabulary due to the pre-test.

2.  $H_0$ : There are no statistically significant differences at ( $\alpha=0.05$ ) between the mean scores of the pre-test and the post-test within the control group in learning vocabulary due to the traditional method.
3.  $H_0$ : There are no statistically significant differences at ( $\alpha=0.05$ ) between the mean scores of the pre-test and the post-test within the experimental group in learning vocabulary due to the Hangman Game.
4.  $H_0$ : There are no statistically significant differences at ( $\alpha=0.05$ ) between the mean scores of the control group and the experimental group in learning vocabulary due to the post-test.

### **1.7 Significance of the Study**

The study aims to make contribute to the literature on inventive teaching methods in EFL by assessing the impact of using the Hangman Game on vocabulary skill of 5th- grade students in Jenin Directorate. The results may offer deeper understanding of how consolidating of game-based learning, like the Hangman game, can effectively improve students' vocabulary learning.

Moreover, this study seeks to address the problems of vocabulary learning by investigating the possible benefits of using Hangman game for educational purposes. The findings from this study can inform teachers about the benefits of using interactive teaching methods in their classrooms. By organize student-centered methodologies, such as game-based learning, educators can form more lively and engaging learning environment that encourage students integrate and retention the new learnt vocabulary. As well, the study aims to stimulate curriculum designers to include game-based exercises, like the Hangman Game, in the Palestinian curriculum. Including these exercises can enhance interactivity and enjoyment, and helping students enjoy the process, and fulfill better results in the learning outcomes.

The findings also may be valuable to EFL supervisors in the Ministry of Education (MOE). By offer teachers opportunities experiences and practices interchange. Hence, the results of this study are expected to have a significant impact on the incorporation of interactive and game-based teaching methods in educational institutions in Palestine, namely in the public schools of Jenin Directorate.

## **1.8 Definition of Terms**

### **Vocabulary**

The essential words needed for efficient communication that include expressive vocabulary for speaking, receptive vocabulary for understanding, and vocabulary for listening (Neuman & Dwyer, 2009). According to Febriansyah (2015), Vocabulary can be roughly described as the words that are taught in a foreign language.

### **Games**

Games are an essential tool for teachers, as they not only offer language practice but also have a therapeutic impact. They might be employed at any point during a lesson to offer an entertaining and demanding break from other activities related to English classes (Harmer, 1991).

### **Game-Based Learning**

An educational environment that combines game content and gameplay to facilitate the acquisition of knowledge and skills. The game activities inside this environment are designed to engage players/students in problem-solving scenarios and challenges, ultimately leading to a sense of accomplishment (Qian & Clark, 2016).

### **The Hangman Game**

The game is a form of guessing where a fixed number of dashes are used as a representation. The dashes were comprised of unfamiliar words and clues. The process is incrementally adding a line for every erroneous answer. Hangman games involve multiple participants, including players and a host. The players make sequential letter guesses, while the presenter progressively illustrates the components of the hangman figure. This game centers on the development of spelling, pronunciation, and vocabulary skills (Munikasari et al., 2021b).

## **1.9 Operational Definitions**

### **Vocabulary**

The collection of words and phrases that are essential for conveying meaning and are necessary for persons to know, comprehend, and skillfully employ in communication, understanding, and learning.

## **Games**

Enjoyable activities, that involve organized rules, in various format intend to pleasure and the development of experiences in diverse formats. games provide chances for social connection and cognitive engagement, while also providing challenges and potential benefits for players.

### **Game-Based Learning**

A teaching approach that incorporates the aspects of games, like rules, tasks, and prizes, into the learning process to make students be more active, motivated, and and as a result improve their learning.

### **The Hangman Game**

A word-guessing games can be considered educational game. students attempt to find out hidden words or phrases by guessing the letters of it. The teacher or one of the students select it. This game offers a visual and captivating method for students to enhance the inclusive and dynamic of the educational atmosphere. hence enhance their language skills, particularly in vocabulary.

### **1.10 Theoretical Framework**

The theoretical framework of this study based on both the Constructivism theory and Sociocultural Learning Theory. These theories provide a solid foundation to explore the impact of game-based learning on vocabulary learning, and fully explain how games like the Hangman game may create enthusiastic and engaging learning experiences

The constructivism emphasize students' active participation in the process of knowledge building through reflecting on previous experiences, making mental models, and forming new information into the existing schemas (Mcleod, 2023). Games have a great potential to encourage social learning or social constructivism. Collaborative games offer plenty of chances for collaborative and peer interaction (Bressler & Oltman, 2018).

According to Sînziana & Laurențiu (2023), by offering an interactive and experiential approach to education game-based learning and constructivism complement each other. Constructivism focuses on the actively constructing knowledge through social and cognitive processes, in contrast The Social Constructivist viewpoint on game-based

learning emphasizes the social construction of games and the interaction among participants as they build new knowledge in a social context (Wu et al., 2011).

### **1.10.1 Constructivist Learning Theory**

By integrating in a situation students construct new knowledge, as part of a group or independently, rather than passively understanding information, in accordance with constructivist learning theory. This knowledge is based on prior knowledge and experiences. Based on Piaget (1971), as cited in Maroukias et al. (2023), Students gain knowledge of the world by engaging with and experiencing their environment. According to this perspective, learning is referred to as the process of acquiring information and developing meaning and comprehension through discovery and exploration. Piaget (1972) defined games as the process of receiving stimuli from the external environment and incorporating them into the adaptation system. Games are an optimal learning tool for students, as they learn more effectively through play than through guidance. They can be employed for a variety of purposes. The interaction that occurs between the student and the environment is the main emphasis of constructivism. Ertmer & Newby (2013) stated that in order for learning to be effective, meaningful, and long-lasting, there must be three main components: activity, concept, and culture. In a constructivist classroom, knowledge should be presented in different ways, in different contexts, at different times, and from different perspectives. Rather than acquiring meaning from life experiences, humans should create it. Ultimately, as explained by Woo (2014), students employ games to investigate and construct concepts and relationships in authentic contexts, The fundamental constructivist principles that underpin game-based learning are embodied in the concept of learning-by-doing.

In summary, the impact of the Hangman game on students' vocabulary aligns with the Sociocultural and Constructivist Learning Theories. Constructivism emphasizes active learning, in which students construct knowledge via hands-on experiences. The Hangman game confirms this by challenge students to guess and learn new vocabulary actively. then, Hangman's game-based learning technique supports the emphasis of Constructivist theory on learning in meaningful context.

This game provides a real and engaging environment, then it allows students to use and expand their vocabulary knowledge. Furthermore, the Sociocultural theory illuminates

the importance of social interaction and supporting in learning. Playing Hangman in a classroom encourages peer collaboration, as students support each other's learning, as a result, enhancing their vocabulary and social interaction. Finally, Vygotsky's concept of the Zone of Proximal Development (ZPD) is crucial here. Hangman game can be designed to challenge students just beyond their current abilities, providing the right level of difficulty to promote learning within their ZPD.

### **1.10.2 Sociocultural Learning Theory**

Merging Vygotsky's (1978) Sociocultural Learning Theory with Piaget's (1950) Constructivist Learning Theory, social constructivism strength Dewey's (1897) pragmatist educational philosophy, which in turn emphasizes that individuals learn best through practical, real-world experiences. A prominent developmental psychologist, Vygotsky (1978), posited that play has a significant impact on a student's development.

Learning, according to Vygotsky's Sociocultural Learning Theory, is fundamentally social, and mediating instruments allow students to learn via socially situated activities. According to Vygotsky, "Play establishes a zone of proximal development for the student. In the play, a student consistently exhibits behavior that surpasses the typical behavior of a child of his age, as well as his daily behavior" (p. 102). Plass et al. (2015) argued that good games aim for an ideal balance of challenge, requiring players to overcome difficulty to succeed, thereby producing a state of profound engagement known as "the state of flow," and that these educational games are most beneficial when tailored to the player's zone of proximal development.

To sum up, the effects of the Hangman game on students' vocabulary are consistent with constructivist and sociocultural theories of learning. Constructivism places a strong emphasis on experiential learning, in which students create their own knowledge. Students actively guess and learn new vocabulary during the game. Furthermore, the game-based learning methodology clearly reflects the Constructivist theory's emphasis on learning in relevant contexts. Hangman provides pupils with a genuine and captivating environment to utilize and enhance their language acquisition. Additional sociocultural philosophy emphasizes how crucial social interaction is to education. In the classroom, Hangman promotes peer cooperation and scaffolding—a process by which students help one another learn—which improves vocabulary and interpersonal skills. Last but not

least, the idea of Vygotsky's Zone of Proximal Development (ZPD) is essential here. It is possible to design a Hangman game to challenge students at the right level of difficulty, providing them with a challenge that is just beyond their current abilities.

## **1.11 Literature Review**

### **1.11.1 Importance of Vocabulary Learning**

Vocabulary is an essential component of every language, functioning as a medium for transmitting information during communication. Incorrect utilization of vocabulary might lead to misinterpretation. Integrating modern techniques with traditional ones helps establish a classroom that prioritizes the needs of students. A solid understanding of vocabulary is crucial for the development of professional abilities and serves as a source of motivation for students to actively engage in classroom discussions. The teacher successfully regulates a productive classroom environment by considering the specific requirements of each student within a particular group (Saroyan, 2020).

Having an extensive vocabulary is beneficial for verbal communication, and plays a crucial role in the cognitive process of thinking, as thinking involves the mental process of connecting and associating words together to form coherent concepts. The proficiency with which students can articulate their thoughts is largely contingent upon their lexical repertoire. However, when it comes to studying the English language, students commonly contend that learning and retaining English vocabulary, together with its proper form and usage, can be arduous educational tasks (Bahari, 2020; Hwang & Wang, 2016).

The importance of vocabulary learning is widely recognized in the process of learning second and foreign languages. Rahmani's (2023) study, which examined the views and approaches of Afghan EFL (English as a Foreign Language) undergraduate students in relation to vocabulary development, corroborates this viewpoint. The results indicated that these students possess a positive outlook on learning vocabulary, showing a preference for repetition and reading as the most efficient strategies for retaining words, phrases, and collocations. The study mentioned that a large amount of students are using the strategy of activation, the dictionary and the guessing. More than half of them are using the strategy of memorization and almost half of them using the metacognitive. Less of half using note taking. These visions useful for English teachers to focus on the importance of educating students about learn different vocabulary strategies. Although

the learning of vocabularies has a significant role in learning English language, it usually ignored in EFL courses. Which cause difficulties for teachers. En-nda & Koumache (2022) Argued the importance of teaching vocabulary, and presented strategies to instruct and evaluate vocabulary learning. Their study offers important visions for EFL teachers who face challenges in teaching vocabulary. And suggested valuable strategies to include in their instructional environment.

### **1.11.2 Challenges Faced in Vocabulary Learning**

Empirical study conducted by Ebrahimzadeh & Alavi (2016) Defined various factors that influence the process and the results of learning vocabulary. The factors are abilities, anxiety, attitudes and motivation. Afzal (2019) Studied the challenges in learning vocabulary in high learning, and focus on pronunciation, spelling, grammar, use the vocabularies correctly and guess the meaning from the context. These lead to few groups of vocabulary for the students to understand the written texts and write or even communicate. In addition to that, Reskiawan et al. (2020) coauthored a study discussed many factors that make master language difficult, including the differences between the written and spoken English, and the limited use of the language in communication and the lack of opportunities to practice it. And the differences between the sound of the vocabularies and its spelling, and the similarities in the meaning of some vocabularies, the gap between the English and Indonesian phonetics that result mispronunciation. In addition, according to Alqahtani (2015) most EFL teachers use traditional methods which give priority to teach grammar in the first place.

### **1.11.3 The Role of Games in Vocabulary Learning**

Many studies showed that one of the most important ways for learning vocabulary is using games, which cause positive attitudes and increase the learning outcomes among students. whereby games are organized practices with clear objectives (Kapp & Boller, 2017). Nga (2023)'s study Nag study revealed that using games as a tool to learn English vocabulary is effective way. Most students in Transport and Communication university, who non-English major, preferred games in learning vocabulary and after participating, most of them showed positive attitudes toward game-based learning. This was supported by the results of exams, questionnaires, and interviews.

Games facilitate social interaction among students in the classroom. As noted by Lukita et al. (2017), students who participate in interactive learning are able to establish connections with themselves, society, and the wider world. As a result, the knowledge students gain acts as a basis for acquiring new information autonomously. Interactive learning is specifically designed to facilitate the independent discovery, acquisition, and construction of information by learners. This strategy improves interpersonal interactions among students, greatly increases motivation, and results in a higher degree of comprehension and integration of the information. Additionally, it diminishes tiredness since students are required to actively participate and think independently instead of depending on others. Students who achieved low and high academic abilities participate, and this increase the interest in group work and communications skills. The effectiveness and the benefits of interactive learning be clear when it employed directly on learning activities, this approach greatly help in continuously interaction among students which allows them to use it in different contexts (Lukita et al., 2017).

Using games in teaching vocabulary is widely used. Widyastuti et al. (2021)'s study examine the impact of modified Hangaroo game on improve eighth grade students' vocabulary learning. The game was modified to function as a non-digital and offline game and design to learn English vocabulary in classrooms. The strategy was used is pre-experimental in five sessions treatments and posttest. The results showed that modified Hangaroo game attracts the students' attention and motivate them to learn the vocabulary and also helped the to improve their pronunciation and spelling abilities, group work strategy and encourage them to make discussions in the classroom.

Nguyen (2021) evaluated the impact of two methods to teach vocabulary (games and traditional methods) on learning vocabulary on a number of first-year low academic grades students. 60 students were divided into two groups, control group and experimental one. Each group contains of 30 students in 18 and 20 age, all of them have equal English language proficiency. Both groups taught by the same teacher. The control group learnt a list of new vocabulary by memorize a list of new vocabulary with their meanings in the students' mother tongue, while the experimental group learned new vocabulary through educational games. The data were collected by per-test and posttest that were conducted on both groups. The pre-test and posttest consisted of 40 multiple choice vocabulary questions and ends with a short survey. The results revealed that the

experimental group students had higher grades than the control group students. And revealed that using games result better outcomes among students than using rote memorization in enhancing vocabulary learning.

Jassim & Dzakiria (2019), Conducted a conceptual study to explain some of games traits and the difficulties that the students and even teachers face when they use the educational games. The results showed that game used for improve students levels in English language learning and teaching as a foreign language as well as motivate them to learn and encourage them to cooperate with each other. Moreover, the results showed that there were advantages and disadvantages related to the use of games in English vocabulary learning. Also games encourage students' emotional development and cognitive development through active participation, thinking critically and fun interaction and this give them an opportunity to increase their vocabulary by practicing games (Bahari, 2020).

Relating to the Palestinian context, Mahmoud & Tanni (2014) sought to determine the impact of games on students' attitudes toward learning English, as perceived by teachers. The researchers administered a 30-item questionnaire to a group of 20 male and female UNARWA instructors. These instructors teach Palestinian students between the ages of 6 and 10 (grades 1-4) in the schools located in Jenin Refugee Camp, Rommana, and Ya'bad and Araba. The researcher discovered that the majority of English teachers in the mentioned schools acknowledge that games have an impact on students' attitudes towards learning English. Furthermore, they utilize games in the classroom not only for entertainment but also for various educational purposes, including fostering creative thinking, problem-solving, critical thinking, role-playing, and collaborative work. Based on these findings the researchers proposed using games as energizers and brief warm-up activities, not only to maintain engagement in learning but also to make learning more applicable to real-life situations.

Agazzi (2022) asserts that teachers should demonstrate patience in exploring innovative and captivating methods of imparting language to young students through the use of games, hence fostering a positive attitude towards learning among students. Games can facilitate the efficient learning of language skills in young students. When strategizing or choosing a game, teachers should consider the factors of time and resources. The

utilization of games help young students study while having fun, which will enable them to rapidly remember the language.

#### **1.11.4 Game-Based Learning (GBL)**

The increased interest of GBL is examined by Alotaibi (2024) it is considered as a tool to improve the outcomes of the learning among students. By teaching a variety of subjects and skills by games the motivation, share knowledge among students and fun through learning process. This method can enhance social, emotional and cognitive skills for young students. This review presented a summary of the data and analysis about the effectiveness of GBL for young students. The results uncovered that GBL has positive effect on the results that related to cognitive, emotional, social, motivational and sharing skills and also uncovered that GBL can be a successful tool that young students' teachers use to enhance learning process and students' development. Despite of that there is a need for more investigations to find solutions for insufficient current knowledge. The results also have significances on the teachers, policy makers, and the designers of games who seek to improve the process of students development and their learning outcomes.

A recent study conducted by Mingyu et al. (2024) reviewed in total 31 publications that published between 2014 and 2023 based on criteria which are predefined using PRISMA approach and examining two databases, Web of Science and Scopus. The review of publications identified two main topics: the advantages and challenges the related to GBL in the institutions of higher education. Moreover, the results emphasized that to handle the challenges successfully and achieve better learning outcomes need collaboration not just teachers and students but also the institutions.

##### **1.11.4.1 Game-Based Learning: Enhancing Vocabulary Learning**

An action research in classrooms conducted by Sayd & Nazarudin (2022) to improve the educational process in English language by using GBL to increase the learning of English language vocabulary, increase students' motivation, students' self-confidence and create a fun educational environment. The study mentioned the using GBL may increase the effectiveness of learning vocabulary. The approach was quasi-experimental the participants were 70 college students. They were divided into control and experimental groups. The experimental group used the GBL approach and the control group used wordlists on papers. The regression analysis was used to measure the motivation and self-

confidence on learning vocabulary outcomes. The results supported the idea of the effectiveness of GBL on Chinese EFL students. And encourage the teachers, policy makers and games designers to confirm on the need of clearly understand the ways to interact the motivational and emotional factors with the learning outcomes in GBL environments.

According to Hwang & Wang (2016), The review of the literature about learning vocabulary by using GBL showed that games help in learning the vocabulary of the language because of few reasons. Firstly, GBL enhance students' intrinsic motivation. Secondly, they text inputs that encourage students to use language to participate. Thirdly, they encourage students not to be anxious because of learning language. Games have a positive impact greatly on learn and teach English vocabulary. And this happen when create motivational learning environment and teach through context. Games have rules, orders, equality, rights and system. These factors help students to learn basic principles of real life. Moreover, build relationships, active communication, problem solving while playing, thus prepare them to the challenges and responsibilities that may face them in the future and the practical life in general (Turan Özpölat, 2019).

Tan et al. (2022) Conducted a quantitative study to examine the impact of GBL on English vocabulary learning and metacognitive knowledge among college students. The results showed that the English vocabulary and the level of the metacognitive knowledge notably increased in the experimental group that measured by administered tools. Thus the results advised the stakeholders to take into consideration to implement GBL in vocabulary learning which in turns help the students in vocabulary learning and improve their metacognitive knowledge, and also GBL may make the students be ready for the future jobs and the related challenges.

When we look at the human from very young age we find that playing as a natural activity is an integral part of the human psychology. Playing is dynamic and important to integrate in the educational environment which make the natural process to gain knowledge is easier by experiences that children and adults enjoy (Singer et al., 2006).

#### **1.11.4.2 Issues Surrounding Game-Based Learning in Vocabulary Learning**

Toro et al. (2020) Conducted a study to examine the challenges that face to use educational video games and tried to offer suggestions to them to learn language as an encouraging tool for students to learn vocabulary. The tool of the study was a series of interviews with a group of English vocabulary learning games (EVLG) developers, amusement provisional and EFL teachers.

By making theatrical analysis, many important factors for a successful development and implementation of EVLG were found. The researchers pointed out that it is very important to make educational video games as an inspirational tools for learning vocabulary. And the integration of the captivating elements of the games may lead to enrich the educational participation and encourage the motivation for learn second language. Moreover, the researchers pointed out the importance of use EVLG tools that should be accessible and easy to use, and also mentioned that the developers who have previous experience can help to be the process more creative.

In successful development of EVLG, it is important to present a captivating story for the game and engaging language to attract the students attention effectively. This make the learning process more enjoyment and effective. And take into consideration the accessibility to the resources and constraints are important the development of ELVG. Moreover, Toro et al. (2020) emphasized the significance of cooperative design. Efficient EVLG development necessitates the cooperation of students, teachers, and developers in order to ensure that the games fulfill educational goals and are attractive to the intended audience.

Bafadal & Humaira (2019) Had varied results while using games in teaching English language for university students. Although the vocabulary games were motivating and effective, some students didn't participate in the activity, that's because there aren't matching in the studied content and their interests. So, the games without educational purpose are not efficient. Supporting these results, Huyen & Nga (2003) asserted that there are disadvantages to using games in the classroom. Firstly, making games is usually expensive. Secondly, using many games may require longer preparation. Thirdly, not all students are interested in games. Finally, using games can disturb other classes.

Bakhsh (2016) argued that while games have been effective in teaching vocabulary to students, they also provide obstacles for both teachers and students. The primary obstacle is the disruptive and chaotic learning environment. Children can exhibit excessive physical activity and verbal expression when experiencing excitement, which poses challenges in managing their behavior. Another problem that teachers may have when managing a class is students' tendency to use their native language to communicate with each other and their teachers during class activities. Teachers are required to respond in English, regardless of whether the student is posing a question in their mother tongue. However, in the researcher's perspective, it is advisable for teachers to occasionally employ the native language of young learners in order to foster their engagement and active participation during lessons.

### **1.11.5 Perceptions and Insights on the Hangman Game**

A large number of studies have been conducted in different contexts, approaches, and on different populations to investigate the impact of the Hangman game on vocabulary learning.

#### **1.11.5.1 User Experiences and Feedback on the Hangman Game**

Students must effectively master vocabulary, which is one of the most fundamental components of language acquisition. Consequently, it is expected that students are hoped to have the ability to accurately comprehend the meanings of the vocabulary. Nevertheless, the researcher discovered that the students' vocabulary skills were still weak. Students will expand their vocabulary by employing the appropriate methodology. The Hangman game is widely regarded as one of the most successful strategies for enhancing students' vocabulary learning. Ramadhani (2023) performed a quantitative study using an experimental research design. The researcher chose sixth-grade 2 as the experimental class and sixth-grade 3 as the control class. The findings showed that teaching vocabulary using the Hangman games technique was effective, showing a significant difference improvement in students' vocabulary learning compared to traditional method. The study discussed many challenges like the students proficiency level in vocabulary before using Hangman game in learning and to what extent they learn after teaching. Additionally, the study compared between the two groups of students who

were taught by using the Hangman game the other group who were taught using traditional methods.

Taula'bi'(2022) To discover the most effective creative teaching strategies to teach English language for young students. The study was qualitative, and the data collected by observation and making interviews with teachers and young students. The data revealed five strategies which are considered creative on teaching young students at Sunday schools. These strategies were memory games, the Hangman game, Simon Says, board games, and technology like educational application, films and interactive games that help in teaching grammar and vocabulary. In addition to, using stories, songs and music. Moreover, use role playing, discussions and other activities that encourage students to use the language.

A classroom action study conducted by Napiah (2019), aimed use the Hangman game to increase the students' motivation to learn vocabulary, it was based on three stages every stage in every stage there are three sequential meetings. The stages concluded planning, implementing, observation and reflection. The tools used for qualitative data in the study were observation sheets, interviews and field notes. The tools used for quantitative data were tests and questionnaire. the data were collected showed that there is an improvement on the students participation. It was noticeable that while playing the students tried hard to make an effective communication among them in the groups while they are trying to find the correct vocabulary. Moreover, the results of the questionnaire are align with the results of the tests. This alignment confirms that the Hangman game is effective to enhance students' motivation to learn the language and the group work.

Nabilah (2019) Another classroom action study conducted by investigated the impact of the Hangman game on improve the students' vocabulary. the sample 20 students. The study was consisted of two cycles. The researcher utilized qualitative data obtained through interviews, observations, researcher's notes, and documentation, and quantitative data collected from tests administered to the students throughout the pre-cycle, cycle I, and cycle II. The findings of this study demonstrated that the utilization of the Hangman Game had an impact on enhancing the students' proficiency in vocabulary and introduced the Hangman Game as a fresh, useful milieu to the learning process, particularly in

learning vocabulary, resulting in heightened student engagement, enthusiasm, and the use.

According to Mutolingatun (2018) vocabulary is a crucial element of the English language. Based on the initial investigation, the seventh-grade students had achieved low scores in vocabulary. The majority of them obtained scores below the minimum mastery criteria, which derived the researcher to determine whether the utilization of the Hangman game has a substantial impact on the level of vocabulary proficiency among seventh-grade students throughout the 2016/2017 academic year using a pre- and post-test group design. The sample was selected using the cluster random sampling technique. The researcher employed the Hangman game as an intervention and translation tool in the control class of the experimental group. The researcher employed a multiple-choice question to gather the data. The question was utilized for both the pre-test and post-test assessments. To evaluate to how extent the students master the vocabulary, before the experiment the researcher asked them to do an experimental test. After the experiment they took posttest to assess their vocabulary level after the invention. And after data analysis, the researcher conducted tests to check for normal distribution and homogeneity of variance. The results of the study revealed that the Hangman game has an important impact on learning vocabulary and on learning language in general.

Rahayu & Farid's (2017)'s study aimed to find out the effectiveness of the Hangman game on the students' vocabulary learning and their engagement and enjoyment level while teaching vocabulary during studying a descriptive text through playing the Hangman game. The sample was seventh grade students at Solokanjeruk school . the students showed positive responses to the using of the Hangman game as a tool to learn vocabulary in descriptive text.

#### **1.11.5.2 Effectiveness of the Hangman game in language learning**

Hidayat (2015) said that the Hangman game starts by encouraging students to learn the language then the game is amusing the students. Moreover the game helps students to improve their language skills by demanding them to focus on spelling and pronunciation when learning the English language. In addition, the game encouraging competition among students as well as encouraging teamwork. Finally the game helps the students of

English language students be successful, and maintain attention through learning language classes.

Manan (2018) discussed the importance of using the Hangman game in developing the process of learning language skills. The Hangman game can be played to learn most skills in English, this insists that the Hangman game not only utilized to learn one skill but also to improve learning language in general. This game is simple and smooth to play and implement in learning English language.

Wiratania (2018) argued that while using the Hangman game by the students, they motivated to integrate in the English language, so the teachers feel that the game helps to make students concentrate more on the language taught in the classroom. The Hangman game is a game that fun for students. By applying the game, students become confident to use the language.

Saputra (2021) added that the Hangman game considered an important tool that can be used to learn and teach English, and it helps the teacher and the students to gain more experience in a relaxing and enjoyable environment.

#### **1.11.5.3 Effectiveness of the Hangman Game in Vocabulary learning**

Fauziyyah (2015) mentioned the foundation for learning skills or the language in general is learning vocabulary. The proficiency of students in learning the four language skills (listening, speaking, reading, and writing) in English is dependent on their learning of vocabulary. Limited vocabulary hinders students' ability to successfully develop competency in the four language skills. Preliminary observations have revealed that a significant number of students face difficulties in learning the four language skills as a result of a lack of vocabulary. To address this issue, Fauziyyah's study employed the Hangman Game as a technique for teaching vocabulary, aiming to evaluate the students' vocabulary learning before its implementation, assess their vocabulary after using the game, and determine the significant improvement resulting from its usage, using a quasi-experimental time-series design with a group of 24 second-grade students. The students' vocabulary development was evaluated by pre- and post-test examinations, both conducted before and after using the Hangman Game. Based on the results, the researcher

highly recommended the use of the Hangman Game for teaching vocabulary, asserting its potential to enhance students' vocabulary skills.

The study conducted by Wijaya et al. (2023) investigated the effectiveness of the Hangman interactive game in enhancing vocabulary learning among eleventh-grade students. The methodology was pre-experimental method using pre and posttests. To collect the data the researchers used testes and observation to assert the knowledge level of the students. The sample were 28 students. They were selected randomly. After using the Hangman game as a intervention, the scores of the students increased, and the results of the study mentioned that the Hangman game is successful tool to enhance students vocabulary learning, it can serve as a primary learning tool or be incorporated into PowerPoint presentations to enhance the learning experience.

Dharmayasa (2023)'s study examined the impact of the Hangman game on fifth grade students' English vocabulary. The study present evidence that provide the importance of the Hangman game in motivating students to study harder and focus on their lessons more. The methodology was a pre-experimental design with one group and using pre and posttests. The results revealed that there is a noticeable improvement in the students' language proficiency, and this proved that the Hangman game is an efficient tool to teach vocabulary for fifth grade students.

Other evidences supplied by Fadilah & Mojiono (2022), which examined the Influence of pedagogical offline hangman games on the EFL students' vocabulary learning. This research was a quasi-experimental design involving independent and dependent variables. Participants were 60 EFL students from Indonesian Rural Junior High schools ages 12-15 years, selected by purposive sampling. The data were collected by a multiple-choice vocabulary test with four answer choices with a reliability coefficient of 0.92. The results revealed a significant difference between the experimental and control groups in terms of the EFL vocabulary gains of the students.. The results indicated that using the offline pedagogical hangman games as media was more effective than traditional ones for EFL vocabulary learning.

Recent work by Munikasari et al. (2021) tried to explore the effect of the Hangman game on the young students of grade seven at Negeri and their language skills learning. the researcher used a quantitative approach. using cluster random sampling, the sample of the

study consists of 26 students using pre- and post-tests for the experimental and control groups. The result showed that there was a positive impact of holding the Hangman Game on the improvement of vocabulary learning and their attention and engagement among students. The previous findings supported by, Kuning & Rohaina (2021) conducted a study to explore how the application of the Hangman Game influenced the teaching of seventh grade students vocabulary. The researchers used a quasi-experimental design as a method of data collection and analysis. Based on this study, the researchers involved two groups. The first group participated in Hangman game, and the other group used the course by utilizing the traditional method a multiple-choice test as the instrument for data collection, to test which one of them will be more effective of vocabulary learning . The result of the study showed that the first group had a higher rate of learning the vocabulary. Also, the researchers stated the Hangman Game could be even more effective than other methods.

A different research, Nabilah (2021) intended to confirm the effectiveness of Mobile-Assisted Language Learning (MALL) using the Hangman Game at schools in Indonesia while learning vocabulary. For that reason, the verification of results was conducted in search of answers by 20 students from tenth grade students through three cycles tests, the pre-cycles, cycle one, and cycle two. Additionally, the study used a variety of instruments to collect the qualitative data for the results, interviews, observations of students' learning processes, and personal notes. Consequently, the students were noticed to be willing to learn more vocabulary. The game also allowed students to learn in an enjoyable manner, and they were introduced to some new words that the game was able to have an effect on tenth grade students.

The purpose of Farihah & Rachmawati (2020)'s study was to examine if the use of digital Hangman Games can increase the vocabulary skills of tenth-grade students in teaching narrative text. The researchers adapted mixed-method design, quantitative and qualitative data to test if the Hangman game. The study used achievement tests, questionnaires, and observations. The findings showed that the Hangman game improved students' vocabulary learning based on pre- and post-tests and the quantitative data results and the students showed remarks regarding the execution of the game.

Tanjung et al. (2019) did a study to find out the impact of the Hangman Game on students' vocabulary learning. They assessed students' vocabulary. the researcher used a quantitative approach. The sample of the study consists of 25 selected using purposive sampling. Using pre- and post-tests for the experimental and control groups. Therefore, The study findings demonstrated that the Fly Swatter Game had a significant influence on students' vocabulary learning on the eighth-grade students.

Earlier study by Manan (2018) to explore the implementing of the Hangman game can influence the motivation of the students to learn the English language. The researcher adapted mixed method quantitative and qualitative. the tool used for the quantitative method pre posttests, experimental approach, the researcher into an experimental group and a control group. the tools used for the qualitative method were a questionnaire and observation. The results showed that the Hangman game increase the students motivation to learn vocabulary.

Wiratania (2018) tried to check if the Hangman game help in increasing proficiency level of the students' language. A quantitative methodology was used, employing an experimental design. The post test scores showed higher results than the scores of the pretest. These results present an evidence that the game has an important effect in the students' vocabulary learning.

Similarly, a pre-experimental study carried out by Indrawati (2017) to assess the role of the Hangman game in increasing the level of the students' vocabulary retention. The study involved 22 students as a sample. The findings of the study showed that the game has an effective role on increasing students' vocabulary.

Evi et al. (2017) tried to explore the effect of teaching by using the Hangman game on the students of grade eight and their vocabulary learning and how the game enhance their vocabulary skill. the main objective of the study is to teach vocabulary using the hangman game. The methodology used pre-experimental method using one-group pre and posttest. The sample involved 25 eight grade students. The tool of the study used to collect the data was a multiple choice test consisting of 40 items. The findings demonstrated the effectiveness of using the Hangman game on vocabulary learning in teaching.

Hidayat (2015) conducted a quantitative study using quasi experimental of nonequivalent control group design to find out the influence of using the Hangman game on the seventh grade students' vocabulary learning. A multiple-choice test was used to collect the data. The hypothesis is tested using t-test. It was found that Hangman game influences the seventh grade students' vocabulary learning.

Bunga (2013) conducted one group design (pre-test and posttest) and quantitative research methodology to find out the impact of using games to improve the students' English vocabulary on the third grade students' vocabulary learning. The games used in the study as an intervention were the Hangman game and Treasure Hunt game. A vocabulary tests were used to a sample of students to collect the data. It was found that using games like the Hangman game and Treasure Hunt game to teach English vocabulary to third-grade students is an excellent method for enhancing their vocabulary learning.

Novriana et al. (2013) wrote an article which discussed the use of the Hangman game to improve the fifth grade students' vocabulary learning and class environment. The method that was used in the study is an action research. it was conducted in two cycles. Each cycle includes four stages: planning, implementing, observing, and reflecting. The study data were collected by using techniques of observation, interview, notes/journals, documents, and tests. The qualitative data were analyzed through assembling the data, coding the data, comparing the data, building interpretations, and reporting the outcomes. Meanwhile, the quantitative data were analyzed through descriptive statistic. The findings showed that the Hangman game could improve the students' understanding the meaning of vocabularies, the students' mastery in spelling vocabularies, the students' mastery in pronouncing the vocabularies, the students' mastery in using the vocabularies based on the context given and English class environment. By the same token, Saputra (2021)'s study aimed to gain empirical evidence of the effect of the Hangman Game on students' vocabulary learning. The population was 76 students from eighth-grade students and all of them were taken as the sample of the study. Those students were divided into two groups; experimental and controlled group through purposive sampling technique. The quantitative method was used by using the quasi-experimental design. The tool of the data collection was vocabulary tests that were divided as pre-test and posttest. Furthermore, the data collected from this study were analyzed using t-test in order to identify the significance level. Based on the data, it was concluded that Hangman Game applied in

students of the eighth grade had a significant effect with weak effect level on students' vocabulary learning.

#### **1.11.5.4 Critical Analysis of Literature: Limitations and Criticisms of Using the Hangman Game**

Although the Hangman game is a popular game but it has some drawbacks and restricts. For example its inapplicability to various ages. That Wijaya et al. (2023) found that the game is effective for eighth grade students but it could be difficult to implement it with older or younger students. And this lower the potential usefulness of the game among other age groups.

Another issue that discussed by (Soares et al., 2015) that the Hangman game helps in vocabulary development and it ignores an important linguistic components such as pronunciation, structure and communication. That's why it is difficult to present it as a comprehensive tool for learning or teaching language. Manan (2018) observed that the Hangman game may not be suitable for various learning styles or preferences. While certain students were noticed that they not interested in playing the Hangman game and don't integrate while the same students integrate in other learning methods. And that could cause inconsistent learning outcomes.

Hung & Young (2007) stressed out that the students may give the right answer during playing the game by luck due to the nature of the game so it depends on luck and this lower the effectiveness of the game while teaching. This leads to the idea that the students know the correct answer not based on their vocabulary knowledge but on luck.

Furthermore, the Evil Hangman variant presents complexity which discussed by Barbay & Subercaseaux (2020) in the Evil Hangman variant, the setter can change the secret word during the game, as long as the new choice is consistent with the information already given to the guesser. So such a manipulating strategy for Evil Hangman make implementing the game hard for the students and the teacher , and most importantly, if the game not managed in a right way, the game can cause irritation among students.

(Lo & Tseng, 2011) argued that while playing the Hangman game there is a chance to frequent wrong answers and this could lead to disinterest among students. And as a result

this affect their motivation to learning process. This confirms on the importance of the effective management and monitor the game implementation in classrooms.

#### **1.11.6 Comments on the previous literature review**

Quantitative studies conducted by Ramadhani (2023); Wijaya et al. (2023); Jenkins (2015); Mutolingatun (2018); Rahayu & Farid (2017); Dharmayasa (2023); Fadilah & Mojiono (2022); Munikasari et al. (2021); Kuning & Rohaina (2021); Nabilah (2021); Tanjung et al. (2019); Manan (2018); Wiratania (2018); Indrawati (2017); Evi et al. (2017); Hidayat (2015); Fauziyyah (2015); Bunga (2013); and Saputra (2021), showed how the Hangman Game helped students improve vocabulary learning.

For example, Ramadhani (2023)'s study showed that the post-test scores was higher than the pre-test scores. Another example, Dharmayasa (2023) confirmed that students' retention rates of vocabulary increased. Wijaya et al. (2023) used pre-test and posttest by adapting a quasi-experimental design to ensure the reliability of the findings in his study. They demonstrated strong methodological rigor by frequently using control groups to compare the effectiveness of the Hangman Game with traditional teaching methods. Moreover, an example for the using of random samples was Fadilah & Mojion (2022)'s study, and this enhanced the credibility of the findings.

In regard to the qualitative studies, which revealed increases in motivation and engagement among students and that increased their vocabulary knowledge. Such as Napiyah (2019)'s, which discovered that the motivation and active engagement of the students increased resulting a dynamic classroom environment.

Moreover, based on the literature, many studies conducted mixed-methods using quantitative supported by qualitative evidence, this combination provided a more thorough assessment of the effectiveness of the Hangman Game. Such as:

Farihah & Rachmawati (2020) conducted mixed-methods research that revealed notable enhancements in vocabulary scores, supported by qualitative evidence indicating heightened engagement among students. This combination provided a more thorough assessment of the effectiveness of the Hangman Game. Likewise, Novriana et al. (2013) used pre- and post-test combining with interviews and in-class observations to assess the effect of the Hangman game. However, although mixed-methods studies were

constrained by restrictions such as limited sample sizes and short periods of studying. For example Farihah & Rachmawati (2020) conducted their study in just two classrooms, which confined their findings.

The researcher concluded that, based on the revision of the studies most studies concern the Hangman Game were foreign. While in the Arab context, only three studies have examined the Hangman's impact on vocabulary learning. Thus, the researcher concluded the Hangman game should be investigated in the Palestinian context. Having reviewed previous studies which were recent as they were published between 2012 and 2023, the researcher gained rich insights into their tools and methodologies, as well as provided fertile references for the current study.

## **Chapter Two**

### **Methodology and Procedures**

#### **2.1 Introduction**

This chapter discusses the study design, the study population and sample, the study instruments and their validity and reliability, data analysis, the working plan, and the study variables.

#### **2.2 Study Design**

This study sought to measure the impact of the Hangman Game on fifth-grade students' vocabulary. A mixed-method approach was used that incorporated both qualitative and quantitative methodologies, this study was carried out at Almoghayer Secondary Girls School in Jenin, Palestine. This approach addressed the drawbacks of using only one, which contributed to creating a richer and more complex image, and obtaining deeper and more thorough understanding of the study findings. By integrating the advantages of both approaches, qualitative and quantitative (Creswell & Plano Clark, 2017).

The participants of this study, fifth grade students, were divided into two groups. class (A), the control group was taught using traditional teaching techniques, including a memorization based method and translation into students' mother tongue, Arabic in this case. the experimental group, class (B), was taught using the Hangman Game. To ensure the two groups were equal, both groups first performed a pre-test, followed by a post-test after the treatment. Finally, in-depth classroom observations were also carried out to confirm the qualitative results and estimate the degree of students' engagement in class (B) during the game's implementation.

The study's formula stands for:

G1 O1 X O2

G2 O1 \_ O2

G1 denotes the experimental group, O1 represents the pretest, X represents the educational game treatment, and O2 represents the post-test. G2 represents the control group, O1 represents the pretest, no treatment is identified, and O2 represents the post-test.

### **2.3 Study Population**

The study's population comprised all fifth-grade students enrolled in Jenin schools, with a total of (4242) students, as reported to the Jenin Directorate's Planning Department for the academic year 2023–2024.

### **2.4 Study Sample**

The study sample consisted of (58) fifth-grade students from Almoghayer Secondary Girls School, Jenin, who were divided into two groups: the experimental group (n=29) and the control group (n=29). This particular sample was deliberately selected since the researcher works as an English teacher at this school. The control group (class A) and the experimental group (class B) were chosen through a random selection process using draw lots.

### **2.5 Study Instruments**

Both qualitative classroom observation and quantitative pre-and post-tests were used to gather data in order to meet the study's objectives. A brief overview of each tool is illustrated in the following sub-sections.

#### **2.5.1 The Pre –Posttests**

Initially, both the experimental and control groups were given an English vocabulary pre-test to evaluate their vocabulary knowledge before the treatment. The four main questions of the vocabulary pre-test for Unit 11, "The Wolf's Shoes," assessed students' vocabulary.

For the pre-test, students were first given a passage to read and asked to determine whether the three statements related to the passage were true or false. They were then instructed to look for particular vocabulary words in the passage. For the second question, students circled the word that completed each sentence. The third question required students to fill in blanks using the relevant words from a provided list. Lastly, students selected the appropriate word from pairs that represented the given image (see Appendix A).

Next, students in the experimental group (class B) were taught using the Hangman Game, which involved teaching them twelve words from unit (12), titled "Omar and Rania's visit

to Qalqilya." Meanwhile, students in the control group (class A) were taught using the traditional technique. Subsequently, both groups were given an English vocabulary post-test with the same structure and difficulty level as the pre-test. This tool's primary goal was to compare students' vocabulary proficiency in the experimental group with that of the control group (see Appendix B).

### **2.5.2 Observation**

The engagement of fifth-grade students in learning vocabulary during the Hangman Game implementation were objectively documented using an observation sheet in order to answer the second study question. The observation sheet comprised 24 items that were intended to record various aspects of the classroom dynamics and students' behavior during the game (*see Appendix C*). The items encompassed various aspects, including the understandable and clear Instructions and game design, the students' engagement, the degree of students' compliance with rules and instructions, the teacher's modifications to suit students' needs, and students' understanding.

These tools served as a roadmap to meticulously process qualitative and quantitative data; they enhanced the rigor of the study process and the depth of study findings.

## **2.6 Validity of the Instruments**

### **2.6.1 Face Validity**

Two TEFL instructors from An-Najah National University (NNU) and AlQuds Open University (QOU) and a supervisor were consulted in order to ensure the validity of the pre-posttests. In addition, a pilot study with three EFL fifth-grade teachers and a head teacher, with a master degree of English teaching methods, was conducted (see Appendix D). This pilot study's objective was to assess the test items' clarity and readability. Many changes were made in response to the feedback from these EFL teachers and instructors. To be more precise, certain test questions were rewritten, some were bolded to draw attention to them, and each section contained clear instructions with carefully adapted difficulty levels. It was also confirmed that the test's duration was suitable for the allocated time. Following the suggested modifications, the test was finalized with 20 statements divided into four main questions.

To validate the observation sheet, the researcher asked two English teachers, two instructors, a head teacher, and the researcher’s supervisor—all of whom had experience as judges—for their opinions. Several modifications were made to improve the tool's efficacy in response to their feedback. For example, several observation criteria were reworded, and behavioral indicators were added to offer a more thorough evaluation. Furthermore, several criteria considered as redundant were discarded. An open-ended question was added to record observers' deeper insights, including any noteworthy observations or notes not covered by the predetermined criteria.

### 2.6.2 Internal Validity

After conducting the test on a pilot sample of 27 fifth-grade students who were not part of the study sample, the internal consistency validity of the test was computed to ensure the coherence of the test statements. The following results were obtained by computing the correlation coefficient between each statement and the total post-test score:

**Table (1)**

*Correlation coefficients between each test question and the total score and their statistical significance levels*

Question number	Correlation with Total Score	Statistical Significance Level	Question number	Correlation with Total Score	Statistical Significance Level
1	0.67	0.001	11	0.67	0.001
2	0.72	0.00	12	0.59	0.002
3	0.44	0.026	13	0.55	0.005
4	0.48	0.014	14	0.45	0.023
5	0.68	0.001	15	0.53	0.006
6	0.70	0.000	16	0.67	0.001
7	0.80	0.000	17	0.73	0.000
8	0.71	0.000	18	0.76	0.000
9	0.67	0.001	19	0.77	0.000
10	0.57	0.001	20	0.73	0.000

The results in Table (1) indicate that the correlation coefficients between the test items and the total score ranged from 0.44 to 0.80. All correlations are positive and statistically significant at the level of significance ( $\alpha \leq 0.05$ ), indicating that the test items exhibit internal consistency.

## **2.7 Reliability of the Instruments**

In order to assess the tests' reliability, the same sample was used for internal consistency. The tests were given to a pilot group of 27 fifth-grade students who were not a part of the study sample. The Cronbach's Alpha reliability coefficient for all the post-test items combined was 0.92, which is a high value, indicating that the test possesses the characteristic of reliability, and allowing for its application and adoption.

## **2.8 Data Analysis**

The Statistical Package for Social Sciences (SPSS) was used to process the gathered data, determine the validity and reliability coefficients for the study's tests, and test its hypotheses. With the use of this program, the following analyses were carried out to investigate the impact of the Hangman game on fifth-grade students' vocabulary learning:

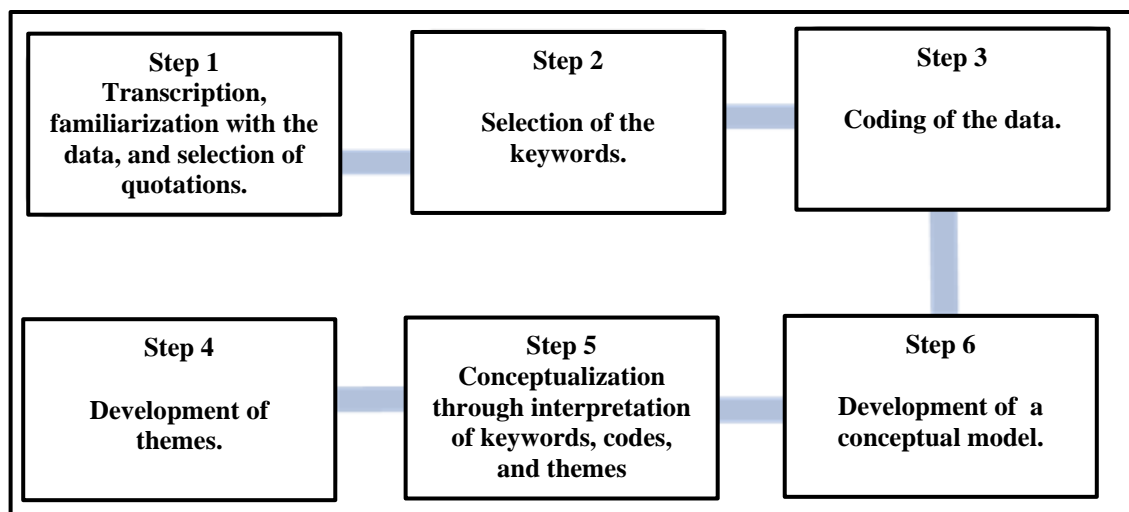
1. The test scores of students were averaged overall, with means and standard deviations calculated.
2. To confirm the tests' internal consistency (also known as internal validity), the correlation coefficients between each test question and the final score were extracted, together with their statistical significance levels.
3. Cronbach's Alpha reliability coefficient for each post-test item added together was calculated to confirm the test's reliability.
4. Calculating the differences in the experimental and control groups' pre- and post-test responses of students using an Independent Sample T-test in accordance with the first and second hypotheses.
5. Calculating the effect size of using the Hangman Game on students' vocabulary learning by extracting the Eta Squared ( $\eta^2$ ) coefficient.
6. To determine the variations in the experimental group's pre- and post-tests' replies from the students. A Paired Sample T-test was conducted

The qualitative insights gathered from the classroom observation were analyzed thematically. Braun & Clarke (2021) ) defined thematic analysis (TA) as a method to identify and check the ideas and patterns within certain data. TA process includes organizing the qualitative data as well as summarizing them in a systematic way. TA also involves analyzing different perspectives from different qualitative data such as

interviews, focus groups or observation sheets. They showed that the TA consists of a wide range of methods which have similar features but differ in the philosophies of research, methodologies analysis and ways of clarifications of main concepts. (Braun & Clarke, 2021). The TA method usually uses coding strategies of the collected data taking into account the explicit and implicit meanings as well as processes to develop themes. Braun & Clarke's (2006)' six-step thematic analysis involves familiarizing with data, generating initial codes, realizing, reviewing, identifying, and labeling themes, as well as writing the report. This six-step procedure presents a comprehensive methodology which particularly focuses on selecting keywords and responses, the coding process, themes improvement, conceptual interpretation, and the last step of creating a conceptual framework.

**Figure (1)**

*Braun & Clarke (2006) six steps*



## 2.9 Working Plan

1. The study's population was determined to be all fifth-grade students enrolled in Jenin, Palestine, public schools.
2. The study sample was determined to consist of (58) fifth-grade students at Almoghayer Secondary Girls School. Two classes took part in the study: class (B) represented the experimental group with twenty-nine students, while class (A) represented the control group with twenty-nine students.

3. To ensure that the control and experimental groups had comparable levels of vocabulary knowledge prior to the study, each group took the unit (11) English vocabulary pre-test.
4. The same content was taught to both groups: 12 vocabularies from the 12<sup>th</sup> unit.
5. Traditional education was given to the students in the control group.
6. The Hangman Game was used to involve students in the experimental group in the learning process.
7. Both the control and experimental groups performed an English vocabulary post-test after three weeks of sessions.
8. (SPSS) was used for analyzing the pre-posttest results.
9. To investigate the impact of the game on the students' vocabulary learning, the researcher compared the vocabulary learning of the students in the experimental group with that of the students in the control group.
10. An in depth qualitative observation sheet including (24) items was used to enrich the validity of the quantitative data and assess the students' engagement during the game application.
11. The results of the observation sheet were analyzed using thematic analysis as explained earlier in the data analysis section.
12. The outcomes and recommendations were ascertained by presenting and analyzing the data.

### **2.10 Variables of the Study**

The main goal of the current study was to ascertain can the Hangman Game help fifth-grade students' vocabulary. In its basic form, it involved the following variables:

#### **Independent variable:**

- The Hangman Game

#### **Dependent variables:**

- 5<sup>th</sup> grade students' vocabulary learning

## **2.11 Summary**

An extensive explanation of the methods applied in the current investigation was given in this chapter. The study utilized a mixed-method approach alongside with quasi-experimental design to investigate the impact of the Hangman Game on fifth-grade students' vocabulary learning. All fifth-grade students enrolled in Jenin's public schools made up the study's population. 58 Fifth-grade students from Almoghayer Secondary Girls School were included in the study. There were two groups involved the experimental group and the control one; each consisted of twenty-nine students. Two main tools were used in the study: an observation sheet and pre-posttests to gauge the students' vocabulary learning. Testing for reliability and validation occurred on both instruments. While qualitative data from the observation sheet underwent thematic analysis, quantitative data from the pre-posttests were statistically analyzed. Ultimately, detailed explanations of the study variables and data-gathering procedures were offered.

## Chapter Three

### Results

#### 3.1 Introduction

The primary objective of this study was to assess the effectiveness of the Hangman Game in enhancing vocabulary learning among 5th-grade students at Almoghayer Secondary Girls School. To accomplish this objective, a mixed-method approach based on a quasi-experimental design was used. The study had a total of 58 students, with 29 students assigned to the experimental group and 29 students assigned to the control group. The quantitative component consisted of pre-and post-tests, each containing four core questions. The first and second questions each comprised three sub-questions, the third question included five sub-questions, and the fourth question contained four sub-questions. Regarding the collection of qualitative data, three observers, a teacher, a head teacher, and the researcher, filled out a classroom observation form consisting of 24 items. The subsequent sections showcase the results derived from the integration of quantitative and qualitative data collected through various methodologies.

#### 3.2 Results of the Study Questions

The results presented in this section address the following two main questions investigated in the study:

1. What is the impact of the Hangman Game on the fifth-grade students' vocabulary at Almoghayer Secondary Girls School?
2. How does using the Hangman Game impact on the engagement of the fifth-grade students in the classroom at Almoghayer Secondary Girls School?

##### 3.2.1 Results of the First Question

Initially, the quantitative data was assessed in accordance with the first study question and the underlying hypotheses, as outlined below:

###### 3.2.1.1 Results of the First Study Hypothesis

$H_0$ : There are no statistically significant differences at ( $\alpha=0.05$ ) between the mean scores of the control group and the experimental group in learning vocabulary due to the pre-test.

To analyze this hypothesis, an Independent Sample T-test was used. Table (2) shows the results:

**Table (2)**

*Independent sample t-test result of the mean scores of the control group and the experimental group in learning vocabulary in the pre-test*

<b>Group</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>Df.</b>	<b>T</b>	<b>P*</b>
Control group	29	14.03	3.20137	56	0.629	0.532
Experimental group	29	13.55	2.61297			
All	58					

\* The mean difference is significant at the 0.05 level.

Table (2) shows that there are no statistically significant differences at ( $\alpha=0.05$ ) between the mean scores of the control group ( $M = 14.03$ ,  $SD = 3.20$ ) and the experimental group ( $M = 13.55$ ,  $SD = 2.61$ ) in learning vocabulary in the pre-test with  $t(56) = 0.629$ ,  $P = 0.532$ .

### 3.2.1.2 Results of the Second Study Hypothesis

$H_0$ : There are no statistically significant differences at ( $\alpha=0.05$ ) between the mean scores of the pre-test and the post-test within the control group in learning vocabulary due to the traditional method.

To analyze this hypothesis, a Paired Sample T-test was used. Table (3) shows the results:

**Table (3)**

*Paired Sample T-test result of the mean scores of the pre-test and the post-test within the control group in learning vocabulary due to the traditional method*

<b>Test</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>Df</b>	<b>T</b>	<b>P*</b>
Pre-test	29	14.0345	3.20137	28	-1.548	0.133
Post-test	29	14.3103	3.03672			
All	58					

\* The mean difference is significant at the (0.05) level.

Table (3) demonstrates that there are no statistically significant differences at ( $\alpha = 0.05$ ) between the mean scores of the control group students on the pre-test ( $M = 14.03$ ,  $SD = 3.20$ ) and their scores on the post-test ( $M = 14.31$ ,  $SD = 3.03$ ) with  $t(28) = -1.548$ ,  $P = 0.133$ . Therefore, the null hypothesis is accepted, indicating the absence of significant

differences. However, upon examining the mean scores for the control group, it becomes clear that the mean score on the post-test (14.3103) was higher than on the pre-test (14.0345). Despite this increase, the difference was not statistically significant.

### 3.2.1.3 Results of the Third Study Hypothesis

$H_0$ : There are no statistically significant differences at ( $\alpha=0.05$ ) between the mean scores of the pre-test and the post-test within the experimental group in learning vocabulary due to the Hangman Game.

To analyze this hypothesis, a Paired T-Test was used. Table (4) presents the results.

**Table (4)**

*Paired T-Test results of the mean scores of the pre-test and the post-test within the experimental group in learning vocabulary due to the Hangman Game*

Test	N	Mean	SD	Df	t	P*
Pre-test	29	13.55	2.61297	28	-13.364	0.000
Post-test	29	16.76	2.66800			
All	58					

\*The mean difference is significant at the (0.05) level.

Table (4) demonstrates that there are statistically significant differences at ( $\alpha=0.05$ ) between the mean scores of the pre-test ( $M = 13.55$ ,  $SD = 2.61$ ) and the post-test ( $M = 16.76$ ,  $SD = 2.66$ ) in vocabulary learning within the experimental group with  $t(28) = -13.36$ ,  $P = 0.000$ , which is considerably lower than the (0.05) level.

### 3.2.1.4 Results of the Fourth Study Hypothesis

$H_0$ : There are no statistically significant differences at ( $\alpha=0.05$ ) between the mean scores of the control group and the experimental group in learning vocabulary due to the post-test.

To analyze this hypothesis, an Independent Samples T-test was used. Table (5) presents the results.

**Table (5)**

*Independent Samples T-test results of the mean scores of the control group and the experimental group in learning vocabulary due to the post-test*

<b>Group</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>Df</b>	<b>T</b>	<b>P*</b>	<b><math>\eta^2</math></b>
Control group	29	14.31	3.03672	56	-3.262	0.002	0.160
Experimental group	29	16.76	2.66800				
All	58						

\* The mean difference is significant at the (0.05) level.

Table (5) shows that there are statistically significant differences at ( $\alpha=0.05$ ) between the mean scores of the control group ( $M = 14.31$ ,  $SD = 3.03$ ) and the experimental group ( $M = 16.76$ ,  $SD = 2.66$ ) in learning vocabulary due to the post-test with  $t(56) = -3.26$ ,  $P = 0.002$ .

### **3.3 Results of the Observation Sheet: Results of the Second Study Question**

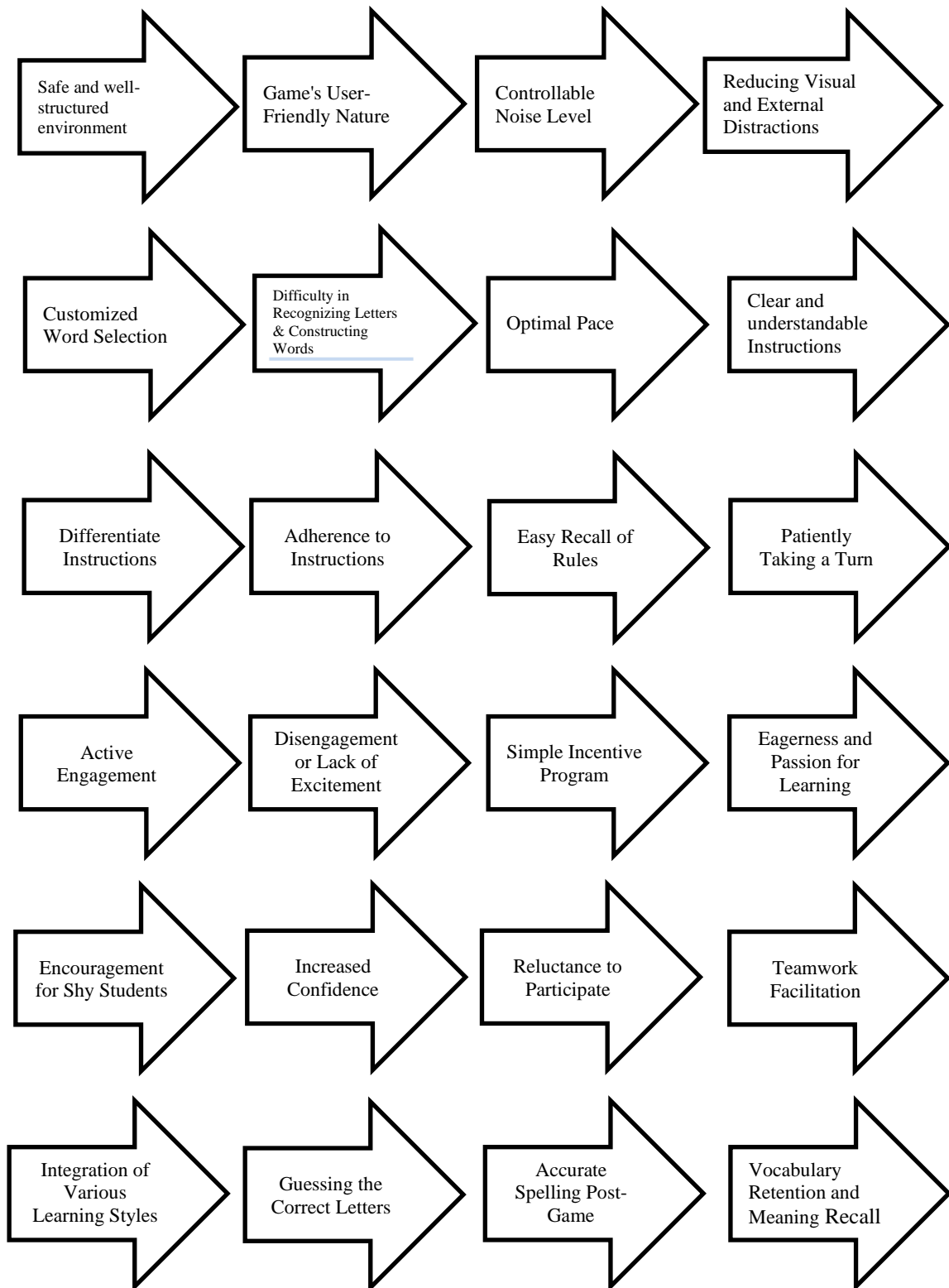
How does using the Hangman Game impact on the engagement of the fifth-grade students in the classroom at Almoghayer Secondary Girls School?

The observation sheet data was qualitatively analyzed using Braun & Clarke's (2006) method of TA. This involved a six-step process: familiarization with the data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and producing the final report (see figure 1). The first thematic map (see figure 2) outlines the initial codes gathered from the observational data, based on consistent responses to the 24 items and their accompanying answers to the open-ended question. These codes were classified into four sub-themes (see figure 3) and then consolidated into three main themes (see figure 4). The maps visually depict the core features and hierarchical arrangement of the themes. The hierarchy is structured with main themes at the top level, broken down into sub-themes, each containing specific codes that detail observations and insights. This rigorous approach enabled a systematic and thorough examination of the 24-item observation sheet, which was regularly filled out by an EFL teacher, the head teacher, and the researcher, who is the classroom teacher. Their comments and reactions highlighted the significant impact of the Hangman Game on the vocabulary learning, engagement, and collaborative learning of fifth-grade students.

The first thematic map (see figure 2) outlines the initial codes gathered from the observational data, based on consistent responses to the 24 item and their accompanying answers to the open-ended question.

**Figure (2)**

*The first thematic map for the observation sheet identifying the 24 codes*



**Figure (3)**

*The second thematic map for the observation sheet identifying the sub-themes and their corresponding codes*

<b>Classroom Environment</b>	<b>Instructional Effectiveness</b>	<b>Students' Engagement</b>	<b>Vocabulary Mastery</b>
<ul style="list-style-type: none"> <li>• Safe and Well-Structured Classroom Setup</li> <li>• Game's User-Friendly Nature</li> <li>• Controllable Noise Level</li> <li>• Reducing Visual and External Distractions</li> </ul>	<ul style="list-style-type: none"> <li>• Customized Word Selection</li> <li>• Difficulty in Recognizing Letters and Constructing Words</li> <li>• Optimal Pace</li> <li>• Clear and Understandable Instructions</li> <li>• Differentiate Instructions</li> <li>• Adherence to Instructions</li> <li>• Easy Recall of Rules</li> <li>• Patiently Taking a Turn</li> </ul>	<ul style="list-style-type: none"> <li>• Active engagement</li> <li>• Disengagement or Lack of Excitement</li> <li>• Simple Incentive Program</li> <li>• Eagerness and Passion for Learning</li> <li>• Encouragement for Shy Students</li> <li>• Increased Confidence</li> <li>• Reluctance to Participate</li> <li>• Teamwork Facilitation</li> <li>• Integration of Various Learning Styles</li> </ul>	<ul style="list-style-type: none"> <li>• Guessing the Correct Letters</li> <li>• Accurate Spelling Post-Game</li> <li>• Vocabulary Retention and Meaning Recall</li> </ul>

For example the code Game's User-Friendly Nature was extracted from the item of the observation sheet " The game is easy and applicable for all students". Then organized under the sub-theme " Classroom Environment". Then moving to the third map:

**Figure (4)**

*The third thematic map for the observation sheet identifying the main themes and their accompanying sub-themes.*

<b>Optimal Environment for Education</b>	<b>Enhanced Students' Engagement</b>	<b>Improved Vocabulary Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Classroom Environment</li> <li>• Instructional Environment</li> </ul>	<ul style="list-style-type: none"> <li>• Students' Engagement</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary Mastery</li> </ul>

Here the sub-theme "Classroom Environment" arranged under the main theme "**Optimal Environment for Education**"

The TA of the observation sheet data revealed critical elements that significantly impacted vocabulary learning among fifth-grade students through the Hangman Game. This section discusses the main themes, organized into four sub-themes: Classroom Environment, Instructional Effectiveness, Students Engagement, and Vocabulary Mastery. Each sub-theme is supported by specific codes that capture various aspects of students' vocabulary learning and engagement.

### **3.3.1 Optimal Environment for Education**

This section delineated the results of the first main theme "Optimal Environment for Education", which is further divided into two primary sub-themes: Classroom Environment and Instructional Effectiveness, along with their respective codes.

#### **3.3.1.1 Classroom Environment**

The sub-theme "Classroom Environment" falls under the main theme "Optimal Environment for Education" and comprises four key codes: Safe and Well-Structured Classroom Environment, User-Friendly Nature of Games, Controllable Noise Level, and Distraction Reduction. The codes were derived from the observers' reactions to the pertinent items and their accompanying observations.

The observers regularly emphasized the favorable influence of the classroom layout on students' engagement, as indicated by the Safe and Well-structured Classroom Environment code. The environment was well structured, promoting a safe and favorable learning environment. Observer 1 remarked that "the arrangement of the environment assured safety-facilitated convenient access to materials, and promoted activities for individuals as well as groups during the game, thereby greatly improving students' involvement and participation."

In addition, Observer 3 noted the Game's user-friendly characteristics, describing it as "simple to navigate and suitable for all students, ensuring inclusivity and accessibility". Observer 1 emphasized that "the game's easy structure allows students of all competence levels to actively participate with minimal instruction".

The teacher effectively maintained a Controlled Noise Level, establishing an environment that facilitated learning activities without causing distractions. However, Observer 1 proposed an additional strategy: "*By consistently reminding and positively reinforcing*

*students, they can be encouraged to be more aware of their noise levels. Implementing a continual strategy could effectively incorporate the practice of noise reduction into students' behavior".*

Additionally, the observation data emphasized the importance of Reducing Visual and External Distractions to support students' concentration and participation. Observer 3 recommended several strategies, including *"organizing the physical space to reduce visual clutter, removing unnecessary materials, and minimizing external disruptions."*

### **3.3.1.2 Instructional Effectiveness**

The sub-theme "Instructional Effectiveness" within the main theme "Optimal Environment of Education" consists of eight codes: Customized Word Selection, Difficulty in Recognizing Letters and Constructing Words, Optimal Pace, Clear and understandable Instructions, Differentiate Instructions, Compliance with Instructions, Easy Recall of Rules, and Patiently Taking a Turn. The codes were compiled based on the observers' feedback regarding the corresponding items.

The teacher's Customized Word Selection of vocabulary greatly enhanced students' active engagement and confidence, especially the students who faced Difficulty in Recognizing Letters and Constructing Words. The game balancing the difficulty and the ability to learn by modifying the words to enable the student in different levels to engage. The viewpoint of observer 2 that *" making a combination of simple, short, and long vocabulary to meet different ability levels among students lead to improve students' engagement, thereby enhancing the outcomes of the students learning process"*.

Moreover, the Optimal Pace of the game emerged as a base code. the balanced pace of the game which was observed by the observers causes motivation and engagement without confusion or disengagement among students

The observers supported the process of Clear and Understandable Instructions that was in the classroom during implementing the game and this process help to make the game easy. Observer 1 noticed that "The instruction was clear and easy to understand for the students". This code is related to Differentiated Instruction which observer 2 recommended it and said "By using the words in contextual sentences, synonyms and antonyms help in improving clarity and comprehensiveness".

Adherence to Instructions led to a successful classroom management. This helped Easy Recall Rules that helped students to integrate in the game and encouraged the learning experience in an easy way. Observer 3 noticed that "The most students adhered to the rules which are easy to recall, as a result playing the game was smooth".

Furthermore, the observers noted an apparent problem among students where students showed impatience while waiting for their turn, which was coded as Patiently Taking a Turn, and this led observers to make suggestions for modifying this behavior. For example, observer 2 said, "Because of the enthusiasm of some students and the simplicity and lack of complexity of the game, they showed difficulty while waiting their turns to play. To solve this problem, implement structured strategies such as visual indicators such as colored symbols, a timer or a specific signal between the teacher and his students indicating each student's turn such as mentioning his name or mentioning the task assigned to the student".

### **3.3.1.3 Summary of the Results Related to the First Theme: Optimal Environment of Education**

The aforementioned findings emphasized the classroom environment and the effectiveness of teaching on vocabulary improvement have a significant impact on fifth-grade students while using the Hangman game. The participation and involvement among students were improved through the creation of a safe and structured classroom environment, as well as a play-friendly environment. However, challenges were identified during the game's activities including obstacles in letters recognition, word construction, and avoidance of visual and external distractions, so strategies were suggested to improve the classroom environment. In addition to addressing the noise levels by instructing clearly and understandably in order to maintain the classroom environment. Furthermore, the choice of appropriate words was essential to promote participation among students of different proficiency levels, thus ensuring that all students were able to engage in a meaningful.

### **3.3.2 Enhance Students' Engagement**

"Enhance Students' Engagement" is the second main theme, consisting of one sub-theme reinforced by eight codes that reflect particular elements of students' engagement. A deep understanding was gained by studying these sub-themes and their related codes.

### **3.3.2.1 Students' Engagement**

The sub-theme "Students' Engagement" is part of the main theme "Enhanced Students' Engagement". It consists of nine main codes: Active Engagement, Disengagement or Lack of Excitement, Eagerness and Passion for Learning, Encouraging Shy Students, Increased Confidence, Reluctance to Participate, Teamwork Facilitation, and Integration of Various Learning Styles. These codes were derived from the observers' answers to the relevant items and their feedback.

Active Engagement is the first code under the sub-theme of "Students' Engagement." Observers consistently noted that the game successfully attracted students' interest and motivated them to actively participate in vocabulary learning, enhancing their understanding and retention. Observer 2 noted that "The students were actively engaged in choosing letters and constructing words because of the captivating and straightforward design of the personalized Hangman Game". Although the game generally encouraged students to participate actively, there were instances where a small number of students experienced a Lack of Excitement and Disengagement. Some students showed reduced enthusiasm or were more likely to get disengaged, particularly those who faced difficulties in letter recognition or word construction. The observers suggested using strategies, such as incorporating more attractive elements or tailoring the choice of words discussed previously, in order to maintain attention and hence enhance overall engagement. One of the suggestions that was provided by the observers was to use of a Simple Incentive Program such as the use of posters, stickers or a grade point system, to provide concrete encouragement to the students for their achievements.

It was observed that some students were Reluctant to Participate. Some of them showed hesitation or lower levels of engagement. Observer 1 gave a piece of advice " when the teacher assigns specific responsibilities to the hesitant, reluctant or disengaged students the teacher encourages them to participate and being a part of the activities, in addition to enhance their focus during the game. examples of responsibilities, an assistant for the leader of the group or the teacher or to score the points for the students".

The observers acknowledged the Eagerness and Passion for Learning and emphasized that it is an important element in students' engagement. Observer 2 commented " the

levels of passion and engagement among students were high, and significantly increased their active participation".

Encouraging Shy Students to Participate was one of the most important codes in enhancing participation. The observer seen that during classroom activities some shy students were motivated to participate by strategies like positive reinforcement, either by verbal reinforcement or incentives. Moreover the game led to Increased Confidence among students. The opinion of observer 1 about this confidence was "supportive and enjoyable atmosphere that created during playing the game encouraged the students to participate without being afraid that the teacher may blame them if they made a mistake or give wrong guessing, and this increased their confidence".

Moreover, Observer 1 recommended integrating Diverse Learning Styles to meet students' diverse needs. He suggested that "integrating more exercises that serve different students' needs for example kinesthetic exercises that many students prefer". Observer 3 agreed with this recommendation, and he added that "incorporating efferent learning styles could ensure that most students are integrated, thus increasing the effectiveness of the game on learning vocabulary". Ultimately, the game encouraged students to reach to a consensus to make the correct guess and the roles and duties distributed among them, these techniques promoted Teamwork among students. Observer 2 stated that "the game encouraged collaboration level among students, make them feel that they have an important role in the team". Observer 3 noted that "one of the game's positive characteristics is that it encouraged students to cooperate during activities which increased their collaboration among students and helped them in learning the new vocabulary".

In this regard Observer 1 added" allocating specific tasks and responsibilities to each student, make a collaborative Environment, this made them feel that they can contribute in the activities during learning process as a valuable individual in the team.

### **3.3.2.2 Summary of the Results Related to the Second Theme: Enhanced Students' Engagement**

The results revealed that the Hangman game had a significant impact on improving fifth-grade students' vocabulary and their involvement and engagement. The nature of the game as a dynamic, captivating, interactive and easy to play game encouraged them to

participate. Generally, participation and involvement were apparently high in the classroom but in certain cases some students showed shyness or disengagement in leaning process for example students who face difficulties to recognize the correct letter or guess the correct word. Ultimately, valuable recommendations and suggestions were presented by the observers to increase participation like customizing word selections, and implementing simple incentive programs. In order to cultivate a feeling of openness and confidence, it was also essential to provide support and encouragement to shy students, encourage teamwork, and incorporate various learning styles. By attending to these factors, instructors can establish a nurturing and cooperative educational environment that amplifies students' enthusiasm for learning and ability to remember vocabulary.

### **3.3.3 Improved Vocabulary Learning Outcomes**

“Improved Vocabulary Learning Outcomes” is the final main theme, consisting of one sub-theme reinforced by three codes that reflect particular elements of students’ vocabulary improvement. A deep understanding was gained by studying these sub-themes and their related codes.

#### **3.3.3.1 Vocabulary Mastery**

The sub-theme "Vocabulary Mastery" is a part of the main theme "Improved Vocabulary Learning Outcomes". It consists of three main codes: Guessing the correct letters, Accurate Spelling Post-Game, and Vocabulary Retention and Meaning Recall. These codes were derived from the observers' answers to the relevant items and their feedback.

The Hangman game considered simple and easy to implement, and this characteristic helped the students to participate. The process of Guessing the Correct Letters and words was an exciting one, and this made the students actively engaged. Observer 2 noticed that "During the process of guessing the letters in the words, the students participated actively, which helped them make the learning process exciting and full of energy. This helped in achieving one of the most important goals, which is learning vocabulary".

In regard to the Accurate Spelling Post-Game code which emphasized that the Hangman game presented an excellent chance for students to practice the spelling of the words whereas observers 2 said that "During playing the game the students repeatedly made guesses to construct the word, in this way they repeatedly practice the spelling of each

word that tried to figure out in addition to facilitate the memorization of the word and its spelling which led to better vocabulary learning". observer 1 added that "The students get immediate feedback about the correct or wrong spelling or guessing which enhance their spelling ability with a supportive atmosphere".

This repetitive nature of the game connected to the code Vocabulary Retention and Meaning Recall. the game helped the students to tried many times in regular way to make guesses so they increased their chance to remember the new words in their long-term memory. Observer 3 added " In every round during playing, once the students guess the correct vocabulary, another student or the teacher showed a visual aid demonstrate it, this process promoted the retention of the vocabulary and recall its meaning".

### **3.3.3.2 Summary of the Results Related to the Third Theme: Improved Vocabulary Learning Outcomes**

The results showed the positive impact of the Hangman game on fifth grade students' vocabulary and their engagement. The game helped the students to participate actively by encouraging them to guess the correct letter and have fun while constructing the vocabulary, thereby make them more active. The repetitive nature of the game provided them a great chance to practice more and more the vocabularies' spelling in addition to the retention of each one and recall the meaning along with immediate feedback which guide them to the correct answer that increased their confidence in a supportive atmosphere . In conclusion the game offered an opportunity for the students to learn vocabulary effectively and foster the engagement among students.

## **Chapter Four**

### **Discussion, Conclusion, and Recommendations**

#### **4.1 Introduction**

This chapter presents a discussion of the results of the study, to address the two key research questions to understand the impact of the Hangman Game on improving vocabulary learning among fifth-grade students at Almoghayer Secondary Girls School. This chapter connects the findings of this study with previous literature, and it provide an organized viewpoint on the consequences of utilizing the Hangman Game in vocabulary instruction. The conclusion, the study limitations, and it suggested recommendations for other researchers, EFL teachers, curriculum designers, and the Ministry of Education.

#### **4.2 Discussion of the Results of the Study Questions**

##### **4.2.1 Discussion of the Results Related to the First Study Question**

What is the impact of the Hangman Game on the fifth-grade students' vocabulary at Almoghayer Secondary Girls School?

In the pre-test, The mean score of the experimental group was (13.55) and the mean score of the control group was (14.3). These results denotes that the two groups have comparable levels of competency in vocabulary learning before the intervention. These results revealed that any changes in the results of the post-test would be related to the game rather than any other confounding variables. As a result, the students were distributed to the control group and the experimental group randomly to ensure that both groups have similar characteristics which would enhance the validity of the results.

The quantitative analysis revealed a significant improvement among the students in the experimental group which were taught by using the Hangman Game with comparison to the students in the control group which were taught using the traditional method. The mean scores of the experimental group increased in a remarkable way from (12.55) in the pre-test to (16.76) in the post-test.

On the other hand, the mean scores of the control group slightly increased. It was (14.03) in the pre-test and became (14.31) in the post-test. This suggests not accepting the null hypothesis and shows a significant enhancement in favor of the experimental group which

demonstrates that the Hangman Game is an effective tool to enhance vocabulary learning among fifth grade students. To assess the impact of using the game in an accurate way, the researcher used the Eta squared ( $\eta^2$ ) formula which gave a value of (0.160) (see table 4).

These results align with many studies' results, such as Napiah (2019); Ramadhani (2023); and Taula'bi' (2022). which showed that the Hangman Game helps enhancing vocabulary learning in a significant way. Also, the interactive nature of the game also boosted students' participation and concentration which are both important for their vocabulary learning and retention.

However, the researcher of this study faced some challenges which also appeared in some previous studies. Although the Hangman Game was an effective tool to enhance students' vocabulary learning, it was ineffective to develop other language components, such as grammar or pronunciation. Soares et al. (2015). emphasized that the Hangman Game should be incorporated with other teaching methodologies to present more comprehensive learning experience.

The remarkable improvement of the students' scores in the experimental group from the pre-test to the post-test can be attributed to the attractive and interactive nature of the game which enhanced students' enthusiasm and participation. This led to a more dynamic and enjoyable learning experience. These results align with Tanjung et al. (2019)'s study which showed a significant improvement in vocabulary learning among 8th grade students Kuning & Rohaina (2021). Demonstrated that seventh grade students' vocabulary learning developed which in its turn increased students' participation and improved their academic performance. Moreover, Dharmayasa (2023) presented empirical evidence that the attractive nature of the Hangman Game could inspire students to stay focused and concentrate more during vocabulary learning. Napiah (2019) clarified that the cooperative components of the game to guess certain words help enhance the students' academic achievement by boosting group work among students and developing their communication skills. On the other hand, it is essential to take into account the limitations Lee et al. (2012) and Hung & Young (2007) identified in their studies. These studies mentioned that the Hangman game sometimes depends on luck which means that it is not always about presenting the true vocabulary knowledge of students.

Depending on luck may lead to some bias in the results of students' assessment which makes it less reliable as an indicator of students' vocabulary development.

Teachers can integrate the Hangman Game as a supplementary tool to teach vocabulary. The interactive nature of the game is considered effective especially for young students who find traditional methods boring. Thus, teachers can incorporate the Hangman Game with other educational strategies which would help them work on different skills of language. Such incorporation not only enhances students vocabulary learning but also creates an engaging and fun atmosphere for students.

#### **4.2.2 Discussion of the Results Related to the Second Study Question**

How does using the Hangman Game impact on the engagement of the fifth-grade students in the classroom at Almoghayer Secondary Girls School?

This section presents the impact of the Hangman Game on the engagement of the students with focusing particularly on the learning environment and students' engagement which are closely related to vocabulary learning.

Regarding the learning environment during the application of the game, the thematic analysis of the observation sheet revealed that the Hangman Game created a conducive learning environment for students in the fifth grade. The simplicity of the game boosted students' understanding and participation and the environment of the game help manage the noise levels and reduce the visual and external distractions which, in turn, help establishing a safe and structured learning atmosphere.

According to Novriana et al. (2013), the Hangman Game can be used to enhance students' vocabulary learning and boost the learning environment. These results align with the results of the current study indicating that the Hangman Game not only improves the vocabulary learning of students but also help creating an effective learning environment. The study also focused on using varied levels of instructions to take into account the different levels and needs of students. This can ensure that each student has a chance to engage in the game activities in an effective way.

The Hangman Game helps the teacher to choose the words based on the students' needs taking into account different levels of difficulty when guessing letters and constructing

words. This strategy improved students' confidence and their active participation. The game also provides students with clear and simple instructions which help students remember the rules of the game more easily, enhance students' motivation, reduce any possible hesitation or passivity among them. Furthermore, the game boosted students' patience while waiting their turns and reinforced their adherence of the game's rules. The Hangman Game, according to Novriana et al. (2013), can help students improve their vocabulary and use it appropriately in context, spelling and pronunciation.

According to the second major theme, "Enhanced Students' Engagement", the thematic analysis of the observers consistent responses and comments in the observation sheet revealed that the Hangman Game had a remarkable positive impact on students' engagement. The game enhanced active participation among students as they delve enthusiastically into the game activities and interact with each other effectively.

The integration of various learning methods along with a simple motivating program contributed to significantly enhancing students' enthusiasm. Moreover, the game inspired the shy students and boosted their self-confidence which helped creating a more conducive and friendly learning environment. These results align with the study conducted by Munikasari et al. (2021) which also showed a remarkable improvement in students' vocabulary learning and increase in their levels of focus and participation during the learning process due to the Hangman Game. From the researcher's point of view, the Hangman Game encouraged students to actively engage by asking them to cooperate through group work.

Such active engagement creates passion for learning and encourages students to initiate and stay involved during the learning process. In addition to that, the comprehensive nature of the game ensures having all students included and valued since it supports integrating various methods of learning which are visual, aural and kinesthetic.

However, a few students showed a lack of enthusiasm and some hesitation which indicates that there is a necessity for using a simple reward system besides guidance to enhance confidence and engagement among students. Napiah (2019) added that the Hangman Game is a beneficial tool to enhance students' motivation and cooperation during the learning process. Also, the Hangman Game notably reinforced the "Vocabulary Learning Outcomes" which is the third theme. Moreover, the game actively

involves students in the process of constructing the words and identifying them by encouraging them to guess the correct letters. Such a dynamic strategy improves students' understanding and retention of the words they learn. In the post-tests, students in the experimental group showed accurate spelling of the words they learned by using the game. Such accuracy indicates that the attractive and repetitive nature of the Hangman Game highly boosts proper spelling habits among students.

Also, the game environment which requires recalling letters and words facilitates retention of words for the long term. Thus, during and after the game application, the students appeared an ability for not only spelling the words correctly but also recalling them automatically without thinking. The results of Kuning & Rohaina (2021); Tanjung et al. (2019); and Wiratania (2018) studies were similar. Furthermore, Dharmayasa (2023) noted a notable increase in the rates of vocabulary retention among students which means that the game is useful to enhance learning vocabulary. In the same context, Wijaya et al. (2023) and Rahayu & Farid (2017) found that the Hangman game is a useful teaching method to improving vocabulary learning among students which indicates that it can be used as a main teaching aid since it reinforces students' active participation, accurate spelling and word retention for a long term, thus it works as a successful complement to vocabulary learning strategies.

In general, the Hangman game demonstrates its efficacy as an educational tool for enhancing learning vocabulary results. It promotes active participation, precise spelling, and lasting vocabulary retention, thus serving as a good supplement to strategies for teaching vocabulary.

### **4.3 Conclusion**

In general, the researcher presents a comprehensive examination of the effect of the Hangman game on fifth grade students' vocabulary and their engagement at Almughair Secondary School Girls. Applying mixed method approach. Using both quantitative and qualitative instruments.

It is clear from the thematic analysis of the observation sheets and the significant increase in the results of the pre- and post-tests of the experimental group that there is a significant improvement in students vocabulary and their engagement. This is consistent with previous research and confirms the positive effect of the game as a tool for learning vocabulary.

In the thematic analysis several results emerged. First, the game created an organized environment and make it as free of distractions as possible. Second, by providing clear and direct instructions, the game helped students remember the rules easily and participate actively. Third, the interactive nature of the game encouraged students to actively participate, collaborate together which make the classroom inclusive environment.

The classroom observations revealed that students derived enjoyment from the Hangman Game and experienced an increased sense of motivation in their vocabulary learning. In summary, students responded positively to the Hangman Game, enjoyed it, and felt more motivated to learn vocabulary.

#### **4.4 Limits of the Study**

This investigation is confined within the specified limits:

1. The subject limit: the influence of the Hangman game on Students' vocabulary.
2. The human limit: 5<sup>th</sup> grade students.
3. The locative limit: Almoghayer Secondary Girls School.
4. The temporal limit: the academic year 2023/2024.

#### **4.5 Limitations of the Study**

The study recognizes specific constraints. Firstly, although the Hangman Game is successful in improving learning new words, it does not specifically target additional language skills such as grammar and pronunciation. Moreover, the presence of chance factors in the game might often make it difficult to accurately assess one's actual vocabulary knowledge, indicating the necessity for additional educational methods.

#### **4.6 Recommendations of the Study**

The researcher suggests the following recommendations for EFL teachers, students and further researchers in light of the stated above results:

**EFL teachers** are advised to use the Hangman game as a tool to teach vocabulary. While implementing the game, the classroom would be noisy. English teacher advices to deliver clear and understandable instructions that help students to understand and comply the

rules. Also teachers advices to integrate diverse learning styles using the game to meet students' diverse needs, that integrating more exercises that serve different students' needs for example kinesthetic exercises that many students prefer. Moreover incorporating different learning styles could ensure that most students are integrated, thus increasing the effectiveness of the game on learning vocabulary.

**Students** are advised to pay attention to the teacher and adhere to the rules and instructions to make the process of implementing the game smooth. And students advised to participate during the game more and be more active in participating in learning activities and do not show reluctance so that learning process increase their vocabulary skills. Finally, to increase their collaboration during the activity that helps them in learning the new vocabulary then they feel that they have an important role in the team, so encourages the teamwork in the classroom.

**Other Researchers** It is crucial to keep the door open for future researchers to advance our understanding of how the Hangman game contributes to enhancing students' vocabulary. Researchers are advised to conduct comparative analyses, comparing the Hangman game with alternative vocabulary methods, games, or technologies. By situating the Hangman game within the broader context of various learning tools, we can better grasp its distinct advantages and potential drawbacks. Researchers should also explore the optimal frequency and duration of Hangman game sessions to improve vocabulary learning, as investigating variations in learning intervals can yield nuanced insights and inform the design of effective educational strategies

By leaving these doors open for research, this study lays basic for a more comprehensive understanding of the impact of the Hangman game on enhancing students' vocabulary learning. It also invites future scholars to contribute to the ongoing discourse on effective and engaging educational methodologies.

## List of Abbreviations

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<b>Abbreviation</b>	<b>Meaning</b>
TA	Thematic Analysis
GBL	Game-Based Learning
EFL	English as a Foreign Language
EVLG	English Vocabulary Learning Games
ZPD	Zone of Proximal Development
MOE	Ministry of Education
SPSS	Statistical Package for Social Sciences
PRISMA	Preferred Reporting Items for Systematic Reviews and Meta-Analyses

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## Appendices

### Appendix (A)

#### The Pre-Test

State of Palestine		Name :
Ministry of Education		Class : 5 <sup>th</sup> grade
Directorate of Education - Jenin		Date : 1/4/2024
Almoghayer Secondary Girls School		Daily exam : /20

#### 1. Read the paragraph and answer questions bellow :

Once upon a time a farmer bought a goat at the market. A clever wolf wanted the goat. He hid behind a tree. He put his left shoe on the road. The farmer saw the shoe. He didn't want one shoe. He wanted both shoes. Now the farmer put his right shoe and hid. The farmer saw the shoe. He put the right shoe next to the goat and went to look for the left shoe. The wolf laughed and took the goat and his shoes. The greedy farmer was angry and got nothing.

#### A. Read the sentences then write ( $\checkmark$ ) or ( $\times$ ) 3pts

1. The farmer was clever. ( )
2. The farmer wore the two shoes. ( )
3. The wolf took the goat. ( )

#### B. Find from the passage 3 pts

The opposite of: **Left** x ..... **in front of** x .....

An animal .....

#### 2. Circle the correct word : 5 pts





1. The farmer (**hid** / **saw**) the shoe.
2. The wolf was clever. He put the left shoe on the (**road** / **tree**).
3. The farmer wanted (**one** / **both**) shoes.
4. The farmer got (**nothing** / **two**) shoes.
5. The wolf (**laughed** / **spoke**) at the farmer.

**3. Complete the sentences with suitable words : 5pts**

<b>hid</b>	<b>greedy</b>	<b>road</b>	<b>Angry</b>	<b>both</b>
------------	---------------	-------------	--------------	-------------

1. The wolf put a shoe on the \_\_\_\_\_.
2. The wolf \_\_\_\_\_ behind a tree.
3. The farmer wanted \_\_\_\_\_ shoes.
4. The farmer \_\_\_\_\_ the shoe.
5. The farmer was very \_\_\_\_\_.

**4. Choose the correct word : 4pts**

 <p>greedy / clever</p>	 <p>hide \ laugh</p>
 <p>wolf / farmer</p>	 <p>both / road</p>

Good luck: Hadeel Jarrar

H.T.: Laila Staiti

**Appendix (B)**  
**The Post-Test**

<b>State of Palestine</b>		<b>Name :</b>
<b>Ministry of Education</b>		<b>Class : 5<sup>th</sup> grade</b>
<b>Directorate of Education - Jenin</b>		<b>Date : 8/4/2024</b>
<b>Almoghayer Secondary Girls School</b>		<b>Daily exam : /20</b>

**1. Read the paragraph and answer questions bellow :**

Omar's family drove to Qalqilya last weekend. There were lots of cars on the road. Their car couldn't move. Mum, Omar and Rania sang some songs. The family visited the zoo. It was very beautiful. It had lots of animals. Omar's favourite animal was the giraffe. It could eat fruit from your hand. Rania liked the rabbits. Then the family visited Wadi al Badan. There were lots of small pools. Omar and Rania liked to play in the water. The water was very cold. The family went to a restaurant for dinner. Rania and Omar liked the fruit and vegetables. The parents sat in the restaurant.

**A. Read the sentences the write ( √ ) or ( x ) : 3pts**

- 1- The family visited the zoo. ( )
- 2- Omar's favourite animal is the rabbit. ( )
- 3- Olives are fruit. ( )

**B. find from the passage 3 --pts**

The opposite of: **big** x ..... **Hot** x .....

An animal .....

**2. Choose the correct answer : 5 pts**



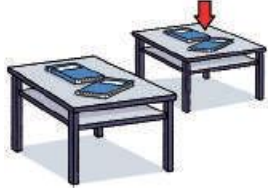

- 1- The family went to the (**market – zoo**).
- 2- Rania liked the (**rabbit - giraffe**).
- 3- Omar's family drove to Qalqilya (**last weekend – last month**).
- 4- The family visited (**Wadi al Badan – Wadi Al Qilt**).
- 5- Omar’s favorite animal is (**giraffe – cats**).

**3. Complete the sentences with suitable words : 5pts**

<b>Visited</b>	<b>vegetables</b>	<b>move</b>	<b>Some</b>	<b>Out</b>
----------------	-------------------	-------------	-------------	------------

- 1- On the road the car didn't .....
- 2- Mum, Rania and Omar sang .....songs.
- 3- The water was cold. Mum said " Get .....of the water."
- 4- The family went to the zoo and .....to Wadi al Badan.
- 5- Tomatoes and potatoes are.....

**4. Choose the correct word : 4pts**

 <p><b>Out - fruit</b></p>	 <p><b>move - vegetables</b></p>
 <p><b>plant - those</b></p>	 <p><b>move – some</b></p>

Good luck: Your teacher: Hadeel Jarrar

H. T: Laila Staiti

**Appendix (C)**  
**The Classroom Observation Sheet**

<b>Observation Sheet</b>	
School: Almoghayer Secondary Girls School Grade: 5 <sup>th</sup> Grade	
Duration: four-week Period (From March 10th to April 8th) Gender & Number: (29) female	
Teacher: Hadeel Jarrar	
Observers: Inst. Taghreed Abo Moueis, Inst. Laila Stati, and the researcher Hadeel Jarrar	

Aim: Assessing 5<sup>th</sup>-grade students' engagement during the application of the Hangman Game for vocabulary learning.

#	Items	Done	Undone
1	The classroom provides a favorable environment for both playing the Hangman game and leaning, characterized by a safe and well-structured arrangement.		
2	The game is easy and applicable for all students.		
3	The instructions of the game are delivered understandably and clearly.		
4	The teacher customizes the word selection, using words of different lengths and levels of complexity, to align with the varied students' proficiency levels.		
5	The game's timing is well-suited for maintaining students' engagement and concentration.		
6	Most students swiftly comply with the teacher's instructions during the game.		
7	The rules of the game is easy to recall by the students so there is no need for frequent reminders.		
8	Students typically exhibit patience while awaiting their team's turn during the game.		
9	A large number of students possess the ability to guess the correct letters accurately when prompted.		
10	After completion of the game, many students are able to accurately spell the word.		
11	The majority of students can recall and correctly discern the meanings of the words employed in the game after an adequate practice using the game.		

12	A controllable level of noise is maintained during the game.		
13	During the game, most students keep their focus		
14	A large number of students demonstrate a strong tendency, eagerness, and passion for learning new vocabulary through the Hangman Game.		
15	The game encourages students who are shy to participate.		
16	A small number of students appear to be disengaged or lack excitement.		
17	During the game, the majority of students demonstrate heightened confidence.		
18	Some students seem reluctant to take part in the game.		
19	A small number of students continue to experience difficulty in recognizing letters or constructing words, even after an adequate amount of practice.		
20	The students enthusiastically seek an explanation of the meanings of new words introduced during the game, demonstrating a strong willingness to improve their vocabulary.		
21	The game boosts peer learning.		
22	The game succeeds to integrate various learning styles.		
23	The students actively participate in guessing the letters and constructing the words.		
24	The game facilitates students' teamwork.		

What further observations and insights can you share regarding the students' engagement and the overall classroom atmosphere during the game sessions?

**I truly appreciate your kind and helpful support**

**Appendix (D)**  
**List of Arbitrators**

**The Validation Committee**

Dr. Walid Salameh, Methods of Teaching Department, An-Najah National University.

Dr. Fuad Hasan Methods of Teaching Department, At Al-Quds Open University.

Laila Staiti, the head teacher at Almogayer Seconadary Girls School and a previous EFL teacher.

Taghreed Abo Moueis, a teacher at Almogayer Seconadary Girls School.

Hiba Hamdan, a researcher and a linguistic editor.

Kifah Sanouri, supervisor at the MOE.

Islam Ismail, a researcher and a PHD student.

Naba' Fayyomi, a teacher at Omar Ibn Al-Khatib School.

Taima Zaher, a teacher at Awarta Elementary School.

Omamah Saiti, a teacher at Arranah Elementary Girls School.

## Appendix (E)

### Permission from An-Najah National University to Facilitate Conducting the Study

An-Najah  
National University  
Faculty of Graduate Studies



جامعة  
النجاح الوطنية  
كلية الدراسات العليا

التاريخ : ٢٨/٠١/٢٠٢٤م

السادة مركز البحث والتطوير التربوي المحترمين  
وزارة التربية والتعليم

تحية طيبة وبعد،،

**الموضوع: تسهيل مهمة الطالبة/ هديل عاصم عارف جرار. رقم التسجيل (12154619)  
تخصص ماجستير أساليب تدريس اللغة الإنجليزية.**

نهديكم اطيب التحيات ونعلمكم بأن الطالبة هديل عاصم عارف جرار هي طالبة دراسات عليا في برنامج ماجستير أساليب تدريس اللغة الإنجليزية وهي بصدد اعداد الاطروحة الخاصة بها والتي هي بعنوان:

" أثر لعبة الرجل المشنوق على تحسين مفردات طلاب الصف الخامس في محافظة جنين "

تحتاج الطالبة الى اجراء اختبار قبلي وبعدي على طالبات الصف الخامس لدى مدرسة المغير الثانوية للبنات - جنين، وذلك لجمع معلومات حول اثر لعبة الرجل المشنوقة على تحسين مفردات طلاب الصف الخامس في محافظة جنين، وذلك لأغراض بحثية خاصة باطروحة الماجستير الخاصة بها. يرجى الابعاز للجهات المختصة بتسهيل مهمة الطالب في اجراء الاختبارات، مؤكداً لكم بأن كافة المعلومات التي سوف يتم جمعها هي لأغراض البحث العلمي فقط، وسوف يتم الحفاظ على السرية التامة وعدم استخدام هذه المعلومات لأغراض أخرى.

شاكرين لكم حسن تعاونكم

مع وافر الاحترام ،،،

د. كفاح برهم

عميدة كلية الدراسات العليا



فلسطين، نابلس، ص.ب ٧٠٧٧ هاتف: /٢٣٤٥١١٥، ٢٣٤٥١١٣، ٢٣٤٥١١٣ (٠٩) (٩٧٢)\* فاكس: ٢٣٤٢٩٠٧ (٠٩) (٩٧٢)

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جامعة النجاح الوطنية  
كلية الدراسات العليا

أثر لعبة الرجل المشنوق على تحسين مفردات  
طلاب الصف الخامس في مدارس محافظة جنين

إعداد

هديل عاصم جرار

إشراف

د. وليد سلامة

قدمت هذه الرسالة استكمالاً لمتطلبات الحصول على درجة الماجستير في برنامج أساليب تدريس اللغة الإنجليزية بكلية الدراسات العليا في جامعة النجاح الوطنية، نابلس - فلسطين.

2024

# أثر لعبة الرجل المشنوق على تحسين مفردات طلاب الصف الخامس في مدارس محافظة جنين

إعداد

هديل عاصم جرار

إشراف

د. وليد سلامة

## الملخص

تهدف هذه الدراسة هو فحص تأثير لعبة الجراد على تعلم المفردات لدى طالبات الصف الخامس، مقارنة بالطرق التقليدية مثل الحفظ عن ظهر قلب والترجمة إلى اللغة العربية. شملت الدراسة 58 طالبة في الصف الخامس وتم اعتماد نهج مختلط بتصميم شبه تجريبي. استخدمت الباحثة اختبارات قبلية وبعديّة كمية لقياس مدى تعلم الطالبات للمفردات. بالإضافة إلى ذلك، تم استخدام استمارة ملاحظة صفية نوعية لتقييم سلوك الطالبات العام أثناء اللعبة، مما يوفر رؤى قيمة للسياق الأوسع للعبة.

تم تقسيم الطالبات إلى مجموعتين: المجموعة التجريبية التي تضم 29 طالبة وتم تعليمهن باستخدام لعبة الجراد، والمجموعة الضابطة التي تضم 29 طالبة تم تعليمهن باستخدام الطرق التقليدية. أظهرت المجموعة التجريبية تحسناً كبيراً في تعلم المفردات مقارنة بالمجموعة الضابطة، كما يتضح من تحليل بيانات الاختبارات القبليّة والبعديّة. في المقابل، ارتفع متوسط درجات المجموعة الضابطة من 14.03 إلى 14.31 فقط، بينما ارتفع متوسط درجات المجموعة التجريبية من 13.55 في الاختبار القبلي إلى 16.76 في الاختبار البعدي. أظهرت استمارة الملاحظة الصفية التي قام بتعبئتها الباحثة والمعلمة ومديرة المدرسة بشكل ثابت أن لعبة الجراد عززت بيئة تعلم تفاعلية وديناميكية زادت من تفاعل ومشاركة الطالبات.

خلصت الدراسة إلى أن لعبة الجراد هي أداة فعالة لتعزيز تعلم المفردات لدى طالبات الصف الخامس وتحسين سلوكهن العام. بناءً على نتائج هذه الدراسة، تقترح الباحثة استخدام أساليب التعلم المعتمد على

الألعاب، مع التركيز بشكل خاص على لعبة الجراد، كأداة فعالة لتعليم المفردات. وتم تقديم مجموعة إضافية من التوصيات للباحثين الآخرين ومعلمي اللغة الإنجليزية كلغة أجنبية ومصممي المناهج ووزارة التربية والتعليم.

**الكلمات المفتاحية:** لعبة الجراد؛ المفردات؛ التعلم باللعب.