

**IMPROVING STUDENTS' VOCABULARY MASTERY
THROUGH SNAKES AND LADDERS BOARD GAME
AT EIGHTH GRADE OF SMPN 1 JENGGAWAH
IN ACADEMIC YEAR 2022/2023**



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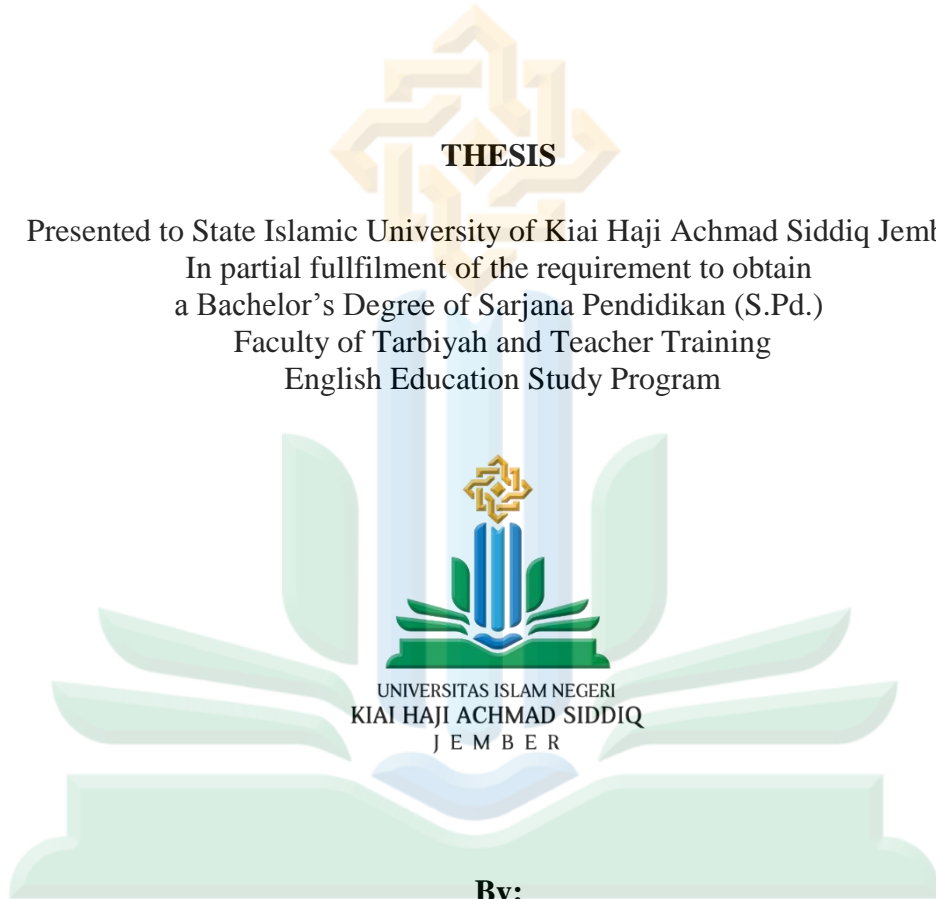
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FACULTY OF TARBIYAH AND TEACHER TRAINING
ISLAMIC STUDIES AND LANGUAGE DEPARTMENT
ENGLISH EDUCATION STUDY PROGRAM
JUNE 2023**

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THESIS

Presented to State Islamic University of Kiai Haji Achmad Siddiq Jember
In partial fulfillment of the requirement to obtain
a Bachelor's Degree of Sarjana Pendidikan (S.Pd.)
Faculty of Tarbiyah and Teacher Training
English Education Study Program



By:

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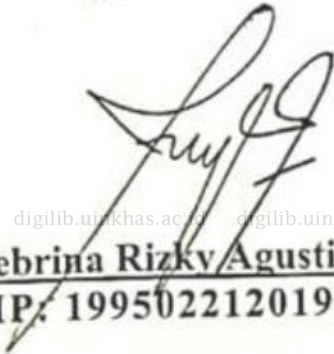
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THESIS

It has been examined and approved by the board of examiners
In partial fulfillment of the requirement to obtain
a Bachelor's Degree of Sarjana Pendidikan (S.Pd.)
Faculty of Tarbiyah and Teacher Training
English Education Study Program


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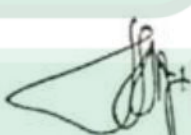
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MOTTO

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ هَٰؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ

Meaning: And He taught Adam the names – all of them. Then He showed them to the angels and said, “Inform Me of the names of these, if you are truthful.”

(Qs. Albaqarah: 31)¹



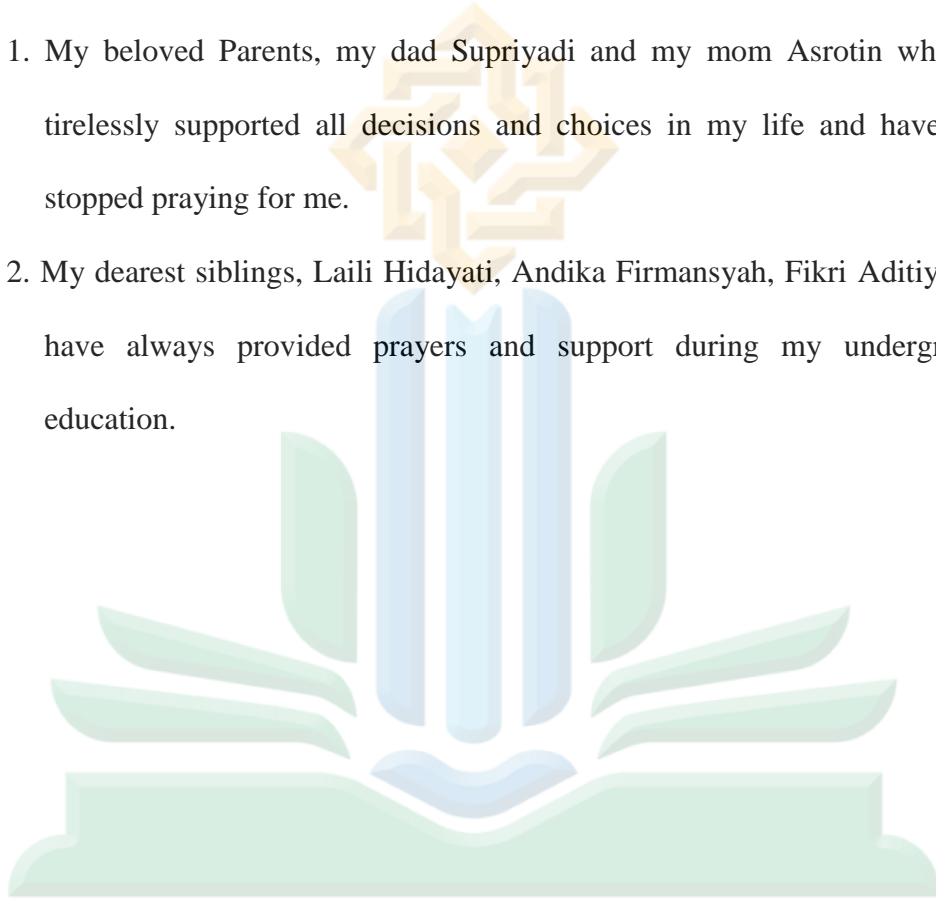
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¹ Dhea Rizka Bagus Adhitiya, ‘Konsep Pendidikan Islam Dalam Al-Qur’an’, (Jakarta: Fitk Uin, uinkhas.ac.id), (digilib.uinkhas.ac.id).
Syarif Hidayatullah Jakarta).

DEDICATION

I proudly dedicate this thesis to:

1. My beloved Parents, my dad Supriyadi and my mom Asrotin who have tirelessly supported all decisions and choices in my life and have never stopped praying for me.
2. My dearest siblings, Laili Hidayati, Andika Firmansyah, Fikri Aditiya, who have always provided prayers and support during my undergraduate education.



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ABSTRACT

Hanim Alfu Laila, 2023. *Improving Students' Vocabulary Mastery Through Snakes and Ladders Board Game at Eighth Grade of SMPN 1 Jenggawah In Academic Year 2022/2023.*

Keywords: Vocabulary Mastery, Snakes and Ladders Board Game

Vocabulary is a group of terms with associated definitions and translations that when put together in accordance with particular rules, can produce language. Meanwhile vocabulary mastery is a complete understanding of the four components of vocabulary: pronunciation (how students actually know how to pronounce their vocabulary), meaning (the meaning of the words they have), spelling (knowing how words are formed when they are written) and grammar (how words are formed when used in different contexts). This research focused on vocabulary mastery. Based on the preliminary study, the subject of the research frequently mispronounced certain words such as subject pronoun, modals (must, should), and some verb. They had difficulties in translating and writing words during the lesson. They also didn't understand the English spoken by the researcher. Moreover, most of the students' midterm test results were still below the Minimum Passing Score set by the school.

This research aimed to improve students' vocabulary mastery through snakes and ladders board game and investigate the implementation of snakes and ladders board game in class.

This research employed the four-step Classroom Action Research (CAR) approach by Kemmis and McTaggart which entailed: planning, acting, observing, and reflecting. There was only one cycle which consisted of pre-test, three meetings of the media implementation, and post-test. In order to collect the data, the researcher used the students' vocabulary mastery test results (pre-test and post-test), field notes, interviews, and questionnaires.

After receiving the treatments, the students made fewer mispronounced, misspellings, less mistranslations than during the pre-test. Furthermore, most students were able to use verbs with proper grammar. So, the result of this research indicated that there were improvements of students' vocabulary mastery. It was proven by the data showed that there were 22 students or 78,5% of the total students who scored equal to or higher than the Minimum Passing Score (KKM 70) and most students gave positive responses to the use of the snakes and ladders board game. Therefore, it was suggested for English teachers to implement snakes and ladders board game as a strategy in instructional process especially in improving students' vocabulary mastery.

ACKNOWLEDGEMENT

Alhamdulillah Rabbil 'Alamin. Thanks to Allah SWT who has always given His blessing and guidance, so I could accomplish this undergraduate thesis well. Sholawat and Salam are given to our prophet Muhammad SAW, human who has brought us from the darkness to the lightness

This thesis is for achieving the undergraduate degree of English Language Teaching of UIN KHAS Jember. The undergraduate thesis entitled "Improving Students' Vocabulary Mastery Through snakes and ladders board game At Eight Grade of SMPN 1 Jenggawah In Academic Year 2022/2023".

I also fully aware that the undergraduate thesis could never finished without helping from others during the process of writing. Therefore, in this occasion the writer express appreciation to honorable:

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2. Prof. Dr. Hj. Mukni'ah, M.Pd.I. as the Dean of Faculty of Tarbiyah and Teacher Training who has facilitated me to study in this faculty.
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4. Mr. As'ari, M.Pd.I. as the Coordinator of English Department who has motivated me to study English.
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definitely not an easy moment that I have to go through as a student university.

Thank you, ma'am, for taking the time to help me make it all happen.

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I hope Allah SWT gives His blessing to all of you. The writer realized that this thesis was far from perfection. However, the writer hoped this undergraduate thesis would be useful for the readers and the other researcher who need it.

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Jember, June 21st 2023

The Researcher



Hanim Alfu Laila
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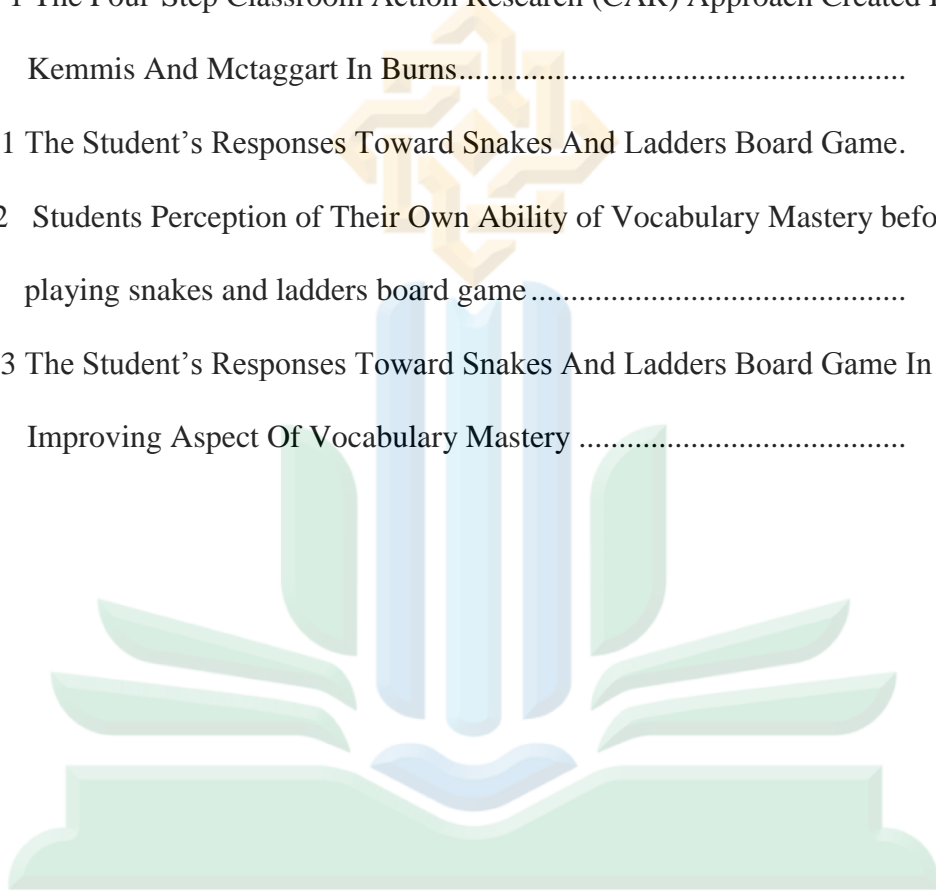
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CHAPTER I

INTRODUCTION

This chapter consists of the problem identified by the author, the research question, the research objectives, the scope of the research, the significance of conducting this research, and the definition of key terms, namely the meaning of the terms used in this study.

A. Research Background

English is essential in almost all facets of life. English is not inevitable for everyone given how widely it is used in modern science and technology.² This highlights the value of learning English, which is considered a universal language and a tool for success. Edge claims English is an international language that can connect enormous numbers of individuals into numerous professions including education, science, politics, international trade, and tourism.³

In the framework of developing human resources, the Indonesian government has designated English as one of the world languages with an important role in education.⁴ The junior high school English curriculum for 2013 focuses on assisting students in becoming more adept at utilizing

² Ichda Farida Nisa, 'Kebijakan Dan Pelaksanaan Pembelajaran Bahasa Inggris Untuk Sd Di Indonesia.', 2020.

³ Julian Edge, *Essentials of English Language Teaching* (Longman London, 1993).

⁴ Fitri Alfarisy, 'Kebijakan Pembelajaran Bahasa Inggris Di Indonesia Dalam Perspektif Pembentukan Warga Dunia Dengan Kompetensi Antarbudaya', *Jurnal Ilmiah Profesi Pendidikan*, 6.3 (2021), 303–13.

language to communicate in a variety of oral and written contexts.⁵ From this, it can be inferred that pupils need to be proficient in the four English abilities of reading, writing, speaking, and listening in order to achieve their communication goals. However, in order to be able to deliver an idea expression in spoken and written English, students must first be exposed to vocabulary because communication is impossible without vocabulary in any language.⁶ Furthermore, according to the 2013 curriculum, learning grammar was contained in basic competencies. Therefore, important for students have mastery of vocabulary, because without vocabulary they cannot master pronunciation or other linguistic components such as grammar, or spelling.⁷

According to Hornby, vocabulary is a group of terms with associated definitions and translations that when put together in accordance with particular rules, can produce language.⁸ Heibert and Kamil define vocabulary as comprehending the significance of words in a language.⁹ Vocabulary is the fundamental ability that all language learners must acquire because it is linked to four language skills. Wilinks confirmed that those who lack grammatical

⁵ Kemdikbud, 'Model Silabus Mata Pelajaran Sekolah Menengah Pertama/Madrasah Tsanawiyah (Smp/Mts)', [Http://Kemdikbud.Go.Id/](http://Kemdikbud.Go.Id/), 021, 2017, 1–55 <[Http://Kemdikbud.Go.Id/Main/?Lang=Id](http://Kemdikbud.Go.Id/Main/?Lang=Id)>.

⁶ Siti Juhaeriyah, 'The Influence of Using Direct Method In Teaching Vocabullary: An Experimental Study at The First Grade of SMP YPI Bintaro Academic Year 2009-2010'.

⁷ Sri Dalm Swarga Wisnu Buana, Anak Agung Putri Maharani, and I Komang Budiarta, 'The Correlation Between Vocabulary Mastery and Descriptive Paragraph Writing Ability of The Eighth-Grade Students of SMPN 5 Sukawati', In *Proceedings 5th International Conference of Sustainable Development (Icsd) 2021, 2022*, Pp. 104–10.

⁸ Albert Sydney Hornby, *The Advanced Learners Dictionary of Current English* (Oxford, 1956).

⁹ Elfrieda H. Heibert And Michael L Kamil, 'Teaching and Learning Vocabulary', *Perspectives And Persistents Issues*, 2005.

skills have limited communication. However, if they did not master words, they would be unable to communicate anything.¹⁰

According to Hornby, mastery is possessing total knowledge or skill¹¹. The Oxford Advanced Learner's Dictionary defines mastery as the wideranging knowledge and skills in a particular subject area or accomplishment.¹² Henry and Pongrantz claim if a student succeeds on all criteria such understanding the meaning, using the phonological system in speech, understanding the phonological system in writing, they can be said to have mastered vocabulary.¹³ Ehri and Rosenthal define about vocabulary mastery as the process of pronouncing the word correctly, comprehending its meaning, and remembering.¹⁴ Also Setiawan stated vocabulary mastery is the ability to fully comprehend the vocabulary and the meanings of a given language.¹⁵ Similar to what the earlier researcher Syarifudin et al define mastering of vocabulary is one essential for learning English as a foreign language which demonstrates that pupils can comprehend and use word

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¹⁰ D A Wilinks, 'Linguistic In Language Teaching' (London: Edward Arnold, 1972).

¹¹ Albert Sydney Hornby, The Advanced Learners Dictionary of Current English (Oxford, 1956).

¹² Oxford Dictionary, 'Oxford Advanced Learner's Dictionary', Retrieved From Oxford Learner Dictionaries, 2000.

¹³ Henry & Pongrantz, 'Some Effects of The Nature and Frequency of Vocabulary Instruction on The Knowledge and Use of Words'. *Reading Research Quarterly* 522–535, 2006

¹⁴ Linnea C Ehri And Julie Rosenthal, 'Spellings Of Words: A Neglected Facilitator of Vocabulary Learning', *Journal Of Literacy Research*, 39.4 (2007), 389–409.

¹⁵ Budi Setiawan, 'Improving The Students' Vocabulary Mastery Through Direct Instruction (A Classroom Action Research On The Fourth Grade Of Sd Negeri Pringanom 3, Masaran, Sragen In The Academic Year of 2009/2010)', 2010.

meaning.¹⁶ Moreover, according to Cameron in Gushendra, vocabulary mastery include pronunciation, spelling, grammar, and meaning.¹⁷

Based on the perspective above, the researcher argues that vocabulary mastery is a complete understanding of the four components of vocabulary: pronunciation (how students actually know how to pronounce their vocabulary), and meaning (the meaning of the words they have). The third component is spelling (knowing how words are formed when they are written) and the fourth component is grammar (how words are formed when used in different contexts).

The foundational subject in teaching and learning how to interact with people is vocabulary.¹⁸ Foreign language learners who continue to master the necessary vocabulary can improve their speaking, listening, reading, and writing skills. On the other hand, four language abilities are greatly impact by a lack of vocabulary.¹⁹ Word knowledge is a requirement for learning any language, including English, hence word mastery is important for EFL students. They can benefit from having a comprehensive vocabulary in speaking, writing, and evaluating the meaning of a term when it is used in

¹⁶ Aswal Syarifudin, Rismaya Marbun, And Dewi Novita, 'An Analysis On The Students' Vocabulary Mastery A Descriptive Study On The MTS', *Jurnal Pendidikan Dan Pembelajaran Khatulistiwa*, 3.9 (2014).

¹⁷ Rizky Gushendra, 'An Experimental Study: Improving Students' Vocabulary Mastery By Using English Songs', *Indonesian Journal of Integrated English Language Teaching*, 3.1 (2017).

¹⁸ Buana, Maharani, And Budiarta.

¹⁹ Zamzam Emhemmad Mari Al-Dersi, 'The Use of Short-Stories for Developing Vocabulary of EFL Learners', *International Journal of English Language & Translation Studies*, 1.1 (2013), 72–86.

English.²⁰ In practice, it is easy for learners to benefit from the changes in language learning that occur around them, such as watching English shows, listening to the radio, reading various English tests, and so on.²¹ It can be argued that students' command of vocabulary has aided their development in learning English. According to John W. Shamrock in Nasution, to understand another person's language, we must create meaningful strings. We must hear the sound in our ears. Use our situational awareness as well as knowledge of language to draw conclusions. The elements of language are sound, grammar, and semantics.²²

Hamra and Syatriana stated by the end of the third grade of junior high school, students are required to recognize and understand around 1000 English terms, and around 2500 English words for senior high school based on competency-based curriculum.²³ However, Hasan argues that learning vocabulary is one of the most difficult issues for students to complete.²⁴ According to Maruyama quoted from Songbatumis, students who learn English as a foreign language feel that they do not need to understand these

²⁰ W Satuna, 'Improving Students Vocabulary Mastery Using Word Mapping Strategy' (Pamekasan: Okara, 2015).

²¹ Sulfikar Sulfikar, Kisman Salija, and Sukardi Weda, 'Improving Students' Vocabulary Achievement Through Short Story' (Universitas Negeri Makassar, 2019).

²² Siti Marjannah Nasution, 'The Effect of ABA English Applications on Students' Vocabulary Mastery at Eighth Grade Of Mts Al Khoir Mananti Padang Lawas' (Universitas Islam Negeri Sumatera Utara, 2020).

²³ Arifuddin Hamra And Eny Syatriana, 'Developing A Model of Teaching Reading Comprehension for EFL Students', *Teflin Journal*, 21.1 (2015), 27–40.

²⁴ L N K Hasan, 'The Effect of Lack of Vocabulary On English Language Learners' Performance With Reference to English Departments Students at Salahaddin University-Erbil', *Öäüçñi Öçäβä Ää Öçäóéé Äñüüçééüéβçä (Zanco Journal Of Pure And Applied Sciences)*, 2016, 211–27.

terms because they are not needed in communicating in everyday life so that causes students to be less familiar with English vocabulary.²⁵

In fact, based on the observation of researcher for approximately eight weeks from the end of September through mid-November in class VIII I SMPN 1 Jenggawah. The researcher found that students had deficiencies in vocabulary mastery. This was proven by the result of researcher observation and field noted in the preliminary study, the students experienced difficulties in pronounced English words, and there were frequent mistakes in pronounced some words such as subject pronoun, modals (must, should), verb. They pronounced most of the words as in Indonesian. Furthermore, they experienced difficulties when the researcher asked to translate words during the lesson.²⁶ Based on interviewed conducted by researcher with students, they did not understand when the teacher invited them to speak using English, also they had difficulty in writing English words if they did not see their book, and they admitted that they had difficulty in translating English vocabulary into Indonesian.

Moreover, based on interviewed with the classroom teacher, the teacher said that teacher used the direct method. Meanwhile, according to Freeman, the direct method is a method that prohibits the use of L1 to the students, because this method prioritizes demonstrations or visual aids to

²⁵ Aisyah Mumary Songbatumis, 'Challenges In Teaching English Faced By English Teachers at MTSN Taliwang, Indonesia', *Journal of Foreign Language Teaching And Learning*, 2.2 (2017), 54–67.

²⁶ Observation at SMPN 1 Jenggawah, 27th September Until 8th November 2022

convey content in the target language.²⁷ Furthermore, according to Schmit in Juhaeriyah, this approach strongly emphasizes interaction with spoken language, with listening as the main skill. Without the translation process, meaning is directly linked to the target language, and grammar is communicated openly in a playful way.²⁸

Based on the interviewed done with both teacher and students, the teacher rarely used media in the teaching and learning process. Also, based on the observations it was also found that learning through direct method in the application of class teachers still translated into the L1. The teacher translated the text contained in the book into the native language. This can result in dependence on students to the teacher in translating vocabulary so that they tended to didn't want to memorize vocabulary and understand it, this was proven based on the results of their midterm test results were still low.

Thus, vocabulary instruction is crucial in helping Indonesian students learn English as a foreign language.²⁹ It is important to take a planned and organized approach to expand the vocabulary of EFL students. This implies that EFL teachers using the proper methodology, resources, and tactics.³⁰ So that, teacher need to find strategies to make students enjoy going to class, feel compelled to learn the language, and understand the content being discussed.

²⁷ Diane Larsen-Freeman, *Techniques And Principles In Language Teaching* (Oxford University, 2000).

²⁸ Juhaeriyah.

²⁹ Sulfikar Sulfikar, Kisman Salija, And Sukardi Weda, 'Improving Students' Vocabulary Achievement Through Short Story' (Universitas Negeri Makassar, 2019).

³⁰ Zamzam Emhemmad Mari Al-Dersi, 'The Use of Short-Stories for Developing Vocabulary of EFL Learners', *International Journal of English Language & Translation Studies*, 1.1 (2013), 72–86.

³¹ Effective teaching strategies especially when it comes to language are necessary for students to comprehend and master vocabulary. Students' capacity for understanding in language acquisition will rise as a result of their increased vocabulary knowledge.³² Otherwise the use of inappropriate methods and media by teachers when teaching language lessons can hinder students in having vocabulary knowledge.

Game is one of the methods a teacher can employ in the classroom. Games, in Hornby's opinion, can be enjoyable for pupils and can pique their curiosity. The advantage of employing games in language classrooms is that it helps pupils learn more vocabulary without making them bored.³³ Also, Ellis and Brewster stated games can not only be energizing, but they can also be a great way to practice pronunciation, vocabulary, grammar and all four language skills.³⁴ Language games are games that are played while learning a language with the goal of helping pupils learn the language more quickly. Games are therefore incredibly persuasive and enjoyable when learning a language.

Snakes and Ladders Game is one of many language games that can be used to teach vocabulary to students. People in Indonesia also like to play this

³¹ Jennifer I Berne And Camille L Z Blachowicz, 'What Reading Teachers Say About Vocabulary Instruction: Voices From The Classroom', *The Reading Teacher*, 62.4 (2008), 314–23.

³² Erna Sefriani Sabuna, Lesly N Ndun, And Marthisa Oliva Billik, 'EFL Students' strategies to Improve Their Vocabularies In Critical Reading Class', *Saga: Journal of English Language Teaching And Applied Linguistics*, 2.2 (2021), 113–20.

³³ Hengki Yudha Barnaba and Asruddin Barori Tou, 'Peningkatan Penguasaan Kosakata Bahasa Inggris Melalui Media Anagram Dalam Metode Kooperatif Tipe Teams Games Tournament', *Jurnal Prima Edukasia*, 2.1 (2014), 80–89.

³⁴ Megawany Megawany, 'Enhancing Students' Vocabulary Mastery Through Spelling Bee Game at The Second Grade of Ma Ympi Rappang' (Iain Parepare, 2020).

snakes and ladders game, which they call the “Permainan Ular Tanga.” This snake and ladder game will be played in groups so that students can learn both the subject matter and how to communicate with their fellow groups. Snakes, squares, dice, ladders and pawns were all used in this game. The snake’s tail would force the player to drop down to a lower number of squares. Players would connect via squares as they approach the finish line. The ladder would bring the player to a larger number closer to the finish line, the pawn would become the player's identity. And the dice would determine how many squares the player would pass in one round.

This game can help students become more motivated and interested in learning.³⁵ Kusrini in journal suggest that playing board games like Snakes and Ladders can help learners understand more vocabulary than utilizing translation. The hardest part of learning a new language for pupils is remembering it. If students explore their own vocabulary, it will be simpler for them to memorize words.³⁶ They have long-term memory for the vocabulary they require, so they can immediately and simply recollect it.

Zikriyati & Syafei define snakes and ladders board game as the classic board game which is played on a board with numbered grid squares, can inspire and hold students' interest as they learn new words because it includes

³⁵ Lailiyah Kamali, ‘The Effect of Using A Snake And Ladder Game On The Eighth Grade Students’vocabulary Achievement at SMPN 1 Jenggawah In The 2012/2013 Academic Year’, 2014.

³⁶ Endang Kusrini, ‘Teaching Vocabulary for Junior High School Students Using Snake And Ladder Game’, *Aktif*, 19.4 (2012).

some activities.³⁷ According to Fitriana, students can learn words more successfully by playing this game. Additionally, the opportunity to practice using while communicating with other participants is another benefit of this game.³⁸

Yemima stated that the use of snakes and ladders as a learning tool to enhance comprehension in learning English is successful. Students can easily broaden their knowledge and interact socially with their peers without any constraints since playing while studying will help them feel pleased and motivated in learning English. This encourages pupils to take an active role in their education and transforms educational games into practical tools to form life-long learning habits.³⁹

Based on the information above, the researcher was interested in using the snakes and ladders board game strategy to solve the problem. By using snake and ladder media students would enjoy and be more involved in learning vocabulary. Students would be more interested in memorizing

vocabulary so that it would increase their understanding of vocabulary. Many solutions can be done by the teacher to deal with this problem. Therefore, the researcher intended to address this problem through a paper entitled:

³⁷ Zikriyati Zikriyati and An Fauzia Rozani Syafei, 'Teaching Vocabulary to Young Learners Through Snake And Ladder Game', *Journal Of English Language Teaching*, 7.1 (2018), 208–15.

³⁸ Dita Fitriana 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 And Linguistics*, 3.1 (2018), 82–93.

³⁹ Murtisari Yemima, Lanny Wijayaningsih, And Mozes Kurniawan, 'Enhancing English Vocabulary Through The Use of Snake And Ladder Media for 4 To 6-Year-Old Children', *Satya Widya*, 35.1 (2019), 1–15.

“Improving Students’ Vocabulary Mastery Through Snakes and Ladders Board Game at Eight Grade of SMPN 1 Jenggawah”.

B. Identification of the Study

1. Students were very enthusiastic to learn English, but they experienced difficulties in mastering vocabulary so that it affects their vocabulary acquisition
2. Students had to learn the four skills in English, namely speaking, reading, writing, and listening but their ability in English vocabulary was low.

C. Research Questions

1. How can the use of the snakes and ladders board game improve vocabulary mastery in class VIII I students of SMPN 1 Jenggawah?
 - a. How can the use of the snakes and ladders board game improve pronunciation in class VIII I students of SMPN 1 Jenggawah?
 - b. How can the use of the snakes and ladders board game improve spelling in class VIII I students of SMPN 1 Jenggawah?
 - c. How can the use of the snakes and ladders board game improve meaning in class VIII I students of SMPN 1 Jenggawah?
 - d. How can the use of the snakes and ladders board game improve grammar in class VIII I students of SMPN 1 Jenggawah?
2. How snakes and ladders board game implemented to improve vocabulary mastery in class VIII I students of SMPN 1 Jenggawah?

D. Research Objectives

1. The objectives of this research was to know students' improvement in vocabulary mastery through snakes and ladders board game for class VIII I students at SMPN 1 Jenggawah.
 - a. To know students' improvement in pronunciation through snakes and ladders board game for class VIII I students at SMPN 1 Jenggawah
 - b. To know students' improvement in spelling through snakes and ladders board game for class VIII I students at SMPN 1 Jenggawah
 - c. To know students' improvement in meaning through snakes and ladders board game for class VIII I students at SMPN 1 Jenggawah
 - d. To know students' improvement in Grammar through snakes and ladders board game for class VIII I students at SMPN 1 Jenggawah
2. To know the implementation of snakes and ladders board game to improve vocabulary mastery in Class VIII I of SMPN 1 Jenggawah

E. Scope of The Study

This research was limited by:

1. The research subjects were class VIII I students at SMPN 1 Jenggawah
2. The material being taught was Simple Present Tense
3. The improvement of students' vocabulary mastery taught by snakes and ladders board game in pronunciation, meaning, spelling and grammar.

F. Significance of the Study

1. Theoretical Significance

The theoretical importance of this research was to provide additional theory on how snakes and ladders games can be used to improve vocabulary acquisition and teaching.

2. Practical Significance

The second contribution to this research was significant in terms of practicality. There was a lot of practical significance to research that could benefit students, teachers and future researchers. First, for students, this research would provide new enthusiasm and new experienced in using snakes and ladders games where researcher would implement this model in learning so that learning became interesting for students and prevented boredom. Second, this study would provide information that can be used as a reference about the application of snake and ladder game in improving students' vocabulary mastery. Third, this research can be a reference for further researchers in terms of research.

G. Definition of Key Terms:

1. Snakes and Ladder Board Games

The snakes and ladders board game used in this study was an instructional game that was played in groups. The researcher made her own board to be used in the class. This game consisted of dice, pawns and snakes and ladders board. In this study the snakes and ladders board media consisted of sixty-four boxes. There would be a snakes and ladders icon on the board. The icon would help to

would lower the participants' position from a position with a higher number to a lower position with a smaller number. Meanwhile, the ladder icon would help the participant to reach the top position, in other words to a bigger number so that it was closer to the finish box. The winner of this game would be obtained by the group that was in the top position or the largest number and completed all challenge cards in two session. This media was combined with picture cards, under the cards there was a simple present tense sentence that corresponded to the picture on the card.

2. Vocabulary Mastery

Vocabulary mastery in this study derived from Cameron's theory. So, this study to know the ability of students to be able to pronounce, memorize the spelling and the meaning of vocabulary consisting of subject pronouns (I, you they, we, my family, he, my father, she, my sister) , Verbs (feed, prepare, clean, wash, take care of, read, buy, watch, drink, help, get up, make, exercise, eat), Nouns (Animal, food, a cup of coffee, breakfast, dishes, history book, flowers, television, bed, house) and adverbs of frequency (every day, every afternoon, every morning) regularly, often, never, always, usually, early) and understand the use of simple present tense.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter II, the researcher examined data from theses and journals to learn about earlier theories connected to the study's title to obtain the scientific theoretical foundation for the study.

A. Previous Related Research Findings

Several previous studies had showed the benefits of using snakes and ladders board games to improve skills in language learning, the author took some reviews of related literature:

1. Nurul Tis'ah Ramadhani Suryadi et al. (2022), Combining Snake and Ladders Board Games with Flashcards to Improve Vocabulary Mastery of First Grade Students of SMA Lpp Umi Makassar.

The research method of previous study was a quantitative research. The first-grade students at SMA LPP UMI Makassar were the subjects of this study. This study intends to evidence that the use of flashcards with Snakes and Ladders game can help students learn more vocabulary. According to the findings, when compared with their average pre-treatment score of 53.4, which can be classified as poor, and their post-treatment average score of 75, which can be classified as good. It is clear that the students' abilities improved after receiving treatment.⁴⁰ The weakness of this study was that the researcher did not mention the theory used to measure students' vocabulary mastery and did not include the steps of the snakes and ladders board game.

⁴⁰ Nurul Tis' Ah Ramadhani Suryadi, Iriany Kesuma Wijaya, And Rita Roswita Duyoy, 'Combining Snake Ladders Game With Flashcards To Improve Students' vocabulary Mastery at The First Grade of SMA Lpp Umi Makassar', *Journal English Education*, 3.2 (2022), 271–79.

2. Maria Dimitrij Angie Pavita (2022) Students' Perceptions on the Use of a Snake and Ladder Board Game in Learning Vocabulary at the English Club of SMK N 1 Banyumas.

The research method of previous study was a case study. The SMK N 1 Banyumas English Club pupils were the subjects of this study. This study intended to investigate how students feel about using the snakes and ladders game to help students in SMK N 1 Banyumas' English Club learn vocabulary. According to this study, English Club students believed that playing the game of snake and ladder while learning vocabulary could made them more motivated to learn. They could actively collaborate within their own group while playing. As a result, it fosters an environment where students can learn. This study demonstrated how the snakes and ladders game can be used to enhance students' vocabulary proficiency at the English Club of SMK N 1 Banyumas. Memorization, pronunciation, and spelling are three vocabulary skills that were improved by playing snakes and ladders while learning new words. This study demonstrated how the snakes and ladders game promoted a beneficial learning environment for vocabulary development.⁴¹

The weakness of this journal was that the researcher did not explain how to play snakes and ladders in learning vocabulary so that it could increase students' motivation in learning.

⁴¹ Maria Dimitrij Angie Pavita, 'Students' Perceptions of The Use A Snake And Ladder Board Game In Learning Vocabulary at The English Club of Smk N 1 Banyumas', *English Language And Education Spectrum*, 2.1 (2022), 24–30.

3. Hariana (2022) Improving students speaking skill using snakes and ladders games for the eight-grade students of SMPN 3 Bupon.

The research method of previous study was a quantitative research. The eighth-grade students of SMPN 3 Bupon were the subjects of this study. By the used of the board game Snakes and Ladder, this study intended to improve students' speaking abilities.

This study came to the conclusion that the snakes and ladders game could enhance students speaking ability based on the data discussion. This is demonstrated by statistics, which indicate a sizeable enough difference between pre-test and post-test.⁴²

The weakness of this thesis was on how to play the snakes and ladders board game, the researcher did not explain how if students could not answer the questions asked, or the answers presented were still incorrect, would their group pawns remain in position, then the researcher did not explain how one group won the snakes and ladders game.

4. Soleman Dapa Taka (2019) Teaching Speaking by Using Snakes and Ladders Board Game.

The research method of previous study was a Classroom Action Research (CAR). The tenth-grade students at SMA Kristen Mercusuar Kupang were the subjects of this study. This study tried to determine the most effective technique to teach speaking using the board game Snake and Ladder.

⁴² Hariana Hariana, 'Improving Students' speaking Skills By Using Snake And Ladder Games for The Eighth Grade Students at SMPN 3 Bupon' (Institut Agama Islam Negeri Palopo, 2022).

The findings of this journal revealed that after using the snakes and ladders board game as a treatment, pupils' speaking abilities significantly improved. Cycle I score is 43,06 and cycle II score is 71,88. It implies that playing the board game snake and ladder is a good technique for developing the pupils' speaking abilities. In addition, the researcher found that almost all students responded well, indicating that they paid attention to the learning process, were more engaged than before, were happy and enjoyed class.⁴³ The weakness of this journal was that the researcher didn't explain how the snakes and ladders game procedure was based on the research he did.

5. Ahsanatul Munawwaroh (2020). The Use of 'Snake Ladder' As English Teaching Media for Mentally Retarded Students: A Case Study of Slb–Bc Sasanti Wiyata Surabaya.

In this study, the research method of choice was a Case study research design. The mentally retarded students at SLB-BC Sasanti Wiyata Surabaya were the subjects of this study. This research aimed at examining how "snake and ladder" was used as a learning tool at Sasanti Wiyata SLB (sekolah luar biasa) in Surabaya.

The findings from this study, the students were enthusiastic, and more eager to learn English. In fact, mentally retarded children could increase their English vocabulary, communicated with other students and teachers easily and effectively, and retain and understand lessons by using Snakes and Ladders as

⁴³ Soleman Dapa Taka, 'Teaching Speaking By Using Snake And Ladder Board Game', *Ideas: Journal On English Language Teaching and Learning, Linguistics And Literature*, 7.2 (2019).

an English teaching tool. The results of the study showed that instructors should still use snakes and ladders as a medium to teach English to mentally retarded children, and that teachers could also develop attractive designs to increase their enjoyment.⁴⁴ The weakness of this thesis was that researcher only focus on two aspects, namely pronunciation and meaning.

Table 2. 1 Similarities and Differences of Previous Studies

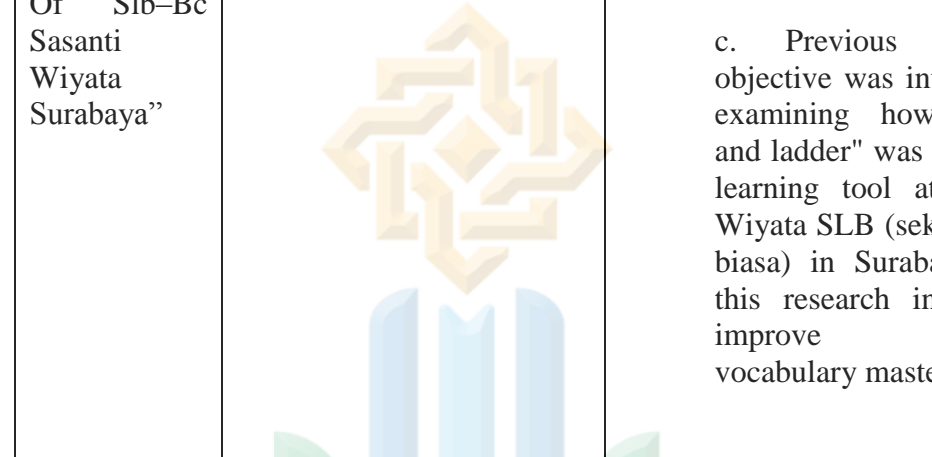
Table 2.1 shows the differences and similarities between research conducted by previous researchers and research conducted by the author. The similarities and differences between the two include: the use of snakes and ladders board games, the focus of the research, the research methods used, the location of the research, the research objectives, and the theory used as a research reference.

No	Researcher's Name and Title	Similarities	Differences
1	2	3	4
1	Nurul Tis'ah Ramadhani Suryadi et al (2022) research entitled "Combining Snakes and Ladders Games with Flashcards to Improve Vocabulary Mastery of	a. Both researchers using snakes and ladders game as media b. Both researchers focus on improving vocabulary mastery	a. Previous research using quantitative research method while this research using classroom action research b. Previous research choice the first-grade students at SMA LPP UMI Makassar as subject of the research while this research choice the second- grade students at SMPN I Jenggawah

⁴⁴ Ahsanatul Munawwaroh, 'The Use of 'Snake Ladder' as English Teaching Media for Mentally Retarded Students: A Case Study Of Slb (Sekolah Luar Biasa) Sasanti Wiyata Surabaya' (Uin Sunan Ampel, 2021).

	First Grade Students of SMA Lpp Umi Makassar”		<p>c. Previous research objective was intended to evidence that the use of flashcards with Snakes and Ladders game can help students learn more vocabulary while this research objective was intended to improve students vocabulary mastery</p> <p>d. Previous research using Stahl’s theory while this study using Cameron’s theory</p>
2.	Maria Dimitrij Angie Pavita, (2022) research entitled “Students’ Perceptions on the Use of a Snake and Ladder Board Game in Learning Vocabulary at the English Club of SMK N 1 Banyumas”	<p>a. Both researchers using snakes and ladders game as media</p>	<p>a. Previous research using case study as research design while this research using classroom action research</p> <p>b. Previous research choice the English club students at SMKN 1 Banyumas as subject of the research while this research choice the second- grade students at SMPN I Jenggawah</p> <p>c. Previous research objective was intended to investigate how students feel about using the snakes and ladders game to help students in SMK N 1 Banyumas English Club learn vocabulary while this research intends to improve students vocabulary mastery.</p>

3.	Hariana (2022) research entitled “Improving students speaking skill using snakes and ladders games for the eight-grade students of SMPN 3 Bupon.”	a. Both researchers using snakes and ladders game as media	a. Previous research using quantitative research method while this research using classroom action research b. Previous research objective is intended to improve students' speaking abilities. while this research objective is intended to improve students' vocabulary mastery
4.	Soleman Dapa Taka, (2019) research entitled “Teaching Speaking by Using Snake and Ladder Board Game”	a. Both researchers using snakes and ladders game as media b. Both researchers using classroom action research as research method	a. Previous research choice the tenth-grade students at SMA Kristen Mercusuar Kupang as subject of the research while this research choice the second-grade students at SMPN I Jenggawah b. Previous research objective was intended to improve students' speaking abilities. while this research objective is intended to improve students' vocabulary mastery
5.	Ahsanatul Munawwaroh (2020) research entitled “The Use Of ‘Snake Ladder’ As English Teaching Media for	a. Both researchers using snakes and ladders game as media	a. Previous research using case study as research design while this research using classroom action research b. Previous research choice the mentally retarded students at SLB-BC Sasanti Wiyata Surabaya as subject of the

	Mentally Retarded Students: A Case Study Of Slb–Bc Sasanti Wiyata Surabaya”		<p>research while this research choice the second- grade students at SMPN I Jenggawah</p> <p>c. Previous research objective was intended to examining how "snake and ladder" was used as a learning tool at Sasanti Wiyata SLB (sekolah luar biasa) in Surabaya.while this research intends to improve students' vocabulary mastery.</p>
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This research would be conducted on 8I students at SMPN 1 Jenggawah. This study used classroom action research. The subjects of this study amounted to 28 students. The researcher used classroom action research which aimed to provide solutions to existing problems, in order to increase students' vocabulary mastery in understanding simple present tense material by using snakes and ladders board game.

B. THEORITICAL FRAMEWORK

1. Vocabulary Mastery

In this point, the researcher listed several theories regarding the definition of vocabulary, kinds of vocabulary, aspects of vocabulary mastery, the importance of mastering vocabulary, how to teach vocabulary to students, and methods used to teach vocabulary.

a. Definition of Vocabulary

Learners of English must grasp several language components, one of them is vocabulary which regarded as one of the key components of language learning.⁴⁵ A lexicon or glossary is used to define or translate a word or phrase in a vocabulary collection that is alphabetically arranged.⁴⁶ It may also refer to the entire number of words in a language, the total number of words a person knows, the words used in a particular book topic, etc.⁴⁷ Vocabulary, according to Ur consists of the words we teach in foreign languages. It serves as a written or spoken sign for an idea in a learner's use of a foreign language.⁴⁸ Heibert and Kamil contend that vocabulary is the comprehension of a language's word meanings.⁴⁹

Gardner stated vocabulary includes not only the definition of words but also how people use them, remember them, connect them to other words, and combine them to form phrases.⁵⁰ Bintz argues that vocabulary is crucial because words serve as a tool for thinking about the meanings they express.⁵¹ Anyone will have difficulty speaking,

⁴⁵ Syarifudin, Marbun, and Novita. Syarifudin, Marbun, And Novita.

⁴⁶ Qun Wu, 'Learning ESL Vocabulary With Smartphones', *Procedia-Social And Behavioral Sciences*, 143 (2014), 302–7.

⁴⁷ Zikriyati Zikriyati And An Fauzia Rozani Syafei, 'Teaching Vocabulary to Young Learners Through Snake And Ladder Game', *Journal of English Language Teaching*, 7.1 (2018), 208–15

⁴⁸ Penny Ur, 'A Course In Language Teaching Trainee' (Cambridge: Cambridge University Press, 1998).

⁴⁹ Heibert And Kamil.

⁵⁰ Dee Gardner And Mark Davies, 'A New Academic Vocabulary List', *Applied Linguistics*, 35.3 (2014), 305–27.

⁵¹ Fkip Ump, 'Improving Student's Competence...', Nurjanah, Fkip Ump, 2015', 2011.

reading, listening, and writing if they don't have a sufficient vocabulary. According to Stahl, vocabulary is the understanding of words that imply definitions and how such words function in the real world.⁵² Vocabulary is a collection of words that person can understand and use in everyday situations.⁵³ It will make it simple for people to access information that has been gathered from others.

The author comes to the conclusion that vocabulary is a collection of words that may be used as a tool to help someone think about the meaning they want to transmit, as well as the meaning that is naturally grasped when someone is accessing information.

b. Kinds of vocabulary

It's crucial to teach vocabulary when learning a language. One component that ties the four abilities of listening, vocabulary, reading, and writing together is vocabulary. Students should have an adequate understanding of the language in order to communicate effectively in a

foreign language. Nation stated there are two categories of vocabulary regarding the characteristic of words. Nation possess both productive and receptive knowledge.⁵⁴

- 1) Receptive knowledge includes the ability to recognize words when they are heard or seen, to distinguish them from words with similar

⁵² Steven A Stahl, 'Four Problems With Teaching Word Meanings', *Teaching and Learning Vocabulary: Bringing Research to Practice*, 95 (2005).

⁵³ Anis Safira, Th Cicik Sophia, And Sukma Nur Ardini, 'The Implementation of Tpr Method to Improve Students' English Vocabulary Mastery', In *Uncle (Undergraduate Conference On Language, Literature, And Culture)*, 2022, II, 276–84.

⁵⁴ Juhaeriyah.

forms, to determine whether the word's form sounds right or looks right, to remember the meaning of a word when you meet it, to determine which nuances of meaning best fit the context in which it occurs, and to form a variety of associations with other related words,

- 2) Productive knowledge including the ability to write and spell words correctly, to use them in acceptable grammar structures, to utilize words to interpret the meanings they convey, and to come up with suitable alternative words when necessary.

Nation also separates terminology into three categories.

Following are the categories' explanations:⁵⁵

a. High Frequency Words

High-frequency words are words that occur frequently in all language contexts. This implies that students will encounter these words in formal and informal contexts, as well as in spoken and written language. These words are words that are frequently used in spoken and written English.

b. Specialized Vocabulary

A specialized vocabulary is produced by deliberately constricting the scope of the language use or subject matter under investigation. Speaking, reading academic publications,

⁵⁵ Jenny Elvinna Manurung, Heru Setiawan, And Febby Gresia Sianturi, 'Improving Students' Vocabulary Mastery By Using Word Square Technique to Students of SMP Methodist 1 Palembang', *Didascein: Journal Of English Education*, 2.2 (2022), 97–108.

people use to communicate about the activities they are involved in. Using a word from an essay, report, letter, journal, etc. in your writing.

c. Vocabulary Mastery

The ability to perform a task with skill, talent, and technique is referred to as mastery.⁵⁶ Also, the Oxford Advanced Learner's Dictionary defines mastery as the combination of in-depth knowledge and skilful abilities. According to Ellis Mastery is the possession of in-depth knowledge of a subject or skill.⁵⁷ The authors get to the conclusion that mastery refers to an outstanding comprehension of something due to the depth of information it possesses.

Rivers stated the great ability to process words in a language is referred to as vocabulary mastery.⁵⁸ It is a personal accomplishment and possession, Because of this, each person has the greatest responsibility for advancing knowledge. Their personal drive and interest in a language's terms are necessary for success in expanding vocabulary mastery. Also, Cameron in Gushendra stated pupils are said to have a mastery of vocabulary if they can recognize a term's meaning, pronunciation, grammar, and spelling. This means that the concept of mastery goes beyond simply knowing words.⁵⁹

⁵⁶ Ummi Kalsum Batu Bara, 'Improving The Student' Vocabulary Mastery By Using English Song At Eight Grade of Mts Zending Medan' (Universitas Islam Negeri Sumatera Utara, 2019).

⁵⁷ Batu Bara.

⁵⁸ Mofareh Alqahtani, 'The Importance of Vocabulary In Language Learning and How To Be Taught', *International Journal Of Teaching And Education*, 3.3 (2015), 21–34.

⁵⁹ Gushendra.

1. Pronunciation

The Adult Migrant English Program defined pronunciation as the manner in which a language is said or pronounced.⁶⁰ Pupils must hear a new word spoken in a foreign language several times before they can pick up on the stress pattern and the sound at the word's beginning and end. Pupils who wish to be good speakers need to know how to pronounce words correctly, because poor word pronunciation by pupils can lead to misunderstandings or difficulty understanding others. As we know Indonesian and English certainly sound different. According to Sailun every language has its distinctiveness.⁶¹

2. Spelling

Wehmeler define the letters and syllables that make up the word spelling must also be known to students. The act of correctly forming words from individual letters or the way a word is spelled is known as spelling.⁶² according to Ur Students must understand how to pronounce words and what a word looks like (its spelling). Many people believe that meaning should take precedence over form, but it's crucial to keep in mind that understanding meaning without understanding the accompanying

⁶⁰ Rosita Ambarwati And Berlinda Mandasari, 'The Influence of Online Cambridge Dictionary Toward Students'pronunciation and Vocabulary Mastery', *Journal Of English Language Teaching And Learning*, 1.2 (2020), 50–55.

⁶¹ Gushendra.

⁶² Melva Hutagalung, 'The Use of Bbc's Video In Instagram to Improve Students'Vocabulary Mastery at VII Grade In SMP Negeri 3 Satu Atap Andam Dewi', 2020.

form is meaningless. It often happens that pupils will learn the form before they understand the message, not the other way around, therefore it gets precedence in this situation. Depending on where an item is found, you can emphasize either pronunciation or spelling while teaching that particular item; nevertheless, the students ultimately need to be able to do both. The majority of English words are pronounced and spelt consistently.⁶³

3. Grammar

Ur notes that: If the vocabulary is not covered by the grammatical rules, vocabulary grammar needs to be taught. For instance, when teaching a new verb, we might also provide its past tense. If this isn't right, we might mention whether the verb is transitive or intransitive. Similar to this, if a noun has an irregular plural form (mouse, mice), the teacher may show it to the class or point out that it doesn't have a plural at all (advice, information).

The teacher may discuss verbs like "want" and "enjoy" along with the verb form that follows them (i.e., "want to," "enjoy," etc.), or adjectives or verbs along with the prepositions that follow them.⁶⁴

⁶³ Penny Ur, *A Course In English Language Teaching* (Cambridge University Press, 2012).
⁶⁴ Ur, *A Course In English Language Teaching*.

4. Meaning

Nation and Cameron discuss how to explain new terms' meanings to young learners.⁶⁵ Objects, cut outs, gestures, acting out actions, photos, illustrations or diagrams on the board, or images from books can all be used to impart meaning. In actuality, how well a new term is remembered depends on how much mental effort the students expend to figure out what it means. They are more likely to recall words if they have to think about them and their meanings more or perhaps in a different way. According to Ur Sometimes a term can have several different meanings, although most of the time it is only a metaphorical extension of the original meaning (for instance, a mountain's "foot" originates from the fact that the foot is a component of the body). However, there are times when a word, such as bear, has more than one meaning because it originated from two distinct terms that just so happened to take on the same form (animal bear and bear meaning "to tolerate") (homonym).⁶⁶

Based on the previous theory, the authors came to the conclusion that vocabulary mastery referred to a person's knowledge of vocabulary that results in skills in word pronunciation, spelling, understanding how a word forms when

⁶⁵ Gushendra.

⁶⁶ Ur, *A Course In English Language Teaching*.

combined with other words, and understanding the meaning of the vocabulary he or she had.

d. The Importance of Mastering Vocabulary

Students must be mastering in vocabulary because If students are not proficient in vocabulary, they will not be able to respond to people who speak to them. Therefore, vocabulary mastery is necessary so that students are able to construct lexical elements to explain their meaning when they express ideas, opinions, or request information. ⁶⁷

The most important aspect of learning English for students is developing their vocabulary because Vocabulary is one of the factors that affects every stage of communication and comprehension in the target language. ⁶⁸ A person cannot explain ideas verbally or in writing effectively if their vocabulary is insufficient. Because a person who has a limited vocabulary, it may be difficult for them to understand what other people are saying or to speak clearly.

Since it enables pupils to express their own ideas, vocabulary is a crucial component of the language used to learn English. ⁶⁹ Learning more vocabulary and phrases will help learners develop because they can say very little with grammar but can practically communicate anything with words. Learners who spend an excessive amount of time

⁶⁷ Gardner And Davies.

⁶⁸ Marianne Nikolov, *Early Learning of Modern Foreign Languages: Processes And Outcomes* (Multilingual Matters, 2009), XXXVIII.

⁶⁹ William Nagy And Dianna Townsend, 'Words As Tools: Learning Academic Vocabulary as Language Acquisition', *Reading Research Quarterly*, 47.1 (2012), 91–108.

studying grammar will not be able to progress in their language learning.⁷⁰ It has been demonstrated that the more words a person knows, the more information they can convey through language. While the absence of vocabulary makes it challenging to communicate the point.

Alqahtani stated vocabulary refers to the words we employ when speaking (expressive vocabulary) and listening properly (receptive vocabulary).⁷¹ Without a broad vocabulary and methods to expand their vocabulary, learners often miss their potential and may become discouraged from taking advantage of the language learning opportunities that surround them, such as listening to audio of native speakers, using language in different contexts, as well as in reading text or watching film.

The author draws the conclusion that having a broad vocabulary is essential for properly utilizing one's language.

facilitating someone's ability to understand what they hear and see while talking, listening to music, reading, etc. When someone can understand what another person is saying, it makes sense that they would be able to provide thoughts.

⁷⁰ Dwi Heriyanto, 'The Effectiveness of Using Youtube for Vocabulary Mastery', *Eternal English Teaching Journal*, 6.1 (2015).
⁷¹ Alqahtani.

The process of teaching vocabulary can be broken down into three steps, as stated by Cross.⁷³ and they are as follows:

- a. **Presentation.** The teachers can now employ a number of the methods that were suggested in the earlier discussion. However, teachers must exercise caution when deciding on the methods they will employ when teaching;
- b. **Exercise.** The teacher gives the pupils exercises in the second phase to help them practice the material they have learned. The teacher can employ a variety of exercises throughout this period, including: word classification, matching, and completing exercises.
- c. **Production.** The pupils are expected to use the newly learned vocabulary in speaking or writing exercises at this stage.

Based on Wallace's statement which is more comprehensive addressing the following elements that need to be taken into account when teaching vocabulary.⁷⁴

➤ **Aims**

Whatever the program or activity, it always has a clear goal in mind. When teaching vocabulary, it's important to be explicit about the objectives, including how many of the words on the list we want students to be able to use. Otherwise, it will be challenging to gauge how well a student has learned the vocabulary.

⁷³ Yosephus Setyo Nugroho, Joko Nurkamto, And Hefy Sulistyowati, 'Improving Students' Vocabulary Mastery Using Flashcards', *English Education*, 1.1 (2012).

⁷⁴ Rahmad Prasetiawan Rio, 'The Use of Guessing Game to Improve The Fourth Grade Students' Vocabulary Ability of SDN 1 Salamrejoacademic Year Of 2013-2014', 2014.

➤ **Quantity**

After deciding what goes into vocabulary learning, we may select how much vocabulary should be taught and how many new words our pupils can learn. Put the number of terms as low as five to seven new ones if we want the words that will be taught to become a part of the pupils' active vocabulary. The actual number will undoubtedly vary from class to class and from learner to student depending on a variety of factors. The pupils may become discouraged, frustrated, and confused if there are too many words.

➤ **Need**

The majority of the time, when choosing which terminology to teach the class, the teacher consults syllabuses. In any instance, the instructor will consider the purpose of the course and the goals of each class when selecting the vocabulary that will be taught. In a sense, teachers may also delegate to the pupils the responsibility of selecting the language that will be taught. In other words, the pupils are forced to use the words as the information to express the words they need, when they need them.

➤ **Frequent exposure and repetition**

In order to prove that students have learned the target words, there must be a specific level of repetition in vocabulary teaching and learning. The simplest way to determine if this has happened is

opportunity to utilize as much language as is practical. Use language that is appropriate for the students' level and provide clear explanations.

f. The Vocabulary Teaching Methods

➤ Traditional

The teachers of English frequently employ this method. The teacher introduces new words to the class before explaining their definitions. This tactic demonstrates the teacher's dominance in the classroom and makes the students bored.⁷⁵

➤ Visual technique

Contrasted with traditional strategy, visual strategy is unique. Teachers might employ visual aids to broaden their students' vocabularies during the teaching and learning process.⁷⁶

Learning methods are not necessarily guided by the teacher; they might also imply that the student can continue to build their vocabulary. Students can easily manage their study time, but it may made them bored.

2. The Concept of Game

The idea of the game was a crucial component. It outlines the definition of games, the advantages of games, and the definition and the benefits of Snakes and Ladders board games.

⁷⁵ Murniati Murniati, 'The Effectiveness of Using Whispering Game In Learning Vocabulary of The Eighth Grade at Mts Al-Istiqamah Pengambangan Banjarmasin', 2018. digilib.uinkhas.ac.id

⁷⁶ Murniati.

a. Definition of game

Rules, rivalry, relaxation, and other elements are all present in games, especially those that are played for educational purposes. A game is a competitive activity done according to rules inside a certain context, where players encounter a challenge to attain an aim and win, according to El Shamy.⁷⁷ According to Rixon, this action is conducted by operating or competing division makers who choose to achieve their goal through rules.⁷⁸

Games can be utilized during the entire class. However, teachers must ensure that the teachers provided by the games are appropriate and carefully chosen. Games are also great for revision exercises that help students remember information in a fun, enjoyable way. According to Ersoz using games should be thought of as supplementary activities. Even for young learners, the entire program shouldn't be built solely on games. When choosing a game, they should be careful to find appropriate one for the class in terms of language and style of involvement.⁷⁹

A language game is entertaining, and almost everyone would concur that game-making and studying interesting would encourage people to learn more. Playing games, in Hornby's opinion, is a fun activity that might make it simpler for English language learners to

⁷⁷ Susan El-Shamy, *Training Games: Everything You Need To Know About Using Games To Reinforce Learning* (Mcgraw Hill Professional, 2001).

⁷⁸ Rixon Shelagh, 'How to Use Game In Language Teaching' (Macmillan, 2010).

⁷⁹ Murniati.

demonstrate their understanding of the material.⁸⁰ Lee Su Kim stated that "Games are very motivating since they are entertaining and hard at the same time. They also utilize language that is practical and meaningful in actual settings. Additionally, they promote and strengthen cooperation."⁸¹

Many language learners find that playing games make learning their target language easier.⁸² It is a helpful tool to enhance pupils' vocabulary learning in a manner that is as natural as what is typically accomplished through play.⁸³ They assist teachers in creating appropriate word arrangements for students' goal words and increase the fun of learning and retaining new words for pupils. In other words, after learning and using new terminology, play-based learning can offer opportunities to use language in a stress-free manner. Utilizing vocabulary games will make the learning process more worthwhile and entertaining, which will aid pupils in swiftly remembering the target terms. The competitive environment also forces students to focus and think carefully while they are learning, which improves inputs that are picked up unconsciously.

⁸⁰ Siska Juliana Hutabarat and Juliana Juliana, 'Improving The Students'ability In Vocabulary Mastery Through Boggle Game', *Jurnal Mahasiswa Fakultas Ilmu Sosial Dan Kependidikan*, 1.1 (2020), 192–203.

⁸¹ Lee Su Kim, 'Creative Games for Language Class.'Forum'vol. 33 No 1, January-March 1995', In *Online*). *Http://Eca. State. Gov/Forum/Vols/Vol33/No1 P*, 1995, Xxxv, 35.

⁸² Nia Meliana, Amroh Umaemah, and Hendi Hidayat, 'Exploring Teacher's Strategies In Teaching Vocabulary At Grade Tenth of SMK Sultan Agung Sumber', *Elt Echo: The Journal Of English Language Teaching In Foreign Language Context*, 3.1 (2018), 34–46.

⁸³ Tanka Gueorguieva Angelova And Branimira Christova Lekova, 'A Model of Early Childhood Foreign Language Education Through Playing Motoric Games.', 1995.

The author draws the conclusion that every game has its own set of rules and that media are produced to encourage this competitive atmosphere. If new language is introduced through games, students will have less anxiety and may be better able to retain it.

b. The Advantages of Using Game

Games are a form of media that can benefit both teachers and students in a number of ways. Any teacher can use games to increase their students' motivation for learning the English language while also helping them develop or enhance their own learning skills. Sometimes the main goal will be to have fun, and the teacher won't care what part of the language is being used.

The benefit of games is that they encourage pupils to learn English since they are entertaining and encourage them to experiment, discover, and engage with their environment. The benefits of game are as follows, according to Carrier, Gerlach & Elly and Cameron.⁸⁴

- 1) Lesson pace can be changed and it can help students stay motivated
- 2) It might promote dialogue and interaction among pupils
- 3) It can boost student's vocabulary and lessen the teacher's control over the classroom
- 4) In the sense that they will highlight areas of the weakness and the need for corrective action, it can serve as a testing tool

- 5) It might encourage pupils to try to find solutions to problem they have a personal stake in
- 6) It can be used to break up lengthy formal teaching units and refresh student's memories before they go on to more formal education
- 7) It is stimulating and difficult
- 8) It can support student's efforts to learn and maintain them
- 9) By bringing real-world context into the classroom, vocabulary games help students utilize English in more adaptable, relevant, and communicative ways.
- 10) It frequent involves friendly rivalry, which keeps pupils interested in the language they are studying
- 11) It can make learning and remembering new terms easier for the students.

c. Snake and Ladder Board Game

Board game can be interpreted as a tool or something that is used to stimulate students' interest in the teaching and learning process because playing board games can help students concentrate on their study because they don't feel pressured to do so.⁸⁵ In addition, they give students the opportunity to learn new things in a foreign language which is usually not possible during regular lessons. Example of a board game is snake and ladder games. It is a well-known game all around

⁸⁵ Aida Suryani and Rusdi Noor Rosa, 'Using A Board Game "Snake And Ladder" In Teaching Speaking at Junior High School', *Journal of English Language Teaching*, 2.2 (2014), 16-24.

the world, and in Indonesia which known as Permainan Ular Tangga. Snake and ladder invented in the second century BC under the name Paramapada Sopanam (Ladder to Salvation). According to Mohd Hafis Muaddab.⁸⁶ The snakes symbolize terrible omens, while the staircase stands for good ideals, in this morality game that Hindus have created to teach their children. Even though there isn't much knowledge regarding the game's origins in Indonesia, it has since assimilated into the country's traditional games. Additionally, this game can be utilized as a tool to instruct, amuse, and foster interactive discussion among the players.

The game Snake and Ladder helps pupils learn about numbers, life, socialization, and interaction.⁸⁷ Also Pamungkas et al., stated snake and ladder board games has benefits for language learning, including enjoyment, adaptability, affordability, the growth of communication and interaction, and the improvement of young children's motor skills.⁸⁸ Playing Snake and Ladder will improve the mind and aid in the retention and comprehension of lesson information since, even if participants are unaware of this fact, they will be motivated to study the subject.⁸⁹ A snake forces a player to go back to

⁸⁶ Suppiah Nachiappan and Others, 'Snake And Ladder Games In Cognition Development On Students With Learning Difficulties', *Review of Arts And Humanities*, 3.2 (2014), 217–29.

⁸⁷ Kusrini.

⁸⁸ Joko Pamungkas, 'Peningkatan Kosakata Benda Melalui Permainan Ular Tangga Pada Kelompok B Di Tk Pertiwi Tamanagung Muntilan', *Jurnal Pendidikan Anak*, 1.2 (2012). digilib.uinkhas.ac.id

⁸⁹ Munawwaroh.

a square closer to the start while a ladder offers a shortcut to a square closer to the finish. A simple board with counters and dice is used in the Snake and Ladder board game. There are numbered ladders connecting two squares to a square with a high number on a few of the board's squares.

Additionally, there are snakes that lead from a square with a high number to one with a lower number. According to Sidik the player should move up if they receive a ladder and down if they receive a snake in the game of Snake Ladder.⁹⁰

The author comes to the conclusion that the snake and ladder board game is a game that can pique students' interest while they are learning because they can acquire new language skills through interaction, and it consists of a board with a picture of snakes and ladders and other game pieces like dice and pawns.

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⁹⁰ Albertin Christiana Isman, 'Metode Belajar Dengan Permainan Ular Tangga Yang Dipadukan Dengan Token Ekonomi Untuk Meningkatkan Kemampuan Membaca Permulaan Siswa Tk B' (Prodi Psikologi Unika Soegijapranata, 2012).

CHAPTER III

RESEARCH METHODOLOGY

In this chapter III, the researcher discusses the location of the study and the research subjects, the research methods used, the procedures for carrying out the research, the methods researcher used to collect data in the field, and how to process and analyze the data.

A. The Design of the Study

The study was conducted using classroom action research (CAR). The snakes and ladders board game used in this action research to help pupils became mastering in vocabulary. A study methodology that tries to discover more about how educators educate pupils and how well pupils learn what is done by teachers, principals, school counsellors, and other participants in the teaching and learning environment in the learning process.⁹¹ Action research, in the words of Kemmis and McTaggart is trying out ideas in practice as a means of improvement and as a means of increasing knowledge about curriculum, teaching, and learning. A way to reflect on teaching or teacher training, or managing an English department, or whatever you do in ELT involves methodically gathering information about current practice and

⁹¹ Geoffrey E. Mills, *Action Research: A Guide For The Teacher Researcher*. (Eric, has.ac.id 2000).

analyze it to make judgments about future practice is known as classroom action research.⁹²

As creating a causal relationship between the activity and the result, CAR aimed to identify practical actions that may be made to modify situation.⁹³ CAR aimed to enhance current learning methodologies; hence, when utilized this method, the researcher developed the research questions, gathered data, and analyzed what they discovered, and then wrote a report of their results to address issues they encountered in the lesson. When investigating the issues or challenges they encountered, the educators aimed to improve teaching methods. The teacher thought about these concerns, collected and analyzed evidence, and then applied what they have learned.

As a result, it can be said that action research was a procedure whereby teachers and other people involved in the teaching and learning process actively employed particular approaches to address current issues and then independently examined how to apply the methods they provided in class

and how these methods affected the students while they were learning. After that, the information obtained would be used for the next plan, whether the teacher would be conducted another lesson according to the results of the

⁹² Rizka Sari, 'The Implementation of Snake And Ladder Game to Improve Students' Vocabulary Of Second Grade Students At Mts Yayasan Madrasah Islamiyah Medan' (Universitas Islam Negeri Sumatera Utara, 2017).

⁹³ Intan Nur Charina, 'Improving Students' Speaking Skills Using Communicative Activities: A Classroom Action Research At Abe's Class, A Pre-Intermediate Class of English Made Easy (Unpublished Doctorial Thesis), Yogyakarta State University, Indonesia', *Language And Arts State University Of Yogyakarta*, 2013.

evaluation of the previous activity or it has been declared successful so that there was no need for further plans.

There were four stages in this classroom action research: planning, acting, observation, and reflection. The researcher would be taken on the role of actual teachers in this study and instructed pupils. When employed the snakes and ladders board game to increase students' vocabulary proficiency, the teacher would be served as an observer who monitored how the classroom settings were during the teaching and learning process. This study intended to develop learning strategies to deal with issues in vocabulary teaching in class since it was relevant to classroom settings. In this study, one cycle of research would be taken place.

B. Setting and Subject of the Research

The location of this research was SMPN 1 JENGGAWAH. This school was located in Jember Regency - East Java Province on Jl. Tempurejo No. 63 Wedan Gunung Wonojati. The researcher chose the school as the research subject because the researcher had two months of teaching experienced followed the Introduction to the Educational Environment (PLP). As a result, the researcher was familiar with the setting of this institution and was able to recognize the challenges that the students faced when learning English. The researcher found a problem with the students, namely the lack of mastery of vocabulary. The researcher proposed used appropriated strategies to improve students' proficiency in vocabulary acquisition. The researcher selected 28

class because during the teaching practice activities at this school the researcher spent a lot of time teaching in the class. So, researcher had at least basic information and more thorough understanding of the classroom problems.

C. Research Procedure

In this classroom action research, the researcher employed the four-step Classroom Action Research (CAR) approach created by Kemmis and McTaggart in Burns which entailed planning, acting, observing, and reflecting.⁹⁴ Those moments were first steps in a spiralling process that action research group participants engaged in to:

- Creates plan of action based on critical analysis to enhance what was presently occurring
- Then puts the plan into action
- Observes the effects of the key activity in the environment where it taken place
- Through series of steps, consider these impacts as the foundation for additional planning, subsequent critically informed action and so on.

The succession of cycles in this research lead to an improvement of the problem. The following figure shows:

⁹⁴ Stephen Kemmis and Robin McTaggart, 'The Action Research Planner.. Victoria: Deakin University', 1988.

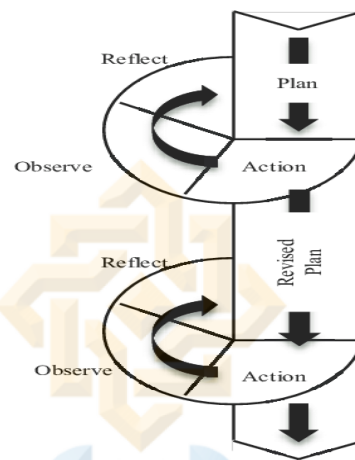


Figure 3. 1 The four-step Classroom Action Research (CAR) approach created by Kemmis and McTaggart in Burns

In this case, the researcher used one cycle consisted of seven meetings included pre-test and post-test. However, the researcher would be conducted remedial tests for students who did not reach (KKM 70) with a noted that the success criteria of this study had been achieved. According to Arikunto remedial learning as activities given to pupils who have not mastered the existing learning material provided by the teacher with the goal of raising the degree of subject matter mastery.⁹⁵ In this study, researcher used reteaching as a form of remedial. This related with Suryosubtoro cited in Yulisma defines reteaching as remedial activities include explaining/re-teaching the same information to students and then retesting them.⁹⁶

⁹⁵ Suharsimi Arikunto, 'Pengelolaan Kelas Dan Siswa (Jakarta: Raja Grafindo', 2012.

⁹⁶ Yulisma, Peranan Remedial-Teaching Dalam Mencapai Ketuntasan Belajar Siswa Pada Mata Pelajaran Pkn Di Sma Negeri 4 Bukittinggi (Pekanbaru: Prodi Ppknips Ejonomi Unri, 2005).
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The process of each cycle was as follows:

Cycle I

1. Planning

A technique for completed activities in accordance with the desired design was planning. Because planning was situational, it needs to be adaptable. The curriculum must also be taken into account when planning. When a problem was identified, the researcher assumed the role of a teacher and devised every strategy required to assist pupils in resolving it. As a result, the researcher did all the essential preparations to guarantee that the process of teaching and learning went without obstacles.

Research objectives were used by researcher to organize achievement efforts. At this step, the researcher created a variety of tools, such as lesson plan, instructional media, assessment and criteria of success.

➤ Lesson plan

Lesson plan is generally understood to be a group of learning strategies that direct teachers in terms of what subject matter to teach and how to restrict it.⁹⁷

The lesson plan and the research cycle 1 tools made reference to the Regulation of the Minister of Education and Culture Number 103 of 2014 concerning Learning in Basic Education and Secondary

⁹⁷ Makalah Pelatihan, Penyusunan Rpp, And Fakultas Bahasa, 'Planning An English Lesson', 2008.

Education regulates the components and systematics of lesson plans as follow. These qualities consist of:⁹⁸

a. The identity of subject

The name of educational unit was SMPN 1 JENGGAWAH, lesson plan subject was English for grade VIII junior high school. The curriculum 13 even semester. The English subject with the theme of simple present tense with 3 meetings. In the first treatment had 2 x 40 minutes, the second and the third treatment had 2 x 30 minutes.

b. Learning Objectives

- Learners were able to identify the social function, text structure, and linguistic elements in simple present tense sentences.
- Learners were able to imitate the reading of vocabulary in simple present tense sentences
- Learners were able to interpret vocabulary in simple present tense sentences
- Learners were able to remember the form of vocabulary in simple present tense sentences

⁹⁸ Regulation of The Minister of Education and Culture Number 22 of 2016 Concerning Basic Education Process Standards and Middle School and Permendikbud Number 103 Of 2014 Concerning Learning In Elementary and Secondary Education

- Learners were able to use vocabulary in simple present tense sentences

c. Basic Competences

This study took basic competency 3.7 and 4.7 English books for class VIII SMP/MTS even semester English subjects with the theme simple present tense.

- Basic competency 3.7: applying social functions, text structures, and linguistic elements of oral and written transactional interaction texts that involve the act of giving and asking for information related to conditions/actions/activities/events that are carried out/occurring routinely or are general truths, according to the context of their use. (Pay attention to the linguistic elements of the simple present tense)
- Basic competency 4.7: applying social functions, text structures, and linguistic elements of oral and written transactional interaction texts that involve the act of giving and asking for information related to conditions/actions/activities/events that are carried out/occurring routinely or are general truths, according to the context of their use. (Pay attention to the linguistic elements of the simple present tense).

d. Competency achievement indicators

3.7.1. Identify social functions, text structures, and linguistic elements in simple sentences related to circumstances/actions/activities/events that are done/occurring routinely in accordance with the context of their use.

3.7.2 Listen and imitate the reading of vocabulary in simple sentences about circumstances/actions/activities/events that are done/occurring routinely according to the context of their use

3.7.3 Capture the meaning of vocabulary in sentences expressing and about actions/events that are done/occurring regularly by paying attention to social functions, text structure, and correct and contextual language elements

3.7.4 Recall the form of vocabulary in sentences expressing and about actions/events that are performed/occurring routinely with due regard to social functions, text structure, and correct and contextual linguistic elements

4.7.1 Use vocabulary in sentences expressing and about actions/events that are done/occurring routinely with attention to social functions, text structures, and correct and contextually appropriate language elements

e. Learning material

The learning material in cycle 1 was simple present tense material

pronoun (I, you they, we he, she, my father, my sister, my family) , Verb (feed, prepare, clean, wash, take care, read, buy, watch, drink, help, get up, make, eat, exercise), Noun (Animal, food, a cup of coffee, breakfast, dishes, history book, flower, television, bed, house) , and adverb of frequency (Everyday Every Afternoon, Every Morning, Every Weekend) regularly, often, never, always, usually, early)

h. Learning resources

In this study the researcher used the 2014 Ministry of Education and Culture, English When English Rings The Bell, SMP/MTs Class VIII, as teaching materials and additional teacher's material sourced from the internet. (<https://www.english-academy.id/blog/simple-present-tense-pengertian-kegunaan-rumus-dan-contoh-kalimat>)

i. The three learning steps were introduction, primary activity, and closing.

1) Introduction

The introduction was the first activity in a learning session that aimed to motivate and concentrate students' attention so they may actively engage in the learning process.

2) Primary activity

The main activity was learning in order to develop

actively in the learning process, the core activity was carried out in an interactive, inspirational, and methodical manner.

3) Closing

Closing was a process used to put an end to learning activities that include conclusions, evaluations, reflections, feedback, and follow-up.

Table 3. 1 LESSON PLAN

Table 2.1 below contained the steps of learning activities carried out by researcher from the first meeting to the last meeting.

Learning steps	Activity	Time allocation
Introduction	a. Prepared students to follow the learning process b. Briefly asked about the material to be learned to motivate students. c. Delivered the learning objectives that would be achieved	10 minutes
Primary activity	Observing 1. gave vocabulary that were key words in the simple present tense material provided by the teacher. (See appendix 2) 2. gave some pictures randomly about activities that a person does in daily life. (See appendix 3) Asking 3. With the guidance of the teacher, ask students to discuss the pictures by making sentences according to the pictures they saw together with the teacher. Gathering Information	30 minutes

	4. explained about the simple present tense material.	
	<p>Associating</p> <p>5. Students made groups of 7 people in each group.</p> <p>6. Each group got 3 pictures randomly (see appendix 3).</p> <p>7. Students arranged the words become the correct sentence given by the teacher according to the pictures.</p> <p>8. Students presented the results of group work in oral form and submitted their work paper.</p> <p>Communicating</p> <p>9. Students conveyed the results of group work orally</p> <p>10. The teacher gave feedback in the form of comments on the students' presentation.</p>	30 minutes
Closing	<p>1. The teacher informed the students that in the next meeting they would play snake and ladder board game which focuses on the students' vocabulary pronunciation.</p> <p>2. Greetings</p>	10 minutes

Second meeting (2 JP)

Learning steps	Activity	Time allocation
Introduction	a. Prepared students to follow the learning process. b. Delivered the learning objectives that would be achieved	5 minutes
Primary activity	<p>Observing</p> <p>1. The teacher gave the feedback about the arrangement words of simple present tense in the previous meeting</p> <p>Asking</p> <p>2. With the guidance of the teacher, students asked questions about things they don't know.</p> <p>Gathering Information</p> <p>3. Students followed the teachers' reading of the vocabulary that had been distributed previously (See appendix 2).</p>	10 minutes

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	<p>Associating</p> <p>4. Students gathered with their group (same as in the first group)</p> <p>5. There were 4 different group identities according to the colour of the pawns provided by the teacher.</p> <p>6. The teacher chose one of the team members to become referee for the other team, each group has a referee from another team member.</p> <p>7. Students played Snake and Ladder board game (session 1) with the instructions below: (student instructions see in appendix 1)</p> <p>Communicating</p> <p>8. Students conveyed the game results orally</p> <p>9. The teacher gave feedback in the form of comments on student performance.</p>	40 minutes
Closing	<p>5. Learners summarized the learning (guided by the teacher)</p> <p>6. The teacher informed that in the next meeting students would play snake and ladder board game with a different theme, namely filling in the missing words with</p>	5 minutes

	the right words and interpreting vocabulary. 7. Students got feedback on the learning process and results:	
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Third meetings (2 JP)

Learning steps	Activity	Time allocation
Introduction	a. Prepared students to follow the learning process b. Delivered the learning objectives that would be achieved	5 minutes
Primary activity	<p>Observing</p> <p>1. Provided picture examples of simple present tense (habitual action). (see appendix 3)</p> <p>Asking</p> <p>2. With the guidance of the teacher, asked the students to ask about things that had not been understood by the students.</p> <p>Gathering Information</p> <p>3. The teacher asked one of the students to guess the missing word according to the picture given by the teacher.</p> <p>4. Students were given time to memorize the vocabulary given by the teacher.</p>	10 minutes
	<p>Associating</p> <p>5. Students form the same groups as the previous meeting with the same members</p>	40 minutes

	<p>6. The teacher chose one of the team members to become referee for the other team each group has a referee from another team member (the referee chosen by the teacher was different from the previous meeting)</p> <p>7. Students played the Snake and Ladder board game (session 2) with the instructions. (student instructions see appendix 1)</p> <p>Communicating</p> <p>8. Students conveyed the game results in writing</p>	
Closing	<p>9. Learners summarized the learning (guided by the teacher)</p> <p>10. Learners got feedback on the learning process and results</p> <p>11. Greetings</p>	5 Minutes

➤ **Instructional Media**

a. Snake and ladder board game

The researcher used snakes and ladders board game media. In this study snakes and ladders board media consisted of sixty-four boxes. There would be snakes and ladders icon on the board. The Participants from each group who got their turned to play would roll the dice, then the pawns would be moved from one box to another

according to the number of dices they got. After that, the participants would be randomly pick up the cards provided by the teacher. This game had two sessions in two meetings. In the first meeting, participants who taken the cards must pronounced the vocabulary correctly. In the second session, participants must be able to fill in simple present tense sentences with the correct words according to the pictures on the cards. Each participant would be given time to discuss with their group.

b. The instruction of snakes and ladders board game

The rules of snakes and ladders board game for language learning were the same as the regular' game, but some modifications have been made to assist pupils in vocabulary mastery. The rules for the board game were provided below from (Zikriyati & Syafei, 2018) modified by the author:

Session 1

1. Students were divided into groups depending on the number of students in the class. Each group took a pawn as their identity.
2. The teacher chose one of the team members to be the referee, and placed the student in other team, a total of 4 referees.
3. The first player took a turn; rolled the dice and got the number.
4. Players then placed the pawns on the snakes and ladders board according to the number of dices they got.

5. Players took card challenge and discussed it with their group mates within a certain time. **(see appendix 3 session 1)**
6. Then, the player showed the picture card to the referee and said a few words in one sentence with correct and fluent pronunciation.
7. Then the referee would be decided according to the rules of the game **(see in appendix 12 page 158-159)**

Session 2

1. The game started with the first player (the first player must be different from session 1)
2. The first player placed the pawn on the number according to the number of dice he/she managed to get, while taking the picture card that had been provided by the referee for his/her group.
3. Players would be discussed with their group mates within a certain time, then returned to give a picture card with the appropriate word with the correct spelling in the and the meaning the word in the card challenge **(see in appendix 3 in session 2)**
4. Then, the referee would be decided according to the rules of the game **(see in appendix 12 page 162-163)**

➤ **Vocabulary assessment**

Teacher could be obtained an evaluation in a variety of methods. One of those were verified by tests. According to Brown a test is just a means for testing knowing capacity or a person's

aptitude in a specific subject.¹⁰⁰ To measure the test, this approach must be clear and organized. According to Read A collection of words to be examined can be chosen from word lists that are easily accessible, making vocabulary evaluation appear to be simple. A variety of well-known item kinds were also available and practical for used in vocabulary tests. According to Read the following tests can be used to gauge pupils' vocabulary proficiency: matching, translating, and multiple choice and completion.¹⁰¹

Cameron in Gushendra claims that vocabulary abilities include pronunciation, spelling, grammar, and meaning. Therefore, in this study, researcher used two types of vocabulary assessment, namely completion and translation in the pre-test and post-test, in this research test researcher also used reading aloud to test students' pronunciation.

The details were as follows:

a. Pre-test

The researcher conducted the pre-test for two ways. The purpose of the pre-test was to measure the extent to which the students had mastery of the vocabulary presented in the questions. This pre-test was also used to strengthen the background in this study. The first way students read aloud a paragraph contained habitual action on

¹⁰⁰ Hutagalung.

¹⁰¹ John Read, 'The Place of Vocabulary In Language Assessment', *Assessing Vocabulary*, 2010, 1–15 <<https://doi.org/10.1017/Cbo9780511732942.002>>.

simple present tense material. The students would be come forward and read the text provided by the researcher in a maximum of 1,5 minutes.

The second way, researcher would be provided essay questions that cover aspects of grammar, spelling, and meaning in vocabulary. Total of the question was fifteen question numbers 1-5 students were required to write the meaning of underlined words (each question has two underlined words). The next question numbers 6-10 students must be chosen the right word to complete the overlapping word, in the question numbers 6-10 the researcher completed the card with a picture. The students were required to use proper grammar according to the rules of simple present tense. The question numbers 10-15 students were required to write Indonesian vocabulary into English with correct spelling.

b. Post-test

The researcher gave a post-test after the treatment was carried out.

The post-test would be taken place after the treatment. The students would read aloud a paragraph of habitual action. Within a maximum of 1,5 minutes, students would stand up and read the text provided by the researcher in turn.

In second way, the researcher would be given essay questions covering grammar, spelling, and meaning in vocabulary with a total of

fifteen questions. The questions contained in the post-test were made the same as the pre-test. The form of the assessment is as follows:¹⁰²

Table 3. 2 Vocabulary assessment

Table 3.1 showed vocabulary mastery assessment used by researcher which adapted from Brown consisted of pronunciation, meaning, spelling and grammar.¹⁰³

Assessed Quality	Score	Description
Pronunciation	5	There is very little mistake (1-4 words) or no mistake at all in pronunciation in one paragraph
	4	The is little mistake in pronunciation (5-9 words)
	3	There are few mistakes in pronunciation (10- 14) words) in one paragraph
	2	The are some mistakes in pronouncing words (15-18)
	1	The are many mistakes in pronouncing words more than 18 words
Meaning	3	The meaning of word is appropriate
	1	The answer is closed enough to the actual meaning
	0	The meaning of word is inappropriate
Spelling	4	using correct spelling
	2	There is one missing letter or one additional letter
	1	Error in writing more than one

¹⁰² Dwi Rukmini and Lade Saputri, 'The Authentic Assessment to Measure Students' English Productive Skills Based On 2013 Curriculum', *Indonesian Journal of Applied Linguistics*, 7.2 (2017), 263–73.

¹⁰³ H Douglas Brown, 'Language Assessment', *Principles and Classroom Practices*. California: Longman University Press, 2003.

		letter
	0	The written word is not appropriate with the order
Grammar	3	Grammar is correct
	1	Grammar is correct but the choice of suffix is incorrect
	0	Grammar is incorrect
Vocabulary	2	Vocabulary is suitable with the picture
	0	the word is not suitable with the picture
Speaking	Pronunciation	Score x Maximum score = 25
Translating words	Meaning (10 items)	Score x Correct answer = 30
Filling in the gaps	Grammar (5 items)	Score x Correct answer = 25
Writing English words	Spelling (5 items)	Score x Correct answer = 20
Total score		100

➤ **Criteria of Success**

Measures that indicate whether or not a research project was effective were called success criteria. In order to accomplish research and learning goals, teachers must be created success indicators. There were a number of indicators of student performance in the learning process, the first indicator of this study was that 70% of all students must be received a minimum score of 70 on the post-test. The researcher decided on this percentage based on the consideration of students' midterm test scores where only three students scored above the Minimum passing score (KKM 70). The second indicator of this study was students' responses mostly showed positive / good towards the application of the X method.

2. Acting

At this stage the researcher implemented the steps in the lesson plan in using snakes and ladders game to teach vocabulary. In session 1: first the teacher would be provided a list of vocabulary that students must had to master the material. Then the teacher gave a description of the habitual action and discussed it with the students, then the teacher would be given an example of how to pronounce the word correctly. Then the students would be practiced reading the sentence on the card while playing snakes and ladders. After that the teacher would be given a feedback to the students.

In the second session, students would be learned to memorize and understand vocabulary so that they could apply the vocabulary according to the context in the snakes and ladders game. First the teacher would be given an example of a common action, then the students would be shown a picture, the teacher would be written a clumsy sentence according to the picture so that the students had to guess the word in the clumsy with the right words and grammar. Then the students would be used the words they had memorized and the material they understand in the snake and ladder game in session two.

3. Observing

At this stage, the researcher used field noted, pre-test and post-test score as well as documentation and questionnaires. The observation aimed to observe and document how the actions taken in the classroom affect the

students. It was about students' reactions during the teaching and learning process. Also, the teacher's activities. It was crucial that the observation findings accurately describe the situation as it serves as the basis for reflection. In addition, the researcher would be record field noted chronologically during the class.

4. Reflecting

The researcher would be reflected on the activities she done. At this stage the researcher would be found things that were in accordance with the design and things that were not suitable so that there was a need for improvement. The observation results, problems that arise, and caused of problems provided feedback to researcher about the learning process and vocabulary mastery. If the results were less than the stated goals, the researcher decided to continue the second cycle of research.

D. Instrument of the study

1. Observation: A technique for gathering data on the activities of researcher and students throughout the teaching and learning process. In order to collect data for their observations, researcher went directly to the classroom to observe student behaviour and activities.
2. Interview: The researcher interviewed the teacher to ask for information about what teaching difficulties were experienced during learning, how the teacher taught students in learning English, the strategies used by the teacher and the researcher also interviewed students to ask how the teacher was teaching, what activities they were doing during learning.

3. Field notes: These were personal notes written by researcher who would be keep daily journals to find out all student's activities during the teaching and learning process. Also, during the preliminary study the researcher recorded several student's behaviour during the English learning took place including inaccurate pronunciation of the words you, we, order, sleep, help, must, but, only, invite, then and the students had difficulty in translating words when asked by researcher. The students also experienced misspelling in writing words.
4. Research documentation: The teaching and learning process was described in the learning documentation by utilizing photos. When doing research, the researcher took the pictures. The learning and teaching process documented in this study, it could show them whether they were serious or not. For preliminary study, the researcher recorded classroom situations to student's activities and behaviour during the learning process.
5. Questionnaire: A questionnaire, by definition, is a list of questions that the respondent must fill out or complete on a photocopy or printed form in order to express his or her opinion.¹⁰⁴ In this study the researcher used mixed questionnaire.

¹⁰⁴ Siddegowda Roopa and M S Rani, 'Questionnaire Designing For A Survey', *Journal of Indian Orthodontic Society*, 46.4_Suppl1 (2012), 273–77.

Below is a list of questions in this study to determine student responses:

No	Statement	SS	S	N	TS	STS
	The whole snakes and ladders board game implementation					
1	I like learning new vocabulary in English.					
2	I am interested in learning new English words using snakes and ladders board game					
3	I enjoy when learning new English words use snakes and ladders game.					
4	Snakes and ladders game allow me to share my knowledge about new English words with my friends.					
5	I am motivated to use new English words using snakes and ladders game.					
6	I am able to memorize 40 English words that have been given to me. If not, please write down the number of vocabulary words that you are able to master:					
7	I would like to learn new English words in the next meeting.					
	Students Perception of Their Own Ability of Vocabulary Mastery					
1	I found difficult to pronounce English vocabulary before playing the snakes and ladders board game					
2	I found difficult to write English vocabulary before playing the snakes and ladders board game					
3	I found difficult in translating English vocabulary before playing the snakes and ladders board game					
4	I found difficult to understand English grammar before playing the snakes and ladders board game					
Aspect of vocabulary mastery						
1	The snakes and ladders game help me to learn how to pronounce vocabulary correctly. Tell me your reasons:					
2	The snakes and ladders game help me learn to write vocabulary words correctly. Tell me your reason:					

3	The snakes and ladders game help me to translating vocabulary correctly. Tell me your reason:					
4	The snakes and ladders game help me to know the use of s/es in simple present tense more easily. Tell me your reason:					

6. Test: used to collect research data. In this study, there were two tests used, namely as follows:

- a. Before the Classroom Action Research was carried out, a pre-test was carried out.
- b. Following the adoption of Action Research in the classroom, a post-test was administered (CAR)

E. Technique of Collecting Data

Data processing and interpretation with the goal of explaining information and the research data in accordance with research objectives was known as data analysis technique. Quantitative and qualitative data were combined or processed separately to create the final product.

The qualitative data was in the form of teacher observations through field notes, and questionnaires. While a statistical data analysis method was known as quantitative data analysis. In this study, quantitative data was obtained by examining students' pre-test and post-test results. The researcher utilized the mean formula in this study to determine the average student score and to assess how much the students' vocabulary mastery had improved.

The following is the formula:¹⁰⁵

The average of student's score

$$X = \frac{\sum X}{N}$$

Symbol description:

X: mean

$\sum x$: total score

N: number of students

Then, the researcher attempted to determine the percentage of students who reached (KKM 70), and employed the formula:

$$P = \frac{F}{N} \times 100\%$$

Symbol description:

P: the class percentage

F: total percentage score

N: number of students

F. VALIDITY OF DATA

The most crucial principle in establishing a test's efficacy standards was validity. It basically indicates that a test is valid if it measures the things that should be measured. It means that if a test or set of data could be proven, it could be said to be valid. Validity should be assessed before employing a

¹⁰⁵ Herlina Daddi, 'The Use Of Bilingual Magazine As Media To Develop The Students' Vocabulary', *Exposure*, 4.2 (2014), 201–21.

test to achieve a goal.¹⁰⁶ According to Heaton, there are three types of validity: construct, content, and criterion validity.¹⁰⁷ The researcher in this study used content validity. According to Brown, if a test requires the test-taker to exhibit the behaviour that is being measured, such behaviour really samples the subject matter from which inferences can be formed. It made the argument that there was content-related proof of validity, sometimes known as content validity. The tests' content was discussed solely in terms of content validity. The exam that would be administered to the students must be created by experts or those who were knowledgeable about the test and should be based on the curriculum and the subject matter.



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¹⁰⁶ H Douglas Brown and Priyanvada Abeywickrama, 'Language Assessment', *Principles and Classroom Practices*. White Plains, Ny: Pearson Education, 2004.

¹⁰⁷ J B Heaton, 'Writing English Language Tests' (Beijing: Foreign Language Teaching and Research Press, 2000).

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter contains the research findings and discussion, including Cycle I data and observation data, which highlights the strategies used to improve students' vocabulary acquisition in areas such as pronunciation, spelling, grammar, and meaning. The researcher only conducted this study for one cycle in implementing snakes and ladders board game.

A. Research Findings

This phase wrapped up all teaching and learning activities conducted as part of the classroom action research from the first to the last meeting. This research was conducted at SMPN 1 Jenggawah in the academic year 2022/2023 from February 28th until April 11th 2023. This research was conducted nine meetings which consist of two meeting for pre-test, two meetings for post-test, three meetings for treatment, and two meetings for remedial treatment and remedial test. More elaborate explanation can be perceived as follow:

a. Acting

The researcher has designed the planning stage, which was implemented at the acting stage. At this stage, the researcher acted as a classroom teacher and instructed the students of SMPN 1 Jenggawah in class 8i by using the snakes and ladders board game in the teaching and learning process with the aimed of improving students' vocabulary mastery

Opening activities, core activities, and closing activities were the three

the house, the bed, dishes. There were only 4 students out of 28 students who made 5-9 pronunciation of vocabulary mistakes.

2) Second Meeting (Pre-test session 2)

The second session took place on March 2, 2023 at 10.20-11.40 WIB. This test in the form of essay which contained spelling, meaning and grammar of vocabulary. After started the class, the researcher distributed essay questions to the students. The researcher explained each instruction to avoid the students' confusion in filling out the questions. When the pre-test took place, some of the students asked to the researcher the meaning of the vocabulary written in the question. Moreover, the students asked to the researcher about the clarity of the activities showed in the pictures written in point B. Then, the researcher described the pictures in Indonesian. (see appendix 7)

However, the students did not know the meaning of those activities in English. There were students who asked about the English word of "*mencuci*" and the teacher gave them the answered, but the students made mistakes in their writing especially in spelling. When the time showed less than 10 minutes, the researcher asked the students whether they had finished the test or not. Some of them answered "*belum miss, sulit ini miss soalnya*". The researcher asked the students to collect the results of the tests when the time was up.

3) Third Meeting (Treatment 1)

The third meeting took place on Tuesday 14th May 2023, from 12.20 to 13.40 WIB. Before the starting of the session, the researcher brought the media and carried out the methods to be used in the learning process to help the students master the vocabulary. The researcher selected the simple present tense material based on the syllabus found in the basic competencies 3.7 and 4.7. The material explained the objectives of the simple present tense to write about things that were true or factual, to write about someone's habits, to write about a fixed schedule, etc. The researcher focused on habitual action because it was covered in the content of the students' book "When English Rings a Bell".

After preparing all the materials, the researcher started the lesson by saying greetings, invited the students to pray together, and checked the students' attendance list. Then, the researcher gave an apperception. Moving on to the observing stage of the core activity, the researcher distributed the vocabulary list to the students and said that the vocabulary list would be used during the lesson. (See **appendix 2**). After ensuring that the students got the vocabulary list, the teacher asked for the students' attention, the researcher displayed two pictures and showed them one by one.

Then, moving to the asking question stage, the researcher

researcher gave feedback in the form of pronunciation of vocabulary that was followed by all students.

The researcher announced the winner of the initial session, and provided information on activities at the next meeting. the researcher did not accompany each group at the same time in the first meeting, because some of the referees were still confused about the rules of the game, the researcher had to explain to each of the referees who were still confused about the rules of the game. The results of the game concluded that the snakes and ladders board game learned the students to motivate the students in learning to pronounce the vocabulary correctly, also built good cooperation with the group members, saw from the students' mistakes it concluded that playing snakes and ladders board game improved the student's pronunciation.

5) Fifth Meeting (Treatment 3)

The fifth meeting took place on Thursday, 28 March 2023, from 11.15 to 12.15 WIB. At the second meeting, the researcher started by praying together, checked the student attendance list. After that the researcher moved on to core activities. At the observing stage, the researcher wrote a hollow sentence on the blackboard "Dina mother to prepare the breakfast." The researcher also wrote down the meaning of the word "mother", "prepared" and left out the meaning of the empty word and the word "breakfast".

At the questioning stage, the researcher asked the students to guess the correct verb with the correct grammar to complete the sentence. Some students were silent, they looked thoughtful, Student A answered "*memasak miss*". The researcher told the students that they should not only focused on the pictures, but also on the written sentences.

Then Student B answered "*help miss, ditambah(s)*" the researcher gave her appreciation. The male students seemed to be silent a lot when the researcher asked the question stage, they looked unenthusiastic, they looked tired and lethargic. They seemed not interested in listening to the teacher's explanation of grammar. However, when the researcher asked the students to guess the meaning of the word "help" all the students answer correctly, then the researcher asked again the meaning of the word breakfast, and some of them answered quickly and correctly. They asked the researcher to start the game immediately.

At the gathering information stage, the researcher gave the students 10 minutes to memorised the vocabulary that has been shared.

At the association stage, the researcher called the referee who has been chosen by the researcher in each group and the referee was different from the previous meeting. The researcher distributed a rule sheet to each referee, a snakes and ladders board media, pawns, dice and 15

In this second session the referee was calmer because the rules of the game had been informed by the researcher before the game started, to avoid the referee forgot the rules the researcher gave a print-out contained the rules of the game session two, the researcher monitored each group for 5 minutes each, started from the group 4 because it was closest to the researcher's desk, the students of the group 4 tended to look well prepared, the players in this group read the overlapping text and showed it to their group mates then said the answered and then asked for approval from their group mates. The members of this group simultaneously paid attention when their friends wrote the word to make sure their friends answered correctly so that their pawns stayed in place or climbed to a high position. Within five minutes the researcher found that the group 4 had difficulty to guess the word "takes care", even though they had to argue with their friends they finally remembered the meaning of the word. The researcher also found that they mistooked "*makan*" with "*makanan*" in English to mean "food". when the researcher directly gave feedback that "*makan*" with '*makanan*' was clearly different, and gave a hint in the form of an initial letter which meant "eat". and one of them managed to guess correctly. Group 4 successfully completed fifteen cards with two grammar mistakes.

In the group 1, the researcher found that this group had sufficient preparation, although not as well as the preparation of the

group 4, the researcher saw the enthusiasm of the group 1 tried to maintain their pawn position, and worked together to give the right answered. They knew the meaning of some of the vocabulary in one sentence because looked at the picture. They could be guessed the vocabulary to complete the sentences in the cards they held. However, they were still guessing in their memory the English language of the word. So, in this group, the researcher allowed them to change the card which was hard to guess, if the card was taken twice and they couldn't guess the word then the researcher gave them the clue to the first letter of the correct vocabulary to fill in the card they were holding. While monitored this group, the researcher found several things that made it difficult for them, namely they tended to be less careful in writing grammar, the researcher also noted some difficult vocabulary for group 1 included help, watch, and eat. grub 1 successfully cleared ten out of fifteen cards.

The next group was the group 2. The group 2 there were two members who looked quite prominent from other members in helped their group filled in the cards, while one students looked still confused in the game, in this session the grub two managed to complete thirteen cards, grub two had an mistakes in the used of the word "wash" which means the same as " clean and make". then the word “prepares” and “feed. They also forgot to use grammar mistakes in some vocabulary

The group 3 was a group that was quite less prepared than the others. Even so they looked enthusiastic in discussed the answered, in this case the researcher saw several times they argued about the right answered, group 3 was the most excited group. They did not hesitate to scold their groupmates when writing vocabulary that was still wrong according to them. When the researcher saw them frustrated in found answered, the researcher gave them the first letter clue about the vocabulary used in filling out the card. The researcher gave more clues to the group three, the group three also spent more time thought about one card, the researcher had to give the vocabulary clues through the first and the last letter so that they could guessed the word in English. The Group 3 completed seven out of fifteen cards. They also made mistakes in the used of grammar present tense in the words “buy, take care of”

There was one thing that saved time for researcher in the second session of used the Snakes and Ladders board game, the researcher did not need to wait for the students to gather with their group mates, because when the researcher entered the class, they were already gathered with their group mates that showed the enthusiasm of the students in learnt while played used the snakes and ladders board game.

6) Sixth meeting (Post-test session 1)

Post-test session 1 took place on 30th March 2023 at 10-15-11.15 WIB. The researcher gave the opportunity to the students who were ready to come forward to read the text. One by one the students came forward without complained as happened during the pre-test. They even scrambled to read the text so that they could finish it quickly. The results of the post-test showed 11 students only made 1-4 vocabulary mistakes in the pronunciation, and nine students who made 5-9 vocabulary mistakes in the pronunciation.

7) Seventh Meeting (Post-test session 2)

Post-test session two was held on April 4, 2023 at 11:15-12:15 WIB. After stated the class, the researcher distributed essay questions to the students. The researcher explained to the students that how to work on the questions was the same as when they did the questions at the beginning of the meeting. The students worked on the questions calmly, no one asked any question to the researcher. They even collected the answered before the bell rang, because at the time of the post-test it was in the month of Ramadan so, there was a reduction in class hours from the school. It was concluded that students were able to work faster than the pre-test stage.

b. Observing

In the observation stage, the researcher used the data from pre-test

how the snakes and ladders board game could improve students' vocabulary mastery in the aspects of pronunciation, spelling, meaning, and grammar. The data described as follows:

The result of the post test showed that the students average scores of vocabulary mastery increased from 51 in pre-test to 75 in the post-test.

The data could be seen as follow:

Table 4. 1 The Pre-Test Result of Students Vocabulary Mastery

No	Initial	Minimum Passing score	Total score	Fail/Pass
1	ARHN	70	40	FAIL
2	ALSA	70	69	FAIL
3	ARP	70	40	FAIL
4	BYEF	70	44	FAIL
5	DAPO	70	36	FAIL
6	DR	70	48	FAIL
7	DFH	70	67	FAIL
8	FJ	70	69	FAIL
9	FVPI	70	58	FAIL
10	GNMA	70	52	FAIL
11	HJ	70	62	FAIL
12	KNRAY	70	65	FAIL
13	LAN	70	51	FAIL
14	MA	70	62	FAIL
15	MFP	70	54	FAIL
16	MIH	70	40	FAIL
17	MOPA	70	41	FAIL
18	MSIN	70	40	FAIL
19	MYA	70	41	FAIL
20	NMB	70	48	FAIL
21	NZRI	70	50	FAIL
22	NP	70	68	FAIL
23	OKM	70	64	FAIL
24	RAO	70	64	FAIL
25	SDC	70	40	FAIL
26	SRR	70	50	FAIL
27	TCP	70	41	FAIL
28	ZWS	70	30	FAIL

Total	1429
Average	51

From table 4.1 it can be seen that there were no students who passed the (KKM 70). The data percentage of 0 students who passed the (KKM 70) was 0%.

Table 4. 2 The Post-Test Result of Students Vocabulary Mastery

No	Initial	Minimum Passing score	Total score	Fail/pass
1	ARHN	70	70	PASS
2	ALSA	70	95	PASS
3	ARP	70	70	PASS
4	BYEF	70	48	FAIL
5	DAPO	70	46	FAIL
6	DR	70	70	PASS
7	DFH	70	89	PASS
8	FJ	70	87	PASS
9	FVPI	70	80	PASS
10	GNMA	70	77	PASS
11	HJ	70	90	PASS
12	KNRAY	70	90	PASS
13	LAN	70	78	PASS
14	MA	70	70	PASS
15	MFP	70	84	PASS
16	MIH	70	55	FAIL
17	MOPA	70	75	PASS
18	MSIN	70	70	PASS
19	MYA	70	65	FAIL
20	NMB	70	72	PASS
21	NZRI	70	69	FAIL
22	NP	70	94	PASS
23	OKM	70	84	PASS
24	RAO	70	89	PASS
25	SDC	70	74	PASS
26	SRR	70	81	PASS
27	TCP	70	77	PASS
28	ZWS	70	45	FAIL
Total			2094	
Average			75	

The researcher wanted to find the percentage of students who passed with scores above the KKM in percentage form. The researcher

used the formula below to determine the percentage of total students who reached the criteria of success:

$$p = \frac{F}{N} \times 100\%$$

$$p = \frac{22}{28} \times 100\%$$

$$p = 78,5 \%$$

Explanation:

P: the class percentage

F: total percentage score

N: number of students

Based on table 4.2 it can be seen that there are 22 students who passed the (KKM 70). The data percentage of 22 students who passed the (KKM 70) was 78.5%.

In addition, the researcher also used a questionnaire to find out how students respond to the snakes and ladders board game and how the game can improve the students' vocabulary mastery in the aspects of pronunciation, spelling, meaning, and grammar. The data was described as follows:

J E M B E R

Table 4. 3 Students Responses Towards Snakes and Ladders Board Game

No	Statement	Rating				Total Students
		Strongly agree	Agree	Disagree	Strongly disagree	
The whole Snakes and ladders Board games implementation						
1	I like learning new vocabulary in English.	3	10	15	0	28
2	I am interested in learning new English words using snakes and ladders board game	10	18	0	0	28
3	I enjoy when learning new English words use snakes and ladders game.	12	16	0	0	28
4	Snakes and ladders game allow me to share my knowledge about new English words with my friends.	7	21	0	0	28
5	I am motivated to use new English words using snakes and ladders game.	8	20	0	0	28
6	I am able to memorize 40 English words that have been given to me. If not, please write down the number of vocabulary words that you are able to master:	7	10	11	0	28
7	I would like to learn new English words in the next meeting.	3	18	7	0	28
Total		50	113	33	0	196

The data percentage can be seen through the figure below:

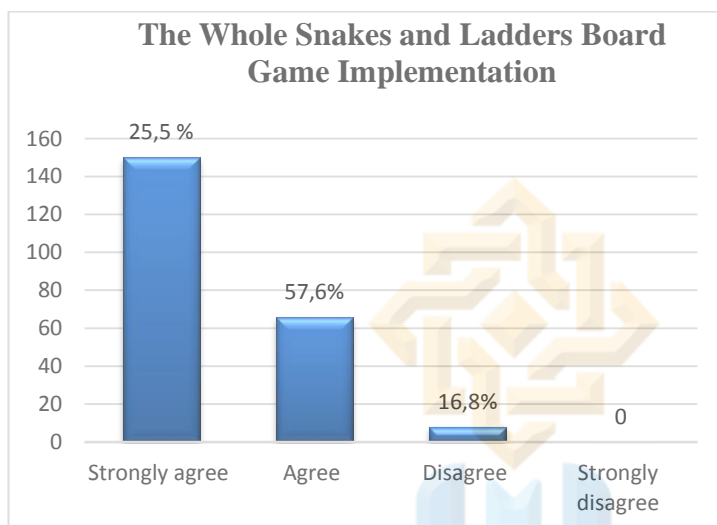


Figure 4. 1 The students' responses toward snakes and ladders board game

From Figure 4.1 above, it can be seen that the total number of responses which consisted of 7 statements for the whole snakes and ladders board game implementation, those who stated **strongly agree** were 50 (25,5%), while those who stated **agree** were 113 (57,6%). Those who **disagreed** were 33 (16,8%) and those who **strongly disagreed** was zero.

Table 4. 4 Students Perception of Their Own Ability of Vocabulary Mastery

No	Statement	Rating				Total students
		Strongly agree	Agree	Disagree	Strongly Disagree	
1.	I found difficult to pronounce English vocabulary before playing the snakes and ladders board game	21	7	0	0	28
2.	I found difficult to write vocabulary in English before playing the snakes and ladders board game	24	4	0	0	28

3.	I found difficult in translating English vocabulary into Bahasa Indonesia before playing the snakes and ladders board game	16	12	0	0	28
4.	I found difficult to understand English grammar before playing the snakes and ladders board game	25	3	0	0	28
Total		86	26	0	0	112

The data percentage can be seen through the figure below:

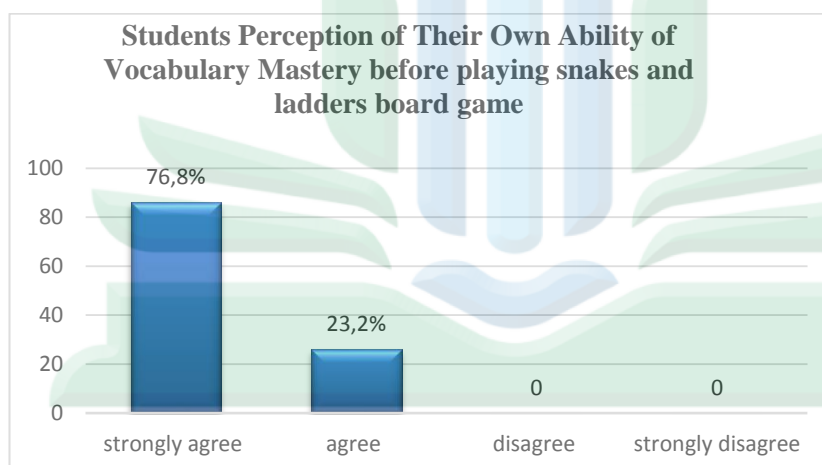


Figure 4.2 Students Perception of Their Own Ability of Vocabulary Mastery before playing snakes and ladders board game

From Figure 4.2 above, it can be seen that the total number of responses which consist of 4 statements for the students' perception of their own ability of vocabulary mastery before playing snakes and ladders board game, those who stated **strongly agree** were 86 (76,8%), while

those who stated **agree** were 26 (23,2%). Those who **disagreed** and **strongly disagree** was zero.

Table 4.5 Students Responses Towards Snakes and Ladders Board Game in Improving Aspect of Vocabulary

No	Statement	Rating				Total Students
		Strongly agree	Agree	Disagree	Strongly disagree	
1	The snakes and ladders game help me to learn how to pronounce vocabulary correctly. Tell me your reasons:	18	10	0	0	28
2	The snakes and ladders game help me learn to write vocabulary words correctly. Tell me your reason:	20	8	0	0	28
3	The snakes and ladders game help me to translating vocabulary correctly. Tell me your reason:	21	7	0	0	28
4	The snakes and ladders game help me to know the use of s/es in simple present tense more easily. Tell me your reason:	5	15	8	0	28
	Total	64	40	8	0	112

The data percentage can be seen through the figure below:

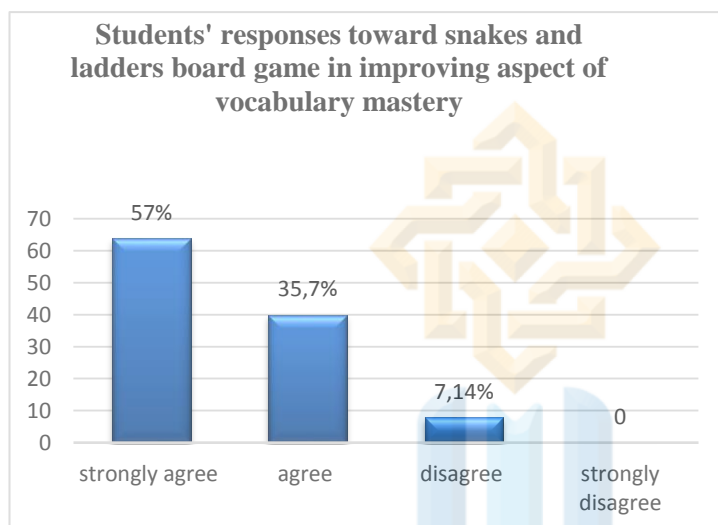


Figure 4.3 the student's responses toward snakes and ladders board game in improving aspect of vocabulary mastery

From Figure 4.3 above, it can be seen that the total number of responses which consist of 4 statements for the student's responses toward snakes and ladders board game in improving aspect of vocabulary mastery, those who stated **strongly agree** were 64 (57%), while those who stated **agree** were 40 (35,7%). Those who **disagreed** were 8 (7,14%) and those who **strongly disagreed** was zero.

c. Reflecting

Based on the result of post-test, the researcher read the criteria of success proposed in the previous chapter, because on criteria of success said the implementation was said to be successful if 70% students in the class obtain (KKM 70) as the minimum score. The researcher found that

higher than the Minimum Passing Score (KKM 70). Therefore, the researcher concluded that the first cycle has reached the success criteria. Therefore, the researcher stopped the cycle without continued the second cycle.

However, the researcher still found some obstacles in the implementation of the research by applying snakes and ladders game as a strategy to improve students' vocabulary mastery. There were 1 student did not attend third and fifth meeting and 2 students did not attend in the third and fourth (first and second day of treatment) and 3 students did not attend in fifth meetings. So, their score was not optimal and made them had low score when post-test. This was supported by Prayitno cited in wulan et al claims failing exams and falling behind peers in terms of subject mastery are impacts caused by skipping school.¹⁰⁸ So, to improve the scores of some of these students the researcher decided to do remedial. However, there were several stages carried out by researcher before conducted remedial:

1. Identified the problem that the students face

After conducting interviewed with the students who received remedial, the researcher found the students difficult to pronounce and done the essay test. They admitted that they skipped one until two meetings,

¹⁰⁸ Wulan Dwiyantri Rahayu, Heris Hendriana, And Siti Fatimah, 'Perilaku Membolos Peserta Didik Ditinjau Dari Faktor-Faktor Yang Melatarbelakanginya', *Fokus (Kajian Bimbingan & Konseling Dalam Pendidikan)*, 3.3 (2020), 99–106.

while they skipped from the school, they didn't study at home so that they didn't memorize most of the vocabulary given by the researcher.

2. Implementation of snakes and ladders in remedial

- a. Divided the students became two groups

The researcher divided the students into two groups consisting of girls and the boys.

- b. In first session (Eight meeting)

The researcher focused on the student pronunciation used snakes and ladders board game

- c. The researcher asked two students in class 8i to become the referee.

- d. The researcher did the remedial test session 1

- e. In second session (nine meeting)

the researcher focused on the students spelling, meaning and grammar used snakes and ladders board game.

- f. The researcher did remedial test session 2

The improvement of students' scores in vocabulary mastery after remedial (see appendix 6).

B. Discussion

1. The implementation of snakes and ladders board game in improving the students' vocabulary mastery

Based on the research findings, the researcher found that students had difficulty in mastering vocabulary before the application of the Snakes

and Ladders board game in the classroom. for example, students made

range 18 words. Also, according to the result of remedial test session 1 showed that 4 out of 5 students made mistakes in the range 6-10 words. This improved from their post-test result.

In improving the students' vocabulary pronunciation, the researcher used the snakes and ladders board game. The researcher used strategy games because the researcher wanted the students learned pronunciation through fun activities. This was in accordance with Ellis and Brewster in Megawany games can be a fantastic way to practice all four language abilities one of them is pronunciation.¹⁰⁹ The researcher also divided the class into several groups and gave prizes to the winning group. This was done to create an atmosphere of competition between groups so that they would do things that made them win. This is in line with Angelova and Lekova state that the competitive environment can force the students to focus and think carefully while they are learning, which improves inputs that are picked up unconsciously.¹¹⁰ Before the game started the researcher provide imitation in reading vocabulary words in the vocabulary list. The researcher also provided cards containing simple present tense sentences that had to be read with the correct pronunciation by each player and the other members listened to the player's voice. while during the remedial treatment, the researcher asked each member to

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¹⁰⁹ Megawany.

¹¹⁰ Angelova And Lekova.

repeat back the sentences read by the player in the card challenge. The researcher wanted all members to be able to pronounce the vocabulary as much as possible compared to during treatment 2. This was done because the researcher was interested in Wallace cited in Rio that frequent use of vocabulary can help students can recall the words with the correct pronunciation.¹¹¹ However, there was a difference when dividing groups during remedial, where researcher divided groups based on gender, this was not in accordance with the lesson plan in cycle 1. the researcher did this to avoid chaos between the students. However, in accordance with Xie assert that gender categorization did not significantly affect the effectiveness of collaborative learning.¹¹²

The statement above was proved by the researcher field noted during the implementation of the snakes and ladders board game, the students had the desired to win the game. For example, before the starting of the game, the students read and memorized the pronunciation in the vocabulary list given by the researcher with their group mates. When the game started, group members helped each other in pronouncing the vocabulary, they helped the player in pronouncing the vocabulary correctly such as the example of "not esersis but /'eksə(r)saɪz/. or when the player pronounced "ai wos-hes /'dɪfəz/", then the member who realized there was a mistake would

¹¹¹ Rio.

¹¹² Bo Xie, 'Older Adults, E- Health Literacy, And Collaborative Learning: An Experimental Study', *Journal of The American Society For Information Science and Technology*, 62.5 (2011), 933–46.

spontaneously shout "/wɔʃtəz/" while during remedial, a player made a mistake when pronouncing the vocabulary "feed" but the group members confirmed "fi:d" instead of "fed".

- b. The Implementation of snakes and ladders board game in improving students' spelling

The implementation of snakes and ladders board game could help the students in improving their spelling. It can be seen on the results of the pre-test, the students still made spelling mistakes such as koffi, coffe, coffie, aways, alwaiys, histori book, book history, klin, clear, clint, client, wasch, wass, whas, wah, weash.”. while the result of the post-test that the students made fewer misspelling than in the pre-test included: coffe, coffie, cofee, wosh, hestory book, hisytoori book, clen, klin, wos. and for remedial test, the students made misspelling “coffe, histori book, hisytoori book, clen, wos, always,”

Before the game started, the researcher gave the vocabulary list in the first meeting that was used for the game. Moreover, during the snakes and ladders board game, the researcher provided a card that had several vocabulary words written on it and also left one vocabulary blank. The researcher did this so that students learned to understand the form of vocabulary before even after the game so as to prevent them from making spelling mistakes when writing vocabulary. This is

related to Adoniou's statement that a key component to accurate spelling is understanding how a word looks.¹¹³

It was proved by researcher field note during learning through the snakes and ladders board game, the group 4 succeed to write the word "clean" and "wash" and the group 4 succeed translated "a cup of coffee" correctly in the sense that they saw the form of the word "coffee". For the vocabulary of "history book" and "always" the researcher put the vocabulary on the card, the sentence written "He always. ... television regularly" the group 4 succeed to guess the missing vocabulary in this sentence and translated two vocabulary in the sentence which means that the word "always" they had seen the vocabulary list and understood its meaning, also the researcher wrote the sentence "I often ... a history book" and this group managed to answer correctly. The group 4 made an error in writing the word "help", they wrote "hleps".

The group 2 succeed to remember the form of "wash" which they thought that it had meaning "*membersihkan*". The right answer was "clean". However, the group 2 succeeded in choosing the right vocabulary and translated the sentences on the card which contained the vocabulary "always, history book, coffee. This means they had showed the vocabulary list and understood the form and the meaning of the vocabulary. The group 1 succeed to write down the vocabulary

¹¹³ Misty Adoniou, 'What Should Teachers Know About Spelling?', *Literacy*, 48.3 (2014), 144–54.

they wanted to win the game. This supported by Carrier, Gerlach & Elly and Cameron cited in Suryadi et al that the ability to help students' attempts to learn and keep knowledge is one of the advantage in employing games in the classroom.¹¹⁴ Then, in the snakes and ladders game, the researcher also gave challenge cards where students had to think hard to remember the meaning of the vocabulary written on the card. this was done because the researcher was interested in Cameron in Gushendra stated that the amount of mental effort students makes to understand a new word determines how well the word is remembered.¹¹⁵ The researcher also combines the snakes and ladders game with picture cards with the aim that students can more easily remember the vocabulary they encounter in the snakes and ladders game. This is supported by Thornbury in Joklova emphasizing that visuals can be used to convey the meaning of words.¹¹⁶

Based on the researcher field note the group 1 there were some words that had not been translated because they ran out of time, the words included: read, often, watch, regularly, help, breakfast. Another group that also ran out of time and could not completed the card was group 3, the card contained several words namely: my brother, my

¹¹⁴ Suryadi, Wijaya, And Duyo.

¹¹⁵ Gushendra.

¹¹⁶ Katerina Joklova, 'Using Pictures In Teaching Vocabulary', *National Beareau of Economic Research (Nber Working Paper Series)*, 13356.1 (2009), 19

<[Www.Researchgate.Net/...Do_Teacher_Absences_Impact_Student_Achiev...%5cnhttp://www.Cdc.Gov/Healthyyouth/Evaluation/Pdf/Brief16.Pdf%5cnhttp://Scholar.Lib.Vt.Edu/Theses/Available/Etd-04152002-182022/](http://www.researchgate.net/...Do_Teacher_Absences_Impact_Student_Achiev...%5cnhttp://www.Cdc.Gov/Healthyyouth/Evaluation/Pdf/Brief16.Pdf%5cnhttp://Scholar.Lib.Vt.Edu/Theses/Available/Etd-04152002-182022/)>.

father, never, get up, early, prepares, food, every morning, often, read, drink, a cup of coffee, every afternoon, exercise, every weekend, clean, the house, help.

The group 2 was wrong in the choice of vocabulary and the translation was not correct. for example, in the sentence written "we usually the bed" they answered with the word "wash". Then another sentence written "my father and I the house" they also answered with the word "wash". They thought the word "wash" had the meaning of "*membersihkan*". Furthermore, some of the words that had not been translated because they ran out of time were "never, dishes, buy, flower." The vocabulary that they forgot were "make, clean, wash". While the grub 4 was able to translated all the cards correctly.

- d. The implementation of snakes and ladders board game in improving grammar

The pre-test result showed the students still did not understand the used of s/es in the simple present tense sentences, it can be seen that some students added -ing in the word "feed", then the word prepare should had added "s" in the sentence "she prepare food for the animal everyday" but they didn't add "s" while for the other sentence, they tended to made mistakes in the word choice. For example, in the sentence "they the animal everyday" the students answered with

Based on the result of the post-test that the students made a misspelling in wrote “feed, wash, take care.” even so, some of the students have written correctly and used the correct grammar. For the result of remedial test 4 out 5 students could write the verb with the correct grammar. Even though they still made a mistake in the placement of the simple present tense grammar s/es in the word “take cares” it should “takes care” and one student still made spelling mistakes also grammar mistakes for 3 question, she still wrote the word “fleg” for the word feed, “preper” for the word prepare” also “tingker” for the word” takes care”.

At the third meeting the researcher explained the use of simple present tense grammar to the students, the researcher explained through the lecture method. Then the researcher also asked to arrange the random vocabulary provided by the researcher according to the sentence structure with the correct grammar. In this case they still make mistakes in compiling student subjects according to the simple present tense grammar. In the

fourth meeting the researcher explained the students' mistakes and explained again briefly. However, thee students were not interested in listening to the explanation, because they wanted to start the game immediately. So, when playing the snakes and ladders board game the students tended to forget to use grammar s/es in the verbs that they wrote on the challenge cards. The researcher often reminded the players to filled in the sentence with the correct grammar. This related Moore cited in

study with very little student involvement.¹¹⁷ However, in the snakes and ladders board game the researcher divided the students based on student's achievement. So that students who understand the material presented can help their group member who did not understand when explained by researcher. According to Felder and Brent stated that cooperation between students who are weak in doing things individually with strong students it's makes cooperative strategy improve in learning, Stronger students will be responsible for explaining the material to the weak students.¹¹⁸ However, after conducting the snakes and ladders board game in cycle 1 also the researcher did remedial test, there were two obstacles that the researcher found, first obstacle was one student who had a delay in understanding compared to the others.

a. In the pre-test result this student made mispronunciation more than 18 out of 23 words, for post-test this student made mistakes 18 words, for the remedial result this student made mispronunciation 12 words.

b. For the spelling made misspelling "scopi, syelalu, bustari, membersiky, mencuciy". In the post-test this student made misspelling "kopicy, was, glot, klin". And remedial treatment the student made misspelling cap kofi, alwayaais, book histori, klin, fleg, preper, tingker,

¹¹⁷ Eris Isnaini and Abdul Asib, 'The Effectiveness of Inquiry Based Teaching to Teach Grammar Viewed From Students'risk-Taking', *English Language Teaching In Indonesia*, 1.5 (2014).

¹¹⁸ Richard M Felder, and Rebecca Brent, 'Cooperative Learning', *Active Learning: Models From The Analytical Sciences*, 970 (2007), 34-53.

After conducting the interviewed with the student, the researcher found that the student found difficulty to read English texts, then in memorizing vocabulary she often forgot easily, and she felt didn't confident in writing and pronouncing vocabulary in English. This related to Krashen's input hypothesis, which claims that "comprehension" is one of the variables in language acquisition. It claims that 12 learners get "comprehensible input" slightly above the student's current competency level ($i+1$). it is mean that if the language being taught is too difficult and too easy from the student's current level, the student would not achieve anything in language learning. ¹¹⁹ The second obstacle was the use of the lecture method by researcher which causes students to be unaware of the use of grammar during games, post-test and remedial test.

2. The students' response toward snakes and ladders board game

The Students opinion about the snakes and ladders game was positive, the researcher concluded that the snakes and ladders board game gained the students motivation. Based on the result of the questionnaire the answer with the highest percentage was (57.6%) who answered agree, it showed that the snakes and ladders game in learning new vocabulary were interesting, this was because it did not make students stressed, also the students can be actively engaged in sharing knowledge with their groupmates. This related to Nation cited by Wulanjani, a successful

¹¹⁹ Dayan Liu, 'A Critical Review of Krashen's Input Hypothesis: Three Major Arguments', *Journal of Education and Human Development*, 4.4 (2015), 139–46.

vocabulary teaching strategy is to make students interested.¹²⁰ . Furthermore, according to Suryani and Rusdi stated that board game can be interpreted as a tool or something that is used to stimulate students' interest in the teaching and learning process because playing board games can help students concentrate on their study because they don't feel pressured to do so.¹²¹

Moreover, the answer with the highest percentage was (57%) who answered strongly agree, which stated that the snakes and ladders board game in vocabulary learning could made the students easier to learn the four aspects of vocabulary mastery because they said that they can learn vocabulary with grammar more easily together with their member of the group. This accordance with Ersoz cited in Siddiq that said games foster teamwork and respect.¹²² Also, they can share their knowledge with each other and ask questions to those who are smarter between them when playing the snakes and ladders board game. In the division of the group of researchers interested in Slavin cited in Agustina and Mega emphasizes that teams should consist of individuals who each represent different academic

¹²⁰ Arum Nisma Wulanjani, 'The Use of Vocabulary-Games In Improving Children's Vocabulary In English Language Learning', *Transformatika: Jurnal Bahasa, Sastra, Dan Pengajarannya*, 12.1 (2016), 76–83.

¹²¹ Suryani And Rosa.

¹²² Muhammad Fajar Sidiq, 'Using Snake and Ladder Game In Teaching Speaking to The Second Year Students of SMAN 1 Takalar' (Universitas Islam Negeri Alauddin Makassar, 2016).

ability, gender, race, and ethnicity.¹²³ The researcher did so that the students could help each other in learning vocabulary.



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¹²³ Febrina Rizky Agustina and Mega Fariziah Nur Humairoh, 'Motivating Students To Speak Using Team-Game-Tournament (Tgt) Technique', *Lintang Songo: Jurnal Pendidikan*, 3.1 (2020), 26–34.

CHAPTER V

CONCLUSION & SUGGESSTION

Based on research findings, this chapter concludes with a conclusion on how using the board game Snakes and Ladders helped students improve their vocabulary proficiency. Moreover, ideas that teachers and additional researchers might take into account.

A. CONCLUSION

The snakes and ladders board game had successfully solved the primary issue in students' vocabulary mastery, according to the research findings and discussion in the prior topic. It showed there was improvement on students' vocabulary score from the pre-test up to the first cycle. In pre-test, the average of students score was only 51 while the percentage of the students who passed the Minimum Passing Score (KKM 70) was 0%. So, the students' vocabulary mastery in pre-test was still low. In the first cycle, the students' average score was 75 while the percentage of the students was

78,5%. It means that 22 students who passed the Minimum Passing Score (KKM 70). Based on the result of the questionnaire the answer with the highest percentage was (57.6%) who answered agree that the used snakes and ladders game in learning new vocabulary were interesting. Therefore, the researcher concluded that the first cycle has reached the criteria of success.

In the implementation of the snakes and ladders board game, the researcher conducted one cycle in accordance with the lesson plan designed

previously. However, there was a minor change in the use of language. Where

during the implementation, the researcher also used L1 in the teaching and learning process. The improvement of the vocabulary mastery was described below:

- a. The implementation of snakes and ladders board game could help students to pronounce the vocabulary because this game made them fun and enthusiastic. Furthermore, this game allowed them to discuss with their group mates and exchanged knowledge about pronunciation in vocabulary
- b. The implementation of snakes and ladders board game could help students in spelling the vocabulary through discussed with their group mates, they could correct their group mates misspelling. Also, they ask about the correct spelling to their group mates.
- c. The implementation of snakes and ladders board game could help students to translate the vocabulary because they game made them fun in remembering the vocabulary they had memorized and the used of pictures on cards challenge in the game also helped students remembered the meaning of words.
- d. The implementation of snakes and ladders board game could help students to understand the use of the simple present tense grammar because each player who did not understand the use of grammar would be reminded by their group mates.

B. SUGGESTION

Suggestion that can be given through this research were especially those

1. For the English Teacher

The used of strategy games namely snakes and ladders board game can be the teacher choice in increasing students' vocabulary mastery which not only focus on memorizing but could get the knowledge about how to pronounce the word, how to write and know the meaning of vocabulary. Also, the last students could know how the use of simple present tense. Apart from being relaxed and fun this game encouraged students desire to learn English vocabulary because of the challenged that must be achieved. Students wouldn't think and learn for their own which would cause them to feel pressured because they had a group of friends who support them.

2. For the Further Researcher

Future researchers who had the same problem or similar problems with the lack of vocabulary mastery was advised to or to conduct classroom action research by using snakes and ladders board game in improving students' vocabulary mastery in another level of students and educational instances with different kinds of material.

3. Limitation of the research

The researcher realized that this research was far from perfect, therefore the researcher suggest for further research should record all activities during the learning process. So that the results obtained were more completed without missing the students' activities in the classroom.

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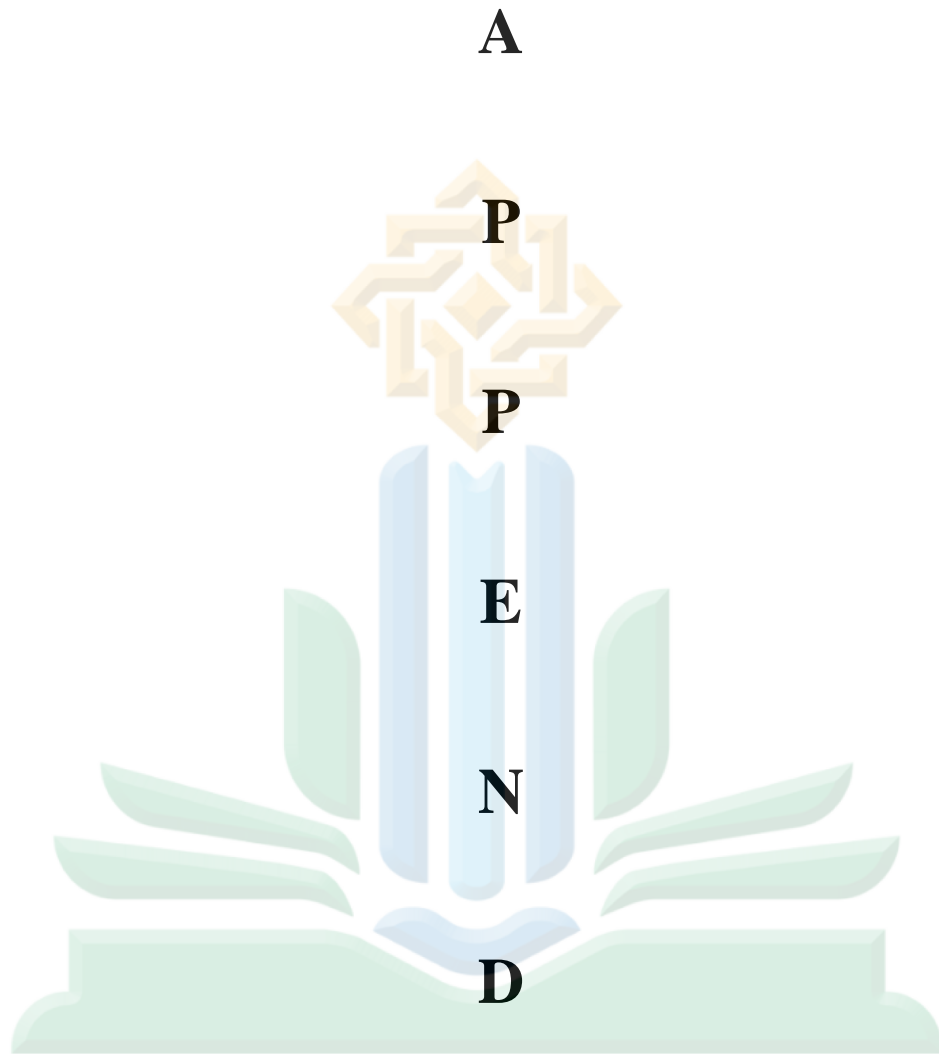
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Appendix 1

The Instruction for The Students

1. Make a group of seven people
2. The referee will take the game board of snakes and ladders, pieces and dice as well as picture cards provided by the teacher for each group
4. The game starts simultaneously according to the teacher's instructions

Session 1

- a. Roll the dice, then place your pawn into the box according to the number of dices you get
- b. After that, take one card at random that is in the referee's hand
- c. Discuss with the members of your group, how to pronounce the word correctly.
- d. Recite it in front of the referee
- e. The referee will decide according to the rules of the game.
 - Your pawn stays in place if you pronounce the word correctly, if it is on the snake's head you can also stay in place and do not need to go down to a smaller number, if it is on a ladder you can go up to a higher ladder/number.
 - Your pawn will move back 1 square to a smaller number if your pronunciation is incorrect no more than two words, likewise if you meet a ladder you cannot move up but you must move back 1 square to a smaller number.
 - and if your pronunciation is incorrect by no more than two words and you are at the head of the snake, you don't need to go down to the tail of the snake but your pawn will move back 2 squares to a smaller number.
 - Your pawn will move back 2 squares to a smaller number if your pronunciation is incorrect by more than two words, likewise if you meet a ladder and your pronunciation is incorrect,
 - but if you meet the head of the snake you must go down to the tail of the snake.

session 2

- a. Roll the dice, then put your pawn into the box according to the number of dice you get
- b. after that, take one card randomly from the referee
- c. Discuss with a group of friends about suitable vocabulary to complete the missing sentence in the challenge card. and fill in the meaning of the missing words correctly.
- d. hand your card to the referee and the referee will decide according to the rules of the game.

your pawn can stay in your position if;

- You can translate and choose the right vocabulary, even if you meet a snake head you can defend your position, if you meet a ladder then your pawn can go up.
- Your pawn will move back one square if the word you choose is right

but your usage of s/es is wrong and you can decipher the two words. Or if the choice of words is right, using s/es is right but you can only associate one word. This applies when you meet a ladder if you meet a ladder you can't go up. Go back one point or if you meet a snake's head, you only need to go back one box, you don't need to go down.

- Your pawn will move two squares back if you choose the right word (but there are one or two letter errors in writing). And the meaning of both words is precise. This applies when you meet a ladder if you meet a ladder you can't go up. Go back two numbers or if you meet a snake's head you only need to go back two squares, you don't need to go down.

- Your pawn will move back three squares if the choice of words does not match the picture, or if there is an error in writing more than two letters even though the meaning of the word is correct. This also applies if you meet a ladder.

-But if you meet the tail of a Pawn snake you will go down to the snake's head if the choice of words does not match the picture, or there is an error in writing more than two letters, even though the meaning of the word is correct



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Appendix 2

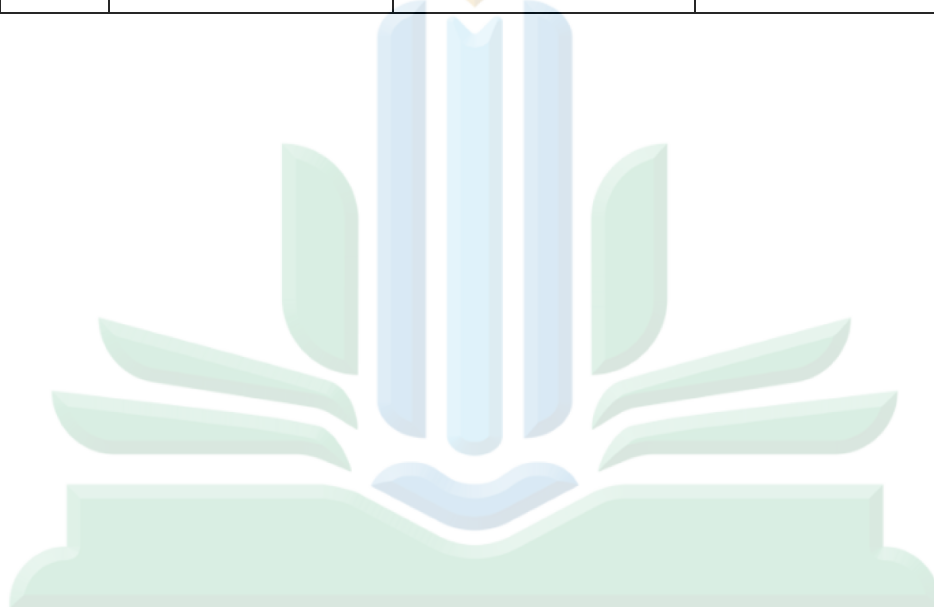
VOCABULARY LIST = DAFTAR KOSAKATA

No	Subject = pelaku	Cara baca	Artinya
1	I	Ai	Saya
2	YOU	Yu	Kamu
3	THEY	Thei	Mereka
4	WE	Wi	Kita
5	My Family	Mai fem(ə)li	Keluargaku
6	HE	Hi	Dia (laki-laki)
7	My father	Mai fāTHər	Ayahku
8	SHE	Shi	Dia perempuan
9	My sister	Mai sistər	Adik perempuanku

No	Noun = kata benda	Cara baca	Artinya
1	ANIMAL	enəməl	BINATANG
2	FOOD	fud	MAKANAN
3	A CUP OF COFFEE	e kap əv kōfi	SECANGKIR KOPI
4	BREAKFAST	brekfəst	SARAPAN
5	DISHES	dishes	PIRING KOTOR
6	HISTORY BOOK	his təri buk	BUKU
7	FLOWER	flou(ə)r	BUNGA
8	TELEVISION	'telə viZHən	TV
9	BED	Bed	KASUR
10	HOUSE	Haous	RUMAH

No	Verb = kata kerja	Cara membaca	Artinya
1	FEED	fid	MEMBERI MAKAN
2	PREPARE	prə'per	MENYIAPKAN
3	CLEAN	klin	MEMBERSIHKAN
4	WASH	wosh	MENCUCI
5	TAKE CARE	Teik ker	MERAWAT
6	READ	rid	MEMBACA
7	BUY	bay	MEMBELI
8	WATCH	wäCH	MENONTON
9	DRINK	dringk	MEMINUM
10	HELP	help	MEMBANTU
11	GET UP	get ap	BANGUN PAGI
12	MAKE	meik	MERAPIKAN
13	EXERCISE	eksər, saiz	OLAHRAGA
14	EAT	it	MAKAN

No	Adverb of Frequency	Cara membaca	Artinya
1	REGULARLY	regyälärli	SECARA TERATUR
2	EVERYDAY EVERY AFTERNOON, EVERY MORNING, EVERY WEEKEND	evridei, evri morning, evri aftørnun, evri wik end	SETIAP HARI, SETIAP SORE, SETIAP AKHIR PEKAN
3	OFTEN	of tøn	SERING
4	NEVER	nevør	TIDAK PERNAH
5	ALWAYS	ol weiz	SELALU
6	USUALLY	yus shuli	BIASANYA
7	EARLY	ørli	AWAL



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Appendix 3

Sesi 1 pronunciation

		
<p>They feed the animals everyday</p>	<p>Andi never washes dishes</p>	<p>She prepares food for animal every morning</p>
		
<p>My father often buys the flower for my mother</p>	<p>I often read a history book</p>	<p>He takes care of the animals everyday</p>
		
<p>She washes the animal everyday</p>	<p>He always watches television regularly</p>	<p>He drinks a cup of coffee every afternoon</p>
		
<p>My brother and I always get up early</p>	<p>My father and I always clean the house</p>	<p>We exercise every weekend</p>

		
<p>We usually make the bed</p>	<p>She helps mother to prepare the breakfast</p>	<p>My family always eat the breakfast together</p>

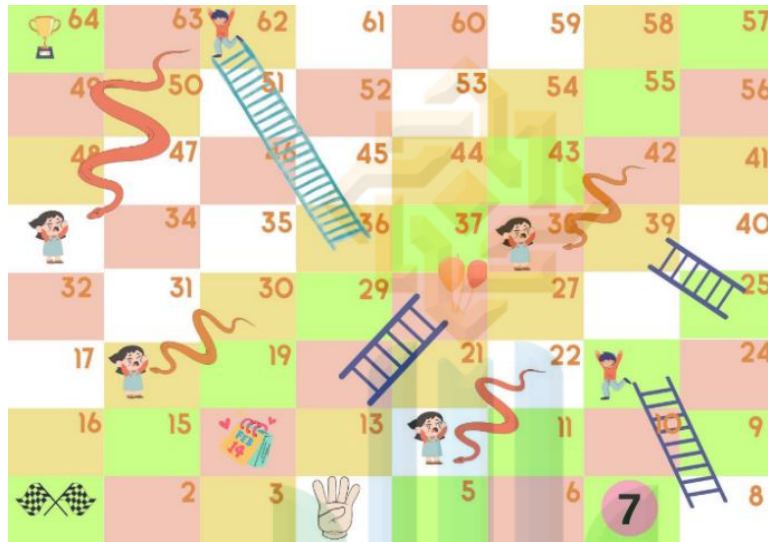
Sesi 2 (grammar, meaning, spelling)

		
<p>They_..... the animals everyday artinya : Mereka Binatang</p>	<p>Andi never dishes Artinya : Andi tidak pernah ,</p>	<p>She food for animal every morning Artinya : , , makanan untuk binatang setiap pagi</p>
		
<p>My father often..... The flower for my mother Artinya : sering bunga untuk ibuku</p>	<p>I often..... a history book Artinya : Saya , , buku sejarah</p>	<p>He.....of animal everyday Artinya : Dia (laki”) Binatang</p>

		
<p>She..... the animal everyday</p> <p>Artinya : dia (pr),, setiap hari</p>	<p>He always regularly</p> <p>Artinya: selalu Secara rutin</p>	<p>He a cup of coffee every afternoon</p> <p>Artinya : dia (laki”), Setiap sore hari</p>
		
<p>My brother and I always early</p> <p>Artinya : aku dan kakak (laki”) ku selalu,</p>	<p>My father and I the house</p> <p>Artinya : aku dan ayahku,, rumah</p>	<p>We together every weekend</p> <p>Artinya : kita Bersama</p>
		
<p>We usually..... the bed</p> <p>Artinya : kita, tempat tidur</p>	<p>She mother to prepares the breakfast</p> <p>Artinya: dia (pr) ibu untuk menyiapkan</p>	<p>My family always ____ breakfast together</p> <p>Artinya :, selalu Sarapan bersama</p>

Appendix 4 (The snakes and ladders board game picture)

1.



2.



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Appendix 5 (Documentation)



The researcher did the pre-test
Session 1



The researcher did the post-test
Session 2



The students arranged the word
In the first meeting



The researcher monitored the students
played snakes and ladders board game
Session 1



The researcher monitored
the students played snakes and ladders
board game session 2



The researcher did post-test



The researcher did post-test session 2



The researcher did remedial treatment



The researcher and the students took the picture with the snakes and ladders board game media



The researcher interviewed with English teacher

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Appendix 6

The Remedial Test Result of Students Vocabulary Mastery

No	Initial	Total score	Criteria of success	Fail/pass	Category
1	BYEF	88	70	Pass	Very good
2	DAPO	86	70	Pass	Very good
3	MIH	88	70	Pass	Very good
4	NZRI	85	70	Pass	Very good
5	ZWS	58	70	Fail	Satisfactory



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Appendix 7**PRE- TEST & POST TEST****Read aloud the text!**

My sister and I always get up early every day. I make the bed while my sister helps my mother prepare breakfast. My family always have breakfast together. I never wash the dishes. After breakfast, my mother and my sister clean the house. While my father and I prepare animals food and we feed the animals in my house. After that, we also exercise together.



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SOAL ESSAY

A. WRITE THE MEANING OF THE UNDERLINE WORDS

1. My family always eat breakfast together.

a. My family:

b. Breakfast:

2. We never forget to do exercise.

a. We:

b. Exercise:

3. My father often buys flower for my mother.

a. Buys:

b. Flower:

4. She helps mother to prepare the breakfast.

a. She:

b. Helps:

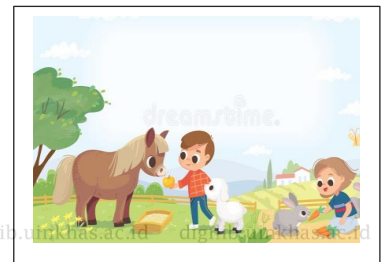
5. We usually make the bed.

a. Usually:

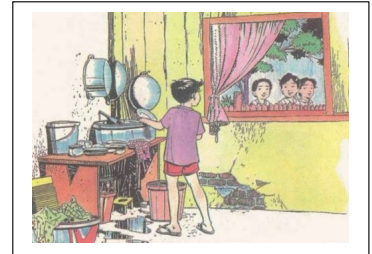
b. The bed:

B. COMPLETE THE SENTENCES WITH THE CORRECT WORD

1. They the animal everyday



2. Andi never dishes



3. she food for the animal



4. He of animal everyday



5. My brother and I always Early



C. WRITE THE WORD BELOW IN ENGLISH

1. KOPI : J E M B E R

2. SELALU:

3. BUKU SEJARAH :

4. MEMBERSIHKAN :

5. MENCUCI :

Key answer :**POINT A**

1. a. Keluargaku, Keluarga Saya
b. sarapan
2. a. kami, kita
b. olahraga
3. a. membeli
b. bunga
4. a. dia (perempuan), dia (pr)
b. membantu, bantu
5. a. biasanya
b. Kasur, tempat tidur

POINT B

1. Feed, give food
2. Washes
3. Prepares, feeds
4. Takes care
5. Get up, wake up

POINT C

1. Coffee
2. Always
3. History book
4. Clean
5. Wash

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Appendix 8

MATRIX OF RESEARCH

TITLE	VARIABLES	INDICATORS	DATA RESOURCES	RESEARCH METHOD	RESEARCH QUESTION
Improving Students Vocabulary Mastery Through Snakes and Ladders Board Game At Eighth Grade Students of SMPN 1 Jenggawah	<p>1. Vocabulary Mastery</p> <p>2. Snakes and Ladders Board game</p>	<p>a. Pronunciation</p> <p>b. Spelling</p> <p>c. Meaning</p> <p>d. Grammar</p> <p>a. Pronouncing the vocabulary in the card challenge</p> <p>b. Filling the card challenge with the correct word and spelling.</p> <p>c. Translating the word in the card challenge</p> <p>d. Completing the word in the card challenge with</p>	<p>a) Observation</p> <p>b) Field note</p> <p>c) Interview</p> <p>d) Questionnaire</p> <p>e) Students vocabulary mastery score (pre-test and post-test-1) of The eight Grade at SMPN 1 Jenggawah.</p>	<p>Research Design Classroom Action Research (CAR) of Kemmis and McTaggart 1998:</p> <p>1. Planning of the action</p> <p>2. Implementation of the action</p> <p>3. Classroom observation and evaluation</p> <p>4. Reflection of the action</p>	<p>How can the use of the snakes and ladders board game improve vocabulary mastery in class VIII I students of SMPN 1 Jenggawah?</p> <p>a. How can the use of the snakes and ladders board game improve pronunciation in class VIII I students of SMPN 1 Jenggawah?</p> <p>b. How can the use of the</p>

<p>snakes and ladders board game improve meaning in class VIII I students of SMPN 1 Jenggawah?</p>				<p>the correct grammar.</p>
<p>c. How can the use of the snakes and ladders board game improve spelling in class VIII I students of SMPN 1 Jenggawah?</p>				
<p>d. How can the use of the snakes and ladders board game improve grammar in class VIII I students of SMPN 1 Jenggawah?</p>				



Appendix 9

KISI-KISI INSTRUMENT VOCABULARY MASTERY PRE-TEST and POST-TEST

Mata Pelajaran

: Bahasa Inggris

Waktu Sesi 1 : 1,5 menit

Kelas/Semester

: VIII/2

Waktu Sesi : 2 x 45 menit

Penyusun Kisi-Kisi

: Hanim Alfua Laila

Jumlah soal : 15

No.	Kompetensi Dasar	Kelas/ Smt.	Materi	Indikator vocabulary mastery	Indikator Soal	Bentuk Tes	No. Soal
1.	3.7 menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/ kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan simple present tense)	VIII/2	Simple present tense	Pronunciation	- Disajikan text berisi habitual action dalam bentuk simple present tense, siswa melafalkan kosakata yang terdapat dalam satu paragraph	Oral test	
2.	4.7 menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ndakan/kegiatan/ kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks	VIII/2	Simple present tense	Meaning	- Disajikan sebuah kalimat dengan dua kata yang bergaris bawah, siswa menuliskan arti yang tepat untuk kata yang bergaris bawah a. My family b. Breakfast - (Disajikan sebuah kalimat dengan dua kata yang	Essay	1-5

<p>bergaris bawah. siswa menuliskan arti kata yang tepat</p> <p>a. We b. Exercise</p> <p>- Disajikan sebuah kalimat yang dengan dua kata yang bergaris bawah, siswa menuliskan arti kata yang tepat</p> <p>a. Buys b. Flower</p> <p>- Disajikan sebuah kalimat dengan dua kata bergaris dua siswa menuliskan arti kata tersebut</p> <p>a. Help b. She</p> <p>- Disajikan sebuah kalimat dengan dua kata bergaris dua siswa menuliskan arti kata tersebut</p> <p>a. usually b. The bed</p> <p>- Disajikan sebuah kalimat simple present tense siswa melengkapi kalimat yang rumpang dengan kosakata beserta grammar yang tepat</p> <p>a. Feed</p>	<p>6-10</p> <p>Essay</p>
	<p>Grammar</p>
<p>digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id 3. digilib.uinkhas.ac.id</p>	



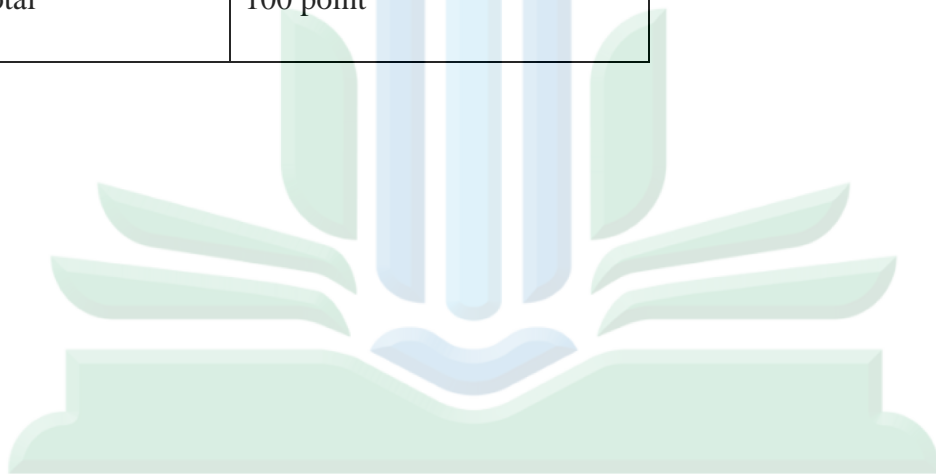
									11-15
b. Washes c. Prepares d. Takes care of e. Get up	- Disajikan satu kata berbahasa Indonesia, siswa menuliskan kosakata tersebut dalam bentuk bahasa Inggris. a. Kopi b. Selalu c. Buku sejarah d. Membersihkan e. Mencuci	Spelling							



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Penilaian

Aspek penilaian	Bobot
Pronunciation	5 score, 5 to 1 range x 5 = 25
Meaning	10 items x 3 points each = 30
Spelling	Spelling = 5 items x 4 points each = 20
Grammar	= 5 items x 5 point each = 25
Total	100 point



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Appendix 10

The Result of The Interview

Time and Place:

1. Day/date : Wednesday, 5th Oct 2022
2. Place : In front of 8i class of SMPN 1 Jenggawah
3. Time : 09.30 – selesai

Responden

1. Informan 1

Nama : Alfian Ghafur
 Status : Guru Bahasa Inggris SMPN 1 Jenggawah

The Interview Script with English Teacher

R : What are the challenge do you face in the 8i class, sir?

T : The challenge in my classroom are the students not confident when the teacher ask them to speak, ditanya seringkali diam dan mereka lebih suka disuruh nulis ke depan daripada baca atau ngomong

R : how do you teach vocabulary to your students?

T : Saya biasanya menuliskan vocabulary yang sulit di papan tulis.

R : What the method do you use in teaching your students?

T : I used Direct Translation Method, I always speak directly to the students based on the material. Supaya siswa terbiasa dengan kata tersebut.

R : have you ever brought picture as a media in your class?

T : No, belum pernah

R : Have you ever used games in your class?

T : No, belum pernah.

R : Untuk KKM Bahasa Inggris di sini berapa, sir?

T : KKM 70.

R : Apakah siswa kelas 8i sudah memenuhi KKM?

T : tidak banyak yang memenuhi KKM.

Time and Place:

1. Day/date : , 20th Oct 2022
2. Place : In front of 8i class
3. Time : 09.30 – selesai

Responden

2. Informan 2

Nama : Nayla, Dio, Fikri, Hilya, Tio

The interview with the students

R : kegiatan apa yang biasanya kalian lakukan selama pembelajaran bahasa inggris?

S2 : disuruh nerjemahin buku paket miss,

S1 : mendengarkan apa yang disampaikan guru, menerjemahkan bacaan yang dibuku paket ke bahasa Indonesia

S3 : jelasin materi, disuruh mengartikan bacaan yang di tabel di buku paket miss

S5 : suruh menulis Bahasa inggris sama artinya didepan miss

S3 : nulis percakapan di buku tulis, kemudian diterjemahkan oleh guru miss nanti di kasih pr menerjemahkan bacaan selanjutnya.

R : Mr. pernah bawa gambar-gambar atau alat peraga didalam kelas atau permainan pakai gambar?

S3 : gak pernah si miss

S4 : ya biasanya makai buku paket, tapi kadang juga diajak gerak-gerak gitu biar kita gak ngantuk

R : Seru gak belajar Bahasa inggris?

S2 : Seru kok miss,

S4 : seru miss, Mr. sabar banget miss ngajar kita gak pernah marah.

R : kalian ngerti gak kalau guru kalian mengajak kalian ngomong pakai Bahasa inggris

S5 : tidak miss

S4 : kurang ngerti miss

S2 : kadang paham kadang tidak

R : kalau kalian dikasih pertanyaan dalam Bahasa inggris kalian bisa gak jawab

S3 : bisa miss, tapi harus di Bahasa indonesiakan dlu

R : kalau suruh baca teks Bahasa inggris, kalian merasa sulit gak?

S5 : sulit miss, gatau cara bacanya.

S1 ; bisa miss, tapi kurang lancar

S3 : malu miss, gatau gimana cara bacanya

R : kalau semisal di suruh nulis kata dalam Bahasa inggris bisa?

S1 : bisa miss, cuman harus bawa buku

S2 : gabisa saya miss, kalau boleh lihat buku ya saya bisa

R : kira-kira apasih kesulitan kalian selama pembelajaran Bahasa inggris?

S2 : kalau mr alfian sama miss hanim jelasin pakek Bahasa Indonesia ya paham tapi kalau Bahasa inggris kadang ga paham

S5 : kalau saya gak menegrti miss kalau dijelaskan pakek Bahasa inggris?

S3 : sulit miss kalau disuruh nerjemahin disekolah miss, mending di buat pr dikerjain dirumah

S1 :sulit kalau suruh baca, terus suruh mengartikan tanpa melihat kamus.

R : berarti harus sering-sering bawa kamus ya, atau pinjem ke perpustakaan

S4, S1,S2,S3,S5 : kadang males miss,, enak dikerjakan di rumah saja

R : kalian suka tidak kalau bermain game sambil belajar?

S1, S4 : Suka miss

S2 : suka miss bisa main

S3 , S5 : kalau bisa main game terus miss

Appendix 11

The Researcher Field Note

First Meeting

1. Date : 28th February 2022
2. Time : 12.10-13.40 WIB

The researcher started the class with greetings, then prayed together, and checked the presence of students. Then the researcher explained to the students that they would do a pronunciation test. The researcher showed the reading text in front of the class.

T: *"You will read this one by one based on your attendances list"*

S: *"Duh miss gabisa miss"*

The researcher explained that they could read the text according to their knowledge. The researcher called the students one by one, one of the students came forward and saying " *miss saya gabisa bacanya*" The researcher said " you can read this text *sebisanya kamu*". There were students who immediately read the text but only a few vocabulary words the student said "*bener miss, susah miss saya gabisa*". The researcher also said "try it first, *ayok di coba dulu sebisanya*". There was students who had come forward to see the text, then said " *miss, jangan saya dulu wes, saya nantik aja*" next the researcher said to all students, "hello,, students listen to me, *biar gaada yang ngomong gabisa lagi, saya jelaskan sekali kali read this text based on your knowledge, baca sepengetahuan kalian saja. saya tidak akan menyalahkan kalian*. Then a student answered " *cobak miss di kasih contoh dulu baru kita bisa baca*". The researcher said "okay, then I will give you an example of how to read this text but you read first, *baca dulu baru nanti saya kasih contoh*". When the students read the text, the researcher found many mistakes in the pronunciation of vocabulary, some students even made mistakes more than 18 vocabulary. The researcher only found 4 out of 28 children who made pronunciation mistakes around 5-9 vocabulary.

Second meeting

1. Date : 2nd March 2022
2. Time : 10.20-11.40 WIB

The researcher started the class with greeting, then prayed together, and checked the presence of students. During the pre-test, some of the students asked the meaning of the vocabulary written in the questions.

S1 : *" miss breikfest apa miss artinya "*

S2: *" miss helep miss, apa?*

S3 : *"miss satu aja deh miss, usuali apa miss*

T : *sudah diam semuanya, kerjakan sebisanya kalian*

In addition, students asked about the clarity of the activity shown in the picture written in point B. Then, the researcher explained the picture in Indonesian. However, the students did not know the meaning of the activity in English. There was a student who asked about the word "*mencuci*" in English and the teacher gave the answer, but the student made mistakes in writing especially in spelling. When the time was less than 10 minutes, the researcher asked the students whether they had finished the test or not. Some of them answered "*belum miss, sulit ini miss*". The researcher asked the students to collect the test results when the time was up.

Third meeting

1. Date : 14th March 2022
2. Time : 12.10-13.40 WIB

The researcher started the lesson by saying greetings, invited the students to pray together, and checked the students' attendance list. Then, the researcher gave an apperception

T : *anak-anak hari ini kita membahas materi simple present tense, do you know what is simple present tense? ada yang tau apasi simple present tense itu apa?*

The students were silent, then the teacher pointed to a student who turned to his friend at the back.

T : *Gilman, kira-kira kegiatan apa yang sering kamu lakukan sepulang sekolah?*

S : *main game sama teman"*

T : *kalau ayang lain gimana, kegiatan apa yang biasa kalian lakukan sepulang sekolah*

S2 : *saya tidur siang miss*

S3 : *saya liat tiktok miss*

After that, the researcher gives appreciation to students

T: *okay, today we are going to discuss about simple present tense material yaitu tense yang di gunakan untuk menyatakan kegiatan sehari-hari yang dilakukan kedalam bahasa inggris. The researcher distributed the vocabulary list to the students.*

After ensuring that the students got the vocabulary list, the researcher displayed two pictures and showed them one by one. Then, the researcher asked them to look at their vocabulary list and the researcher asked them to give one English sentence which related to the pictures.

S : *"i wac te-le-vi-si-on"*

T "Afan, please repeat after me, " *ɑ wOch 'telə vɪʒən*". When the researcher asked about another picture one of the students raised his hand and answered

S: *"i fed de a-ni-mal"*.

T : *ɑ it's not i, "ɑ fi:d θɪ 'ænəməl"*. The researcher explained to the student as well as to the other students that in the picture there are two children, one boy and one girl. The boy is feeding the horse and goat while the girl is feeding the rabbit so the used of the word "I" is not allowed to be the subject of the sentence. Then the correct subject used "they or we". The researcher said the sentence "They feed the animal or we feed the animal".

Next, the researcher asked the students to come forward to write those sentences without the vocabulary list

S : *bawak lembaran ini ya miss*

T : *no, gausah di bawa , coba dilihat baik-baik terus maju kedepan*

S : *gamau miss, gabisa saya miss. bawa aja ya miss*

S : *okey, gapapa*

After giving an appreciation to the students. The researcher explained the definition of the simple present tense. The researcher asked the students to corrected the sentences previously written by their friends to make sure that all of the students understand the material presented. The students realized that the sentences previously written by their friends did not contain the adverbs of frequency. The researcher asked the students to complete the sentence with the appropriate adverb of frequency.

At the Associating stage, the researcher divided the students into four groups, then gave a sheet of paper containing the pictures, as well as a random vocabulary in a container for each group. The researcher wrote the students pronunciation whose pronunciation were not quite right regarding the vocabulary used, including the pronunciation of and then

gave feedback the researcher found that the students were still confused in matching the subject according to the verb with the correct grammar. At the closing stage, the researcher informed that in the next meeting the students would play the snakes and ladders board game.

Fourth meeting

1. Date : 16th March 2022
2. Time : 10.20-11.40 WIB

The researcher started by praying together, checked the list of the student attendance. Then, the researcher entered into the main activity. The researcher wrote one sentence that was not quite right from previous meeting to be discuss with the class, the sentence was written "my father every morning buys flowers for my mother".

T : attention please ! look at this sentence, *menurut kalian susunan kalimat ini benar atau tidak?*

AS : *belum miss.*

T : Great! Then could one of you be given me the correct sentence?

S : saya miss, every morning nya *dibelakang sendiri setelah* my mother”

The researcher gave an appreciation to the student, then explained about the placement of adverb of frequency. The researcher wrote one more sentence that said "I prepares food for animal every day. The researcher asked the students to correct the sentence. Some students answered correctly and some were hesitant to answer. The researcher re-explained the use of grammar s/es in the simple present tense. After that the researcher asked again and all students answered simultaneously with the correct answer. After reviewing the material, the researcher moved to asking question stage.

T : have you all understand about this material?

AS : paham miss

The researcher asked the students to join their respective groups. During the game the researcher saw that there was a group that had set a strategy to win the snakes and ladders board game in the first session, moreover the other groups couldn't wait to start the game.

The researcher monitored each group. The researcher found that the students were not ashamed to ask their friends how to pronounce the vocabulary appropriately, all the group members were active in listening to their friends, focused on correcting the pronunciation of their group mates, and did not hesitate to scold their friends who have been corrected many times but they were still difficulted to pronounce, the referee could also learned from the group members who lead by her/him. The researcher would immediately provide feedback to the group being monitored, and asked the group members to follow along with. The researcher asked the referee the number of cards completed by each group, and some vocabulary words whose pronunciation was still incorrect were written by the referee. After getting a note of the words that were still not properly pronounced, the researcher gave feedback in the form of pronunciation of vocabulary that was followed by all students. The researcher announced the winner of the initial session, and provided information on activities at the next meeting

Fifth meeting

1. Date : 28th March 2022
2. Time : 11.15-12.15 WIB

The researcher started by praying together, checked the student attendance list. the researcher asked the students to pay attention to the pictures that had been prepared by the researcher, then the researcher wrote a hollow sentence on the blackboard "Dina mother to prepare the breakfast." The researcher also wrote down the meaning of the word "mother", "prepared" and left out the meaning of the empty word and the word "breakfast".

T : "look at ur vocabulary, then guess *kosakata apa yang tepat untuk melengkapi kalimat ini*"

S : *masak miss*

T : If you look at the picture maybe cooks is make sense, but *jika disatukan dalam satu kalimat ini* is incorrect, is there one of you give me the correct vocabulary?

S : help miss *pakai (s)*

The researcher gave her appreciation. The researcher found that the male students seemed to be silent a lot, they looked unenthusiastic, they looked tired and lethargic. They seemed not interested in listening to the teacher's explanation of grammar. But, when the researcher asked the students to guess the meaning of the word "help" all the students answer correctly, then the researcher asked again the meaning of the word breakfast, and some of them answered quickly and correctly. They asked the researcher to start the game immediately. In this second session the referee was calmer because the rules of the game had been informed by the researcher before the game started. the researcher monitored each group about 5 minutes.

The researcher found that the students of the group 4 tended to look well prepared, the players in this group read the overlapping text and showed it to their group mates then said the answered and then asked for approval from their group mates. The members of this group simultaneously paid attention when their friends wrote the word to make sure their friends answered correctly. Within five minutes the researcher found that the group 4 had difficulty to guess the word "takes care", even though they had to argue with their friends they finally remembered the meaning of the word. The researcher also found that they mistooked "makan" with "makanan" in English to mean "food". when the researcher directly gave feedback that "makan" with 'makanan' was clearly different, and gave a hint in the form of an initial letter which meant "eat". and one of them managed to guess correctly. Group 4 successfully completed fifteen cards but there was misspelling "hleps" with two grammar mistakes (watch (es), prepare (s).

In the group 1, the researcher found that this group had sufficient preparation, although not as well as the preparation of the group 4, the researcher saw the enthusiasm of the group 1 tried to maintain their pawn position, and worked together to give the right answered. They knew the meaning of some of the vocabulary in one sentence because looked at the picture. They could be guessed the vocabulary to complete the sentences in the cards they held. However, they were still guessing in their memory the English language of the word. So, in this group, the researcher allowed them to change the card which was hard to guess, if the card was taken twice and they couldn't guess the word then the researcher gave them the clue to the first letter of the correct vocabulary to fill in the card they were holding. While monitored this group, the researcher found several things that made it difficult for them, namely they tended to be less careful in writing grammar, the researcher also noted some difficult vocabulary for group 1 included help, watches, and eat. Grub one successfully cleared ten out of fifteen cards. There was misspelling "fed" and three incorrect grammar "buy(s), prepare (s), and drink (s)

The next group was the group 2. The grub 2 there were two members who looked quite prominent from other members in helped their group friends filled in the cards, while one students looked still confused in the game, in this session the grub two managed to complete thirteen cards, grub two had an mistakes in the used of the word "wash" which means the same as " clean and make". then the word "prepares" and "feed. They also forgot to use grammar mistakes in some vocabulary words "wash (es), watch (es), take care (s), drink (s).

The group 3 was a group that was quite less prepared than the others. Even so they looked enthusiastic in discussed the answered, in this case the researcher saw several times they argued about the right answered, group 3 was the most excited group. They did not hesitate to scold their groupmates when writing vocabulary that was still wrong according to them. When the researcher saw them frustrated in found answered, the researcher gave them the first letter clue about the vocabulary used in filling out the card. The researcher gave more clues to the group three, the group three also spent more time thought about one card, the researcher had to give the vocabulary clues through the first and the last letter so that they could guessed the word in English. The Group 3 completed seven out of fifteen cards. There was misspelling "wach" also the incorrect grammar watch (es), buy (s), and take care (s).

There was one thing that saved time for researcher in the second session of used the Snakes and Ladders board game, the researcher did not need to wait for the students to gather with their group mates, because when the researcher entered the class, they were already gathered with their group mates.

Sixth meeting

1. Date : 30th March 2022
2. Time : 10.15-11.15 WIB

The researcher started the class, then informed the students about the post-test that was held. The researcher found that students scrambled to read the text so that they could finish it quickly.

Seven meeting

1. Date : 4th April 2022
2. Time : 11.15 -12.15WIB

The researcher started the class, the researcher distributed essay questions to the students. The students worked on the questions calmly, no one asked to the researcher. They even collected the answered before the bell rang.

Eight meeting

1. Date : 6th April 2022
2. Time : 10.15. 11.15

The researcher started the lesson by greeting, praying. Then the researcher called the students who got the remedy and explained to the students about the activities would be carried out this day. At the observation stage, the researcher wrote down several sentences using incorrect grammar which his/her friends wrote in the previous meeting. The researcher wrote "she prepare food for the animal".

At the questioning stage the researcher asked the students "please, look at this sentences, kalimat ini correct or incorrect, benar atau tidak?" "no one answered the

researcher's questions. at the information gathering stage the researcher briefly re-explained the simple present tense grammar material.

After that the researcher asked the students to imitate the researcher's read the vocabulary.

At the association stage the researcher divided the students into two groups, 1 group consisting of 3 boys and the second group consisting of 2 girls. After that the researcher asked 2 other students to become referees. The researcher monitored each group. in the male group the researcher found that the players were having a discussion with their group mates, at that time he made a mistake at in pronounced the word "feed" but his friend gave the correct pronunciation. In the female group the researcher found that one female student seemed to have difficulty pronouncing vocabulary correctly. Some of the errors found by researcher in the female's group were "breakfast,"brekfis"" breakfast", usually, "usuali", every day " ever dai" brother " broter" and always "alwis"

In the remedial treatment, the researcher asked each member not only the player to pronounce each card that was taken by the player. the researcher gave direct feedback to players who made mistakes in pronouncing vocabulary. During the remedial test 4 students succeeded in increasing vocabulary mastery in the pronunciation aspect. but one student still made a mistake of 12 words.

Ninth meeting

Date/Day : Tuesday, 11th April 2023

Time : 10.45 – 12.15

The researcher started the lesson by greeting, praying. The researcher gives a picture. The researcher describes the picture to the students, then asks the activities carried out by the people in the picture in English, the researcher also explains the use of s/es grammar briefly. Next, the researcher asked the students to memorize the vocabulary within 10 minutes. After that, the researcher asked 2 other students to become referees for the remedial group, but the referee from the boy side did not want to be a referee while the girl was afraid to referee the boy group. when the game started, the boy group was very enthusiastic in playing the game, they seemed to memorize vocabulary easily, this was seen when they asked the referee "breakfast, artinya sarapan miss?" Then when the player has difficulty in spelling the word "watches", the group mates help in dictating the player in spelling the vocabulary. While the researcher found that one student from the girl group did not want to write the word on the card, it was because this one student was afraid of making mistakes when writing. even so she still tried to help her groupmates by giving answers several times. And it can be seen when the student writes the vocabulary on the challenge card she pays attention to her friend. In this remedial stage, the boy group was won the game. They managed to complete the challenge cards, except that they did not use grammar on the word "help". the error of writing "prepers". while the female group managed to complete 10 cards. After the game the researcher distributed the remedial test for the students. Based on the remedial results, students still make spelling mistakes "ged up, coffee, hisytoori book, clen, wos, fleg, preper, tingkier, cap kofi, alwayaals, book histori, klin, histori book, alway", as well as the placement of the letter "s" in the word "take care".

Appendix 12

RENCANA PELAKSANAAN PEMBELAJARAN

CYCLE 1

Sekolah : SMPN 1 Jenggawah
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : VIII/ 2
 Tahun Pelajaran : 2022/2023
 Alokasi Waktu : 1 X 80 Menit, 2 X 60 Menit (3 Pertemuan)
 Fokus pembelajaran : Vocabulary Mastery
 Topik : Simple Present Tense

(CHAPTER VIII: My uncle is zookeeper)

A. KOMPETENSI INTI

KI-1: Menghargai dan menghayati ajaran agama yang dianutnya.

KI-2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya

KI-3: Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI-4: Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

B. KOMPETENSI DASAR DAN INDIKATOR

Kompetensi Dasar	Indikator
3.7 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait	3.7.1. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan pada kalimat sederhana terkait keadaan/tindakan/kegiatan/ kejadian yang dilakukan/terjadi secara rutin

<p>keadaan/tindakan/kegiatan/ kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan simple present tense)</p>	<p>sesuai dengan konteks penggunaannya</p> <p>3.7.2 Menyimak dan menirukan bacaan kosakata pada kalimat sederhana mengenai keadaan/tindakan/kegiatan/ kejadian yang dilakukan/terjadi secara rutin sesuai dengan konteks penggunaannya</p> <p>3.7.3 Menangkap makna kosakata dalam kalimat menyatakan dan tentang tindakan/kejadian yang dilakukan/terjadi secara rutin dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p> <p>3.7.4 Mengingat bentuk kosakata dalam kalimat menyatakan dan tentang tindakan/kejadian yang dilakukan/terjadi secara rutin dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>
<p>4.7 menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/ kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>4.7.1 Menggunakan kosakata yang dalam kalimat menyatakan dan tentang tindakan/kejadian yang dilakukan/terjadi secara rutin dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>

C. TUJUAN PEMBELAJARAN

Peserta didik mampu dengan baik dan benar:

- Peserta didik mampu mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan pada kalimat sederhana simple present tense
- Peserta didik mampu menirukan bacaan kosakata pada kalimat sederhana simple present tense
- Peserta didik mampu mengartikan kosakata pada kalimat sederhana simple present tense
- Peserta didik mampu mengingat bentuk kosakata pada kalimat sederhana simple present tense
- Peserta didik mampu menggunakan kosakata dalam kalimat sederhana simple present tense

D. Materi Pembelajaran

1. Definition of simple present tense

Present Tense merupakan tenses Bahasa Inggris yang digunakan untuk mengeskpresikan aktifitas/kegiatan yang menjadi rutinitas berulang-ulang

2.

The forms of the Simple Present

Statement

He

She

It

walks

I

you

They

We

walk

Note:

- When the subject is third person singular (e.g. he, she, my father, my sister), add a final -s or -es to the verb

- Add -es if the verb ends in -sh, -ch, -ss, -x, or -zz

Wash washes

catch catches

fix fixes

pass passes

buzz buzzes

Negative

He
She
It } + does not (doesn't) + infinitive

I
You
We
They } + do not (don't) + infinitive

Note: Do not add a final -s to the main verb (e.g. run) in a negative sentence.
(incorrect: He doesn't runs)

Interrogative Questions

Does
He
she
it } + infinitive?

Do
I
you
we
they } + infinitive.....?

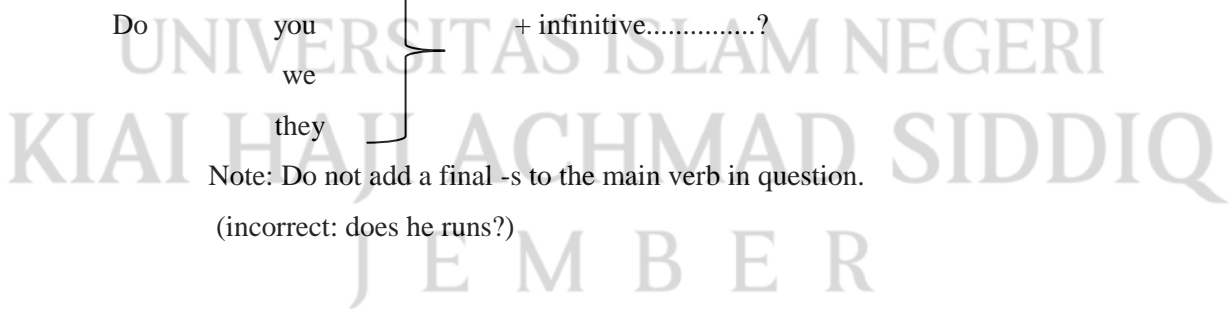
Note: Do not add a final -s to the main verb in question.
(incorrect: does he runs?)

Adverb that are usually used in this tense

- always
- seldom/rarely
- usually generally/commonly

often/frequently

- once in a while/sometimes



- never
- early/each
- every (every day, every week, every month, every year, every night, etc)

3. Example of simple present tense

1. They feed the animals every day.
2. She prepares food for the animal every morning
3. She washes the animal every day.
4. He takes care of the animals.
5. Andi never washes dishes
6. I often read a history book
7. My father often buys flower for my mother
8. He always watches television regularly
9. He drinks a cup of coffee every afternoon
10. My brother and I always get up early.
11. We usually make the bed
12. My father and I always clean the house
13. She helps mother to prepare the breakfast every morning
14. We exercise together every weekend
15. my family always eat breakfast together

E. Metode Pembelajaran

Pendekatan : *Scientific Approach*
 Metode : *Games Based Learning*

F. Media/ Alat, Bahan, dan Sumber Belajar

1. Media/alat

- Papan tulis
- Spidol
- Kartu tantangan
- Snake and Ladder Board
- Daftar kosakata yang terdiri dari
 - Subject pronoun (I, you they, we he, she, my father, my sister, my family)

- Verb (feed, prepare, clean, wash, take care, read, buy, watch, drink, help, get up, make, eat, exercise)
- Noun (Animal, food, a cup of coffee, breakfast, dishes, book, flower, television, bed, house)
- and adverb of frequency (Everyday Every Afternoon, Every Morning, Every Weekend) regularly, often, never, always, usually, early)

2. Sumber Belajar

- Kementrian Pendidikan dan Kebudayaan 2014, Bahasa Inggris When English Rings The Bell, SMP/MtsKelas VIII, hal 58 s/d 64 Materi guru (<https://www.english-academy.id/blog/simple-present-tense-pengertian-kegunaan-rumus-dan-contoh-kalimat>)

G. Kegiatan Pembelajaran

Pertemuan Pertama

Kegiatan Pendahuluan Apersepsi	Keterangan
a. Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, menyiapkan buku pelajaran, dan menyiapkan lembaran penilaian siswa. b. Menanyakan secara sekilas mengenai materi yang akan dipelajari untuk memotivasi peserta didik. <i>What do you know about simple present tense?</i> <i>Do you have any activities that you often do frequently?</i> c. Menyampaikan tujuan pembelajaran yang akan dicapai	10 menit
Kegiatan inti	
Mengamati 1. memberikan kosakata yang merupakan key words pada materi <i>simple present tense</i> yang sudah disediakan oleh guru. (Lihat dilampiran 2)	30 menit

- memberikan beberapa gambar secara random mengenai aktifitas yang dilakukan seseorang dalam sehari-hari. **(Lihat lampiran 3)**

Menanyakan

- Dengan bimbingan guru, meminta siswa mendiskusikan gambar tersebut dengan membuat kalimat sesuai gambar yang mereka lihat bersama-sama dengan guru.

Can you guys tell me what this picture is?

or can you tell me what activity the person in this picture is doing?

Mengumpulkan Informasi

- menjelaskan tentang materi *simple present tense*. **(Lihat Point D)**

Mengasosiasi

- Siswa membuat kelompok 7 orang di setiap kelompoknya. **30 menit**
- Masing -masing kelompok mendapatkan 3 gambar secara random **(Lihat dilampiran 3)**
- Siswa menyusun kosakata menjadi kalimat sesuai gambar yang telah berikan oleh guru
- Siswa mempresentasikan hasil kerja kelompok dalam bentuk lisan didepan teman sekelasnya dan mengumpulkan hasil tulisan kelompoknya.

Mengkomunikasikan

- Siswa Menyampaikan hasil kerja kelompok secara lisan dan tulisan
- Guru memberikan umpan balik berupa komentar terhadap penampilan presentasi siswa.

Your all pronunciation are good, but there are a few words that you should pay attention to. like the word "I" should be pronounced "ai". Okay, now repeat after me "ai"

<ol style="list-style-type: none"> 1. Peserta didik menyimpulkan pembelajaran (dibimbing oleh guru) 2. Guru memberitahu di pertemuan selanjutnya siswa akan bermain snake and ladder board game yang focus pada pelafalan kosakata siswa. 3. Peserta didik mendapatkan umpan balik terhadap proses dan hasil pembelajaran: <i>Thank you very much for your participation. You did a good job today, I'm very happy with your activity in the class. How about you, did you enjoy my class?</i> 4. Salam 	10 Menit
---	-----------------

PERTEMUAN KEDUA (2 JP)

Kegiatan Pendahuluan	Keterangan
Apersepsi <ol style="list-style-type: none"> a. Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, menyiapkan buku pelajaran, dan menyiapkan lembaran penilaian siswa. b. Menyampaikan tujuan pembelajaran yang akan dicapai 	5 menit
Kegiatan inti	
Mengamati <ol style="list-style-type: none"> 11. Guru mereview kembali materi mengenai <i>simple present tense</i> dengan membahas hasil kerja kelompok siswa dipertemuan sebelumnya 	10 menit
Menanyakan <ol style="list-style-type: none"> 12. Dengan bimbingan guru, siswa menanyakan hal-hal yang belum diketahui <i>is there any difficulty in this material?</i> 	
Mengumpulkan Informasi <ol style="list-style-type: none"> 13. Siswa mengikuti Bacaan guru mengenai kosakata yang sudah dibagikan sebelumnya (Lihat lampiran 2) 	40 menit
Mengasosiasi <ol style="list-style-type: none"> 14. Siswa berkumpul dengan anggota kelompok 	

- dipertemuan sama seperti pertemuan sebelumnya
15. Terdapat 4 identitas kelompok yang berbeda sesuai dengan warna pion yang disediakan oleh guru.
 16. Guru memilih salah satu anggota team untuk menjadi wasit di anggota team yang lain, setiap kelompok mempunyai wasit dari anggota team yang lain
 17. Siswa bermain permainan Snake and Ladder board game (sesi 1) dengan intruksi di bawah ini:
 - Setiap kelompok mengambil pion sesuai dengan urutan kelompok
 - Permainan dimulai dengan pemain pertama yang melempar dadu
 - Pemain pertama meletakkan pion pada nomor sesuai dengan jumlah dadu yang berhasil ia dapatkan, sambil mengambil kartu bergambar secara acak yang disediakan oleh wasit untuk kelompok tersebut. **(Gambar lihat di lampiran 3 sesi 1)**
 - Pemain akan berdiskusi dengan teman sekelompoknya dalam waktu tertentu, lalu mengucapkan kosakata dalam satu kalimat dengan tepat.
 - Jika pemain mengucapkan kosakata dengan tepat, wasit akan membiarkan pemain mempertahankan posisi tersebut,
 - namun, jika pengucapannya kurang tepat tidak lebih dari 2 kata wasit akan memindahkan pion 1 kotak ke angka yang lebih kecil.
 - jika kosakata yang pelafalannya tidak tepat lebih dari dua kata maka wasit akan

memindahkan pion 2 dua ke angka yang lebih kecil. Kartu bergambar yang sudah di ambil akan diletakkan di posisi bawah.

- Jika pion berada pada ujung ekor ular jika pemain dapat mengucapkan kosakata dengan tepat maka pemain bisa mempertahankan posisinya,
 - a. namun, jika pengucapannya kurang tepat tidak lebih dari dua kata maka wasit akan memindahkan pion 2 kotak ke angka yang lebih kecil.
 - b. Jika lebih dari dua kata maka wasit akan memindahkan pion turun ke kepala ular.
- Jika pion berada papan kotak tangga, pemain dapat naik jika ia dapat mengucapkan kosakata namun,
 - a. jika pengucapannya kurang tepat tidak lebih dari 2 kata wasit akan memindahkan pion 1 kotak ke angka yang lebih kecil
 - b. jika lebih dari dua kata maka wasit akan memindahkan pion ke kotak yang lebih kecil.
- Pemain pertama selesai kemudian di lanjutkan oleh pemain kedua dst. Sampai waktu habis .
- Guru akan melakukan akumulasi point
- Bagi siswa dengan akumulasi nilai kelompok tertinggi pada pertemuan terakhir guru memberikan apresiasi.
- **(instruksi siswa lihat di lampiran 1)**

Mengkomunikasikan

c. Siswa Menyampaikan secara lisan

d. Guru memberikan umpan balik berupa

<p>komentar terhadap penampilan siswa.</p> <p><i>your pronunciation is good, but there are a few words that you should pay attention to. like the word "breakfast" should be pronounced "['brækfəst]".</i></p>	
<ol style="list-style-type: none"> 5. Peserta didik menyimpulkan pembelajaran (dibimbing oleh guru) 6. Guru memberitahu pada pertemuan selanjutnya siswa akan bermain snake and ladder board game dengan tema berbeda yaitu mengisi kata rumpang dengan kata yang tepat serta mengartikan kosakata. 7. Peserta didik mendapatkan umpan balik terhadap proses dan hasil pembelajaran: <i>Thank you very much for your participation. You did a good job today, I'm very happy with your activity in the class. How about you, did you enjoy my class?</i> 8. Salam 	5 Menit

PERTEMUAN KETIGA

Kegiatan Pendahuluan Apersepsi	Keterangan
<ol style="list-style-type: none"> a. Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, menyiapkan buku pelajaran, dan menyiapkan lembaran penilaian siswa. b. Menyampaikan tujuan pembelajaran yang akan dicapai 	5 menit
Kegiatan inti	
<p>Mengamati</p> <ol style="list-style-type: none"> 1. Memberikan contoh gambar tentang simple present tense (habitual action). Kemudian menuliskan kalimat rumpang berhubungan dengan gambar tersebut (lihat lampiran 3) <p>Menanyakan</p> <ol style="list-style-type: none"> 1. Guru meminta salah satu siswa untuk menebak kata yang rumpang sesuai dengan gambar yang diberikan 	10 menit

oleh guru

Look at the vocabulary and then,

Guess, what vocabulary which is suitable to complete this sentence that matches the picture?

Mengumpulkan Informasi

2. Siswa diberikan waktu untuk menghafalkan kosakata yang diberikan oleh guru

40 menit

Mengasosiasi

3. Siswa membentuk kelompok yang sama dengan pertemuan sebelumnya dengan anggota yang sama
4. Guru memilih salah satu anggota team untuk menjadi wasit di anggota team yang lain, setiap kelompok mempunyai wasit dari anggota team yang lain (wasit yang dipilih oleh guru berbeda dengan pertemuan sebelumnya)
5. Siswa bermain permainan Snake and Ladder board game (sesi 2) dengan intruksi di bawah ini:
 - e. Permainan dimulai dengan pemain pertama yang melempar dadu (pemain pertama harus berbeda dengan pemain sebelumnya)
 - f. Pemain pertama meletakkan pion pada nomor sesuai dengan jumlah dadu yang berhasil ia dapatkan, sambil mengambil kartu bergambar secara random yang disediakan oleh wasit untuk kelompok tersebut (**Gambar Lihat dilampiran 3**)
 - g. Pemain akan berdiskusi dengan teman sekelompoknya dalam waktu tertentu, lalu melengkapi kalimat yang tersedia dalam gambar beserta artinya.
 - Wasit akan memeriksa kartu.
 - Wasit akan mempertahankan posisi pion
 - a. jika pemain mengisi kata yang rumpang

dengan tepat beserta grammar yang tepat dan bisa mengartikan kosakata yang rumpang pemain dapat mempertahankan posisi pionnya walaupun bertemu dengan ekor ular sekalipun

- b. Jika ketemu tangga maka pion bisa naik ke posisi atas
- wasit akan memindahkan pion 1 kotak ke belakang
- a. namun, jika penulisan grammar pada kata kerja pada simple present kurang tepat (kesalahan pada penggunaan s/es), namun artinya dan pemilihan kata dan penulisan kosakata tepat.
 - b. **Atau** jika kosakata dan grammar tepat namun arti salah satu kosakata kurang tepat kurang tepat. (**gambar Lihat dilampiran 3**)
 - c. Hal diatas akan sama jika pion bertemu dengan tangga.
- Wasit akan memindahkan pion 2 kotak ke belakang
- d. Jika pemilihan kata tepat (tetapi terjadi kesalahan penulisan atau penambahan tidak lebih dari dua huruf) dan pemain dapat mengartikan dengan tepat.
 - e. (**hal ini berlaku ketika pion bertemu dengan tangga maupun ekor ular**)
- Wasit akan memindahkan pion 3 kotak ke belakang
- a. Jika pemilihan kata tidak sesuai meskipun artinya tepat
 - b. Jika penulisan kosakata terjadi kesalahan lebih dari dua huruf, meskipun arti kata tepat.

<p>terjadi maka wasit akan memindahkan pion ke kepala ular.</p> <p>d. Pemain pertama selesai kemudian di lanjutkan oleh pemain kedua dst. Sampai waktu habis .</p> <p>6. Guru akan melakukan akumulasi point</p> <p>7. Bagi siswa dengan akumulasi nilai kelompok tertinggi pada pertemuan terakhir guru memberikan apresiasi.</p> <p>8. (instruksi siswa lihat di lampiran 1)</p> <p>Mengkomunikasikan</p> <p>9. Siswa Menyampaikan hasil game secara tulisan</p>	
<p>9. Peserta didik menyimpulkan pembelajaran (dibimbing oleh guru)</p> <p>10. Peserta didik mendapatkan umpan balik terhadap proses dan hasil pembelajaran: <i>Thank you very much for your participation. You did a good job today, I'm very happy with your activity in the class. How about you, did you enjoy my class?</i></p> <p>11. Salam</p>	5 menit

1. TEKNIK PENILAIAN

- a. Penilaian Sikap : Observasi/pengamatan
- b. Penilaian Pengetahuan : Bentuk soal Essay
- c. Penilaian keterampilan : Test lisan

LAMPIRAN PENILAIAN

1. Penilaian sikap

Penilaian observasi berdasarkan pengamatan sikap dan perilaku peserta didik sehari-hari, baik terkait dalam proses pembelajaran maupun secara umum. Pengamatan langsung dilakukan oleh guru. Berikut contoh instrumen penilaian sikap

No	Nama Siswa	Aspek Perilaku yang Dinilai				Jumlah Skor	Skor Sikap	Kode Nilai
		BS	JJ	TJ	DS			
1								
2								

Keterangan :

- BS : Bekerja Sama
- JJ : Jujur
- TJ : Tanggung Jawab
- DS : Disiplin

2. Penilaian Pengetahuan

No	Nama	Aspek vocabulary mastery		
		Spelling	Meaning	Grammar

Keterangan :

Spelling

- 4: menggunakan ejaan yang benar
 2: Ada satu huruf yang hilang atau satu huruf tambahan
 1: Kesalahan penulisan lebih dari satu huruf
 0: Kata yang ditulis tidak sesuai dengan urutannya

Meaning

- 3 : Makna kata yang digunakan sudah tepat
 2: Jawaban cukup dekat dengan makna sebenarnya
 0: Arti kata tidak tepat

Grammar

- 3 : Tata bahasa sudah benar
 2 : Tata bahasa benar tetapi pilihan akhiran salah
 1; Tata Bahasa

Vocabulary

- 2: Kosakata sesuai dengan gambar
 0: kata tidak sesuai dengan gambar

3. Penilaian Ketrampilan

No	Nama	Pronunciation				
		5	4	3	2	1

Keterangan:

5 :kesalahan pelafalan kosakata sangat sedikit (1-4 kata) atau tidak melakukan kesalahan dalam satu paragraph

4 : ada sedikit kesalahan pelafalan kosakata (5-9)

3 : ada beberapa kesalahan pelafalan kosakata (10-14) dalam satu paragraph

2 : Beberapa kesalahan dalam pelafalan kosakata (15-18)

1: Ada banyak kesalahan pelafalan kosakata (lebih dari 18 kosakata)

4. Pembelajaran remedi (soal tes remedi dilampiran 8)

5. Pedoman penilaian

1. Pronunciation = 5 skor, rentang 5 hingga 1 x 5	= 25
2. Spelling = 5 butir soal x 4 poin masing-masing	= 20
3. Meaning = 10 butir soal x 3 poin masing-masing	= 30
4. Tata bahasa & kosakata = 5 butir soal x 5 poin masing-masing	= 25
Total = 100	

Jember, 28 Februari 2023

Guru Pamong

Mahasiswa

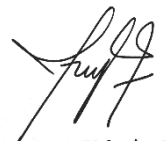



Alfian Ghafur S.pd
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Hanim Alfu Laila
NIM. T20196095

Mengetahui,

Dosen Pembimbing



Febrina Rizky Agustina M.pd
NIP. 199502212019032011

Appendix 13



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Mataram No. 01 Mangli. Telp. (0331) 428104 Fax. (0331) 427005 Kode Pos: 68136
 Website: [www.http://ftik.uinkhas-jember.ac.id](http://ftik.uinkhas-jember.ac.id) Email: tarbiyah.iainjember@gmail.com

Nomor : B-0841/In.20/3.a/PP.009/02/2023

Sifat : Biasa

Perihal : Permohonan Ijin Penelitian

Yth. Kepala SMPN 1 JENGGAWAH

Jl. Tempurejo No.63, Wedan Gn., Wonojati, Kec. Jenggawah, Kabupaten Jember, Jawa Timur

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM : T20196095
 Nama : HANIM ALFU LAILA
 Semester : Semester delapan
 Program Studi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai: Improving Students Vocabulary Mastery Through Snakes and Ladders Board Game at The Eight Grade Students of SMPN 1 JENGGAWAH selama 45 (empat puluh lima) hari di lingkungan lembaga wewenang Ibu Eny Rusmiati, S.pd.

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 27 Februari 2023

Dekan,

Maklil Dekan Bidang Akademik,



MASHUDI

UNIVERSITAS ISLAM NEGERI
 KIAI HAJI ACHMAD SIDDIQ
 JEMBER



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Appendix 14



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBİYAH DAN ILMU KEGURUAN

Jl. Mataram No. 01 Mangli, Telp. (0331) 428104 Fax. (0331) 427005 Kode Pos: 68136
 Website: <http://fuk.uinkhas-jember.ac.id> Email: tarbiyah.iainjember@gmail.com

VALIDATION FORM OF TEST

Petunjuk pengisian format penelaahan butir soal:

Analisislah instrument soal berdasarkan semua kriteria yang tertera di dalam format!

Berilah tanda cek (✓) pada kolom "ya" bila soal yang ditelaah sudah sesuai dengan kriteria dan beri tanda cek (✓) pada kolom "tidak" bila soal yang ditelaah tidak sesuai dengan kriteria. Kemudian tuliskan alasan pada kolom catatan atau pada teks soal dan perbaikannya.

No	Pertanyaan	Ya	Tidak	Komentar
1	Apakah instrumen sesuai dengan kompetensi dasar dan indikator untuk siswa kelas VIII?	✓		
2	Apakah isi materi dan topik sesuai dengan jenjang sekolah atau tingkat kelas?	✓		
3	Apakah indikator instrument mencakup semua aspek <i>vocabulary mastery</i> yang terdiri dari pronunciation, meaning, grammar dan spelling?	✓		
4	Apakah instruksi dapat dipahami siswa?	✓		
5	Apakah alokasi waktu dengan soal yang disediakan sesuai?	✓		
6	Apakah instruksi sudah sesuai dengan aspek yang akan diukur?	✓		
7	Apakah instruksinya sudah sesuai dengan kisi-kisi?	✓		

UNIVERSITAS ISLAM NEGERI
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 J E M B E R

Catatan:

.....
.....
.....
.....
.....
.....
.....



Jember, 17 Februari 2023

Validator

Ninuk Indravani, M. Pd

NIP. 197802102009122002

UNIVERSITAS ISLAM NEGERI
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Appendix 15

JOURNAL OF RESEARCH

No	Time	Research Subject	Activity	Signature
1	27 th February 2023	Headmaster of SMPN 1 JENGGAWAH	Submission of research permit	
2	28 th February 2023	81 students	Pre -test (pronunciation)	
3	2 nd March 2023	81 students	Pre-test (spelling, meaning, grammar)	
4	14 th March 2023	81 Students	Treatment	
5	16 th March 2023	81 students	Treatment	
6	28 th March 2023	81 students	Treatment	
7.	30 th March 2023	81 Students	Post-test (pronunciation)	
8	4 th April 2023	81 students	Post-test (spelling, meaning, grammar)	
9	6 th April 2023	81 students	Treatment & Remedial Test (pronunciation)	
10	11 th April 2023	81 Students	Treatment & Remedial Test (Spelling, meaning, grammar)	

Jember, 11th April 2023

Headmaster of SMPN 1 Jenggawah



Istiqomati S.pd

Appendix 16



PEMERINTAH KABUPATEN JEMBER
DINAS PENDIDIKAN
UPTD SATUAN PENDIDIKAN
SMP NEGERI 1 JENGGAWAH
Jalan Tempurejo 63 ☎ (0331) 7591398 Jenggawah Jember
KECAMATAN JENGGAWAH
email : smpnegerisatujenggawah@gmail.com



SURAT KETERANGAN TELAH MELAKUKAN PENELITIAN

Nomor : 070/072/310.19.20523866/2023

Yang bertanda tanda tangan dibawah ini:

Nama : **ENY RUSMIATI, S.Pd.**
NIP. : 19680518 199303 2 009
Pangkat/Gol. : Pembina Tk. I, IV/b
Jabatan : Kepala Sekolah
Unit Kerja : UPTD SATDIK SMPN 1 Jenggawah

Menerangkan dengan sesungguhnya bahwa :

Nama : **HANIM ALFU LAILA**
NIM. : T20196095
Fakultas : Tarbiyah dan Ilmu Keguruan
Prodi : Tadris Bahasa Inggris
Perguruan Tinggi : UIN KHAS Jember

Mahasiswa tersebut telah melaksanakan penelitian selama 45 (empat puluh lima) hari untuk memperoleh data dalam rangka penyusunan Skripsi yang berjudul *“Improving Students Vocabulary Mastery Through Snakes and Ladders Board Game at Eight Grade Students Of SMPN 1 Jenggawah”*

Demikian surat keterangan ini dibuat agar dapat dipergunakan sebagaimana mestinya.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
JEMBER

Jember, 11 April 2023
Kepala Sekolah,
ENY RUSMIATI, S.Pd.
NIP. 19680518 199303 2 009

Appendix: 17**DECLARATION OF AUTHENTICITY**

The undersigned below:

Name : Hanim Alfu Laila

Place, date of birth : Banyuwangi, 12th July 2000 .

Address : Dusun Krajan II Kembiritan Genteng Banyuwangi

Faculty : Education and Teacher Training

Program : English Education

State that thesis entitled “Improving Students Vocabulary Mastery Through Snakes and Ladders Board Game at The Eight Grade of SMPN 1 Jenggawah” is truly my original work. It does not incorporate any material previously written or published by another person expect those indicated in quotation and bibliography. Do the fact; I am the only person who is responsible for the thesis if there is any objection or claim for other.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B

Jember, June 21st 2023

Author



Hanim Alfu Laila
NIM : T20196095

Appendix 17**AUTHOBIOGRAPHY**

Name : Hanim Alfu Laila
Place, date of birth : Banyuwangi, 12th July 2000
Address : Dusun Krajan II Kembiritan Genteng Banyuwangi
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Educational Background :
1. MI Tarbiyatus Shibyan (2006-2012)
2. MTS Kebonrejo (2012-2015)
3. MA Kebonrejo (2015-2018)

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