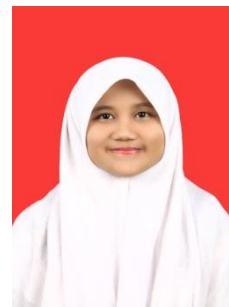


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Motto : Do your best! Life is a process, so enjoy the process.



This research was Classroom Action Research, aimed to improve the students' vocabulary by using snake and ladder game as media and to find out whether the students' ability be improved by using snake and ladder game as media. The sample of this study was VIII-1 which consist of 39 students of MTs YAYASAN ISLAMIYAH MEDAN. This research was done in two cycles. Each cycle consisted of four steps namely, planning, action, observation and reflection.

The result of data analysis showed that there was an improvement on the students' ability in vocabulary in each cycle. The mean of students' scores in pre- test were 58.20, in the post- test I were 70.46, and the post- test II were 83.48. In the pre- test, there were 12. 8 % (5 of 39 students) who got score ≥ 75 . In the post- test I, there were 46.15 % (18 of 39 students) who got score ≥ 75 ; The improvement from pre- test to post- test I were 33. 35%. In post- test II, there were 87.17 % (34 of 39 students) who got score ≥ 75 . The improvement from post- test I to post- test II were 41.02%. Based on the data, it was concluded the students' ability in vocabulary improved by using snake and ladder game.

**THE IMPLEMENTATION OF SNAKE AND LADDER GAME TO IMPROVE
STUDENTS' VOCABULARY OF SECOND GRADE STUDENTS AT MTS
YAYASAN MADRASAH ISLAMIYAH MEDAN**

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ABSTRACT

This research was Classroom Action Research, aimed to improve the students' vocabulary by using snake and ladder game as media and to find out whether the students' ability be improved by using snake and ladder game as media. The sample of this study was VIII-1 which consist of 39 students of MTS YAYASAN ISLAMIYAH MEDAN. This research was done in two cycles. Each cycle consisted of four steps namely, planning, action, observation and reflection.

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Keywords: Snake and Ladder Game, Improve, Vocabulary

Introduction

Vocabulary is a component in the language. With the vocabulary one can say what is meant. In speaking vocabulary is very important. Mc.Charty in his book stated” no matter how well the student learns grammar, no matter how successfully the sounds of second language just cannot happen in any meaningful way.¹ From these statements, that the vocabulary is very necessary when communicating.

In order to increase student vocabulary skills with a good teacher should be able to understand the extent of the vocabulary of the students and make the learning process learning activities through play or play while learning.

In fact, based on observation the researchers found there are several factors that make students lack of their vocabulay, the students are lazy to memorize vocabulary, some students do not like vocabulary in English language, and some students are late to catch the material.

Based on the problem above, the researcher interested to make the reasearch about “ **The Implementation of Snake and Ladder Game to Improve Students’ Vocabulary of Second Grade Students at MTS Yayasan Madrasah Islamiyah Medan.**”

¹ Nobert Schmitt and Michael McCarth, *Vocabulary: Description, Acquisition and Pedagogy*, New York: Cambridge University Press, p. 140

Theoretical Review

1. Definition of Vocabulary

According to Ur vocabulary can be defined roughly as the words teacher teaches in the foreign language. The term “ words “ here means that the new item of vocabulary maybe more than a single word, for example, *father in law* and *police office*, which are made up from two or more words but express a single definition or idea.² In other case there are also compound words called as multi word idioms, for example *call it a day*. From the definition above, it can be concluded that vocabulary is a set/ list of words and idioms that individual speakers of a language might use.

Vocabulary is one of the language aspects which should be learnt. Learning it is important because in order to be able to speak, write, and listen learners have to know vocabulary first. A person said to know a word if they can recognize its meaning when they see it.³

2. The Nature of Vocabulary

According to Krashen and Terrell stated in David Nunan book” The status of vocabulary has been considerably enhanced. This has come about partly as a result of the development of communicative approach in language teaching.⁴ On the other word, vocabulary be an object of the research in methodology in teaching.

3. The Purpose of Vocabulary

Large vocabulary help us express our ideas precisely in communication. We often believe that need a large number of words to master English language well it is

⁵ Ur. P, (1996), *A Course in Language Teaching*, Great Britain: Cambridge University Press, p. 60

³ Cameron L, (2001), *Teaching Languages to Young Learners*, Cambridge: Cambridge University Press, p. 75

⁴ David Nunan, (1991), *Language Teaching Methodology*, New York: Prentice Hall, p. 117

not always wrong because we are hope to realize that without a certain amount of vocabulary, it seems it is quite impossible to use the language precisely and vividly. We sometime have difficulties; in understanding the meaning of the word, in differentiating the word form, and in applying the word in a sentences.⁵

4. Types of Vocabulary

- a. Reading Vocabulary
- b. Listening Vocabulary
- c. Writing Vocabulary
- d. Speaking Vocabulary

5. Media

Media according to Romiszowski in Kasihani book are any extensions of man which allows him to affect other people who are not in face with him. Thus communication media include letters, television, film, radio, printed matter and telephone.⁶ Further Heinich and Rusello in Kasihani's book say that media are any means of communication which carry the information between the source and the receiver. The media are called instructional media if they are used to convey the messages in educational environment.⁷

6. Kinds of Media

According to Kasihana there are 3 kinds of media:

1. Visual media is media that can be seen and touched by students, example: picture, photo, real object, map, flash card, and realia.
2. Audio media is media that contain recorded text to listen, example: radio and cassette recorder.

⁵ A.M.Zainuri, (2003), *Vocabulary I*, Jakarta: English Departement, p. 1

⁶ Suyanto, Kasihani K.E., (2007), *English for Young Learners*, Jakarta: Bumi Aksara, p. 100

3. Audio visual media is media that can be seen, touched, and listened, example: TV, film, etc.⁸

7. Criteria of Media

- a. Easy to prepare
- b. Easy to organize
- c. Interesting

8. Benefits of Media

The benefits of learning media according Sudjana & Rival in the book Arsyad, in the learning process, namely:⁹

1. Teaching more attention so as to motivate students to learn
2. Learning materials will be quite vague, so it can be better understood by students and enable them to master and achieve learning objectives
3. The method of teaching will be more varied, not solely the verbal communication through the narrative of the words spoken by teachers so that students do not get bored, and teachers do not run out of steam, especially when teachers teach in each lesson.
4. Students can learn a lot more activities, because not only listen to the description of the teacher, but also other activities such as observing, doing, demonstrating, acting out, and others

⁸ Ibid, p. 102

⁹ Azhar Arsyad, (2014), *Media Pembelajaran*, Jakarta: PT Rajagrafindo Persada, p. 28

9. Playing

Playing is one of the activities that directly and spontaneously by a child with someone else or by using the objects around him happy, voluntary, and imaginative, as well as using his feelings, stairway or whole limbs.¹⁰

10. Characteristics of Playing

For children play is a means for children to develop the potential in him. Besides playing can also be a means to channel positive energy for children. According Hartati there are some characteristics in play:¹¹

1. Demanding active participation, both physically and psychologically.
2. Play it free, even not necessarily in tune with reality. Children are free to make its own rules and operate fantasies.
3. Playing the spontaneous nature, as he wants at that time.
4. The meaning and pleasure of playing completely determined the perpetrator, ie the children themselves are playing.

11 . Playing Function

According to Hartati declare for children's play activities are fun activities, free spontaneous and it has not a real worldly purpose and carried to the pleasure of it without take into final result.

12. Snake and Ladder Game

According Sriningsih game of snakes and ladders can be given to children aged 5- 6 years in order to stimulate different areas of development such as cognitive, language and social. Language skills can be stimulated through this game for example vocabulary up and

¹⁰ Hartati, Sofia, (2005), *Perkembangan Belajar Pada Anak Usia Dini*, Departemen Pendidikan Nasional, p. 85

¹¹Hartati Sofia, *Op. Cit*, p. 91

down, maju- backwards, upwards to down and so forth. Social skills are trained in this game including a willingness to follow and abide by the rules of the game, played in turns.¹²

13. The Advantage of Snake and Ladder Game

There are some advantage of using snake and ladder game such as below:

- a. Snakes and ladders game can be used in teaching and learning activities because these activities enjoyable so that children are interested to learn while playing.
- b. Children can participate in the learning process directly.
- c. Snakes and ladders game can be used to help the children's development in all aspects, one of them is mathematic logic.
- d. Snakes and ladders can stimulate children to learn how to solve simple problem unnoticed by children.
- e. The use of the media of snakes and ladders can be done either in the classroom and outside the classroom.

14. The Disadvantage of Snake and Ladder Game

There are some disadvantages of using snake and ladder game such as below :

- a. Using snake and ladder game requires a lot of time to explain to the child
- b. The game of snake and ladder game can not develop all the material.
- c. Lack of understanding of the rules of the game by a child can appear commotion.
- d. For children who do not master the material will undergo adversity in playing.¹³

¹² Sriningsih, *Op.cit*, p. 98

¹³[Http://www.academia.edu/3761354/MEDIA_PEMBELAJARAN_PERMAINAN_ULAR_TANGGA](http://www.academia.edu/3761354/MEDIA_PEMBELAJARAN_PERMAINAN_ULAR_TANGGA), accessed in 12/03/2017 at 19:53 WI

Research Method

A. The Location and Time of the Research

This research will be conducted of the second grade students at MTS Yayasan Madrasah Islamiyah Medan in the academic year 2016/ 2017. The reason to choose this school is based on the researcher's experience during doing teaching at that school, researcher finds the student have difficult in vocabulary.

B. Research Design

In this research the researcher use participants Classroom Action Research (CAR), one study participant said as Classroom Action Research is when the person who will carry out the study presented should be directly involved in the research process from the beginning until the results of research in the form of a report.

C. The Aim of Classroom Action Research

By doing an action research, teachers develop their skills in giving the material to the students. They have challenge to solve the problem that they have found in the class. They have inner motivation to do this research because they aware of their advantages, their class situation need a spiral treatments and a direct action. Therefore, this situation creates a good environment among teachers to do the best thing for the students.

D. Procedures of Classroom Action Research

In this research the research use Model Kemmis dan McTaggar. Kemmis and McTaggart has four main components namely: planning, action, observing, and reflecting.¹⁴

¹⁴ [Http.staff.uny.ac.id/sites/default/files/tmp/1.PMM](http://staff.uny.ac.id/sites/default/files/tmp/1.PMM) Makalah MAN & UNY. Pdf. in 05/1/2007 at 21: 26 pm

E. The Subject of the Study

The subject of this study is the second grade, exactly the students of the class VIII MTS Yayasan Madrasah Islamiyah Medan

F. Technique of Collecting Data

Technique of collecting data in this research using qualitative (experience-based) and quantitative data (number-based). The qualitative data consists of observation within the physical activity in the classroom, interview to be presented for the teacher, and diary note. On other side, the quantitative data uses pre-test and post-test.¹⁵

G. Procedure of the Study

- a. Pre- Cycle
- b. Cycle I
- c. Cycle II

H. Instrument of the Study

- a. Observation
- b. Interview
- c. Questionnaire
- d. Test

I. Technique of Analysis Data

- a. Qualitative data
- b. Quantitative Data

¹⁵ Ibid, p. 127- 132

Research Finding

Based on data analysis, the result of research was indicated that there were improvement of the students' ability of vocabulary by using snake and ladder game. It was proved by the data ; the mean of students' scores in pre- test were 58.20, in the post- test I were 70.46, and the post- test II were 83.48. The students' score in pre- test, the lowest score was 28 and the highest one was 84; the students' score in post- test I, the lowest score 44 and the highest one was 92; the students' score in post test II, the lowest score was 72 and the highest one was 100. In the pre- test, there were 12.8 % (5 of 39 students) who got score ≥ 75 . In the post- test I, there were 46.15 % (18 of 39 students) who got score ≥ 75 ; The improvement from pre- test to post- test I were 33.35%. In post- test II, there were 87.17 % (34 of 39 students) who got score ≥ 75 . The improvement from post- test I to post- test II were 41.02%. In other words, the students achievement in vocabulary was improved.

The data from interview, observation, diary note and documentation also showed the students' improvement in vocabulary. All of these data was indicated the students gave a good attitude and response during teaching learning process.

Conclusion

Based on the research, it was found that the students' ability improved in each cycle. The result of analyzing data showed the improvement of the students' score from pre- test to post- test I and post- test II. The mean of students' scores in pre- test were 58.20, in the post- test I were 70.46, and the post- test II were 83.48. In the pre- test, there were 12.8 % (5 of 39 students) who got score ≥ 75 . In the post- test I, there were 46.15 % (18 of 39 students) who got score ≥ 75 ; The improvement from pre- test to post- test I were 33.35%. In post- test II, there were 87.17 % (34 of 39 students) who got score ≥ 75 . The improvement from post-

test I to post- test II were 41.02%. Based on the data, it was concluded the students' ability in vocabulary improved by using snake and ladder game.

Suggestion

The finding of the research is expected to be useful for the teacher, the students, the institution and other researchers.

1. For the teacher, it is expected to improve teacher's skill in teaching English especially in teaching vocabulary.
2. For the students, it is expected to improve the students' ability and interest in learning English.
3. For the institution, it is expected to provide input and to give contribution in improving learning process in order to improve quality of the students and the school.

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Introduction