



The Effect of Joyful Learning Using Snake and Ladder Game on Students' Vocabulary Mastery

Siti Nuridayanti^{1*}, Sulistyani¹, Khoiriyah¹

¹University of Nusantara PGRI Kediri, Indonesia

*Corresponding Author: ida109206@gmail.com

Article Info

Article history:

Received July 12, 2024

Revised July 20, 2024

Accepted July 31, 2024

Keywords:

Joyful Learning;

Snake and Ladder

Game;

Vocabulary

ABSTRACT

In elementary schools, some problems dealing with vocabulary learning were still found. The weakness of students' vocabulary mastery was caused by teacher-centered-learning, inappropriate learning strategy, students' boredom, and difficulties in understanding meaning and spelling. This research aimed to find out students' vocabulary mastery before and after being taught using snake and ladder game, and the significant effect of using snake ladder on students' vocabulary mastery. This was experimental research using a quantitative approach with one-group pretest-posttest designs. The data obtained was the score of pre-test and post-test. The population was from grade four at SDN Kalipang 1 and the sample member was seventeen students. Based on results of data analysis and hypothesis testing, the pre-test mean was 50,29, post-test was 67,59, and the sig. of T-test showed 0,000. It meant that student's vocabulary mastery increased and there was a significant effect on student's vocabulary mastery after being taught using snake and ladder game. Thus, it could be concluded that snake and ladder game can be appropriate media to teach vocabulary in elementary level.



This work is licensed under a [Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-nc-sa/4.0/).

1. INTRODUCTION

Vocabulary is seen as having a central role in the purpose of language learning. Mastering a lot of vocabulary will make it easier for a person to read, write, hear and speak English. Learning vocabulary is not only in terms of pronunciation to make someone proficient in English, but also requires a lot of vocabulary that is remembered and understood the meaning.

This research is motivated based on the reality encountered on the ground shows that students' vocabulary mastery, especially in grade four at SDN Kalipang 1, is still lacking due to some factors. Among them are teacher factors, such as: (1) The focus on learning that is still teacher-centered, (2) Teachers do not choose the right learning strategy in the vocabulary learning that facilitates students to learn by doing, (3) teacher tended to use lecture methods then asked the students to do the task on the textbook, and (4) Teacher used to provide the same way of teaching vocabulary like direct translation of English vocabulary. According to prior study conducted by (Zikriyati & Syafei, 2018), inappropriate learning strategy and the lack of media in teaching vocabulary made students got difficulties in mastering vocabulary. Furthermore, they stated that teachers should choose appropriate learning strategy and media to encourage students interested in learning to master vocabulary.

While the student factors are: (1) Some students got difficulties in understanding the meaning and spelling of vocabulary, (2) Student got boring and did not pay attention when the teacher was explaining the lesson, (3) Students less enthusiasm and lack of involvement in learning, (4) Students prefer to play. According to Yemima, et. al., the students got bored and difficulties in learning vocabulary because the learning method is question and answer, and did not involve any media. Moreover, students were not interested in learning English and did not pay attention to the lesson because the learning activity was not interesting (Zikriyati & Syafei, 2018). It is because children's attention span is still short and they prefer playing.

One of the ways that can be done to create a learning activity which is conducive, effective and fun is by using joyful learning strategies in the process of teaching English. Joyful learning facilitates students to experience learning by doing. According to theory proposed by Chun-Wang Wei in Amelia, joyful learning is a learning strategy to develop students' skills and understanding with emphasis on learning by doing. It means that the students can feel happy once they achieve something after experiencing to do it. Moreover, joyful learning is learning strategy to develop students' skills and understanding towards the materials through learning activities designed using fun and visual things (Amelia, 2023). Through her study, she proved that joyful learning has big influence on students' learning achievement. It can make students pay attention to the lesson and increase students learning outcome. Furthermore, Kurniawati in Amelia stated that joyful learning can facilitate students to have motivation in learning and to experience learning activities that are not monotonous. In addition, joyful learning also can provides student-centered learning, increases motivation in learning, engages students (Sadan, 2020). It can be said that joyful learning is strategy that can facilitate students in involving themselves in learning, engaging the interest through interaction in a peer group. Therefore, joyful learning is appropriate strategy to be implemented in learning because it can facilitate students to be involved actively in fun learning activities, reduce students' boredom, encourage students' enthusiasm in learning in order to facilitate the students to increase learning outcome.

Joyful learning strategies can be implemented by using games. Classroom activities of joyful learning is conducted through stories, role plays, puzzles, hands on activities, songs and dance, also games (Sadan, 2020). Moreover, creating the enjoyable and interesting teaching process to young learners can be done through games (Andayani, 2019). In addition, Hang in Andayani stated that the game will encourage students to be more involved in their learning activities because it is appropriate technique to teach children by providing learning while playing.

Snake and ladder game is famous game that can be used as a media to teach vocabulary. Russo and Hopkins in Andayani state that snake and ladder can be utilized as the media to teach vocabulary and can be modified related to the materials. Haryadi through his classroom action research proved that snake ladder could improve teacher activity, student activity, and learning outcomes of grade three (Hariyadi, 2018). According to Zikriyati and Syafei, snake and ladder is appropriate game to teach vocabulary to young learners (Zikriyati & Syafei, 2018).

The previous studies showed the advantages of using snake and ladder as a media. For instance: the research used review method conducted by Andayani showed that teaching vocabulary to young learners using modified and snake ladder in formal learning could increase self-confidence and responsibility for young learners to master the English materials. Yemima et. al. also did classroom action research that proved snake and ladder could increase kindergarten students' vocabulary. Moreover, the use of snake and ladder game could increase children vocabulary (Savitri et al.). Furthermore, the use of snake and ladder as the media could improve vocabulary of senior high school students (Fitriana & Maro, 2018). In addition, the snake and ladder game could increase young learners' vocabulary in the aspect of nouns (Zikriyati & Syafei, 2018). From those prior researches, it can be concluded that the snake and ladder game becomes appropriate media to enhance vocabulary in many educational levels.

Thus, the difference between this current study and the prior studies is on the research methods, the research subjects and the aspect of vocabulary. From the prior studies, it can be seen that many prior studies discuss about the use of snake and ladder game to improve vocabulary used the methods namely review, development, qualitative and classroom action research. Moreover, the use of snake ladder to improve vocabulary in the prior studies is focused on kindergarten, children, young learners and senior high school students. Furthermore, the prior studies focus on noun as the aspect of vocabulary. Therefore, the research that discusses the use of snake and ladder and focuses on grade four use quantitative methods is still rare. Due to that, this current study focuses on investigating grade four as the subject, verbs as the aspect of vocabulary and uses quantitative methods.

In connection with it, the researcher is motivated in conducting quantitative research to find out the significant effect of using snake and ladder game on students' vocabulary mastery of grade four at SDN Kalipang 1. This research is conducted using quantitative approach with pre experimental methods. Several aims are to find out the vocabulary score before and after being taught using snake and ladder game, and the significant effect of using snake and ladder towards students' vocabulary mastery.

2. RESEARCH METHOD

This research approach used quantitative with experimental method. Quantitative research approach is that a theory is tested by specifying hypotheses made by the researcher and supported by the data in the form of numbers related to the hypotheses (Cresswell, 2018). Furthermore, he explains that an experimental method involves systematically controlling one or more variables to determine their influence on intended outcomes. In others words, the quantitative research with experimental methods is the research that not only examines the theory, but also uses the numerical data to determine the effect of the independent variable (treatment) on the dependent variable (outcome) under controlled condition.

Thus, this current research was quantitative with experimental method because it aims to find out: 1) students' vocabulary score before being taught with snake and ladder game, 2) students' vocabulary score after

being taught with snake and ladder game, and 3) the significant effect of using snake and ladder game on students' vocabulary mastery of grade four at SDN Kalipang 1. This research was conducted in SDN Kalipang 1, Grogol, during the *Kampus Mengajar 5* from March to June 2023. The population of this research was grade 4 and the sample were 17 students of grade 4.

This research design was pre experimental design in the form of one-group pretest-posttest. Pre experimental design is that a research does not involve control group or class in the experiment and the sample is not chosen randomly (Sugiyono, 2020). Furthermore, he explains that one-group pretest-posttest designs involve the measure of pre-test followed by a treatment and post-test for a single group (Sugiyono, 2020).

Based on the design of this research, the data collecting procedures consisted of pre-test, treatment and post-test. The pre-test used 15 questions in the form of multiple choices. There were 2 parts in this test, part A and part B. Part A consisted of 10 questions about meaning of vocabulary, while part B consisted of 5 questions about spelling of vocabulary.

The treatment were given for 2 meetings. The first treatment was conducted one week after pre-test while the second treatment was conducted the following week after the first treatment. The topic of the treatment was daily verbs of present continuous. The vocabulary learning was held by using snake and ladder game as the media. The first meeting focused on learning about meaning and the second meeting focused on learning about spelling.

Then, post-test was carried out after the students being taught by using snake and ladder game. The topic of this test is the vocabulary about the verbs of daily action like "sleeping, playing, etc.". There were 15 questions in the form of multiple choices. There were 2 parts in this test, part A and part B. Part A consisted of 10 questions about meaning of vocabulary, while part B consisted of 5 questions about spelling of vocabulary.

The data obtained in the form of students' score of both pre-test and post-test, was processed using statistical software namely IBM SPSS Statistics Version 25. The data analysis of this research used descriptive statistical analysis and the hypothesis testing used T-test.

3. RESULTS AND ANALYSIS

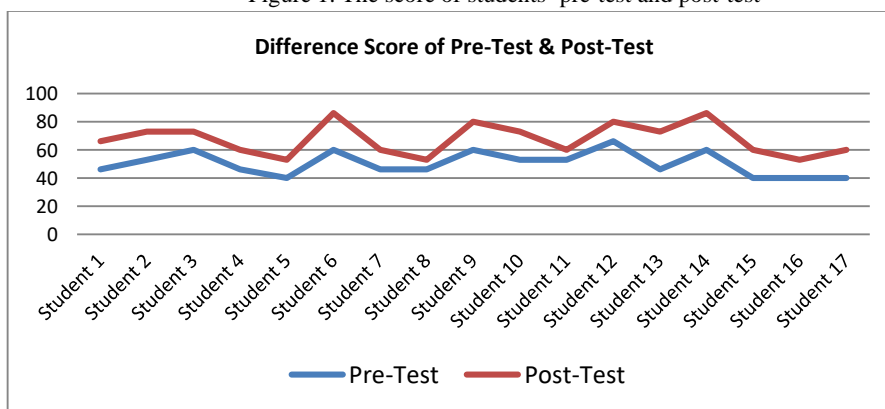
This part presents about results and discussions of the research. The researcher explains in detail about the findings of the research and discusses about the effect of using snake ladder game on the students' vocabulary mastery of grade four at SDN Kalipang 1.

3.1. Research Findings

This part covers the research findings in the form of data analysis that consists of the score of students' pre-test and post-test, the mean of students' pre-test and post-test, and the results of T-test.

3.1.1 The Score of Students' Pre-test and Post-test

Figure 1. The score of students' pre-test and post-test



The figure 1 shows the comparison between students' vocabulary mastery before and after being taught using snake and ladder game. From the score of pre-test, it can be known that all students got score under 75. The lowest score was 40 and the highest score was 67. It can be concluded that students' vocabulary mastery was still poor. From the post-test score, it can be known that all students' score increase significantly. There were 4 students got score more than 75. The lowest score was 50 and the highest score was 86. It means that students' vocabulary mastery increase after being taught using snake and ladder game.

3.1.2 The Mean of Students' Pre-test and Post-test

Table 1. The mean of students' pre-test and post-test

		Paired Samples Statistics			
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-Test Vocabulary Mastery	50.29	17	8.520	2.066
	Post-Test Vocabulary Mastery	67.59	17	11.270	2.733

The table displays the mean of both pre-test and post-test. The table shows that the mean of pre-test score is 50,29 with standard deviation 8,520 and followed by 17 participants. While the mean of post-test score is 67,59 with standard deviation 11,270 and followed by 17 participants. It can be said that the mean of post-test score is 17,30 higher than the mean of pre-test score. From this score, it can be concluded that the students' vocabulary mastery increases after being taught using snake and ladder game.

3.1.3 The Results of T-test

Table 2. The results of T-test

		Paired Samples Test							
		Paired Differences							
Pair		Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
1	Pre-Test Vocabulary Mastery - Post-Test Vocabulary Mastery	-17.294	6.070	1.472	-20.415	-14.173	-11.747	16	.000

Hypothesis of this research are: 1) H0: It is not effective in using Snake and Ladder game to increase vocabulary mastery., 2) H1: It is effective in using Snake and Ladder game to increase vocabulary mastery. H0 testing criteria: H0 is rejected and H1 is accepted if the sig. (2-tailed) is less than 0,05. From the table of paired sample test, it is known that the sig. (2-tailed) is 0,000, the degree of freedom is 16, and standard deviation is 5.235. It can be known that the sig. (2-tailed) is less than 0,05. Thus, H0 is rejected and H1 is accepted. In other words, it is effective in using snake and ladder game to increase vocabulary mastery.

3.2. Discussions

The findings of this research are that snake and ladder game used as the media to learn vocabulary at grade four. Based on the results of data analysis and hypothesis testing, there is the significant effect on vocabulary mastery of grade four at SDN Kalipang 1 after being taught using snake and ladder game. It means that snake and ladder game influence students' vocabulary mastery of grade four. By utilizing this snake and ladder game, the students can understand easily meaning and spelling of vocabulary given. Besides, students' enthusiast and involvement in learning also significantly increase. The students who were initially bored and did not pay attention to learn vocabulary become more focus and active to be involved in learning activity through playing this game.

The findings are in line with the theory promoted by Russo and Hopkins in Andayani, and several prior studies conducted by Amelia, Savitri et. al., Yemima et. al., Zikriyati & Syafei, and Fitriyana & Maro.

First, Russo and Hopkins in Andayani stated that famous game namely snake and ladder is not only appropriate media to teach vocabulary to young learners but also can be modified by the teacher according to the students' needs and teaching materials. It can be utilized in teaching vocabulary and facilitate student in completing tasks in order to enhance the vocabulary mastery.

Second, fun learning activity enables to increase students' understanding towards the materials given (Amelia, 2023). Furthermore, students are not bored and more interested in learning. This not only encourages students to pay attention to the lesson but also enhance learning outcome.

Third, the research conducted by Savitri et. al. proved that developing a snake ladder game can increase vocabulary. Through her research, it proved that students' could develop their vocabulary mastery especially about verbs. The result was that the snake ladder game can improve the students' vocabulary with several additional variations.

Fourth, Yemima et. al. through their research proved that the use of snake and ladder media is able to enhance English vocabulary. This is based on the theory that early childhood teaching and learning methods are learning while playing. Through this snake and ladder game, students' can both increase their knowledge and experience joyful learning because they can participate and interact actively in learning. Therefore, playing snake and ladder game is appropriate learning strategy to attract students so they can increase their vocabulary mastery.

Fifth, snake and ladder game is appropriate media to teach vocabulary to young learners (Zikriyati & Syafei, 2018). This game could attract the students to be involved actively in learning vocabulary through its several activities: rolling the dice to get the number, moving the counter based on the number they got, picking up the picture card and following the instruction from that card. It can be said that the activities of snake ladder game facilitates the students' to practice vocabulary repeatedly. Through those activities, students were interested in learning vocabulary, felt happy in learning and easier to master the vocabulary.

Furthermore, improving students' vocabulary mastery of 10th grade at can be done by using snake and ladder game (Fitriana & Maro, 2018). It can be seen from the post-test score of experimental group, in which 91,8, higher than that of control group, in which 81,5. In other words, the use of snake and ladder game was successful to increase students' vocabulary mastery.

This research supports those prior researches that the snake and ladder game could become the media to teach vocabulary with the aim to give experience of joyful learning and to increase students' vocabulary mastery. It means that the snake and ladder game has significantly positive effect on students' vocabulary mastery. Also, it is appropriate to be media in teaching vocabulary in elementary level.

Limitations of this research are dealing with treatment, students' action in learning and sample of the research. Giving treatment using snake and ladder game spends much time in preparing and demonstrating the game. The game is quiet interesting so it encourages the students to be active or even crowded in learning. Then, the sample of this research is little, only seventeen samples.

Moreover, the snake and ladder game as media of vocabulary learning is recommended to be developed in the future studies by involving others levels of schools, other research methods, or other aspect of vocabulary to obtain the more comprehensive results. The future researchers can use the results of this current study as the reference of their review of previous studies. In addition, this research contributes towards language learning especially English through games. It is able to be the model of teaching and learning vocabulary using game as a media.

4. CONCLUSION

In elementary schools, some problems dealing with vocabulary learning are still found. The weakness of students' vocabulary mastery, especially in elementary level, is caused by the teacher-centered-learning, inappropriate learning strategy, students' difficulties in understanding both meaning and spelling of vocabulary, students' boredom and lack of students' involvement and enthusiasm in learning activities. Therefore, this research aims to find out vocabulary mastery of grade four at SDN Kalipang 1 before and after being taught using snake and ladder game, and the significant effect on vocabulary mastery of grade four at SDN Kalipang 1.

This current research uses quantitative approach with experimental method in the form of one-group pretest-posttest design. Reliability is tested by using software of IBM SPSS Statistics Version 25. Data obtained is from the score of pre-test and post-test. Based on the results of data analysis and hypothesis testing, the mean of pre-test is 50,29 while post-test is 67,59. It can be said that the average of the post-test score is 17,30 higher. Furthermore, the sig. value obtained from the T-Test is 0,000 which means less than 0,05. Thus, H₀ "It is not effective in using Snake and Ladder game to increase vocabulary mastery" is rejected. It can be said that there is the significant effect on vocabulary mastery of grade four at SDN Kalipang 1 after being taught using snake and ladder game.

From the explanation, it can be concluded that snake and ladder has positive effect on students' vocabulary mastery and the theory of the use of snake and ladder game to teach vocabulary is proven successful to increase students' vocabulary. This game not only enables the students to understand vocabulary easily in the aspects of meaning and spelling, but also enhance students' enthusiasm and involvement in learning.

This research has suggestion for: 1) the teachers: The teacher should consider joyful learning strategy using snake and ladder game to become insight in choosing the appropriate learning strategy to teach vocabulary. Besides, the teachers had better consider and prepare this game well in order not to spend much time., 2) the students: The students should not be too crowded when learning vocabulary through this game. Also, the students should pay attention carefully about the rules of this game in order that learning activity can run well., and 3) the future researchers: The future researchers can conduct and develop the similar research about the use of snake and ladder game to teach vocabulary either in others levels of school or in others subjects. Also, the future researchers should do the research about more indicators of vocabulary, not only about meaning and spelling. Furthermore, this research can be used as the insight of the future researchers so they can use it as the reference of prior study of their future research.

5. REFERENCES

- Amelia, Lia . "Pemanfaatan Strategi Joyfull Learning dalam Pembelajaran Bahasa Inggris." *JURNAL PENDIDIKAN DAN PEMIKIRAN*, vol. 18, 2023, pp. 1060-1069.
- Andayani, Made Adi. "Teaching English to Young Learners through Games: A Modified Snake and Ladders Game." *The 5th National Conference on Language and Language Teaching*.. Surabaya: Universitas PGRI Adi Buana Surabaya, 2019, pp. 150-160.
- Cresswell, John."Research Design:Qualitative, Quantitative and Mixed Methods Approaches." *California: SAGE Publication.Inc*, 2018.
- Fitriana, Dita and Rahmawati Khadijah Maro. "Teaching Vocabulary through Snake and Ladder Board Game in the Tenth Grade of SMA Muhammadiyah 1 Malang." *CELTIC: A Journal of Culture, English Language Teaching, Literature & Linguistics*, vol. 3, 2018, pp. 82-93.
- Hariyadi. "Use of Smart Ladder Snake Media to Improve Student Learning Outcomes of Iv Grade Students of State Elementary School I Doropayung Pancur Rembang." *REFLEKSI EDUKATIKA : Jurnal Ilmiah Kependidikan*, 2018, pp. 107-111.
- Sadan, Shiksha . "Handbook Joyful Learning." *New Delhi: Central Board of Secondary Education*, 2020.

- Savitri, Agusniar Dian , et al. "Development of Vocabulary Using Ladder Snake Game." *Proceedings of the International Joint Conference on Arts and Humanities (IJCAH 2020)*. Atlantis Press, 2020, pp. 828-832.
- Sugiyono. "Metode Penelitian Kuantitatif, Kualitatif, dan R&D." *Bandung: Alfabeta*, 2020.
- Yemima, Murtisari, et al. "Enhancing English Vocabulary Through the Use of Snake and Ladder Media for 4 to 6-Year-Old Children." *Satya Widya*, vol. 35, 2019, pp. 1-15.
- Zikriyati, An Fauzia Rozani Syafei. "Teaching Vocabulary To Young Learners." *Journal of English Language Teaching*, vol. 7, 2018, pp. 208-215.