



The Implementation of Game Using Snake and Ladder in Teaching Vocabulary at Elementary School

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ABSTRACT

This research aims to describe 1) the learning process of vocabulary focuses on meaning and spelling with snake and ladder game; 2) students' response towards vocabulary learning with snake and ladder game. This research uses descriptive qualitative. The respondent is from teacher and 17 students of grade four at SDN Kalipang 1. The instrument is field-note for class observation, questions for interview and teaching module for documentation. The data obtained is from note of class observation, interview's answers with the representative students, and documentation. The results of this research shows that the teacher implements snake and ladder game by dividing the students become 2 groups consist of eight or nine students. The teacher teaches vocabularies about daily verbs using pictures. Then, the teacher explained the rules of snake and ladder game. The game's board has instructions "Find the correct meaning!" or "Write the correct spelling!" By utilizing this game, it facilitates students to obtain experience towards the understanding of vocabulary especially in the aspect of meaning and spelling.

Keywords: Game, Snake and Ladder Game, Vocabulary

ABSTRAK

Penelitian ini bertujuan untuk mendeskripsikan 1) proses pembelajaran kosakata berfokus pada makna serta ejaan menggunakan permainan ular tangga dan 2) respon siswa terhadap pembelajaran kosakata melalui permainan ular tangga. Penelitian ini menggunakan metode deskriptif kualitatif. Responden berasal dari guru kelas dan 17 siswa kelas empat SDN Kalipang 1. Instrumen yang digunakan berupa field-note untuk observasi kelas, daftar pertanyaan untuk wawancara, dan modul ajar guru untuk dokumentasi. Data yang diperoleh bersumber catatan observasi kelas, jawaban wawancara dengan siswa, dan dokumentasi. Hasil penelitian ini menunjukkan bahwa guru mengimplementasikan permainan ular tangga dengan membagi siswa menjadi 2 kelompok yang masing-masing terdiri dari delapan atau sembilan siswa. Guru mengajarkan kata kerja tentang aktifitas sehari-hari menggunakan gambar. Kemudian, guru menjelaskan aturan permainan ular tangga. Kotak ular tangga berisi instruksi "*Find the correct meaning!*" atau "*Write the correct spelling!*". Melalui permainan ular tangga ini, siswa mendapatkan pengalaman terhadap pemahaman makna dan ejaan dari kosakata bahasa Inggris.

Kata Kunci: Permainan, Permainan Ular Tangga, Kosakata



INTRODUCTION

Vocabulary is the most important components have to be mastered in language learning. According to McCarty in Setiawan and Zuana (2018), to be skillful a language, the biggest component must be learnt is vocabulary. In other words, mastering adequate vocabulary facilitate students become proficient in mastering language. According to *Kurikulum Merdeka* in Kemdikbudristek (2021), vocabulary standard of elementary school for phase B focuses on not only spoken English skills, but also written language. At this phase, simple vocabulary related to the class and home environments need to be taught in the aspect of meaning and spelling.

Learning vocabulary should learn about meaning and spelling repeatedly over and over in order to create habit and understand the materials easier. According to behavioristic learning theory proposed by John B. Watson in Nurfadillah (2024), learning is when the behavior changes of learners occur because of the relationship of stimulus and response in the learning process. The stimulus that comes from the teacher in learning process becomes the basis for the emergence of response from the students and reinforcement. If the reinforcement is positive, there will be repetition in learning. The more repetition done, the more understanding obtained. In addition, in learning vocabulary, two aspects of vocabulary need to be learnt and mastered are the meaning and spelling. Harmer (1991) stated that vocabulary aspects include understanding the word meaning, word spelling, word pronunciation and the word use. Thus, this process gives experience to students' to not only participate actively in learning but also learn the materials repeatedly that makes them easier to master the vocabulary in the aspects of meaning and spelling.

Moreover, vocabulary should be learnt earlier by the students. According to Zikriyati and Syafei (2018), learning vocabulary can be started by the students since they are still young learners. Moreover, Cameron in Zikriyati and Syafei (2018) stated that the appropriate time to learn vocabulary of foreign language is in the kindergarten or elementary level.

Vocabulary learning for students in elementary level should be conducted by providing materials and interesting learning activities. According to Zikriyati & Syafei (2018), children own short attention span so they tend to enjoy learning while playing rather than serious learning only. Due to that, teachers are required to create interesting learning activities when teaching.

However, the reality on the ground found by the researcher showed some problems of vocabulary learning in grade four at SDN Kalipang 1. Among of them are students' boredom towards learning activities, teacher-center learning and students' difficulty in undersanding meaning and spelling of vocabulary. According to Yemima, et. al. (2019), learning activities which does not involve any media causes the students boredom and difficulties towards the materials in learning. In addition, due to the learning activity



which is not interesting, students are not motivated to participate in learning and do not pay attention well to the materials given (Zikriyati & Syafei, 2018). It is because children's attention span is still short and they prefer playing.

To overcome the problems explained above, games are appropriate technique to be implemented in teaching because it provides many advantages. According to Sketchley in Andayani (2019), game is appropriate alternative technique to be implemented during teaching in order to encourage students' motivation and interests. In other words, the use of game in teaching makes students more interested in learning. Moreover, Klimova (2014) claims that game can be utilized to learn foreign language for it facilitate the learners to understand the vocabulary around them. It can be said that the use of game in learning can help students to master vocabulary. Furthermore, Chen in Andayani (2019) explained that games provide student-centered-learning, create meaningful context, increase students' motivation, reduce students' anxiety, encourage students to participate in learning and integrate linguistic skills. In addition, one of games that can be utilized in vocabulary learning is board game namely snake and ladder game (Setiawan & Zuana, 2018).

Snake and ladder game is suggested as a media to teach vocabulary. Snake and ladder game is appropriate media to teach children which is able to be modified based on the materials and students' need (Russo & Hopkins, 2017). Moreover, according to Saraswati in Andayani (2019), snake and ladder game enables students to be more interested in learning because it has colorful design on board, dice also pictures which can attract longer students' attention span. Furthermore, the snake and ladder game's rules in language learning according to Zikriyati and Syafei (2018) are 1) students are divided into teams, 2) each team are given the counter, 3) the first player rolls the dice, see the number obtain and move the counter on the board based on the number obtained, 3) the player take picture card, see the question on it and answer it, 4) if the player can answer correctly, the counter keep staying on the board where it should be. If the player can not answer correctly, the counter must move backwards two steps.

The previous studies finds out the advantages of using snake and ladder in learning. For example: Savitri, et al., (2020) conducted qualitative research to children. They discussed that snake and ladder game could be used as media to teach vocabulary in the aspects of verbs and nouns. Snake and ladder game also can attract students' interests of grade 2 to learn vocabulary (Setiawan & Zuana, 2018). Through this game design that has fascinating pictures, students not only are more interested to involve actively in learning activity but also can increase vocabulary comprehension. In addition, snake and ladder game is appropriate media to teach vocabulary especially nouns in the aspect of meaning to young learners (Zikriyati & Syafei, 2018). This game is interesting for young learners because it presents many kinds of pictures and colors that facilitate the learners to



remember the vocabulary easier and faster. Thus, young learners do not feel bored to play this game in the learning activity.

From the previous studies, it can be known that snake and ladder game has been implemented and proven successfully to teach vocabulary in the aspect of meaning. The previous studies which use qualitative methods focuses on the children and grade two. Therefore, this current study focuses on investigating: 1) the implementation of snake and ladder game to teach vocabulary in the aspect of meaning and spelling in grade four at SDN Kalipang 1, 2) students' perspective towards learning vocabulary using snake and ladder game.

This research aims to describe: 1) the steps of teaching vocabulary using snake and ladder game in grade four at SDN Kalipang 1, 2) students' response towards vocabulary learning using snake and ladder game in grade four at SDN Kalipang 1.

METHODS

This research is case study that used descriptive qualitative methods. This research is conducted in SDN Kalipang 1 when joining *Kampus Mengajar Angkatan 5*. The subjects of this research are the teacher and 3 representative students of grade four at SDN Kalipang 1. The data obtained is from field-note of class observation, the answers of interview and documentation. The data collecting technique consists of observation, interview and documentation. The researcher does observation by taking note the learning process in the class which aims to find out the steps of vocabulary learning using snake and ladder game. The interview is done towards the teacher which aims to know about the steps of vocabulary teaching using snake and ladder game, and 3 representative students to know about students' response of using snake and ladder game to train the understanding of vocabulary in the aspect of meaning and spelling. The documentation aims to analyze the teaching module designed by the teacher. Then, the data analysis technique uses the data analysis technique promotes by Miles and Huberman that consists of data collection, data reduction, data presentation and drawing conclusion (Sugiyono, 2020). The data obtained from the observation and interview is analyzed and interpreted by the researcher to be drawn the conclusion. The conclusion is presented in the form of description sentences.

RESULTS AND DISCUSSION

This research findings consist of the steps of teaching vocabulary using snake and ladder game, and the students' response towards vocabulary learning using snake and ladder game.

Teaching vocabulary in grade 4 at SDN Kalipang 1 is carried out with the support of pictures or illustrations. The vocabulary taught is vocabulary about verbs related to daily activities such as "reading, writing, studying,



listening, etc". The images contain visuals of the activity and are accompanied by written vocabulary in English. Vocabulary learning focuses on meaning and spelling in written form. To train students to understand meaning and spelling, the teacher uses the snake and ladder game. The board design of the snake and ladder game is 20 squares accompanied by the picture and simple question. Also, there is instruction "Find the correct meaning!" or "Write the correct spelling!". When the instruction is "Find the correct meaning!", it means students have to choose 1 piece of paper whose English writing matches the picture on the square. The teacher provides 20 small pieces of paper that each of them has written vocabulary in English. Then, when the instruction is "Write the correct spelling!", it means students have to write vocabulary based on the picture in the square of snakes and ladders board.

Furthermore, here are the steps of teaching vocabulary in the aspect of meaning and spelling using snake and ladder game. As the preliminary activity in learning, the researcher shares 20 vocabularies in the form of pictures with the English spelling on a piece of paper for each student, and followed by explaining the meaning. After the explanation, the students are divided into 2 groups consist of 8 or 9 students. After they make in line with their own group, the researcher explains the rules and demonstrates how to play the snake and ladder game. Then, a student of group A takes turn to roll the dice, moves the counter and does the instructions on the board. The instructions of the 1st and 2nd meeting are different. 1) For the 1st meeting, the instruction is "Find the correct words". The student should look at the picture appears where the counter exist. Then, invite the team to search the correct word in the form of small piece of paper provided by the researcher. 2) For the 2nd meeting, the instruction is "Write the correct spelling". The student should look at the picture appears and invite the team to write the correct spelling in a paper provided by the researcher. When student does the instruction, the researcher pays attention to the students answer. If the answer is incorrect, the student must move the counter twice backward. Then, a student of the opposing group takes turn to roll the dice and does the same steps as the previous group. Both of the two groups play this game alternately.

After participating in the learning activities through playing the snakes and ladders game, students gives positive responses. This is known based on the results of interviews with 3 representatives student as follows.

Student 1: "Learning vocabulary through playing snakes and ladders games is extremely interesting because I can learn the meaning and spelling of vocabulary while playing with my friends. I also can understand the materials easier. For example: when I play the games I got the questions about the picture of painting, listening and reading. So, I remember the meaning of painting, listening, reading, and I know how to write them in English."



Student 2: "I do not feel bored when I play snake and ladder game with my team. The challenging thing is when I have to write the correct spelling. It can help me to remember the spelling of vocabulary because I sometimes answer correctly. I feel happy to play this game because I can involve actively in learning activity."

Student 3: "Playing snakes and ladders makes me more interesting in learning English. The part of matching the picture with the writing on the small pieces of paper make me remember the meaning of vocabulary. Also, I can understand easier because I see and learn repeatedly through playing the snake and ladder game."

Based on the findings of this current research, it can be known that the the steps of teaching vocabulary using snake and ladder game as media can be modified towards teaching materials. It is in line with Russo and Hopkins (2017) who explain that snake and ladder game can be implemented as media of vocabulary learning for children, and be modified related to students' need. Moreover, the steps of teaching vocabulary using snake and ladder game in this current research is in line with Zikriyati and Syafei (2018) state that snake and ladder game is appropriate to be implemented in teaching vocabulary to master the meaning. It is because this game can be designed by involving pictures and colors to attract young learner attention in learning. Also, the steps of teaching vocabulary using this game consists of creating team, giving the counters for each team, rolling the dice, seeing the number, moving the counter on the square based on the number obtained, doing the instruction, moving backward 2 squares when answering incorrectly or staying in the current square when answering correctly, taking turn for each group to play. Moreover, the vocabulary taught is about verbs: daily verbs, in the aspect of meaning and spelling. This differs with several prior researches. The prior researches focuses on the vocabulary in the aspect of meaning about nouns: the name of fruits, animals (Zikriyati & Syafei, 2018), and verbs also noun: covid-19 vocabulary (Savitri, et al., 2020).

From the students' responses, it can be concluded that the snakes and ladders game can provide students-center learning, reduce students' boredom and facilitate students to understand the meaning and spelling easier. This is in line with Chen in Andayani (2019) that games provide student-centered-learning, increase students' motivation, reduce students' anxiety, encourage students to participate in learning and integrate linguistic skills. Through the snake and ladder games' rules, the students involve actively doing activities in vocabulary learning such as roll the dice, moving the counters, answering the questions, etc. It makes the students become main actors in learning while the teacher become facilitator to guide and control the way of playing snake and ladder game. Also, Snake and ladder game can attract students' interests of grade 2 to learn vocabulary (Setiawan & Zuana, 2018). This game is designed with colorful pictures which



presented in the board. It can increase students' interests in learning that so they can pay attention and achieve vocabulary comprehension. This game has rules that can be set based on the students' need and is presented the vocabulary by providing many kinds of pictures and colors that facilitate the learners to learn the materials easier and faster (Zikriyati & Syafei, 2018). Thus, learners both do not feel bored in the learning activity and understand the meaning and spelling easier.

In addition, the snake and ladder game as media is recommended to be utilized in teaching vocabulary in elementary levels. The teacher should consider designing this game based on students' need and teaching materials. The use of snake and ladder game is also recommended to be developed in the future studies. The future researchers can develop the research in others levels of schools to obtain the more comprehensive results.

CONCLUSION AND SUGGESTION

Vocabulary is the most important components have to be mastered in language learning. Vocabulary learning, especially in elementary level, still has many weaknesses such as students' boredom towards learning activities, teacher-center learning and students' difficulty in understanding meaning and spelling of vocabulary. Therefore, this research aims to describe 1) the steps of teaching vocabulary using snake and ladder game in grade four at SDN Kalipang 1, 2) students' response towards vocabulary learning using snake and ladder game in grade four at SDN Kalipang 1. The snakes and ladders game applied in groups trains students to understand written vocabulary in terms of meaning and spelling. Through this snakes and ladders game, students gain experience in understanding the meaning and spelling of English vocabulary through repeated direct practice. The results of this research contribute to utilizing game using the snakes and ladders game to teach vocabulary.

This research has suggestion: 1) the teachers are recommended to utilize game using snake and ladder game to teach vocabulary, and 2) the future researchers had better do the similar study dealing with utilizing game using snake and ladder game to teach vocabulary in others levels of school.

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