AN UNDERGRADUATE THESIS

THE EFFECTIVENESS OF USING THE SNAKES AND LADDERS GAME METHOD TO INCREASE STUDENTS' VOCABULARY AT THE SECOND GRADE OF MA NURUL MA'ARIF PARIANGAN

By

Mardabia

H0120333

CONSULTANTS:

Ahmad Junaedi, S.Pd.,M.Pd

Ahyadi, M.Pd

This thesis is written to fulfill a part of the requirements for obtaining the Bachelor's degree in Education

ENGLISH EDUCATION STUDY PROGRAM

FACULTY OF TEACHER TRAINING AND EDUCATIONAL

UNIVERSITAS SULAWESI BARAT

2025

APPROVAL SHEET

THE EFFECTIVENESS OF USING THE SNAKES AND LADDERS GAME METHOD TO INCREASE STUDENTS' VOCABULARY AT THE SECOND GRADE OF MA NURUL MA'ARIF PARIANGAN

MARDABIA

H0120333

Has been successfully the thesis in front of the Examiner Team of Faculty of Teacher Training and Education on: 17th March 2025

EXAMINATION

Chair of the Examiner	: Dr. H. Ruslan, M.Pd	(.............................)
Secretary of Exam	: Amrang, S.Pd,. M.Pd.	(.............................)
Committee Supervisor I	: Ahmad Junaedi, S.Pd., M.Pd	(.............................)
Supervisor II	: Ahyadi, M.Pd.	(.............................)
Examiner I	: Dr. Rafiqa, S.Pd., M.Pd.	(.............................)
Examiner II	: Fajriani, S.S., M.A.	(.............................)

Majene, 17th March 2025

FACULTY OF TEACHER TRAINING AND EDUCATION

UNIVERSITAS SULAWESI BARAT
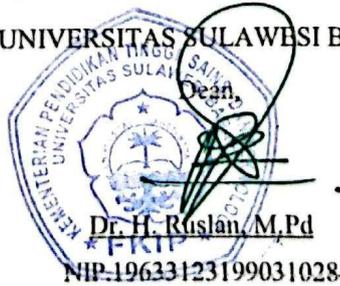
Dean,

Dr. H. Ruslan, M.Pd
NIP.196331231990031028

II

ABSTRAK

MARDABIA: Snakes and Ladders Game: keefektifan penggunaan permainan ular tangga untuk meningkatkan kosakata bahasa Inggris siswa MA Nurul Ma'arif Pariangan. **Skripsi. Majene: Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sulawesi Barat, 2024.**

Penelitian ini adalah penelitian kuantitative, jenis penelitian ini adalah kuasi eksperimental, yang bertujuan untuk meningkatkan kemampuan kosakata bahasa Inggris siswa dengan menggunakan metode permainan ular tangga dan untuk mengetahui apakah ada peningkatan kosakata siswa dengan menggunakan metode permainan ular tangga. Sampel penelitian ini adalah kelas XI yang terdiri dari 34 siswa MA Nurul Ma'arif Pariangan. Penelitian ini dilakukan enam kali pertemuan, pre-test, empat kali treatment dan pos-tes. Instrument penelitian menggunakan test dan kuesioner. Hasil analisis data menunjukkan bahwa ada peningkatan kosakata siswa. Rata-rata skor siswa dalam pre-test pada kelas control 63.82 dan post-test 67.65 sementara itu skore dalam kelas eksperimen pre-test 62.65 dan post-test 74,71. Berdasarkan pada data, dapat disimpulkan bahwa kemampuan kosakata siswa ditingkatkan dengan menggunakan permainan ular tangga. Hasil kusioner persepsi siswa menunjukkan respon yng baik dengan skor rata-rata 78%.

Kata kunci: Permainan Ular Tangga, Keefektifan, Kosakata

CHAPTER I
INTRODUCTION

A. Background

Vocabulary is essential for effective communication in English as it forms the basis for language acquisition and skill development. A rich vocabulary empowers individuals to articulate thoghts clearly, comprehend intricate texts, and engange proficiently across diverse contexts. In the realm of English language proficiency, vocabulary plays a pivotal role in honing speaking, listening, reading, and writing abilities. Nurpratama et al. (2019) emphasized in their research that mastering vocabulary is critical due to the nuanced meanings words can hold in varying contests. Similarly, according to Hana Safitri (2023), a strong graps of vocabulary is fundamental to comprehending English as a whole. Ackuiring an extensive vocabulary is key to fluent expression and plays a significant role in language acquisition. Proficiency in vocabulary enhances all four core English: speaking, reading, listening, and writing.

According to Schmitt and McCarthy (2020), vocabulary is an integral component of language. Without a robust vocabulary, individuals may experience nervousness or struggle to comprehend a language, particularly when using English. Thus, vocabulary forms the cornerstone of learning and mastering English. Expanding one's English vocabulary is crucial as it facilitates the understanding of complex texts, enhances communication skills, and provides insights into English culture. When discussing language acquisition, students often prioritize vocabulary development as a means of learning words. Alongside grammar and pronunciation, vocabulary stands out as a key element in achieving language proficiency. Basic knowledge of vocabulary is highly significant for learners as it underpins effective communication in their personal and professional lives. Without a solid grasp of vocabulary, effective communication becomes challenging. Vocabulary acquisition is a critical aspect of foreign language learning, given that new

words frequently offer nuanced meanings that are essential for comprehension, whether encountered in books or classrooms.

Although English has become a widely taught foreign language in Indonesia, recent research shows that English vocabulary acquisition among primary and secondary school students in Indonesia is still a significant challenge. Research conducted by Amirullah and Harususilo (2020) found that high school students in Indonesia on average only master about 1,000 to 1,500 English words, far below the recommended target of mastering 3,000 to 5,000 words to achieve adequate English proficiency. Sari and Setiawan's (2020) research on Indonesian students shows that many of them still have difficulty using appropriate and diverse vocabulary in writing and speaking English. By Fadilah, (2020) this is caused by various factors, such as lack of exposure and practice of English outside the classroom, low motivation, and ineffective vocabulary learning strategies. To overcome this problem, comprehensive efforts from schools, universities and the government are needed to improve the learning and use of English vocabulary in Indonesia.

After conducting observations at school and learning English teachers` complaints about English languange learning, students at MA Nurul Ma`arif Pariangan were very less active in learning English becausee of the students` lack of vocabulary , so students tended to be less active in learning English. So after communicating directly with the teacher and learimg there students` problems, i decided to use the Snake and Ladder game method to increase the students` vocabulary. As said by, Kasanah (2022), the Snake and Ladders game method has a big influence on increasing the students vocabulary.

Development of Snakes and Ladders game media products by paid method pay attention to the appearance of the Snake and Ladder board which is safe for students to use a modified way of playing. The objective of the Snake and Ladder game method is to attact the user`s attention, attact the user`s curiosity so that they play and learn with pleasure. Besides that, the media appearance of snakes and ladder it also aims to describe the material contained in the textbook. Design from the media depelopment of snakes and ladders is designed to be as

attractive as possible in accordance with the theme of elementry school children, (Kasanah, 2022).

Furthermore, based on the situation of the teaching-learning process conducted with the second grade students at MA Nurul Ma'arif Pariangan, as reported by the English teacher, it was noted that the English learning process is integrated. However, there is no particular skill that stands out. Consequently, the students lack vocabulary skills and are unable to speak independently in the class or outside of it.

Related to the description above, the researcher proposes that the Snakes and Ladders game could be an effective and beneficial teaching strategy. This game can offer students opportunities to enhance their vocabulary skills in a flexible manner. It can be highly valuable if the timing and frequency of its implementation are appropriately and consistently regulated, not only within the classroom but also beyond its confines. Failing to conduct this research may result in teachers struggling to foster students' vocabulary skills by employing strategies or methods that are ineffective in vocabulary development. The proposed solution lies in the research, which aims to assist teachers in enhancing students' vocabulary skills through the utilization of the Snakes and Ladders game. By incorporating this game into their teaching practices, teachers can facilitate vocabulary improvement among students.

Therefore, the researcher's primary focus will be on students' vocabulary skills within the increase classroom setting by implementing the Snakes and Ladders game at MA Nurul Ma'arif Pariangan. The researcher aims to investigate the feasibility of using the Snakes and Ladders game as a teaching tool to improve the vocabulary skills of second-grade students in senior high school.

B. Problem Identification

After conducting school observations at MA Nurul Ma`arif pariangan, the most common problem researcher get about learning English is the lack of students' English vocabulary so that students lack confidence when learning English.

C. Problem Limitation and Formulation

This research focuses on the effects of using the Snakes and Ladders game method to increase students` vocabulary. Based on this background, the formulation of the research problem is as follows:

1. Is there a significant increase in the English vocabulary of second-grade students at MA Nurul Ma'arif Pariangan after using the Snakes and Ladders Game method?

2. How are students' perceptions on the use of Snakes and Ladders game in increasing students' mastery of English Vocabulary?

D. Research Objective

1. To find out the effectiveness of the using the Snakes and Ladders game on the increasing of English vocabulary of second-grade students at MA Nurul Ma'arif Pariangan

2. To explore students' perceptions regarding the effectiveness of using the Snakes and Ladders game in increasing English vocabulary skills.

E. Research Benefits.

1. Increase student` learning motivation.

By using Snakes and Ladders game method students can learn vocabulary interactively and interestingly. And students can also expand their vocabulary.

2. Improve the quality of teaching .

This research can help teachers improve the quality ot their teaching by using the Snakes and Ladders game method. This can help increase students` understanding of vocabulary.

3. Benefits for students

Train students` patience in waiting their turn and hone their skills socializing with students.

CHAPTER II
LITERATURE REVIEW

A. Previous Related Studies

The researcher report several studies used Snake and Ladders Game method s in teaching English, some teacher` finding is brief as follow:

The first, previous finding comes from Sari (2017), with the title *"The Snake and Ladder game was used to help second-grade pupils at MTS Madrasah Islamiyah Medan increase their Vocabulary"* the research conducted by Riska Sari is a class action research, which aims the primary objectives of this study are to increase students' vocabulary through the using of the Snakes and Ladders game as a teaching tool and to assess whether this game can increase students' learning capabilities. The research sample comprises 39 students from class VII-1 at MTS Yayasan Islamiyah Medan. This study was conducted in two cycles, with each cycle encompassing four key stages: planning, implementation, observation, and reflection. Various research instruments were employed, including observations, interviews, questionnaires, and tests. Data collection methods included observations, interviews, diary entries, and testing.

In a study by Latifah (2023) titled The creation of the Snake and Ladder game as a tool for vocabulary instruction At MA Al Khoiriyah Putukrejo Gondanglegi Malang, Nurriatul Latifah carried out study on the creation of the Snake and Ladder game as a teaching aid to improve the vocabulary of descriptive texts among class X pupils. Research and development (R&D) adopting the addie model, which consists of five stages-analysis, design, depelopment, implementation, and assessmet—was the research approach used in this work. Twenty students from class X at MA Al Khoiriyah made up the study population; they were chosen via cluster random sampling. Both questionnaires and unstructured interviews were used as data gathering tools. The results demonstrated the great

validity and efficacy of the Snakes and Ladders learning materials for descriptive text vocabulary in increasing.

Niknawati Safruddin carried out the third study, Safruddin (2018), whice was titled "Using the Snake and Ladders game ton increase the students' vocabulary in Indonesian junior high school. Its objectives are to ascertain whether or not snake and ladder games can be used to teach vocabulary to second-graders at UMI Makassar Junior High School and to assess student achievement following this type of instruction. Two groups—the experimental and control groups—were used in this study's quasi-experiment design. There were 112 pupils enrolled in the second grade at UMI Junior High School Makassar.

Next, Fitriana and Maro (2018), under the title "*Vocabulary teaching through the Snake and Ladders board game in the tenth grade of SMA Muhammadiayah 1 Malang.* " their study's findings demonstrared that teaching vocabulary to firs-grsdersusing the Snakes and Ladders game could improve their vocabulary. Pre-test, treatments, and pos-test were among the the research tools used in this study. First, a pre-test was adsministrated tonthe experimental and control groups. The board game Snakes and Ladders was then used to teach the experimental group, while the control group was not. Post-test were given to both groups after the treatment. The results of the study showed that the use of the Snake and Ladder board game improve students vocabulary acquisition, as demonstrated by the of the experimental group. Conversely, the experimental group outperformed the control group on the post-test.

Another study by Kusrini (2012) focused on teaching vocabulary to middle school students through the game 'Snakes and Ladders'. The research findings demonstrated that the Snakes and Ladders board game proved to be more effective in vocabulary instruction compared to translation methods for 8th-grade high school students. The aim of this research was to assess the efficacy of the Snakes and Ladders game in teaching vocabulary. The research methodology employed was an

experimental study. The study's conclusions indicated that the utilization of the Snakes and Ladders board game could enhance students' vocabulary skills in comparison to traditional translation-based teaching methods.

The novelty of this research from previous research is firstly the differences in school environment, culture, and social context that can affect the results of the snakes and ladders game method in improving students' vocabulary, then the type or research method used by previous researchers using classroom action research methods and R & D and previous research measuring students' abilities in learning using snakes and ladders games while this research uses a type of experimental quantitative research and also this research measures the effectiveness of the snakes and ladders game whether it is effective in using in learning in increasing students' English vocabulary.

B. Theoritical Framework

1. Vocabulary

a. The Definition of Vocabulary

Vocabulary refers to knowledge about words and their meanings. According to Stahl and Heubach (2005), a vocabulary is one language component that supports a speaker`s voice in all spoken language activities, such as speaking, listening, reading, and writing. It can be inferred from this theory that learning the vocabulary is important and serves as a guide for students to understand what is wrong and how to communicate with others in a possitive way. Furthermore, as described by Fardhini (Hargis et al., 2014), a vocabulary is one of the language components that maintaints the key`s voice in all languange-related activities, such as speaking, listening, writing, and drawing. Based on this theory, it is very important for student  to learn the target language`s vocabulary because the vocabulary it self is a subset of the target language.

However, teaching vocabulary is not easy, particularly in SMA where students are quite reticent since they lack. Therefore, easy and interesting

teching methods are need to make it easier for students to learning vocabulary because English is an important language to learn.

As it is know English is an international language where it is widely used in serveral countries in the world, including Indonesia, both in the fields of communication, trade and especially in the field.

One of the fundamental language skills essential for success in language teaching and learning, particularly in English, is vocabulary. Various linguistics experts have put forth definitions of vocabulary. Hornby (1995:131-132) asserts that vocabulary comprises a list of words alongside their definitions and represents the total number of words within a language. Similarly, Hatch and Brown (1995:1) define vocabulary as a compilation of terms specific to a language or a collection of words utilized by individual language speakers. The sole organizational principle at play is the alphabetical order found in dictionaries, reflecting vocabulary as a listing. Dictionaries arrange vocabulary based on the target language's alphabetical system. Schmitt and McCarthy (1997:40) argue that vocabulary forms the bedrock of a language and should be the primary focus of learning. Without a firm grasp of vocabulary, effective communication and comprehension of written text become challenging. They posit that meaningful communication in a foreign language hinges on the utilization of words that convey a wide range of meanings inherent in the language, irrespective of proficiency in its phonetics.

b. The Importance of Vocabulary

Vocabulary stands out as the cornerstone of any language, requiring students to engage actively and consistently in word study alongside grammar and pronunciation, as highlighted by Allen and Vallette (1977). This underscores that vocabulary serves as a foundational element that should be mastered before delving into other facets of language learning. Taringan (1984) emphasized the critical significance of vocabulary in language acquisition, indicating that language proficiency is intrinsically tied to mastery of vocabulary.

For pupils, vocabulary is crucial. It is strongly advised that pupils become proficient in reading and listening. For pupils trying to acquire a proper understanding of the quantity of words, vocabulary is very beneficial. When it comes to mastering language acquisition, vocabulary plays a significant role. Language comes from vocabulary, and it is important for pupils to be able to use it to construct sentences. Vocabulary allows people to express themselves and interact with one another.

Vocabulary is one of the most important parts of a language to achieve success in the process of teaching and learning languages, especially learning English. There are several meanings or understandings and vocabulary according to firs language experts, Hornby (1995: 131) says that vocabulary is the sum of all the words in a language. Language and vocabulary are also lists of words with their meanings. Similarly, vocabulary is a list of terms that any speaker of a language is expected to employ, according to Hact and Brown (1995:1). Vocabulary is therefore a list, and the sole system used is alphabetical order. Vocabulary is written based on alphabetical order in a dictionary based on foreign language meaning. Lschmitt and Mecharty (1997:40), on the other hand, assert that vocabulary is the foundation of a language and should be discussed more thoroughly. If people do not understand the written material, they will not be able to read it clearly and with comprehension. It indicates that, despite the success of teaching English to non-narrative speakers, communication in the target language will not be possible in an amicable manner.

From all the statements above, it can be concluded that learning vocabulary is very important because vocabulary is one of the main assets in learning a language, starting and studying sentence structure, and language skill. It is important to learn vocabulary repeatedly because vocabulary is often easily forgotten and it often happens when learning English that vocabulary is forgotten because feeling lazy an taken for granted because of the assumption that vocabulary is a difficult thing makes someone reluctant to lern vocabulary, but this cannot be an obstacle for people who want to learn

vocabulary, because there are still many ways that can be used to learn vocabulary in an exciting and fun way to learn vocabulary.

c. Kinds of Vocabulary

According to Nation (2001), vocabulary can be categorized into two main types: productive and receptive vocabulary. Receptive vocabulary comprises words that students can understand and recognize while reading or listening. These words are used passively in both reading and listening activities. On the other hand, productive vocabulary includes words that students not only understand but can also pronounce correctly and use effectively in speaking and writing. Understanding someone's vocabulary through listening is generally easier than acquairing new vocabulary actively through reading and writing. Vocabulary can be broadly classified into four categories: reading, vocabulary (encountered during reading activities), listening vocabulary (comprehended while listening to others or media), speaking vocabulary (used in everyday compersation), and writing vocabulary (employed in writing essays, report, ect

Chitravelu (2005), vocabulary as a basic tool of a languange and categorizes vocabulary into two groups, namely content word and function words.

1. Content word is that is a word that has a certain meaning vocabulary that has a meaning that cannot be used with other words content word includes nouns, adjectives, verbs, and adverbs

2. Word function. of these words has a relatively low meaning on their own, nonetheless, demonstrate the grammartical relationships inside and among phrases. This group comprises prepositions, conjugation, articles conjuction and preposition

d. Teaching English Vocabulary

Teaching plays crucial role in the learning process. As per Brown (2001), teaching involves imparting information, assisting individuals in acquiring new skills, offering guidance in various tasks, and providing knowledge to help students comprehend lessons. Vocabulary instruction significantly impacts language development, particularly in enhancing students' English vocabulary, which is essential for success in learning the language. To foster students' enthusiasm for vocabulary acquisition, teachers should employ unique methods and techniques that engage students and cultivate their interest in learning.

Vocabulary teaching is very important in languange learning. Teachers must be able to have effective and anique methods that can be used in vocabulary learning so that students can learn well and also attract students` attention. Some vocabulary teaching techniques according to Harmer (2012) are as follows

1. Using Realia

   Realia involves incorporating tangible objects that students can observe, such as tables, chairs, whiteboards, and so on. In this scenario, teachers introduce physical objects in the classroom to facilitate the easy explanation of words.

2. Displays images

   Pictures are the most effective media in languange teaching because they can by used in various ways, such us wall pictures, graphs, flash card, tables or statistics and other non-technical visual presentations.

3. Pantonyms. for actions and gestures

   Explaining the meaning of words solely through imagination or description can be challenging, if not impossible. In such instances, teachers can employ pantomime actions or gestures.

4. Enumeration

If a teacher encounters difficulty explaining a word, they can provide another word for clarification.

5. Word association

When introducing new vocabulary, a teacher can reference items connected to words already known to students.

6. Explanation or definition

In this method, the teacher offers an example or a definition of a word.

7. Translation

If a teacher struggles to explain a word, they can translate it into the students' native language.

8. Games

Games are a technique that helps and attracts students` interest. Game also really help teachers to understand useful and meaningful topics.

Based on the aforementioned explanation, it can be inferred that effective English vocabulary instruction necessitates the use of appropriate techniques. Teachers should possess a variety of instructional strategies that facilitate students' comprehension of the content and enhance their learning experience, with games proving to be particularly effective.

e. **Learing English Vocabulary**

Learning vocabulary encompasses not only acquiring new words but also understanding their correct usage within various contexts. It involves grasping how words are shaped by their surroundings and interrelations with other words. Proficiency in vocabulary is pivotal for mastering the four essential language skills—reading, writing, listening, and speaking. Thonbury (2002) emphasizes the indispensable nature of grammar for effective communication and underscores the significance of vocabulary, without which communication falters. Cameron (2001) echoes this sentiment, highlighting that vocabulary acquisition involves more than rote

learning; it entails dissecting words and deciphering their meanings. The process of learning vocabulary is systematic, aiming for efficient mastery. Thornbury (2002) asserts that this approach aids learners in acquiring crucial words vital for both comprehension and expression. It enables them to retain and recall words effortlessly, fostering the development of strategies to bridge lexical gaps, handle unfamiliar terms, and incorporate new vocabulary effectively

Based on the aforementioned definition, it can be inferred that vocabulary represents understanding of words and their definitions. These words within a language serve as tools for conveying meanings. Consequently, the study of vocabulary holds significant importance in enhancing one's proficiency in English.

2. Games

a. The Definition of Game

Games typically serve as recreational activities for enjoyment, relaxation, or light physical exertion. They can be enjoyed individually or in groups. Games are structured or semi-structured pastimes primarily designed for entertainment purposes and occasionally utilized as educational aids. The enjoyable, motivating, captivating, and collaborative aspects of games contribute to their widespread popularity among individuals (Wahono, 2009). A game also entails an activity played according to specific rules to determine winners and losers, often in a non-serious context for leisure. Games involve a defined set of regulations that create a competitive environment among two or more individuals or groups, where players strategically aim to maximize their gains or minimize their opponents' advantages.

As per Salen and Zimmerman (2004), a game is a structured system where participants partake in simulated conflict governed by regulations, leading to quantifiable outcomes. Games serve as a highly effective and valuable approach to enhance language acquisition. They are characterized as play activities emphasizing competition, rules, and enjoyment.

Consequently, educators ought to integrate games into their teaching methodologies to engage students, alleviate stress, and facilitate effective communication, as suggested by Deesri (2002).

Jung (2005) asserts that games promote, entertain, educate, and enhance communication skills and fluency. These activities offer enjoyable and beneficial training for students, tailored to their responses and reactions. Therefore, playing games should not become a futile routine; monotony and predictability must be avoided. Games should be engaging, captivating, and evoke happiness among participants. Additionally, games foster stronger teacher-student relationships. They can be adapted for various proficiency levels, from novice to advanced, depending on age, intelligence, and background. This beloved game, known for its challenge and potential rewards, maintains an interactive environment, preventing boredom and motivating players to excel individually or within a team. Through gameplay, students can learn joyfully while remaining focused and embracing the element of enjoyment.

b. The Advantages of Game

Many educators hold the view that games offer numerous positive impacts on psychological development, intelligence, and skill acquisition. Within a game, elements of competition, speed, and proficiency must align harmoniously. Learning through play aids students in stress reduction and nurtures a sense of humor. Games serve as a platform for students to refine decision-making abilities and enhance communication skills, fostering proactive engagement in the educational process. Commencing the teaching and learning journey with games also yields favorable outcomes, bolstering student achievement in learning endeavors, as noted by Dita Fitriana (2018).

The incorporation of games in educational settings offers numerous benefits. Carrier (Sanchez and Morfin, 2007) outlines several advantages:

1. Games offer diverse tools to enhance the teaching and learning processes. They act as supplementary curriculum activities aiding students in refining their learning strategies effectively.

2. Games exhibit high flexibility, allowing for the teaching of various language aspects simultaneously. They can target multiple language features in a single session.

3. By introducing engaging classroom activities, games alleviate monotony in learning, sustaining student focus and interest in the language without inducing boredom.

4. Games boost student motivation, making the learning experience enjoyable beyond their realization.

5. Games prompt students t o unconsciously generate language. Students absorb and practice language skills while actively participating in gameplay, focusing on the thrill of victory.

6. Games foster student involvement and self-assurance, encouraging active participation towards achieving top grades and instilling confidence in their abilities to learn and apply new language structures.

7. Games transition the teacher's role from a formal instructor to a facilitator or moderator, diminishing teacher dominance in the classroom.

8. Additionally, games can serve as assessment tools, exposing students' strengths and weaknesses. Teachers can observe students during gameplay, identify errors and shortcomings, and gain a comprehensive understanding of their abilities

3. **The Snake and Ladder Game**

The snakes and ladders board game is a fun game to play and helps students learn languange while playing by reducing an xiety. Using Snakes and Ladder board games will help increase students` enthusiasm and interest in learning vocabulary/speaking. The aim of this game is for

students to learn to speak/learn vocabulary using the Snakes and Ladders board game .

The Snake and Ladders game is a board game designed for two or more players, featuring numbered squares from 1 to 100. The game board comprises small squares with Ladders and Snakes connecting certain squares. Players progress through the squares starting from 1 at the bottom left corner, moving rightward to 10, then continuing from the bottom right corner to the left, starting at 11 and so forth until reaching 100 at the upper left corner. To determine the initial dice roller, players establish the order of turns. Subsequently, students roll the dice based on the turn sequence, advancing their token by the number rolled (in case of rolling a six, players receive an extra turn). The positions of snakes and ladders dictate movement directions (e.g., forward, backward, upward, downward).

The game proceeds until a player reaches the 'Finish' point. In this particular version set up by the researcher, the Snake and Ladders game comprises 50 squares with various colored boxes. The students follow a rule where upon landing on a colored box (e.g., red), they draw a corresponding card with a previously prepared question. Subsequently, the students respond to the question by constructing a sentence or phrase using a word (noun, verb, or adjective) from the question. Failure to formulate a sentence results in the end of their turn. However, successful sentence creation grants the player the privilege of rolling the dice twice.

Pictures Snake and Ladders game

C. Conceptual Framework

Based on the problems that exist at MA Nurul Ma'arif Pariangan during the learing process, the low English vocabulary of students affects students' interest in learning English subjects. Teachers still use traditional methods using only textbooks. Of course student will be less enthusiastic in the English learning process. Therefore, the research took the title The effectiveness of using the Snakes and Ladders game method to increase students' vocabulary at MA Nurul Ma'arif Pariangan.

This study will an overview of how this research will conducted, which is presented in the following excerpt:

Figure 2.1 Conceptual Framework

17
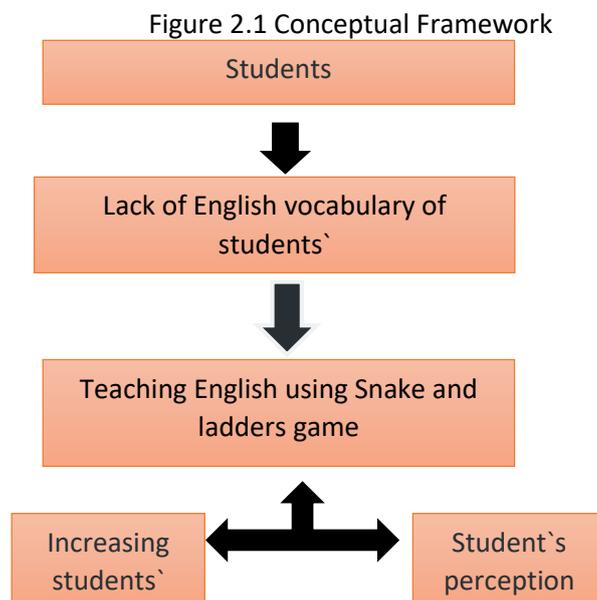
Based on the framework above, it illustrates that in learning English using the Snakes and Ladders game method to try to increase students'' English vocabulary and teachers still lack learning methods so that students tend to be less active in learning English.

D. Hypothesis

Based on this hypothesis, it is expected that the group of students who use the snakes and ladders game method will show a significant increase in understand and use of English compared to the control group. The results of this research can contribute to the development of effective learning methods in improving English language learning for MA Nurul Ma`arif Pariangan students.

Hypothesis in this research there will be a hypothesis that will be presented, namely;

1. Null hypothesis (H0): using the Snakes and Ladders game which has no significant effect on the Snakes and Ladders game and the hypothesis

2. Alternative hypothesis (H1): using the snakes and ladders game significantly influences the increase in vocabulary in students.

BIBLIOGRAPHY

Allen, E., & Vallete, D. (1977). *Classroom technique to foreign and English as a second language*

Chitravelu, N. et. al. (2005). *ELT methodology; Principles and practice*. Fajar Bakti Sdn. Bhd.

Clark, V. L. P., & Creswell, J. W. (2008). *The mixed methods reader*. sage publications, Inc.

Cohen, Louis, Lawrence Manion, and Keith Morrison. Research Methods in Education (sixth edition): 2007.)

Fitriana, D., & Maro, R. K. (2018). Teaching vocabulary through snake and ladder board game in the tenth grade of SMA Muhammadiyah 1 Malang. *A Journal of Culture English Language Teaching Literature & Linguistics*, *3*(1), 82.s

Harmer, J. (2012). Exploring English language teaching: Language in action

Jung, I. (2005). ICT-pedagogy integration in teacher training: Application cases worldwide. Journal of Educational Technology & Society, 8(2), 94-101.

Kusrini, E. (2012). Teaching vocabulary for junior high school students using snake and ladder game. *Jurnal Aktif*, *19*(4).

Nation, I. S., & Nation, I. S. P. (2001). Learning vocabulary in another language (Vol. 10, pp. 126-132). Cambridge: Cambridge university press.

Nikmawati Safruddin (2018). *Taking snake and ladder game to build the students vocabulary in Indonesian junior high school''.*

Nurriatul Latifah (2023). *Developing The Snake And Ladder Game As Media For Teaching Vocabulary At Ma Al Khoiriyah*'.

Riska Sari (2017). The implementation of the snake and ladders game to improve students' vocabulary of second grade students AT MTS Madrasah Islamıyah Medan.

Safitri, Hana (2023). The Effectivenes of snake and ladder game in mastering vocabulary at *the 11th Grade students of SMA Negeri 11 Muaro Jambi. Diss. Universitas Jambi.*

Sanchez, maritza M. M., & Morfin, A. P. (2007). Interactive games in the teaching - learning process of a foreing language. *Research Grate*, *3*(4), 47–66. file:///C:/Users/ACER/Downloads/Games_for_Language_Learning_Third_Editio.pdf

Schmitt, Norbert and Michael McCarth. Vocabulary: Description, Acquisition and

Pedagogy, New York: Cambridge University Press

Scott, Thornbury, (2002). *How to Teach Vocabulary, Longman: Pearson-Education Limited, Shttp: // enwikipedia.org/wiki/ Vocabulary*.

Sugiyono. (2012). *Metode penelitian pendidikan : Pendekatan kuantitatif, kualitatif, dan R&D*. Alfabeta.

Sukojo, B. M., & Wahono, W. (2009). Application of remote sensing for mapping soil organic matter content. Makara Journal of Technology, 6(3), 3.

Stahl, S. A., & Heubach, K. M. (2005). Fluency-oriented reading instruction. Journal of literacy Research, 37(1), 25-60.

Thornbury, S. (2002). Training in instructional conversation. Language in language teacher education, 4, 95-106.