



Teaching Vocabulary Using Snake and Ladder Games to Second Grade Students at SDN Lirboyo 2

Fery Satria Hutama¹, Khoiriyah²

University of Nusantara PGRI Kediri

Satriafer99@gmail.com¹

khoiriyah@unpkediri.ac.id²

ABSTRACT

Because English is a mandatory subject for all students in schools in Indonesia, schools are under pressure to make learning the language fun for students. The main aim of learning English in elementary schools is to master and increase the number and enrichment of vocabulary (vocabulary building and enrichment) to support the mastery of the four English language skills, namely speaking, listening, reading, and writing) and in this article the researcher will discuss vocabulary teaching specifically. Vocabulary mastery is one of the linguistic competencies that must be mastered in learning a language. Memorizing a language involves memorizing a lot of vocabulary. This method is used in this research to collect data and describe it naturally. The data was obtained from interview, observation, and documentation. The method applied in this research is descriptive qualitative method. The objective of this research is to describe teaching vocabulary using snake and ladder games in teaching learning process. The results show that (1) using a snake and ladder game is potential to can improve student comprehension and vocabulary mastery of second grade students, (2) The students can find the meaning and learn new vocabulary through snake and ladder game and (3) despite of some difficulties, students seem enjoy the learning.

KEYWORDS: *Vocabulary, Snake and Ladder, Teaching*

1.0 INTRODUCTION

Language is part of the means of communication. One of the languages used as an international language in this era is English. English is also a mandatory subject in schools, including in Indonesia. Elementary school age children are of course taught basic English as well, including recognizing objects around them. The main aim of learning English in elementary schools is to master and increase the number and enrichment of vocabulary (vocabulary building and enrichment) to support the mastery of the four English language skills, namely speaking, listening, reading, and writing).

In general, elementary school students in Indonesia are beginners, and generally beginners in learning English, students also experience obstacles in learning skills. This is mainly due to the limited number and understanding of their English vocabulary (Fatmawati, 2021). In general, children still have difficulty learning English because they feel it is too difficult to know the vocabulary and it is considered less fun.

SD Negeri 2 Lirboyo is one of the elementary schools that also makes English a mandatory subject for its students. However, in reality, as stated by the English teacher at SD Negeri Lirboyo 2, the understanding and pronunciation of English vocabulary by students at SD Negeri 2 Lirboyo is

considered quite low. This can be seen from the results of daily tests and the enthusiasm of students at SD Negeri 2 Lirboyo when English lessons take place. Vocabulary mastery is one of the linguistic competencies that must be mastered in learning a language. Learning a language is the same as learning the vocabulary of that language (Ajisoko, 2020). This statement concludes that vocabulary has a very important role in language learning. The quality of a person's language depends on the quality of the vocabulary they have. The richer the vocabulary you have, the greater your chances of being skilled in language. Vocabulary itself is understood as all the words spoken by someone that will appear in memory and immediately cause stimulation both when heard and read. Learning vocabulary in English lesson can be fun or bored for students. Learning process will become bored if students only pay attention to the teacher who just explain front of the class, but it will be interesting if students participated in it.

Many teachers fail to create a creative learning activity based on the children's characteristics (Setiawan, 2018). In fact, many elementary schools today are equipped with modern technological facilities that can boost children's motivation in learning vocabulary. Unfortunately, the facilities are still used monotonously in learning activities. This continuous learning activity may cause boredom for young learners. One way to solve this problem is to develop an appropriate teaching tool that will improve the quality of vocabulary learning for young learners is called vocabulary snake and ladder games. According to (Richards, J. C., & Rodgers, 2001), "By using games teachers will create an atmosphere that will enhance the students' desire to learn the language. The students learn better when they have the feeling that they are making progress and games provide opportunity for students to practice and admit their fear."

For this reason, to overcome this, the researcher at SD Negeri 2 Lirboyo implemented the vocabulary snake and ladder game. According to (Ersoz, 2000) who said that games are motivator in learning of language teaching because they are amusing and interesting they can give practices in language ability and can be used to practice to all types of communication." This game is expected to improve vocabulary mastery of students at SD Negeri 2 Lirboyo. Snake and ladder game deliberately carries the concept of playing while learning so that it feels more fun and easier to use for all ages especially for kids. Snakes and Ladders implements learning by using board games and, in it will be tucked some questions according to the level of students accompanied by an interesting model of the snakes and ladders. With media that is very easy to implement and modify according to the wishes of the teacher, this media can be implemented anywhere but in this journal the researcher applies it to grade 2 elementary school. The questions used also adjust to the level of students, but in this journal the researcher focuses on student vocabulary. The use of snakes and ladders media is very familiar to students because it is a traditional game but wrapped with several questions that make this media very exciting for students to follow and do not make students bored quickly in learning English.

There are several previous studies that discuss the application of snakes and ladders games for English language learning. For this reason, researcher tried to apply this media at SD Negeri Lirboyo 2 in order to improve students' vocabulary which is still lack of vocabulary and introduce some new vocabulary and how to pronounce it. The purpose of this study is to explain in more detail the application of snakes and ladders in improving students' vocabulary mastery at SD Negeri 2 Lirboyo.



2.0 METHOD

This method is used in this research to collect data and describe it naturally. The data was obtained from interview, observation, and documentation. The method applied in this research is descriptive qualitative method. Through this method the author analyzes and describes the implementation of snake and ladder game which is used as media to teach vocabulary at elementary school students of SDN Lirboyo 2. In this research the researcher as the author and key instrument, the author not only writes the research, but also collects data, analyzes, and checks the validity of the data. Instrument and procedure of collecting the data used by the triangulation author are observation, Questionnaires, documentation. In the observation, an observation sheet or observation checklist was used to collect data on what processes were carried out during vocabulary class using song as teaching media. Questionnaires were given to students to get information about whether song can facilitate their vocabulary learning. Documents collected by the researcher are learning tools; teaching module, hand out, student worksheet, and list of target language used by the teacher. Data analysis techniques used by the author are data reduction, data display, conclusion, drawing. With data reduction techniques, researchers summarize the data obtained during observation, questionnaires, documentation to select and focus on important parts that are useful for research. Data display, the data has been reduced presented in narrative form supported by documents in the form of learning devices. Conclusion drawing, namely the presentation of data from the observation results will be tested for truth, data robustness and compatibility of the data that has been presented.

3.0 FINDINGS AND DISCUSSION

3.1 Implementation of Snake and Ladder Game as Teaching Media Vocabulary Class

The researcher conducted the research using snakes and ladders media at SDN Lirboyo 2, especially in class 2. This class had 28 students, 10 males and 18 females. At this school, the researcher has teaching time for 2 lessons on Thursdays at 09.15 AM to 10.25 AM. Some steps in the application of snakes and ladders in the English learning process will be explained below.

3.1.1 Preparation of Teaching Process

To facilitate classroom teaching, researcher prepare teaching materials before start the learning process. certain of the things a researcher needs to prepare for classroom management include attendance book, assessment, projector whiteboard, markers, snakes and ladders game with vocabulary questions, and other materials to motivate students to learn.

First, the researcher entered class 2 by saying greetings and asked students to pray together before lesson start. After that, researcher introduce himself to all students of class 2 and absent the students by calling their names one by one in accordance with the order of the names on the class 2 attendance list. Researchers also do not forget the warming up process to motivate and stimulate students to be enthusiastic about English learning. The researcher does not forget to ask some trigger questions about the learning theme that will be discussed such as “do you know what types of food and drinks are?” and “can you name some of your favorite foods or drinks?”

3.1.2 Delivering Materials

After warming up, the researcher continued the learning process by explaining the material about

food and drinks. The researcher explained some material about food and drinks in accordance with the grade 2 textbook accompanied by singing songs about food and drinks which were displayed through the projector. The researcher asked one of the students to come forward to lead his friends to sing the song together. This process took about 20 minutes to explain the material about food and drink.

3.1.3 Snake and Ladder Games

In this snakes and ladders game, the researcher prepared a snakes and ladders with a size of 2m x 2m. This snakes and ladders board is slightly modified by the researcher and made of such a size so that students can become their pawns and make the teaching and learning process more fun. The researcher also prepared some questions about food and drink to improve students' understanding and pronunciation. This question contains blank words and images that are relevant to the material being presented by the speaker.

First of all, researcher explained the rules for playing snakes and ladders and divided the students into 5 groups. After being divided into 5 groups, each group determines who will be a pawn to play snakes and ladders and other members will throw the dice and answer questions according to the box that is being stepped on by the student who is a pawn of the snakes and ladders game. The questions were prepared by the researcher in the box of stairs which means up and the box of the snake part which means down. However, not all questions are contained in this section, the researcher also slips into other boxes. Students who can answer questions and pronounce words correctly can continue the game until the finish line.

This game makes students happy in English teaching, which was previously very monotonous, becoming more enjoyable, and the students are competing to finish this game. Students are very enthusiastic about participating in English lessons using the snakes and ladders media because they directly become the pawn in the snakes and ladders game, making the game more immersive for the students who participate.

3.1.4 Evaluate and Reflect

Finally, the researcher asked the students to finish the exercise. The teacher made an assessment. The researcher reminded the students of the topic and objective of the lesson for the day. Researcher asked students about the topic and then asked another question to remind students about the material. The researcher created written assessment. The researcher concluded by conducting a review of the topics that researcher discussed.

By following these steps, researcher at SDN Lirboyo 2 can effectively implement snake and ladder as media for teaching English vocabulary, enhancing both meaning comprehension and pronunciation skills among second grade students and increase students' enthusiasm in participating in English language learning

3.2 Teaching Difficulties

Teaching difficulties in various educational contexts have been explored in recent research. English student teachers face challenges related to students, supervising teachers, and their own limitations during teaching practicum (Riesky, 2013). Researcher will explain some difficulties in



teaching English using the snakes and ladders media. First, some students still have difficulty pronouncing certain English vocabulary. Some students still struggle with the pronunciation of the word "sausage" etc. Second, the classroom conditions are very noisy and difficult for the researcher to manage. Third, a few students had difficulty understanding the rules of the snake and ladder game. As a result, they do not follow the rules.

4.0 CONCLUSION

The implementation of the vocabulary snake and ladder game at SD Negeri 2 Lirboyo demonstrates a proactive approach to enhancing English vocabulary mastery among elementary students. This method addresses the common challenges faced in language learning, particularly the lack of engagement and motivation that often leads to difficulties in vocabulary acquisition.

The findings indicate that traditional teaching methods, which primarily involve passive learning, can lead to boredom and disengagement among young learners. In contrast, the interactive nature of the snake and ladder game not only makes learning enjoyable but also promotes active participation. By incorporating questions related to vocabulary within the game, students are encouraged to practice their pronunciation and comprehension in a fun environment. This aligns with research suggesting that games can significantly enhance language learning by creating a motivating atmosphere where students feel they are making progress.

Moreover, the study highlights the importance of tailoring educational tools to suit the characteristics and needs of students. The snake and ladder game serves as an effective teaching medium that is both familiar and engaging for children, fostering a more dynamic classroom experience. While some challenges remain, such as difficulties with pronunciation and understanding game rules, the overall enthusiasm and improved participation observed during lessons suggest that this innovative approach has the potential to significantly benefit vocabulary learning in elementary education.

In conclusion, utilizing games like snake and ladder in English language instruction can effectively address vocabulary learning challenges, making the process more engaging and enjoyable for students. This method not only enhances vocabulary acquisition but also contributes to a positive learning environment that encourages student involvement and enthusiasm for language learning

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