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by Fika Megawati

Submission date: 15-Feb-2022 02:14PM (UTC+0700)

Submission ID: 1762823999

File name: Snakes_And_Ladders_Game_For_Enhancing_Young.pdf (270.78K)

Word count: 3196

Character count: 16638



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Ahmad Naharuddin, Fika Megawati

*English Education Study Program, Faculty of Teacher Training and Education,
Universitas Muhammadiyah Sidoarjo, Indonesia*

Jl. Majapahit, 666 B, Sidoarjo

ahmadnahrudin@gmail.com, fikamegawati@umsida.ac.id

ABSTRACT

Vocabulary is one of pivotal elements in language. It is true that vocabulary mastery gives big contribution to the success of language proficiency. Dealing with classroom activities, variation of teaching is needed since it can give exposure to the students. Thus, this study aims to find out whether there is an effect of using snakes and ladders game in teaching vocabulary. An elementary school level was selected as the young learners based on the determined appropriate characteristics. In this study, the fifth graders were finally considered suitable for the sample. The quantitative method with true-experimental design was implemented. To test the hypothesis, there were two groups involved, experimental and control classes. The researchers used snakes and ladders board as a medium then implemented it in a set of game rule and instruction during teaching vocabulary about names of occupation for experimental class. The result reveals that using snakes and ladders game is effective for enhancing vocabulary. The more modification in the medium and instruction might be possible inspiration for the next research.

Keywords: Snakes and Ladders Game, Teaching Vocabulary, Occupation.

1. INTRODUCTION

Perception that young learners learn language better than older makes English is taught in elementary school. Teaching English in elementary school is not the same as teaching English in Junior or Senior high school. In elementary school, the students are taught English from basic which is started from introducing vocabulary. Because vocabulary is as an important aspect in language, it has an essential role in learning English. Vocabulary is the central to language and critical importance to language learning for the young learners [1]. Vocabulary can support all of the English skills. It is essential to have good mastery in vocabulary for learners who learn language. If learners have enough vocabulary and capability of using it accurately, they will able to speak fluently, write easily and correctly, or understand what they read or hear for the language that they have learnt. Student cannot start to learn four skills such as listening, reading, speaking, and writing without learning vocabulary first. Therefore, vocabulary is placed as basic element. It is important to know how words are remembered in students' mind and how long term the words can be recognized in memory. Teaching and learning vocabulary for young learners is possible to be the difficult part for the teacher. The use of creative ways help to increase the students' understanding easily and it is necessary to provide it for the students. The teacher should find a new innovation to apply media or technique to teach vocabulary. There are five guide lines to help the teacher have a communicative treatment of vocabulary instruction in a class [2], such as allocate specific class time to vocabulary learning, help the students to learn vocabulary in context, play down the role of bilingual dictionaries, encourage students to develop for determining the meaning and engage in "unplanned" vocabulary teaching.

Young learners have characteristics such as lose interest more quickly, easily bored and less able to keep their motivation in learning when they find a task which is difficult for them [3]. Therefore, the facilitators should be able to create the lessons activity to be more interesting, fun and meaningful for the young learners. Young learners will be easy to learn the second language as they are having fun or if they can understand messages from the context [4]. They only know that they are happy and relax with the



activities and they do not realize that they are learning. Children who are classified into young learners as in this study are around 10-11 years old. By knowing the every children's characteristics, the teacher can consider it to design the learning activities. At this level, a good teacher has to provide rich experience in learning process which can help their students getting information. Beside that, the teachers are able to expect the children to work in groups and change their activity every ten minutes or so.

Based on the researcher's observation at SDN Jimbaran Kulon Sidoarjo, the researcher found some problems that faced by the students of fifth grade in learning vocabulary. Vocabulary becomes a lesson that has very limited range for most of students. It is caused by several factors. For general factor, the students get bored easily in learning process. The students are only asked to memorize some vocabulary from their text books. In addition, another factor is the students are never taught by using media in learning vocabulary. The students usually get new vocabulary from text book that they read. For example, the students find many new words in a text, and then they ask the teacher to explain the meaning and the function. Thus, it is easier for them to forget the words they have learnt. Young learners like puzzle, games and song [5]. If the teacher gives puzzle, games or song in the learning process, it may help them solve their problems.

Due to the problems, teacher should have creative idea to teach English especially vocabulary. One of the best ways to help young learners fun in learning English is game. Game is as medium that is suitable for children. Game can be very useful for teaching vocabulary for young learners. Games have important role in vocabulary leaning because they provide an enjoyable way of reentering words [6]. The young learners not only play the game but also get fun learning English especially vocabulary by using game. There are many kinds of educational game that can be used in teaching vocabulary and one of them is snakes and ladders game.

Snakes and ladders game is one of games that is suitable in teaching vocabulary for young learners. Most of children in Indonesia know about snakes and ladders game. It is played by 2 or more players. The players move around the game, go up and down. The game can be used to teach vocabulary more fun in order to make students enthusiastic in learning process. Also, there is competition on snakes and ladders game, so it makes students more active in learning process. The Snakes and ladders game can be used as one of the media that facilitates the students to be able to increase their vocabulary. In teaching vocabulary by using snakes and ladders game, the researcher takes the topic about occupations. The rules of snakes and ladders game for teaching language teaching are divided into ten rules [7]. First, the teacher gives answer sheet for every students. Second, the students write their names. For the rule, the students put every player on the start square and every student use dice to decide who is the first player. Then, first player starts to roll the dice and walks according to the number on the dice. According to the number of the square indicates, the player writes the answer on the answer sheet based on the picture and clue of the square. The next player rolls the dice and continues playing the game. Players who get snake, turn off from the snake's tip until the snake's tail and players who get ladder, turn on from the bottom of the ladder until the top of the ladder. The winner is the player who is on the finish square first.

From those explanations, in this study the writer focuses on statement of problem which "is there any effect of using snakes and ladders game in teaching vocabulary?".

2. METHOD

In this study, the researcher used quantitative research design. Quantitative as a traditional method of research according to philosophy positivism that is used to investigate the population and sample that needed, the technique of collect data using research instrument, the analysis of data is quantitative or statistic which is the purpose to test, uses statistic to measure validity, reliability and finds the result of the data [8]. This study used an experimental design in which there were experimental class and control class.

In the research process, the researcher used two classes as sample, where the first class is the one which receives a specific treatment as the experimental class group. The second one is as control class which receives no treatment. In the experimental class, the researcher applied the snakes and ladders game as medium, while the control class, the teacher applied non-snakes and ladders game.

This study used experimental research design means that there are two classes to be observed, they were experimental and control class. Between the experimental and control class were given pre-test

and post test. However, only the experimental class was given treatment snakes and ladders game. The control class was taught by the teacher and used Grammar Translation Method (GTM) method.

This research includes Independent and Dependent variable in this study. The (X) variable of this research is the use of snakes and ladders game. The (Y) variable of this research is vocabulary mastery of fifth grade students of SDN Jimbaran Kulon Wonoayu.

For the population, the researcher took whole students of fifth grade. There were three classes of fifth grade, they were 5-A, 5-B, and 5-C. The number of population was 100 students. To decide sample for this study, the researcher used simple random sampling to take the sample because the process of taking the sample is randomly. Simple random sampling is a technique which is the process of taking sample is done randomly [9]. The researcher decided 5-A and 5-B classes as the sample. In which 5-A is as the experimental class and it has 35 students. Whereas 5-B is as control class and it has 35 students.

To get the data and answer the statement of the problem, the researcher used test as an instrument. Test is used to measure the skill, knowledge and ability of the individual or group [10]. The source of the test content was taken from learners' text book or other sources. It was adapted from students' text book which the directions were multiple choice and complete the sentences. There were 20 questions. The students were given 20 minutes to do the test.

3. RESULT AND DISCUSSION

The researcher did the research for a month. The researcher taught 5B class and the English teacher taught 5A. There were two meetings for teaching vocabulary. The first step that was done by the researcher gave pre-test. After getting pre-test, the students of experimental class got the material about occupation from the researcher. The researcher presented twenty names of occupation in English (Table 3.1).

Table 3.1 List vocabulary about names of occupation

Doctor	Policeman	Singer
Farmer	Mechanic	Driver
Carpenter	Architect	Journalist
Dentist	Fireman	Lawyer
Nurse	Lifeguard	Barber
Pilot	Photographer	Cashier
Teacher	Actor	Fisherman
Chef	Actress	Mucisian
Dancer	Waitress	Tailor
Secretary	Baker	Waiter

The researcher used two versions of snakes and ladders game. First snakes and ladders game consisted of names of occupation (see Figure 1), but the other was about the workplaces (see Figure 2).



Figure 1. Names of occupation



Figure 2. Names of workplaces



The researcher showed and gave snakes and ladders game about names of occupation to the students. They played in groups. For control class, the researcher taught the material using GTM method. The teacher asked the students to memorize names of occupation with their friends in groups. The next step was post-test. Both experimental and control class were given post-test to know the difference results before and after given treatment.

After the researcher had done pre-test, treatment and post-test, the researcher could calculate the difference result before and after giving treatment between experimental and control class. The result of post-test was higher than pre-test because the students have learnt material and got treatment. The main result pre-test of experimental class is 51.85, however, the mean result of post-test is 83.91. The highest score is 95 and the lowest score is 45. For control class, the mean result of pre-test is 45.14 and the post-test is 70.14. The highest score is 90 and the lowest is 35. From the explanation above, it can be calculated that the mean result of experimental class is higher than control class.

To answer the statement of the problem in this research, the researcher used t-count to calculate the data. It can be known that t-count (2.67) is higher than t-table (1.66). Therefore, Null hypothesis is rejected and alternative hypothesis is accepted. It means that there is effect of using snakes and ladders game in teaching vocabulary. Therefore, snakes and ladders game is an appropriate media for teaching vocabulary especially for young learners. This is in line with the statement from Yuliana, the game is very appropriate media for teaching vocabulary, especially for young learners [11]. The students become more interested and active in learning process. Snakes and ladders game can be as a media that used to teach vocabulary and make the students more enjoyable [12]. The result of this thesis also supports that snakes and ladders game is an appropriate media in teaching vocabulary, especially for young learners.

During the implementation, the researchers found some problems. When teaching English in the experimental class, the researcher needed extra voice to handle the class. The students were crowded and active. They walked around the class and talked to other friends. It was difficult to instruct them because they were still young learners. The problems found by the researcher basically characteristic of children. The children enjoy fantasy, imagination and movement [13]. Thus, they like walking and running around in the class and talk to their friends when they feel bored because they have short attention span. However, after given snakes and ladders game and played in groups, the students did not walk around the class anymore and they enjoyed learning English by playing snakes and ladders game. They could improve their vocabulary related to the names of occupation. They looked enthusiastic and pleasant. Thus, the problem faced by the researcher during research was solved. Snakes and ladders game is a good media that has given them new experience in learning English.

There are some previous studies using snakes and ladders game as medium. The first study is under the title *Improving Students' Speaking Ability Using the Snakes and Ladders Board Game at 11 Grade of Saint Pius X Vocational High School Magelang* [14]. The action research result shows that the use of snakes and ladders board game in the classroom improves the students' speaking ability. The improvement of the speaking ability can be seen from the result of speaking test in cycle 1 and cycle 2. The mean score of the students' increases from 69.6 to 79.2. The game is very effective because it gives fun atmosphere in learning process. Also, it gave the students new experience so that they were motivated to be active. Furthermore, second study under the title *The Application of Snakes and Ladders Game in Teaching Vocabulary* [15]. It is found that the use of snakes and ladders game improves the students' vocabulary. The students' score in post test increases. The highest score in pre test is 62.5, but the highest score in post-test is 97.5. Most of the students get good score. The third study is under the title *Developing the Giant Speaking Board Game for the Teaching of Speaking to Children Aged 9-11* [16]. It is found that the media is appropriate used for teaching English speaking for children aged 9-11. The game encourages children to be cooperative and increase the children's communicative competence.

4. CONCLUSION

The students' post-test scores in learning vocabulary by using snakes and ladders game is higher than the students' post test scores in learning vocabulary by using GTM method. Based on the calculation of t-test, it can be known that $t_{count} 2.67 > t_{table} 1.66$, which means there is effect of using snakes and



ladders game in teaching vocabulary of fifth grade at SDN Jimbaran Kulon Wonoayu Sidoarjo. It can be concluded that the use of snakes and ladders game is successful in teaching vocabulary.

After finishing this research, the researcher would like to give some suggestions that teach English especially for young learners should be creative and energetic. As one of the way, it can be applied appropriate media that can stimulate the students in learning English. Also, it is important to build fun atmosphere in the class, so the students can be relax and follow the class well.

5. ACKNOWLEDMENT

The researcher would like to thank to all students of fifth grade and English teacher at SDN Jimbaran Kulon Wonoayu which have helped the researchers conducting this research until the researcher got the data and finished this study.

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