

## **TEACHING VOCABULARY FOR JUNIOR HIGH SCHOOL STUDENTS USING SNAKE AND LADDER GAME**

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### **ABSTRACT**

The objective of the research is to know the effectiveness of Snake and Ladder board Games in teaching vocabulary. This research was conducted at one of Private Junior High School in Purwokerto. The Research design used is experimental study. The research findings imply that the use of Snake and Ladder Board Game can foster the students' vocabulary than those taught using translation. In learning vocabulary, the essential problem faced by the students is how to remember the vocabulary. Find out the vocabulary by themselves, it will help students to memorize the vocabulary longer. Having long term memory about the vocabulary makes them easily to retrieve it when they need it. By implementing Snake and Ladder game, the students will find out their vocabulary easily. They will find out the vocabulary when they have to answer the question in the board. The board providing word, phrase or simple question and the picture as the key word will help them to find out the vocabulary. Besides that, the unforgettable moments when they play Snake and ladder game will help students to memorize the acquired vocabulary easily or it will encourage students to have long term memory about the vocabulary. By playing Snake and ladder game, the students will be motivated in learning English vocabulary. It also encourages and increases cooperation. In this case, it is assumed that teaching vocabulary using Snake and ladder game is effective.

*Key words: Snake and Ladder Board Game, teaching, vocabulary*

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## I. INTRODUCTION

In this research, the writer focuses on the two teaching methods, Snake and Ladder Board Game and Translation . The writer conducts an experimental research to investigate the effectiveness of Snake and Ladder Board Game in teaching vocabulary. Snake and Ladder Board Game is used as the independent variable in experimental group , whereas Translation Method is in control group. Meanwhile, teaching vocabulary is placed as the dependent variable. This research is to find out the difference of both teaching methods and which one is more effective in teaching vocabulary. The purpose of this research is to prove whether the use of Snake and Ladder board Game is more effective than Translation in teaching vocabulary to the seventh grade students of Junior High School.

Teaching English to students should cover the four skills, those are speaking, listening, reading, and writing. While the language components that should be introduced are pronunciation, vocabulary, and grammar point. From this situation it can be inferred that teaching or introducing vocabulary is important. Edge (1993:27) states that the more words you know, the better your chance of understanding or making yourself understood. He also adds that vocabulary is fundamental in

language so teaching vocabulary earlier is better than teaching it later.

Most of junior High School students are not so good in vocabulary mastery. When the writer discussed with the English teacher of Junior High School Students, it was said that most of students get difficulties in exploring their idea in some aspek; reading, speaking and writing. One of the reason was the students lack of vocabulary. Through that discussion then the writer had an idea to make an experimental study about how to teach vocabulary simple but meaningful. Snake and ladder game is the alternative chosen, as a simple media Snake and Ladder Game is quite common for students.

## II. THEORETICAL FRAMEWORK

Vocabulary is a sum of words that are used by and understood by students. The term *expressive vocabulary* is used when people listen to speech and when people read; the term *receptive vocabulary* is used to refer to listening and reading vocabularies (Pikulski and Templeton 2004: 1). Another expert said that vocabulary is the knowledge of meanings of words. Knowledge of words come in at least on two forms: oral and

printed (Hiebert and Kamil (2005: 3).

Vocabulary is one of the most important elements that make up the language. Why? Because, Vocabulary, much more than grammar, is the key to learners understanding what they hear and read in school and to communicate successfully with other people. Tarigan (1984: 2) says that language skills mostly depend on the mastery vocabulary. Thus, the more vocabulary is mastered, the biggest possibility that someone can skillfully use the language. For these reason, it is very important for the students to quickly build up a large store of words.

There are alot of types of vocabulary such as: 1) receptive vacabulary which the students can remember and understand in speaking, reading and writing properly , 2) productive vocabulary is used to speaking and writing, where the students get an opportunity to try to use the vocabulary in context, 3) general vocabulary, which consist of daily words, 4) special vocabulary, which is taken on specialized meaning when adapted to particular area, 5) technical vocabulary, which consistof words that have usage and application only in particular

subject matter field (Celca Murcia 2000: 76).

There are some roles in teaching vocabulary, those are: 1) new vocabulary items should be introduction in known structures, 2) vocabulary should always be thought in normal speech utterance, 3) whenever a familiar word is met in a new context, it should be taught again and practiced, 4) vocabulary items should be taught in the same way we teaching everything else. Teacher give our students an understanding of the meaning in many ways. Vocabulary items should be introduced many times with all the language focus and in all situations in which they can logically be used, 5) students should be encourage to learn and use nouns, verbs, adjectives and adverbs which contain the same toots.

There are so many factors influencing teaching and learning vocabulary. Some of them are teaching methods and teaching media. In order to make the teaching vocabulary successful, the teacher should use challanging and interesting teaching method. Here, the writer proposes the use of Snake and Ladder Board Game as a method in teaching vocabulary. It is a kind of instructional method centered on the learners. This method is designed as an

interesting and simple game. Students are familiar enough with the role how to play this game.

Snake and Ladder Games is one of the example of board games. It is a popular game around the world, in Indonesia it is popular with “permainan ular tangga”. Snake and Ladder facilitates the students to learn about counting, life, interaction and socialization. A ladder provides a short cut to a square nearer the finish and a snake obliges a player return to a square nearer the start. Snake and Ladder Board game is a simple board with counters and dice. On certain squares on the board are a numbered of ladders connecting two squares to a square of a high number. It also has Snakes leading from a high numbered square down to one of a lower number. Implementation of this game are as follows: *first*, teacher prepare the equipment of the game. Such as a dice counters and a board for each group; *second*, teacher explains the rules of the game; *third*, if it is necessary teacher can demonstrate the game with some students in front of the class; *next*, the teacher ask the students to work in groups of 4-5 students; *fourth*, each student takes turn to roll the dice and who gets the lowest numbered goes first. The first player rolls the dice and count according to the

numbered on the dice. Wherever the player stays, he follows the instruction in the box. For example, if he rolls the dice and he has the number 5, he will count five boxes from start and land in number 5; *fourth*, the students moves his or her counter to the next box if the answer or respond is correct. But, if it is wrong, the player must correct his answer to respond and move one box back, and the winner is who first finish the game.

In teaching vocabulary Snake and Ladder Board Game will drive students to be more active in doing their learning activity. The teacher will become a facilitator in the class where the students will be the center of the teaching and learning process. According to, Lee Su Kim ([www.tflgames.com](http://www.tflgames.com)), games have some advantages. Those are: 1) games are welcome break from the usual routine of the language class, 2) games are motivating and challenging, 3) games can encourage students to increase and communicate, 4) games create a meaningful context for language use, 5) it provides language practice in the various skills; speaking, listening, reading, and writing, 6) it is a good way for practicing language.

### III. RESEARCH

#### METHODOLOGY

The Population of the research was the eight grade students which consisted of 150 students coming from 5 classes. The sample two classes which consisted of 60 students, was taken by using cluster random sampling. The sample was divided in two groups, experimental and control one. The experimental group was taught by using Snake and Ladder Board Game and the control one was taught by using translation. In Analyzing the data the writer use descriptive quantitaf. This

research used *t-test* formula to analyze the data.

#### IV. RESULT AND DISCUSSION

Based on the result of the hypotheses testing, the research findings is Snake and Ladder Board Game is more effective than Translation in teaching vocabulary for the eighth grade of Junior High School. Based on the result of pre test and post test from both experimental group and control group it can be seen the result are as follow:

##### 1. Experimental Group

No	Code No of Respondent	<i>Pre-test</i>	<i>Post-test</i>	Deviiasi
1.	01E	50.00	76.66	26.66
2.	02E	50.00	86.67	36.67
3.	03E	60.00	96.67	36.67
4.	04E	70.00	83.33	13.33
5.	05E	60.00	90.00	30.00
6.	06E	33.33	36.67	3.34
7.	07E	30.00	80.00	50.00
8.	08E	50.00	56.67	6.67
9.	09E	66.70	90.00	23.30
10.	10E	40.00	40.00	0.00
11.	11E	46.67	53.33	6.66
12.	12E	80.00	100.00	20.00
13.	13E	60.00	80.00	20.00
14.	14E	56.67	76.67	20.00
15.	15E	46.67	90.00	43.33
16.	16E	60.00	96.67	36.67
17.	17E	60.00	100.00	40.00
18.	18E	26.67	43.00	16.33
19.	19E	53.33	96.67	43.34
20.	20E	66.67	66.67	0.00
21.	21E	40.00	53.33	13.33
22.	22E	53.33	83.33	30.00

23.	23E	56.57	86.67	30.00
24.	24E	26.67	63.33	36.66
25.	25E	80.00	100.00	20.00
26.	26E	63.33	93.33	30.00
27.	27E	36.67	66.67	30.00
28.	28E	70.00	83.33	13.33
29.	29E	33.33	43.33	10.00
30.	30E	36.67	66.67	30.00
	Total:	1563.38	2279.67	716.29
	Mean	52.11	75.99	23.88

**2. Control Group**

No	Nama	Pre-test	Post-test	Deviasi
1.	01C	43.33	66.67	23.34
2.	02C	46.67	63.33	16.66
3.	03C	66.67	83.33	16.66
4.	04C	50.00	76.67	26.67
5.	05C	56.67	60.00	3.33
6.	06C	46.67	60.00	13.33
7.	07C	70.00	76.67	30.00
8.	08C	36.67	56.67	20.00
9.	09C	60.00	70.00	10.00
10.	10C	50.00	66.67	16.67
11.	11C	66.67	73.33	6.66
12.	12C	33.33	46.67	13.34
13.	13C	46.67	60.00	13.33
14.	14C	60.00	63.33	3.33
15.	15C	33.33	40.00	6.67
16.	16C	63.33	76.67	13.34
17.	17C	70.00	90.00	20.00
18.	18C	76.63	73.33	-3.34
19.	19C	53.33	60.00	6.67
20.	20C	33.33	60.00	26.67
21.	21C	76.67	90.00	13.33
22.	22C	53.33	66.67	13.34
23.	23C	63.33	70.00	6.67
24.	24C	70.00	60.00	-10.00
25.	25C	26.67	50.00	23.33
26.	26C	43.33	73.33	30.00
27.	27C	56.67	60.00	3.33
28.	28C	53.33	73.33	20.00
29.	29C	60.00	50.00	-10.00
30.	30C	46.67	66.67	20.00
	Total:	1590.01	1983.34	393.33

	Mean	53.00	66.11	13.11
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### 3. Pengujian Hipotesis

$$M_x = 23,88 \qquad \sum x^2 = 5384,87$$

$$M_y = 13,11 \qquad \sum y^2 = 3176,85$$

$$t\text{-test} = \frac{M_x - M_y}{\sqrt{\frac{\sum x^2 + \sum y^2}{N_x + N_y} - 2} \sqrt{\frac{1}{N_x} + \frac{1}{N_y}}}$$

$$t\text{-test} = \frac{23.88 - 13.111}{\sqrt{\frac{5384.87 + 3176.85}{30 + 30 - 2}} \sqrt{\frac{1}{30} + \frac{1}{30}}}$$

$$t\text{-test} = \frac{10.765}{\sqrt{\frac{8561.72}{58} \sqrt{\frac{2}{30}}}}$$

$$t\text{-test} = \frac{10.765}{\sqrt{147.66 \times 0.0667}}$$

$$t\text{-test} = \frac{10.765}{3.137046}$$

$$t\text{-test} = 3.432$$

$$df = N_x + N_y - 2$$

$$df = 30 + 30 - 2$$

$$df = 58$$

$$t\text{-table} = 2.0017$$

With  $t_0 = 3,342$  and  $d.f. = 58$ , then the writer tests it by using one tailed test at the level of significance 5% . The value of t-table at the level of significance  $0,05 = 2,0017$  , so  $t_{\text{test}}$  is higher than t-table ( $3.432 > 2,0017$ ). If the t-counted is higher than t-table, it means that there is positive effect of Snake and Ladder Game in teaching speaking skills. So the writer hypothesis is

accepted. On the other hand, if it is found out than t-counted is lower than t-table, the writer hypothesis is not accepted. Based on the computation and the research findings, it can be said that Snake and Ladder Game is more effective than Translation in teaching vocabulary. Snake and Ladder Game catagirizes into is a student-centered learning method. Based on the

explanation above, the real difference between Snake and Ladder Game and Translation can be seen from the learning activities done. The teacher, in Snake and ladder Game, is a facilitator where the students will be very active, busy, and challenged to find the answer and give their own opinion or ideas to solve or finish the job. This method is not only concerned with teaching academic content but also considered to make the students develop their social and human relation with other students.

Meanwhile in translation the teacher has the main job to explain and translate so that students can memorize the meaning. It doesn't give enough opportunities to students to be active. Teacher is the only source of ideas to the students, but, teaching Vocabulary using translation method was also recommended for a certain moment. Finally, it can be assumed that Snake and Ladder Game is appropriate in teaching vocabulary

## V. CONCLUSION AND SUGGESTION

The conclusion of this research based on the research findings, it can be said that the use of Snake and Ladder Game in teaching vocabulary is more effective than translation. It can be proved by the result of  $t$ -test is 3.432 and  $t$ -table at  $d.f = 58$  at level of significant  $t_{0.05}$  is 2,0017, so score  $t$ -testis higher

than  $t$ -table (3.432 > 2,0017). The hypothesis saying that Snake and Ladder Board Game effective in teaching vocabulary is accepted.

Based on the research findings, the writer would like to give some suggestions. First, in teaching, the teacher should be able to create any kinds of teaching innovation in the area of both teaching technique and teaching media or take every chance for choosing and adopting various teaching methods; *second*, the students should realize that they are the actor of learning, so they should must become the center of learning in doing all activities during the teaching and learning process. Teacher is not the only source of learning, students have to be active and creative to develop their learn. They need to study by themselves so that they become autonomous and active learners.

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