

The Effect of Snakes and Ladders Game on Students' Vocabulary Mastery

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ABSTRACT

The purpose of this research was to identify whether there was a significant effect of using the snake and ladders game on students' vocabulary mastery. This research was conducted through a quasi-experimental research design. The subjects of this research was observed and analyzed from two classes of the eighth-grade students at SMP SINAR HUSNI consisting of 35 students. The method of this study is quantitative method which is quasi-experimental research with nonequivalent control group design. The sample was chosen by using purposive sampling technique selected into the experiment and control class which consisted of 35 students in each class. The experiment class was taught by using snake and ladders game while the control class was one-way explanation from teacher. The data were valid and reliability with score 0,796 for pre-test and 0,745 for post-test of experimental class and then for the control class obtain validity score 0,929 for pre-test and 0,953 for post test. The data considered normal because the respondents were more than 30 respondents and the data was not homogeneous. Hypothesis Test (T-Test) got significance score 0,000 for experimental class and 0,150 for control class. Because of the score was less than 0,05, it means that the H_1 hypothesis is accepted. This meant that H_1 which was "there is significant effect of using snake and ladders on students' vocabulary mastery" was accepted. The effect of using the snake and ladders game showed high impact for eight grade students' vocabulary mastery Which can be seen from the significance score that 0,000 and 0,150.

Keywords: Keywords: Snake and Ladders Game, Vocabulary Mastery, quantitative method

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1. INTRODUCTION

Vocabulary is one of important skills in a language to achieve the success in language teaching learning process especially English. There are some definitions of vocabulary proposed by some linguist experts. According to Soedjito & Saryono (2011), providing a definition that "vocabulary is wealth of words owned by a language". From his statement Vocabulary is precious something that can distinguish human with tea other in wring and speaking activity, or is part of language activity. The wealth of a person's vocabulary is considered of someone's intelligence or education. So, can be understood that the quality and quantity vocabulary or vocabulary owned by students will help students in get various information conveyed by the teachers, lecturers or information from various other learning resources.

Vocabulary mastery both inflect students' skill to communicate, to write, both speaking and writing. Tarigan, (2015) explains that the quality of language skills a person depends on the quantity and quality of the vocabulary he has. The richer the vocabulary is, the greater our possibilities skilled in language. The problem shows the lack of vocabulary that students have so the solution can be overcome in many ways including games. The games that can be used are Simon Says, Scrabble, Anagrams,

Guess Me, and Snakes and Ladder. The researcher chose snakes and ladders to see students' mastery in vocabulary.

Snakes and ladders game is a traditional game that is usually played by children. This game involves players rolling the dice alternately and moving forward according to the number of dice that appears. On the game board, there are successive boxes that form ladders or snakes that lead up or down. If the player lands on a box that has a snake ending, then the player must go down to the snake's end box, whereas if the player lands on a box that has a ladder end, then the player can climb to the box at the end of the ladder. The goal is to reach the last square or response peak as quickly as possible.

According to Rahayu et al. (2019), states that the game of snakes and ladders is not standardized and is adjusted to the goals to be achieved. So that players can create their own snakes and ladder boards with a large number of boxes and a large number of snakes and ladders that are different from certain rules as needed. These snakes and ladders can be used in the classroom for students to learn and expand their vocabulary while playing.

This research was conducted to determine whether or not there was an influence of the snakes and ladders game on students' vocabulary mastery. This research will take place at SMP Swasta Sinar Husni Medan and the research subject of this study was the second grade students of SMP Swasta Sinar Husni Medan.

2. LITERATURE REVIEW

A. The Definition of Vocabulary Mastery

Vocabulary is important part in learning English that should be mastered by students in order to communicate well. Stahl (2005) states that "vocabulary is the knowledge of words and words meanings also puts vocabulary knowledge as the knowledge of a word not only implies how that word fits into the context". Vocabulary knowledge is not something that can be fully mastered. It is something that expands over the course of a life time. Teaching vocabulary involves looking up words in a dictionary and using the words in a sentence. Vocabulary is acquired accidentally through indirect exposure to words and intentionally through explicit teaching in specific words and word-learning strategies. In addition, (Richards and Schmidt (2013) argue that a set of lexemes, including single words, compound words and idioms.

The vocabulary mastery is not a spontaneous process which is easy to be done. The process of vocabulary mastery begins when someone is still an infant. Basically, the baby's first language comes from the mother tongue. They will master the vocabulary through the simple words by listening to the words which are uttered by someone else. It is known that English vocabulary learning cannot run successfully without English ability (English skills) because both of them are very important in English teaching and learning process.

B. Kinds of Vocabulary

Vocabulary contains of many types, according to Ahmad (2022), there are seven types of vocabulary that are noun, vocabulary.

1. Noun

A noun is a word used for a place, person, or thing. Everything which has a name and we talk about it is a noun. Everything is donated by a name and that naming word is called a "noun". Often a noun will be the name for something we can touch (**e.g., lamb, pen, table**), but sometimes a noun will be the name for something we cannot touch (**e.g., happiness, determinism, truth**).

Example:

- a. **People:** Ali, boy, singer.
- b. **Animals:** Cat, cow, elephant.

- c. **Places:** Karachi, city, street.
- d. **Objects:** Cup, pencil, book.
- e. **Qualities:** Boldness, sorrow.
- f. **Actions:** Writing, listening, running.

2. Verb

A verb shows the happening or state of something. It is an action word. Verb is the most important part of any sentence. A sentence does not make sense without a verb in it. There are some instances where a one-word answer can make up for a whole sentence; like, yes or indeed, etc, without the use of verb, but these responses are not used in formal writing. Verbs can also consist of more than one word. Example:

- a. If somebody does something; like: This cat sleeps all day.
- b. If something has done onto someone; like: A stranger patted the stray cat.
- c. The state of someone or something; like: The cat is alive fortunately reading vocabulary
- d. The children were playing in the backyard

3. Adverb

An adverb is a word that modifies a verb, an adjective or another adverb. It provides us with further information about a verb, adjective or another adverb. It tells us in which manner, at what place or time, something happened, or is/was done. Example:

- a. Ali walks swiftly.
- b. That is a really sweet child.

4. Adjective

An adjective is defined a word which gives information about a noun, pronoun, or a noun phrase. It gives additional information about a noun or pronoun. It shows the quality, kind, or degree of a noun. Example:

- a. Sana gave me eight apples.
- b. The mouse is little.

5. Preposition

Prepositions are the words that we put before nouns or pronouns. These denote in what relation the person or thing indicated by it exists, in relation to something else. Example:

- a. The child jumped off the bed.
- b. There is a bee in the jar.
- c. Hani is fond of cheesecakes

6. Conjunction

Conjunctions are simply words that join sentences, clauses and sometimes words. These join together sentences are to make them more compact. Unlike Relative Adverbs and Relative Pronouns, Conjunctions just simply join and perform no other job. Example:

- a. Sara and Hania are sisters.
- b. The teacher is young, but he loves old music

7. Interjections

Interjections are the words or group of words that are used to express and exclaim extreme emotions. These words are always used with an exclamation mark. Interjections do not have any grammatical function in a sentence. Example: Hurrah!, Alas!, Oh no!, Oh my God!, What!, etc

C. The Definition of Game By Experts

The following are some definitions of game methods according to educational figures.

- 1. Ersoz (2000) says that game is an activity in which the interaction existed among the contestants with certain rules to gain a special objective.
- 2. A game is a system where players are involved artificial conflict, here players interact with systems and internal conflicts the game is engineering or artificial (Pratama, 2014).

3. According to Santrock (2007) games are activities fun done for fun. Games are activities carried out for pleasure and have rules.
4. According to Hadfield in Cahyono and Mukmination (2011), a game is an activity with rules, a goal and an element of fun. As the classroom activities, the element of fun from a game function to interest the learning process. Language games are not activities mainly aimed to break the ice between students or kill time. The game is to be used as practice exercises to help students get used to and remember grammatical rules and pattern.

D. Types of Game That Can Be Used in English Subjects

Games can be used in a variety of ways and at various points in a lesson. As a result, various game types have emerged to stimulate and enhance various aspects of language learning. Knowing the necessary characteristics of a kind of game and how it engages the learner can assist in the compliance of games or the creation of new games.

Wright et al. (2004) classified games according to their family type within each of the eight sections which are.

1. Care and Share. 'Caring and Sharing' games encompass any games in which learner will be comfortable to share personal information with the other.
2. Do: Move, Mime, Draw, Obey. In response to a read or heard text, the learner is expected to respond nonverbally.
3. Identify: Discriminate, Guess, and Speculate. This game is challenge game, because students should recognize something difficult to make a hypothesis about something that is then compared to the facts.
4. Describe Game. The learner is challenged to describe something to another learner so well, either verbally or in writing, that the other learner can do something.
5. Connect: Compare, Match, Group. The learner is challenged to objectively or subjectively connect, compare, match, or group various pieces of information, such as pictures or texts.
6. Order Game. This game challenge students to organize several information in a subjective or objective sequence of quality and importance, or to arrange texts, pictures, and objects in a formative sequence, also subjectively or objectively.
7. Remember. The learner attempts to recall something and then communicates what he or she recalls.
8. Create. The learner is challenged or invited to use their imagination to create a story, a poem, or other type of material.

One of the games that can be an example is snake and ladders game that goes into connect category. The game makes the students connect all of the information by looking at the picture in the game.

E. Definition Snakes and Ladders Game

According to Anjani (2012), snakes and ladders are a board game played by two or more children. Within the board game, there are small squares and, in several squares, there are snakes and ladders that are connected to other squares. This game can be used for every learning subject and every class because the students just have to answer questions through the game.

According to Melsi (2015), snakes and ladders is a board game for children that is played by 2 or more people. Board the game is divided into small squares and in some boxes drawn several "ladders" or "snakes" connected to the box other. According to Ratnaningsih (2014), snakes and ladders are a game using dice to determine how many steps should be done by pawns.

Based on the description of the meaning of the snakes and ladders game, it can be concluded that the snakes and ladders game is a type of board game that has 100 tiles divided into 10 rows and 10 columns which are usually played by children with simple rules.

F. Relationship Between Vocabulary Mastery and Snakes and Ladders Game

It is undeniable that there are many students who still have difficulty learning English due to their lack of vocabulary, the researcher thinks that this snake and ladder game can increase or add the students' vocabulary have in everyday life. Vocabulary is an important thing for us to communicate in everyday life. The more vocabulary they have, the easier it will be for students to catch the lesson. Snakes and ladders game is a very innovative and creative method to increase students' willingness to learn and give them a sense of not getting bored with learning.

3. RESEARCH METHOD

A. Research Design

This research was a quantitative approach that used experimental research with a comparison technique to analyze data. According to Ary et al. (2016), experimental research involved the study of the effect of systematically manipulating one variable on another variable. The variable that was manipulated was called the experimental or independent variable. And the variable that was observed and measured was called the dependent variable. The experimental research was designed in which the writer manipulated at least one independent variable and its effect on one variable.

Table 1 Pre-Test and Post-Test Control Group Design

Group	Pre-Test	Treatment	Post-Test
Experimental	Q1	X1	Q2
Control	Q3	X2	Q4

B. Population

According to Sugiyono (2013), Population is a generalization area consisting of objects/ subjects that have certain quantities and characteristics determined by researchers to be studied and then drawn conclusions. The population is eight classes of SMP Sinar Husni Helvetia. The research population was class: VIII -1, VIII-2, VIII-3.

Table 2 The Population of Research

No.	Class	Students
1	VIII-1	35
2	VIII-2	35
3	VIII-3	30
TOTAL		100

C. Sample

The researcher takes the whole of the second grade students at SMP Sinar Husni Helvetia Medan in Academic Year 2022/2023. So, the writer only takes two classes named VIII-1 and VIII-2 as samples.

Table 3 Sample of Research

Group	Class	Students
Experimental Class	VIII-1	35
Control Class	VIII-2	35
Total		70

D. Technique Of Data Collection

According to Sugiyono (2013) states that data collection techniques are the most strategic steps in research, because the main purpose of research is to obtain data. Without knowing data collection techniques, researcher will not get data that meets predetermined data standards.

The test is used as an instrument to evaluate students' ability to pronounce vocabulary. By using the test, the writer will find out the weaknesses and developments of students in the learning process. The writer will prepare 20 questions in multiple measures of student understanding. In this study, the authors prepared pre-test, post-test 1 and 2.

1. Pre test

Researcher will make a pre-test to students before doing treatment. This is used to find out the difficulties and weaknesses of students.

2. Post-test

Researcher will make post-test 1 and 2 to students after doing treatment. This is used to determine the development of students after receiving treatment.

4. RESULT AND DISCUSSION

A. Research Finding

The data were taken from the student's vocabulary pre-test and post test. The result of the test is the data which will be used to answer the research problem. The data that will be used in this study are as follows.

Table 4 Result of Pre-Test and Post-Test of Experimental Group

Num	Initial	Pre-Test Result	Post Test Result
1	APA	65	75
2	AFN	60	70
3	AFM	50	75
4	ASH	65	80
5	ATC	65	75
6	AA	75	80
7	BS	85	90
8	CWS	55	75
9	DP	75	85
10	DSL	65	70
11	DL	55	65
12	EDP	70	75
13	EA	85	95
14	KCA	75	85
15	KJ	90	95
16	KL	45	70
17	MIQ	50	70
18	MIA	65	75
19	MRA	55	70
20	MRP	65	80
21	MA	90	95
22	NNW	90	95
23	NA	75	80
24	PW	85	90
25	RHK	70	80
26	RR	75	80

27	RG	65	80
28	R	65	85
29	SF	85	90
30	SA	85	90
31	SH	85	95
32	THE	85	90
33	YP	85	90
34	YA	80	90
35	ZS	60	70
Mean		71,29	81,57

From the table above, the researcher found that the experimental group students had an average pre-test score of 71,29 and an average post-test score of 81,57.

Table 5 Result of Pre-Test and Post-Test of Control Group

Num	Initial	Pre-Test Result	Post Test Result
1	AF	70	75
2	AF	60	35
3	AR	55	50
4	AAD	30	50
5	AAA	25	45
6	AR	85	70
7	CBBB	90	90
8	CA	70	75
9	DS	65	65
10	EDP	55	60
11	FKA	35	85
12	HS	45	50
13	I	75	95
14	MLPT	90	40
15	MA	85	80
16	MH	70	35
17	MRS	30	85
18	MUS	50	65
19	NDC	90	90
20	NSA	55	80
21	NAB	80	95
22	NHN	60	90
23	PAD	90	90
24	RA	90	85
25	RA	30	50
26	RF	90	85
27	RK	50	35
28	RA	90	90
29	SH	90	90
30	TPA	85	90
31	TM	70	85
32	TP	80	90
33	VP	90	95
34	YA	90	90
35	RA	60	85
Rata-rata		67,86	72,86

From the table above, the researcher found that the control group students had an average pre-test score of 67,86 and an average post-test score of 72,86.

B. The Data Analysis

- Validity Test

Valid shows the degree of accuracy between the data that actually occurs on the object and the data that the researcher can collect. The following are the results of the pre-test validity test.

Table 6 Validity Test of Pre-Test Data

Correlations				
		Pre-Test Experimental Class	Pre-Test Control Class	Total Nilai Pre-Test
Pre-Test Experimental Class	Pearson Correlation	1	.517**	.796**
	Sig. (2-tailed)		0,001	0,000
	N	35	35	35
Pre-Test Control Class	Pearson Correlation	.517**	1	.929**
	Sig. (2-tailed)	0,001		0,000
	N	35	35	35
Total Nilai Pre-Test	Pearson Correlation	.796**	.929**	1
	Sig. (2-tailed)	0,000	0,000	
	N	35	35	35

** . Correlation is significant at the 0.01 level (2-tailed).

From the table above, the researcher found that all of the pre-test data are valid. The r_{xy} value is 0,796 for experimental class and 0,929 for control class which are more than the r table and the significance value is less than 0,05. The r table value for 35 respondent is 0,334 which can be seen in the appendix.

Table 7 Validity Test of Post-Test Data

Correlations				
		Post-Test Experimental Class	Post-Test Control Class	Total Nilai Post-Test
Post-Test Experimental Class	Pearson Correlation	1	.508**	.745**
	Sig. (2-tailed)		0,002	0,000
	N	35	35	35
Post-Test Control Class	Pearson Correlation	.508**	1	.953**
	Sig. (2-tailed)	0,002		0,000
	N	35	35	35
Total Nilai Post-Test	Pearson Correlation	.745**	.953**	1
	Sig. (2-tailed)	0,000	0,000	
	N	35	35	35

** . Correlation is significant at the 0.01 level (2-tailed).

From the table above, the researcher found that all of the pre-test data are valid. The r_{xy} value is 0,745 for experimental class and 0,953 for control class which is more than the r table and the

significance value is less than 0,05. The r table value for 35 respondent is 0,334 which can be seen in the appendix.

- Reliability Test

If alpha >0.90, reliability is perfect. If alpha is between 0.70 - 0.90, the reliability is high. If alpha is 0.50 - 0.70, the reliability is moderate. If alpha <0.50 then reliability is low. If alpha is low, it is possible that one or more items are unreliable. The following are the results of the reliability test.

Table 8 Reliability Test

Reliability Statistics	
Cronbach's Alpha	N of Items
0,791	4

From the table above, the researcher found the Cronbach's alpha value is 0,791, because of the value is more than 0,60 so it means the data is reliable and in the high category.

- Mean of the Data

Table 9 Mean Data of Pre-Test

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Experimental Class (VIII-1)	35	45	90	71,29	12,910
Pre-Test Control Class (VIII-2)	35	25	90	67,86	21,154
Valid N (listwise)	35				

From the table above, it can be seen that the data from those two classes were the same, which were 35. In the above table shows that the mean score of VIII-1 class was higher than the mean of VIII-2 class, in which it was 71,29 and 67,86. Thus, it can be concluded that the pre-test score in VIII-1 was higher than the pre-test score of VIII-2.

Table 10 Mean Data of Post Test

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Post-Test Experimental Class (VIII-1)	35	65	95	81,57	9,056
Post-Test Control Class (VIII-2)	35	35	95	72,86	19,937
Valid N (listwise)	35				

From the table above, it can be seen that the data from those two classes were the same, which were 35. In the above table shows that the mean score of VIII-1 class was higher than the mean of VIII-2 class, in which it was 81,57 and 72,86. Thus, it can be concluded that the post test score in VIII-1 was higher than the post test score of VIII-2.

E. Discussion

The researcher discovered that the application of the snake and ladders game as a method for teaching vocabulary showed positive results in enhancing students' vocabulary mastery within the second grade of junior high school. groups.

The average score of the pre-test for the experimental group was 71,29, whereas the control group had an average score of 67,86. In contrast, the post-test scores of the experimental group exhibited an increase to 81,57, whereas the control group demonstrated a rise to 72,86. In this particular instance, it is evident that the experimental group, identified as VIII-1, achieved a higher score compared to the control group subsequent to the implementation of the snake and ladders game during their instructional session. The application of the snake and ladders game resulted in a notable improvement in the vocabulary proficiency of second-grade junior high school students. It indicates that once the snake and ladders game was introduced, there was a notable shift in the second grade of junior high school students' vocabulary mastery.

The findings of this research were also in line with the explanation of Astri (2016), snake and ladders game can be beneficial for language learning in which they are normally designed in accordance with real life activities. This game offers the students with an opportunity to exercise real and meaningful language context while interacting in the game with others involved. For instance: the students were asked to answer the question card which were they gained from the board of snake and ladder game, then they have to answer the question inside the question card which consists of Indonesian vocabulary and they have to answer it by mentioning what was the English version of that vocabulary. In this case, the researcher takes "things around school" as the theme in order to give them the real things which exist around them to be taught, then after answering the question, the students should make a sentence related to the vocabulary they had been translated. In this case the students learn to put the vocabulary in the precise sentence in order to make a meaningful sentence related to the vocabulary itself.

In accordance with the above explanations, it can be concluded that games were highly motivate the students to learn the subject because the games itself were amusing, interesting and also give more opportunity to the students to express and explore their feelings with their own language. As noted by Halimah (2012), games are often much opportunity for the learner to practice and repeat the sentence patterns and vocabulary. This means that teaching by using games could help the teachers to transfer the knowledge to the students easier and create an active environment through the game. In this case, snake and ladders game was an example of game which can be used to teach English especially vocabulary because this game was served in colorful pictures in which it will attract the students' interest. Accordingly, related to the result of this experimental research, the researcher concludes that snake and ladders game can improve students' vocabulary mastery in the second year students of junior high school.

5. CONCLUSION

Based on the data, the conclusion can be explained: The mean score between VIII-1 which was experimental class and VIII-2 which was control class, VIII-1 obtain the mean score higher than VIII-2 with score 71,29 for pre-test and 81,57 for post test while the control class obtain 67,86 for pre-test and 72,86 for post-test. The data of this research are valid. It can be proved by the result of the validity test with score 0,796 for pre-test and 0,745 for post-test of experimental class and then for the control class obtain validity score 0,929 for pre-test and 0,953 for post test.

The data are reliable. It can be proved by the result of the reliability test with Cronbach's Alpha score 0,791. The score is more than 0,6, so it means the data are reliable. In the normality test, the significance score were 0,012 for pre-test and 0,015 for post test of experimental class while the control class got 0,020 for pre-test and 0,000 for post-test. Although the score was less than 0,05, the data was normal. For that based on the Central Limit Theorem which states that for large samples especially for more than 30 ($n \geq 30$), then the distribution of the sample is considered normal (Kwak et al., 2017). The homogeneity test shows score 0,000 for all category class, it means the data was not homogeneity. Hypothesis Test got significance score 0,000 for experimental class and 0,150 for control class. Because of the score was less than 0,05, it means that the H_1 hypothesis is accepted. In accordance with the explanation above, it can be concluded that the snakes and ladders game can influence students' vocabulary mastery.

Having concluded the result of the research, the researcher would like to propose some suggestions for the teacher, the students, the school and other researcher.

1. For the teacher, they can use snake and ladders games in teaching in order to make the students more motivated, attractive and active in joining the lesson. It is important to the teacher to create an enjoyable situation of teaching learning process in order to make them eager to improve their English.
2. For the student, they should be more discipline in time in order that the teaching learning process using snake and ladders games can start and finish on time. They should be more confident when giving or answer the question.
3. Then for the school, it should support English teachers to improve their teaching quality. It can be done by providing facilities that support the teaching and learning process. The school also should provide handbook for the students in order to help students easier to learn. It is also to manage the time easily.
4. Finally, for other researcher, it is expected that the findings of this study will be used as an additional reference for further research in different context which will give valuable contribution to teaching and learning English.

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