

ABSTRACT

Saragih, Hariyanti, Registration Number: 2203121001, Students' Perception in Teaching Speaking Skill Using Vocabulary Games for Seventh Grade of SMPN 1 Raya Kahean, English Education Program, State University of Medan, 2024.

This study aimed to explore the perceptions of seventh-grade students at SMPN 1 Raya Kahean regarding the use of vocabulary games in learning speaking skills. The study was conducted using qualitative descriptive research. Three types of vocabulary games; Word Association, Board Race, and Chalkboard Acronym were implemented in the classroom to facilitate vocabulary acquisition and improve speaking ability. Data were collected through questionnaires and interviews, which provided insights into the students' experiences and attitudes toward the use of vocabulary games. The results revealed that most students had a positive perception of the games, noting improvements in vocabulary retention, sentence construction, fluency, and confidence. The interactive nature of the games increased motivation and reduced anxiety in speaking activities. However, challenges were identified, particularly in improving pronunciation, suggesting the need for supplementary exercises. The research concluded that vocabulary games are valuable educational tools that can improve students' speaking skills by creating a supportive and motivating learning environment. The study recommended the continued use and further exploration of vocabulary games in English language teaching, alongside other instructional strategies that address specific language needs such as pronunciation.

Keywords: *vocabulary games, perception, speaking skills.*

