



The Use Of Snake And Ladder In English Class At Sdn Ploso

Dinda Rarera¹, Agung Wicaksono²

¹² Universitas Nusantara PGRI Kediri, Indonesia

¹dindarareraa@gmail.com,

²agungwicaksono@unp.ac.id

ABSTRACT

This research aims to describe the process of teaching English using Snake and Ladder game in Grade 5 English class at SDN Ploso. English learning at this level focuses on building foundational skills in reading, writing, speaking, and listening. At this stage, students are introduced to basic vocabulary, with an emphasis on language comprehension and communication. Vocabulary is a crucial component of language development. However, many students find it challenging due to limited vocabulary, difficulties in understanding word meanings. These challenges often arise because students lack engaging and interactive learning experiences that could help build their language skills. An innovative approach to address these challenges is the use of the Snake and Ladder game as a media for teaching English. This research examines how incorporating the Snake and Ladder game can make vocabulary learning more enjoyable and give more motivations for students. By linking vocabulary to interactive gameplay, students can improve their understanding and retention of new words. The research adopts a qualitative approach, utilizing researcher field notes to document how the Snake and Ladder game was integrated into English learning. The findings provide valuable insights for educators interested in designing innovative and enjoyable teaching methods that support language learning for elementary students.

KEYWORDS: Snake and Ladder, Teaching English, Vocabulary

1.0 INTRODUCTION

English has become an essential skill for students, serving as a gateway to global communication and understanding. In primary schools, English instruction focuses on building foundational skills in reading, writing, speaking, and listening. For Grade 5 students, the emphasis is often on expanding basic vocabulary and improving language comprehension. At this stage, young learners are introduced to simple words and phrases, gradually developing the ability to use and understand English in everyday contexts. However, one common challenge teachers face is keeping language learning engaging for students who are still in the early stages of language acquisition.

To address these challenges, educators have turned to interactive and engaging teaching methods that capture students' interest while enhancing their learning experience. One such method is incorporating the Snake and Ladder game into the classroom as a media to assist vocabulary acquisition. This classic board game, traditionally used for entertainment, provides a familiar and engaging approach that helps students connect with the language in a relaxed and enjoyable way. The Snake and Ladder game has gained recognition for its potential to support English learning in

the classroom. While primarily known for its entertainment value, the game's adaptability makes it a useful educational media. When integrated into English lessons, the game becomes a fun and interactive means for practicing vocabulary and communication skills. Its simplicity makes it accessible for young learners, allowing them to focus on language practice without being distracted by complex rules.

Instead of relying on rote memorization, this approach encourages students to practice vocabulary through active participation and cooperative play. As they move across the board, students engage with the language in a way that feels natural and rewarding. Thus, Snake and Ladder serves not only as an enjoyable classroom activity but also fosters a positive attitude toward learning English, laying a strong foundation for further language development.

At SDN Ploso, using the Snake and Ladder game in English class is intended to help students improve their vocabulary retention. Vocabulary building is a crucial aspect of language mastery, as it forms the basis of communication. However, many students struggle with remembering new words and using them in context. Traditional vocabulary drills can often lead to disengagement and boredom. The Snake and Ladder game offers a refreshing alternative by making vocabulary practice enjoyable. Through the game, students encounter new words in an interactive setting, associating them with different actions within the game.

2.0 LITERATURE REVIEW

2.1 TEACHING ENGLISH

Teaching English in elementary school requires using activities that align with young students' age and learning styles. Young learners thrive in environments where interactive and playful activities dominate, helping them grasp basic vocabulary, pronunciation, and sentence building. As Brewster, Ellis, and Girard (2002) state, "children learn languages more effectively when they are active, engaged, and when the language used is meaningful and relevant to their lives." This principle emphasizes the need for engaging methods that make learning enjoyable and impactful. When students can interact with English in fun and realistic contexts, their interest in the language increases, leading to better retention of what they learn. Activities that are designed to be enjoyable not only capture their attention but also foster a positive attitude towards language learning. Therefore, creating an engaging classroom atmosphere is essential for young learners to flourish in their English language development.

To facilitate enjoyable learning experiences, teachers frequently incorporate games, songs, and storytelling into their lessons. These methods allow children to connect with the language through hands-on experiences. Cameron (2001) highlights the importance of context in language acquisition, stating, "young learners need to experience language in a context that allows them to use it meaningfully and to see its value in communication." This connection makes the language relevant to their everyday lives, reinforcing its importance. Through playful activities, students practice essential language skills such as speaking, listening, and even reading and writing. Engaging in these practices not only aids comprehension but also boosts their confidence in using English in real-life situations. An interactive approach to language learning builds a solid foundation, preparing students for more advanced English studies in the future.

In conclusion, employing interactive and playful activities in teaching English to young learners not only enhances their engagement but also facilitates a meaningful learning experience. The integration of games, songs, and storytelling can significantly impact their language acquisition journey. As demonstrated in this research, the Snake and Ladder game, can effectively motivate students, making English language learning both fun and educational.



2.2 VOCABULARY

In elementary English education, vocabulary development is essential as it forms the foundation for language proficiency. Vocabulary is generally defined as the set of words within a language that a person understands or uses in speaking and writing. In elementary settings, vocabulary knowledge facilitates reading comprehension, effective communication, and overall literacy. Understanding vocabulary is crucial for young learners because it directly impacts their reading comprehension and communication skills. Stahl and Nagy (2006) argue that vocabulary knowledge enables children to make sense of new words in context, a skill essential for reading comprehension. As children progress through elementary school, vocabulary instruction moves from direct instruction of simple words to more complex, contextualized vocabulary that helps them infer meanings. For instance, Beck et al. (2002) recommend using strategies like semantic mapping and contextual learning to introduce students to words in a meaningful context rather than through rote memorization.

Effective vocabulary teaching methods in elementary education include interactive read-alouds, explicit instruction of new words, and games or activities that engage students. According to Graves (2006), activities that promote word play, such as word sorting or matching games, can enhance students' motivation to learn and reinforce vocabulary retention. Interactive learning also incorporates discussions and active participation, which can significantly improve vocabulary acquisition. For example, students learn better when they discuss word meanings and use them in sentences, creating personal connections to the new vocabulary (Marzano, 2004).

Furthermore, repeated exposure to vocabulary across different contexts is vital for retention and deeper understanding. Nagy and Scott (2000) emphasize that vocabulary is not only about knowing word definitions but also about understanding the multiple meanings, nuances, and usages of words. In elementary education, this might mean incorporating vocabulary across subjects such as math, science, and social studies, so students encounter words in various contexts, making them more likely to retain and use new vocabulary.

2.3 LEARNING MEDIA

Learning media in elementary schools play a crucial role in enhancing the educational experience for young learners. These media encompass a wide range of materials and resources that facilitate teaching and support the learning process. Learning media can include anything from traditional textbooks to digital resources such as videos, animations, and games. Their primary purpose is to make the learning experience more engaging, interactive, and understandable, especially for children who are still developing their cognitive abilities.

One of the significant advantages of incorporating multimedia into the classroom is its ability to attract students' attention. According to Su and Klein (2010), various forms of media not only capture students' interest but also cater to different learning styles. Each child has a unique way of processing information, and learning media can address these diverse preferences. For instance, visual learners may benefit from animations and infographics, while auditory learners might prefer listening to educational podcasts or participating in discussions. By providing a variety of media, teachers can create a more inclusive learning environment that fosters better information retention. Interactive media, in particular, can significantly enhance student engagement. The use of educational games and simulations allows children to actively participate in their learning. Instead of passively receiving information, students can explore concepts through hands-on experiences.

Furthermore, Anderson (2003) highlights that learning media can assist teachers in designing structured, engaging, and goal-oriented activities. With the right media tools, educators can create lesson plans that are not only informative but also dynamic. For instance, integrating videos into a history lesson can provide a vivid context that aids comprehension. Similarly, using interactive whiteboards can facilitate group activities and discussions, allowing students to collaborate and

learn from one another. This active participation is crucial for developing critical thinking and problem-solving skills in young learners.

In conclusion, learning media are vital in elementary education for creating a rich and stimulating learning environment. They help to cater to diverse learning styles, engage students actively, support teachers in delivering structured lessons. embracing a variety of media. By educators can make learning more accessible and enjoyable, ultimately fostering a lifelong love of learning in their students.

2.4 SNAKE AND LADDER

The snake and ladder game, originally a traditional board game, has evolved into a valuable educational tool that effectively supports vocabulary learning among elementary school students. Its engaging format not only entertains but also facilitates the acquisition of language skills in a fun and interactive manner. By transforming a simple game into a learning experience, educators can create an environment where students are motivated to actively participate in their education, thus enhancing their vocabulary and overall language proficiency. According to Harmer (2007), games are instrumental in enhancing the learning process because they cultivate a relaxed atmosphere. In this setting, students feel more comfortable and motivated to learn new vocabulary, as the element of competition and curiosity injects excitement into classroom activities. The social interactions fostered by games can also help reduce anxiety around learning, making it easier for students to take risks and experiment with new words and phrases without the fear of making mistakes.

The visual appeal and straightforward mechanics of snake and ladder specifically resonate with children's innate sense of play and curiosity. Wright et al. (2006) emphasize that these elements are essential in language acquisition at an early age. Children are naturally drawn to games, and by incorporating vocabulary learning into a familiar format, teachers can harness this interest to enhance educational outcomes. The colorful board and the thrill of moving forward or sliding back can captivate young learners, prompting them to engage more fully with the material. One effective way teachers can utilize the snake and ladder game in the classroom is by creating customized versions that align with their curriculum. For instance, each square on the board can represent a question or challenge related to the lesson. Students can progress through the game by answering questions correctly, which reinforces their understanding of the material while experiencing the excitement of gameplay. This method not only makes learning enjoyable but also encourages students to collaborate, fostering teamwork and communication skills.

In an English class, the adaptability of the snake and ladder game becomes particularly evident. Educators can design the game so that each square features vocabulary words that students must define or use in a sentence. By embedding educational content within a familiar game format, students are more likely to engage with the material and retain what they have learned. This approach transforms vocabulary acquisition from a passive activity into an active one, where students are directly involved in their learning process.

Research by Hidayat and Ningsih (2020) further supports the idea that games like snake and ladder create dynamic learning environments where students are encouraged to actively participate. This method helps students associate vocabulary with real-life scenarios, making the learning experience more meaningful. Moreover, the interactive and visual nature of this approach is particularly beneficial for younger learners, who often find it easier to retain information when it is presented in a playful and engaging manner. By leveraging the fun of games, educators can significantly enhance vocabulary learning outcomes for their students.

3.0 METHOD

This research employs a qualitative research approach, describe the process of English language learning through the Snake and Ladder game among fifth-grade students at SDN Ploso. The participants include fifth-grade students that selected through purposive sampling to focus on those directly engaged in learning with the game. Data collection involves several methods, there are lesson plan, student's worksheet, field notes, and handout. This research conducted at SDN Ploso which located in Ploso Village, Mojo, Kediri from August 14th to December 31st 2023. The researcher chose SDN Ploso because the researcher was part of Kampus Mengajar 6. The subject of this research includes teacher and 5th grade students. In this research, the teacher has role to teach English using Snake and Ladder game as a media to support the learning activity in class. By using interesting and fun media to the class able to help students understand more about the material that is given and improve their vocabulary.

4.0 FINDING AND DISCUSSION

The process of teaching English to Grade 5 students using the Snake and Ladder game can be outlined in several engaging steps. First, the teacher introduces the lesson's objectives, highlighting the key language skills the students will practice, such as vocabulary, sentence structure, or simple conversation. Then, the teacher explains the rules of Snake and Ladder with specific modifications for language learning, such as assigning language tasks to each numbered square. For example, when students land on a certain square, they may need to answer a question, translate a word, and spelling the words using vocabulary from previous lessons. Once the students understand the rules, the teacher divides the class into small groups, providing each group with a game board and necessary materials, like dice and game pieces. As the game progresses, the teacher monitors each group, offering help and ensuring all students participate in the language tasks. This method helps students stay motivated and learn actively, allowing them to practice language skills in a fun and interactive setting. Finally, the teacher wraps up the lesson by discussing the new vocabulary or grammar points encountered during the game, reinforcing the language concepts learned through this playful experience. This approach not only fosters engagement but also reinforces the students' confidence in using English naturally.

The findings of this research suggest that the Snake and Ladder game can build up the learning atmosphere in English class. It not only makes lessons more enjoyable but also increases students' motivation and active participation. Students who participate in this method tend to display greater enthusiasm, as the game format creates a sense of competition and excitement. Moreover, the collaborative nature of the game helps build a sense of community among students, making them more comfortable with using English in a group setting. As a result, students develop their vocabulary and communication skills in a more interactive and meaningful way, which can have long-lasting effects on their language learning journey.

5.0 CONCLUSION

In conclusion, the use of Snake and Ladder game in English class at SDN Ploso highlights the significant benefits of using creative learning media to support vocabulary acquisition for fifth-grade students. This method truly aids students in understanding and retaining vocabulary in a way that feels both accessible and enjoyable. By integrating this interactive media into lessons, the classroom environment becomes more vibrant and engaging, turning learning into an activity that students eagerly anticipate. The presence of the game transforms the atmosphere, making it lively and fun, which in turn boosts the students' overall enthusiasm and participation.

The students' behavior also reflects the positive impact of the Snake and Ladder game as a learning media. They become more active, motivated, and curious, eagerly engaging with each other and the material. This interactive approach encourages them to practice speaking, and

recalling vocabulary in a context that feels natural and unthreatening. The positive energy in the classroom not only enhances student engagement but also fosters a cooperative learning atmosphere where students feel comfortable and encouraged to experiment with new vocabulary.

REFERENCES

- Anderson, R. C. (2003). *A Behavioral Approach to Learning Media*. New York: Prentice Hall.
- Beck, I. L., McKeown, M. G., & Kucan, L. (2002). *Bringing Words to Life: Robust Vocabulary Instruction*. Guilford Press.
- Brewster, J., Ellis, G., & Girard, D. (2002). *The Primary English Teacher's Guide*. London: Penguin English Guides.
- Cameron, L. (2001). *Teaching Languages to Young Learners*. Cambridge: Cambridge University Press.
- Graves, M. F. (2006). *The Vocabulary Book: Learning & Instruction*. Teachers College Press.
- Harmer, J. (2007). *The Practice of English Language Teaching* (4th ed.). Pearson Education.
- Hidayat, A., & Ningsih, R. (2020). The Use of Games as a Strategy to Improve Vocabulary Mastery for Elementary School Students. *Journal of Language and Language Teaching*, 8(1), 45-52.
- Marzano, R. J. (2004). *Building Background Knowledge for Academic Achievement*. ASCD.
- Nagy, W. E., & Scott, J. A. (2000). *Vocabulary Processes*.
- Su, T., & Klein, J. (2010). The Effects of Multimedia on Elementary Students' Learning Outcomes and Attitudes. *Educational Technology Research and Development*, 58(5), 423–439.
- Wright, A., Betteridge, D., & Buckby, M. (2006). *Games for Language Learning* (3rd ed.). Cambridge University Press.