

2. SITI NURIDAYANTI.docx

by Prodi B.inggris

Submission date: 03-Jul-2024 09:36AM (UTC-0400)

Submission ID: 2412051857

File name: 2._SITI_NURIDAYANTI.docx (121.63K)

Word count: 10747

Character count: 57800

1
**THE EFFECT OF JOYFUL LEARNING USING SNAKE AND LADDER GAME ON
STUDENTS VOCABULARY MASTERY OF GRADE FOUR AT SDN KALIPANG I**

SKRIPSI

Submitted to Fulfill One of the Requirements to Obtain the Bachelor's Degree in Education

(S.Pd.)

in English Language Education Department



BY:

SITI NURIDAYANTI

NPM: 2014050003

**ENGLISH LANGUAGE EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF NUSANTARA PGRI KEDIRI**

2024

CHAPTER I

INTRODUCTION

This chapter provides the introduction of the research that covers background of the problem, identification of the problem, limitation of the problem, problem formulation, research objectives and significance of the research.

A. BACKGROUND OF THE PROBLEM

Vocabulary is seen as having a central role in the purpose of language learning. Learning vocabulary is a very important part of learning a language. ² Vocabulary is very important because learning vocabulary is the main capital for learning sentence building and other skills in language. Mastering a lot of ² vocabulary will make it easier for a person to read, write, hear and speak English. Learning vocabulary is not only in terms of pronunciation to make someone proficient in English, but also requires a lot of vocabulary that is remembered and understood the meaning.

This research is motivated based on the reality encountered on the ground shows that students' vocabulary mastery, especially in grade four at SDN Kalipang 1, is still lacking. It is revealed through pre-research through observation to teachers and students of grade four SDN Kalipang 1, Grogol. From the results of these observations, information can be obtained that the cause of the low of vocabulary mastery due to some factor. Among them are teacher factors, such as: (1) The focus of learning that is still teacher-

centered, (2) Less training of students, (3) Teachers do not choose the right choice models in the learning vocabulary that facilitate students to learning by doing, and (4) Teacher used to give direct translation of English vocabulary. While the student factors are: (1) Some students got difficulties in understanding the meaning of vocabulary, (2) Student got boring and did not pay attention when the teacher was explaining the lesson, (3) Students less enthusiastic in learning, (4) Students prefer to play. How to deliver English lesson by teachers are one of the contributing factors, teachers tend to use lecture methods and in fact students are tired of the way the teacher is delivered. In addition to feeling bored, students also do not show activeness when learning activities take place.

There are many ways that can be done to create a learning atmosphere which is conducive, effective and fun. One of them is by using Joyful Learning strategies in the learning process. Joyful Learning triggers students' interest in learning. Joyful Learning strategy is a fun learning strategy to increase students' interest in a subject (Salirawati, 2012). The concept of Joyful Learning is student-centered learning, increasing motivation, engaging students, meaningful learning, and autonomous (CBSE, 2020). It can be said that joyful learning is strategy to facilitate students in involving themselves in learning, engaging the interest through interaction in a peer group and meaningful content.

The stages of Joyful Learning in the learning process include: preparatory activities, competency preparatory activities, and practice activities (CBSE, 2020). Preparatory activities are activities where teachers design learning.

Competency preparatory activities are the stages at which teachers carry out learning. Practice activities are the application of knowledge into the form of practice. Furthermore, learning English with Joyful Learning strategies can be implemented in classroom activities through stories, role plays, puzzles, hands on activities, songs and dance, also games.

One of classroom activities with joyful learning is through game. The game will encourage students to be more involved in their learning activities (Kusrini, 2012). The instructor will take on the role of facilitator in the classroom, with the students at the center of the teaching and learning process. Games have some benefits such as breaking from routine, motivating and challenging, encouraging communication, creating meaningful context, practicing in all language skills and becoming appropriate way for language practice.

One of games is Snake and Ladder. This snake and ladder game is famous all over the world. A ladder offers a quick shortcut to a square that is closer to the finish. A snake forces a player to go back to a square closer to the beginning. Snake and Ladder is simple board with counters and dice makes up a 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, it features snakes descending from a square with a high number to one with a lower number. The following steps are taken in order to implement this game. First, the teacher sets up the game's supplies. For example, a dice counter and a board for each group. Second, the teacher explains the game's rules. Third, if necessary, the teacher can play a game with a few students in front of the

class. Fourth, the teacher asks the students to work in groups of four to five. Fifth, each student takes a turn rolling the dice, and whoever gets the lowest number goes first. The first player throws the dice and counts them in accordance with their numbers. The player follows the instructions in the box no matter where he remains.

The previous research showed the advantages of using snake and ladder as a media. For instance: the research used review method conducted by Andayani (2019) showed that teaching vocabulary to young learners using modified and snake ladder in formal learning could increase self-confidence and responsibility for young learners. Yemima, et. al. (2019) did classroom action research that proved snake and ladder could increase kindergarten students' vocabulary. Savitri, et. al. (2020) through their development research proved that using snake and ladder game could increase children vocabulary. Haryadi (2018) through his classroom action research proved that snake ladder could improve teacher activity, student activity, and learning outcomes of grade three. Other quantitative researches proved that using snake and ladder media could improve vocabulary of senior high school students (Firiana et. al., 2018) and could increase the results of physics learning (Krisdayanti et. al., 2020). Furthermore, Putranti (2017) through her development research stated that snake ladder was appropriate for writing simple sentence of grade two. Setiawan et. al. (2018) conducted qualitative research and described that electronic snake ladder was appropriate media to learn vocabulary for grade two. From those prior

researches, it can be ¹ said that snake and ladder game becomes appropriate media ² to increase vocabulary in many educational levels.

From those prior researches, it can be seen that many prior researches discuss about the use of snake and ladder game to improve vocabulary. Those prior researches used classroom action research, review, development research, and qualitative research. Furthermore, the use of snake ladder to improve vocabulary in the prior research is focused on kindergarten, children, young learners, grade two and senior high school students. The quantitative research discussed the use of snake and ladder is focused on senior high school students as the subject. The research that discusses the use of snake and ladder and focuses on grade four use quantitative methods is still rare. Due to that, this current research focuses on investigating grade four as the subject and uses quantitative methods.

In connection with it, the researcher is motivated in conducting quantitative research ² to find out the significant effect of using snake and ladder game on vocabulary mastery of grade four at SDN Kalipang 1. This research is conducted using quantitative approach with quasi experiment. Several aims ³ are to find out the vocabulary score before and after getting treatment, and the significant effect ¹ of using snake and ladder towards vocabulary.

This research provides contribution for learning language especially English through games. It can be the model of teaching and learning vocabulary using game as a media.

B. IDENTIFICATION OF THE PROBLEM

From some of the descriptions presented in the background, the following problems can be identified.

1. Teachers tend to use lecture methods and in fact students are bored of that methods.
2. It is important to implement the new ways or methods in teaching which can make students enthusiastic in joining the learning process.
3. It is needed to choose the appropriate learning media that can help students to improve vocabulary.
4. English vocabulary mastery of grade four is still low.

C. LIMITATION OF THE PROBLEM

From the problem identifications above, the researcher is interested to determine the limitation of the problems **as follows:**

1. **Snake and ladder game**
2. English vocabulary mastery

D. PROBLEM FORMULATION

Based on the limitation of the problem that has been described above, the researcher formulates the problem as follow:

1. How is vocabulary mastery of grade four at SDN Kalipang 1 before getting treatment with **snake and ladder game?**
2. How is **vocabulary mastery of grade** four **at** SDN Kalipang 1 after getting treatment with snake and ladder game?

3. Is there any significant effect of using snake and ladder game on vocabulary mastery of grade four at SDN Kalipang 1?

E. RESEARCH OBJECTIVES

This research aims to find out:

1. Vocabulary mastery of grade four at SDN Kalipang 1 before getting treatment with snake and ladder game
2. Vocabulary mastery of grade four at SDN Kalipang 1 after getting treatment with snake and ladder game
3. The significant effect on vocabulary mastery of grade four at SDN Kalipang 1

F. SIGNIFICANCE OF THE RESEARCH

The benefits of this study are as follows:

1. Theoretically

The results of this study may support joyful learning with snake and ladder game as learning theory and learning strategies on increasing vocabulary mastery.

2. Practically

The results of this study are expected to be useful for teachers and students as prospective teachers, namely joyful learning with snake and ladder game as learning media that can increase the vocabulary mastery.

3 CHAPTER II

REVIEW OF RELATED LITERATURE AND HYPOTHESIS

3 This chapter covers literature review, review of previous researches, theoretical framework and hypothesis.

A. LITERATURE REVIEW

3 This part describes about the literature review of vocabulary, joyful learning, game also snake and ladder game.

1. Vocabulary

a. Definition

A vocabulary is a list of words that combine specific alphabets with their meanings (Alizadeth in Setiawan, 2020). In addition, vocabulary consists of many words that are used to communicate with other people (Setiawan & Wiedarti, 2020). From those definitions, it can be conclude that vocabulary is a set of familiar words in a person's language that can be used to communicate.

4 **b. Kinds of Vocabulary**

There are many kinds of vocabulary that can be taught to the students. According to Setiawan (2018), the kinds of vocabulary are vocabulary in field of nouns, adjectives, adverbs and verbs. In addition, Zano & Phatudi (2020) stated that vocabulary includes knowledge related to articulation, spelling, meaning, antonym, synonym and word formation. Articulation deal with the way of saying words clearly and correctly. Spelling relates to

the depiction of language sounds in writing (letters) as well as the use of punctuation. Meaning relates with the intended meant of a word. An antonym is opposite meaning between one word and another. A synonym is a similarity in meaning between one word and another. Then, word formation relates to process of forming new words from its root word. In addition, there are spoken and written vocabularies. Spoken vocabulary is vocabulary stated orally by human speech. While written vocabulary is a set of familiar words in one's language presented in the form of language or written symbols. Thus, this research is conducted to focus on spelling and meaning of written vocabularies about verbs.

c. Vocabulary Learning

Vocabulary learning has several roles (Setiawan, 2018). New vocabulary should be introduced into familiar structures. Vocabulary should always be considered in normal conversation and whenever a known word appears in a new context. Also, vocabulary should be learned repeatedly and taught over and over in the same way other things are taught. Besides, learning vocabulary consists of learning about meaning, spoken or written forms, word parts, grammatical patterns, collocation, register, association (similar and opposite), frequency and connotation. Due to that, teachers are required to introduce vocabulary to learners from the most common, useful, and learnable to harder vocabulary and less frequent applications. Also, teachers must repeat vocabulary frequently for learners have to learn with a word or phrase many times before acquisition

occurs. Furthermore, teachers are required to provide diversity to create interesting exercises and to accommodate varied learning styles.

d. Vocabulary Standard

According to *Kurikulum Merdeka* (2022), vocabulary standard of elementary school divided into phase A, B and C. Phase A is focused on the introduction of English and the ability to speak English. Phase B is focused on spoken English skills, but written language was introduced. In this phase, teachers need to help students understand that the way English pronounces and writing is different. In phase C, at the final level (SD/MI/Program Package A), learning is focused on spoken and written English skills.

Learners of phase B is taught about daily vocabulary with supports with pictures/illustration. They read and respond to a range of short, simple, familiar texts, in the form of print or digital text, including visual, multimodal or interactive texts. Also, the learners are taught to communicate their ideas and experience through drawings and copied writing. With teachers' support, they produce simple descriptions and procedures using simple words/phrases and pictures. They use invented spelling in writing simple vocabulary related to their class and home environments.

e. Vocabulary Assessment

Vocabulary assessment is extremely important to find out the score of students vocabulary because the score of this assessment becomes the concrete data that manifests students' vocabulary mastery. Formative

assessment is assessment that aims to provide information or feedback for educators and students to improve the learning process. Also, the standard of minimum criteria of the school becomes the foundation of this vocabulary assessment. The standard of minimum score of elementary school, especially grade four is 75.

2. Joyful Learning

a. Definition

Joyful Learning comes from the word "Joyful" which means fun while "Learning" is the activity of obtaining the knowledge. Joyful Learning is a learning process or learning experience that makes students feel enjoyment in learning scenarios or learning processes. Ngilimun (2017:35), stated that Joyful Learning is a learning process that can develop the full potential of the learners, where all that potential is only possible to develop when they are free from fear and stress. Based on those descriptions, it can be concluded that Joyful Learning is a learning process that makes students happy in the learning process, not boring and makes learning more meaningful.

b. Principle of Joyful Learning

The principle of joyful learning is when the students are happy and learn to know what they are learning for (Mulyasa, 2006:202). Joyful Learning is not merely a subject that requires children to laugh out loud, but rather a learning in which there is a strong cohesion between the teacher and the student in an atmosphere of absolutely no pressure, all there is mutually supportive communication. Fun learning will be

characterized by the amount of attention students pay attention to the task, so that learning outcomes can improve.

c. Stages of Joyful Learning

Four stages of joyful learning are preparation stage, delivery stage, training stage, and closing stage (CBSE, 2020). The four stages of joyful learning can be described below.

Preparation stage concerns preparing students for the course. Without these, students learn slowly and may even just stop. The purpose of the preparation course is to encourage students to break out of passive mental states, remove barriers to learning, arouse students' interest and curiosity, provide students with positive emotions and meaningful connections to the topic encourage students to think, learn, create and grow, and invite students to your learning community. As a result, it has a psychological effect on our confidence that we can achieve our desired goals. At this stage, ⁷ the teacher provides motivation in the form of words and chants that help the students to break out of their depression and stimulate their interest in learning.

Delivery stage is the second stage whose aim is to combine learning with learning materials that initiate the learning process in a positive and engaging way. At this stage, teachers provide learning materials that relate to real-life matters that students may encounter in their daily lives and that are tied to their prior knowledge.

Training stage is the third stage where actual learning takes place during the training stage. It is the student's thoughts, words and actions

that constitute the learning process, not the teacher's thoughts, words and actions. At this stage, teachers can accomplish this by having the student practice the skill repeatedly, get immediate feedback, and put the skill back into practice. Students are asked to tell what they experience, what they feel, and what they need to increase their achievements. In this case, learning takes place as if students were playing, using strategies such as shouting and humor, and providing students with pictures and animations to stimulate their interest and joy in learning. Active learning students are rewarded to make learning more interesting and stimulate student activity. It also allows you to sprinkle in some humor while learning, so that your students will enjoy continuing learning even more.

Closing stage is the fourth stage concerns making conclusion of learning obtained. Ending the lesson with a word or song that students will enjoy. Space and time permitting, teachers may play a song or movie at the end of a lesson to provide a refresher for students.

d. Classroom Activities with Joyful Learning

There are many kinds of activities can be implemented in the classroom by the teacher to create joy in learning. According to CBSE (2020), the classroom activities with Joyful Learning can be conducted through activities of stories, role plays, puzzles, songs, dances, hands on activities, and games. One of the interesting activities is games.

3. Game

a. Definition

There are several definitions of game. According to Butler in Andayani (2019), game is a set of play with rules and goal. Game is also defined as structural activities contain rules, goal and fun element (Hadfield in Andayani 2019). In short, game is a set of fun activities which has rules to achieve a goal.

b. Advantages of Game in Learning

The game has several advantages in language learning (Wright, et. al., 2006). Games are a welcome change from the normal routine of language teaching. Games are motivating and challenging. Games stimulate student development and communication. Games can be used as media to practice a variety of skills. It's a good way to practice speaking, listening, reading and writing. Also, game can provide a more meaningful context for language learning. In addition, Chen in Andayani (2019) stated that games provide student-centered-learning, promote communicative ability, create meaningful context, increase students' motivation, reduce students' anxiety, trigger creativity and language use spontaneously, encourage students to participate in learning and integrate linguistic skills. From those explanations, it can be seen that games provide many advantages in learning process.

c. Disadvantages of Game in Learning

According to Vernor in Andayani (2019), games are "time filler" because learning with game doesn't involve specific skills or grammar

points. Furthermore, Andayani (2019) also stated that teachers need more time to design and prepare about the game. Due to that, teachers should consider and choose the appropriate game to be implemented on teaching the materials.

d. Kinds of Language Games

Several games that can be used to teach language are guessing games, matching games, information gap, searching games, sequencing games and board game. One of the examples of board game is **snake and ladder game**.

4. Snake and Ladder

a. Definition

Snake and ladder game is a traditional game which is known by many people including children. Zikriyati and Syafei in Andayani (2019) stated that **snake and ladder game** involve comprehension, **students'** cooperative skills and activities. It is played by two or more players using dice and pots on the game board. The game board is divided into numbered squares, with a series of snakes and ladders connecting one square above and below another. In addition, Yemima, et.al. (2019) stated that the snake and ladder is not only game but also media that has correlation with the pictures on board such as snake, staircase and other images related to topic.

b. Implementation of Snake and Ladder in Learning

The steps of implementing **snake and ladder** in learning are that the teachers prepare **the snake and ladder** with the rules. **Students** are asked to do activities based on the rules. According to Andayani (2019), the rules of **snake and ladder game are:** 1) this game can be played in pairs so

students should find the partner. 2) ¹ The first player rolls the dice and sees the number. Then, put the counter based on the number obtained. 3) The students should follow the instruction that exist ⁶ on the box of the snake and ladder board. The player can take turn and roll the dice if the answer is correct, but the player will move one step back if the answer is incorrect. In addition, according to Zikriyati and Syafei in Andayani (2019), ⁸ the rules of snake and ladder game in language learning are: 1) the students are divided into several groups. 2) The player takes turn to roll the dice and get the number. 3) The player count the number obtained from the dice and put the counter on the snake and ladder board based on the number. 4) The player takes picture card then follows the instruction of it. 5) If the answer is correct, the counter keeps staying on where it is. However, if the answer is incorrect, the counter moves backward twice.

B. Review of Previous Researches

The prior researches related to this current research are research conducted by Savitri et. al. (2020), Andayani (2019), Yemima et. al. (2019), Zikriyati (2018), Hariyadi (2018), Fitriyana & Maro (2018), Putranti (2017), Setiawan & Zuana (2018), also Naharuddin & Megawati (2018).

The research conducted by Savitri et. al. (2020) discussed about developing a snake ladder game ³ to increase vocabulary. The scope of ⁶ vocabulary is related to nouns and verbs. The result was that ⁶ the snake ladder game can improve the students' vocabulary with several additional variations.

Andayani (2019) explained about the appropriate snake and ladder game to teach language skills including listening, speaking, reading and writing. She also stated that this game encourage learners get motivation in learning and reduce the boredom. The result of this research was that snake and ladder game was appropriate to teach four language skills. Also, teacher has important role to be a facilitator and to consider the appropriate snake and ladder game towards the materials.

Yemima et. al. (2019) conducted a research about enhancing English vocabulary through the use of snake and ladder media. The theory of this study is that early childhood teaching and learning methods include learning while playing. The result of this research was snake and ladder media is able to increase English vocabulary mastery of Kindergarten students.

Zikriyati (2018) did a research that proved snake ladder game could be implemented as the media to teach vocabulary to Young Learners. This game succeeded to encourage students to experience enjoyable vocabulary learning.

Hariyadi (2018) discussed about activities of teacher and students through snake ladder game could improve the students learning outcomes. This was Classroom action research whose subjects are the students of grade three.

Fitriyana & Maro (2018) through their research proved that teaching vocabulary using snake and ladder can improve students' vocabulary mastery. This study was conducted using quantitative experimental research that involved experimental class and control class. The subjects were the students of tenth grade at SMA Muhammadiyah I.

Setiawan & Zuana (2018) proved that the implementation of electronic snake and ladder game was appropriate with characteristics and learning objectives of grade two. They conducted qualitative research whose subjects are second grade students.

Naharuddin & Megawati (2018) through their qualitative research proved that the use of snake and ladder media is able to enhance students' vocabulary mastery. The subjects of this research were the students of grade five.

C. Theoretical Framework

Vocabulary is a set of words used by human to communicate (Setiawan & Wiedarti, 2020). There are spoken and written vocabularies. Spoken vocabulary is vocabulary expressed orally. Then, written vocabulary is vocabulary expressed in the written form. Learning vocabulary involve learning in terms of meaning and spoken or written form. This is supported by the statement of Michael (2007). He stated that learning vocabulary consists of learning about meaning, spoken or written forms, word parts, grammatical patterns, collocation, register, association (similar and opposite), frequency and connotation. Learning vocabulary involve repetition over and over in the same way. Due to that, teacher should create the joyful atmosphere in learning in order to avoid the boredom.

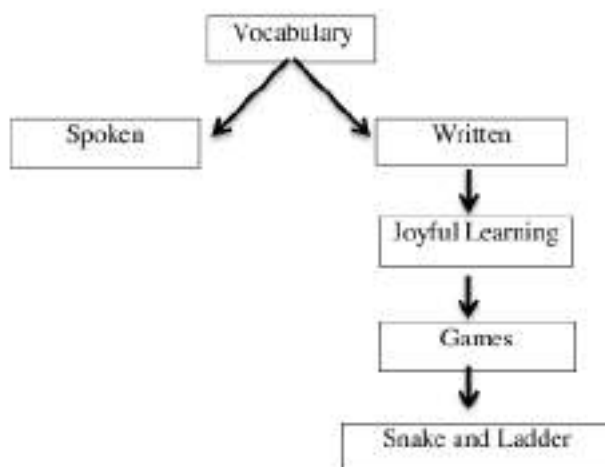
Learning strategy can be implemented to create joyful is through joyful learning. Joyful learning is a learning process that can develop the full potential of the learners because the learners feel free from fear and stress

(Ngalimun, 2017). Joyful learning can be conducted in many ways such as stories, role plays, puzzles, songs, dance, hands on activities, and games.

Game is a set of play with rules and goal (Andayani, 2019). Game can produce more meaningful context for language learning. One of the games can be used in language learning is through board game that **is snake and ladder game.**

Snake and ladder game is the most well-known board game. Snake and ladder game is appropriate media in language teaching to teach vocabulary promoted by Hadfiel (Andayani, 2019). Snake and ladder game is not only game but also media that has correlation with the pictures on board such as snake, staircase and other images related to topic (Yemima, et.al., 2019). The rules of **snake and ladder game** are: playing **in pairs**, rolling **the dice** and seeing the number, putting the counter based on the number obtained, following the instruction that exist on the box that placed by the counter, taking turn for each player to roll the dice, doing the consequences that determine by the teachers. Through this activities, the students experience learning vocabulary repeatedly over and over. It helps them to understand the meaning and spelling of the vocabulary.

Based on the description in the prior paragraphs, here is the schematic of this research framework.



D. Hypothesis

This research is a quantitative research. Quantitative hypothesis are the researcher's predictions about the expected outcomes of relationships among variables (Crosswell, 2018). In this research, there are two hypotheses. Null Hypothesis (H0) is the statement that there is no correlation or no notable distinction between groups regarding a certain variable. While, Alternative Hypothesis (H1) is research result based on the researcher's intention. Null Hypothesis (H0): It is not effective in using **Snake and Ladder game to increase vocabulary mastery**. Alternative Hypothesis (H1): It is effective in using Snake and Ladder game **to increase vocabulary mastery**.

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents about the research methodology clearly. It covers variables of the research, technique and approach of the research, place and time of the research, population and sample, research instrument and data collecting technique, also technique of data analysis.

A. VARIABLES OF THE RESEARCH

Research variables are everything in any form set by a researcher with the aim of being studied on order to obtain information and draw the conclusion (Nasution, 2020). According to Hatch and Farhady in Nasution (2020), variables are defined as attributes or objects that have variations between objects and other objects. The variables of this study are largely determined by the theoretical foundation and clarity affirmed by the research hypothesis. In short, research variables are objects of research that can change, have value and influence in determining research results. This research has ¹⁰ two kinds of variables namely dependent variable and independent variable.

Independent variable, also well-known as X variable, is a variable that explains or influences another variable. This independent variable influences the results of experimental studies (Cresswel, 2018). **Dependent variable**, also well-known as Y variable, is variable affected by an independent variable. The dependent variables are the results that come from the influence of the independent variable (Cresswel, 2018).

The independent variable of this research is snake and ladder game. It is vocabulary learning media that consists of pictures on board like dice, snake, ladder, number and other pictures related to the teaching materials (Yemina, et.al., 2019), and has rules for the player such as playing in group, rolling dice, moving counter, and doing the instruction that exist on the box of the snake and ladder board (Andayani, 2019). In this research, the pictures displayed on the board consist of verbs of children's daily activity such as "picture of eating, playing, reading, sleeping, etc". The instructions on the box consist of "find the correct words" and "write the correct spelling". For the first instruction, the researcher provides many written vocabularies on small papers such as "eating", "sleeping", etc. Furthermore, the researcher provides pen and paper for each group to write the answer about the second instruction.

The dependent variable of this research is vocabulary. According to Zano & Phatudi (2020), vocabulary relates to articulation, spelling, meaning, antonym, synonym and word formation. In addition, Setiawan (2018) stated that the kinds of vocabulary are nouns, adjectives, adverbs and verbs. This research focuses on the aspects of spelling and meaning of the verbs. Spelling relates to the depiction of language sounds in writing (letters) as well as the use of punctuation. Verbs are the words that describe action. The verbs taught are about daily verbs of children's activity.

B. APPROACH AND TECHNIQUE OF THE RESEARCH

1. Approach of the Research

This research uses quantitative approach. According to Cresswel (2018), quantitative research approach is that a theory is tested by specifying hypotheses made by the researcher and supported by the data in the form of numbers related to the hypotheses. Furthermore, quantitative research is a research approach that primarily based on philosophy Positivism and involves thinking about cause and effect, reduction to variables, hypotheses and specific questions, measurement, observation and theory testing, using research strategies such as experiments and surveys that require statistical data (Nasution, 2020). In short, quantitative is research method which is used to examine specific population or sample by using random sampling techniques, data collection using research instruments, data obtained in the form of numbers, research strategies using experiment or survey, and data analysis using statistics to test established hypotheses.

Based on the explanation above, this research uses quantitative approach because it involves experiment and discusses about **students' score of pre-test and post-test of** vocabulary mastery at grade four SDN Kalipang 1. The data collection is carried out using both pre-test and post-test to obtain the score of students' vocabulary mastery. Furthermore, this research uses software, namely IBM SPSS Statistics Version 25 to analyze the data.

2. Technique of the Research

The method of this research is experiment. According to Cresswel (2018), an experimental method involves systematically controlling one or more

variables to determine their influence on intended outcomes. Additionally, a study concentrates the effects of this change while keeping all other factors constant. It can be concluded that the experimental methods are the research methods used to determine the effect of the independent variable (treatment) on the dependent variable (outcome) under controlled condition. This research uses experimental methods for it aims to find out the significant effect of snake and ladder game on students' vocabulary mastery at SDN Kalipang 1.

This research uses pre-experimental designs, in the form of one-group pretest-posttest designs. According to Cresswel (2018), pre-experimental designs not only focus on the study of single group but also implement the intervention in giving the treatment. The control group is not involved to be the comparison towards experimental group. Furthermore, he explains that one-group pretest-posttest designs involve the measure of pre-test followed by a treatment and post-test for a single group. The illustration is as follows: Group A O_1 X O_2 . In other words, this is the research design in which the attitude before and after getting an experimental treatment are assessed for a single group. Therefore, this experimental research uses one-group pretest-posttest design because it involves only one group consists of all students of grade four at SDN Kalipang 1, and this group are given pre-test to assess the students' vocabulary mastery before getting treatment, treatment by teaching vocabulary using snake and ladder game, and post-test to assess the students' vocabulary mastery after getting treatment.

C. PLACE AND TIME OF THE RESEARCH

1. Place of the Research

This research takes place at SDN Kalipang 1, Grogol. It is conducted in fourth grade. It is one of the indigenous schools located in hills area of Grogol district. Most of the students lack of English because English is seldom taught in the school using joyful learning activity. It is the consideration to do the research by implementing snake and ladder game.

2. Time of the Research

This research is conducted during joining one of *Merdeka Belajar Kampus Merdeka (MBKM)* programs namely *Kampus Mengajar Angkatan 5*. This research spends four months starts from February to June 2023. The researcher needs to arrange the proposal, make the research instrument, collect and analyze the data.

Here is the table of the time of the research.

| No | Activities | Month 1 | Month 2 | Month 3 | Month 4 |
|----|------------------------------|------------|---------|---------|------------|
| 1 | Arrange the proposal | √ | | | |
| 2 | Make the research instrument | | √ | | |
| 3 | Collect the data | | | √ | √ |
| 4 | Analyze the data | | | | √ |

Table 3.1. Time of Research

D. POPULATION AND SAMPLE

1. Population

Kerlinger in Nasution (2020) states that populations constitute all members of people group, events or objects that have been clearly formulated. In addition, population is defined as a generalized area that consists of objects or subjects that have certain qualities and characteristics determined by researchers to be studied and then drawn conclusions (Nasution, 2020). Briefly, population is defined as the generalized area of the research determined by the researcher. The research data is taken from fourth grade at SDN Kalipang 1 so the population of this research is all students of fourth grade at SDN Kalipang 1, Grogol. Total of the students are seventeen.

2. Sample

The sample is part of the number and characteristics possessed by the population (Nasution, 2020). In other words, sample is taken from the population and it is narrower than population. The sample of this research is all population because the total of the population is only seventeen students.

E. RESEARCH INSTRUMENT AND DATA COLLECTING TECHNIQUE

1. Research Instrument

Research instruments used in this research are tests, namely pre-test and post-test. These tests aim to obtain the research data that is the students' score of vocabulary mastery. The topic of the test is similar. Each test has 15 questions. Students are given pre-test to measure the vocabulary mastery

before getting treatment using snake and ladder games. After doing the pre-test, students are given treatment by using snake and ladder game to teach vocabulary. Students are taught about the spelling and meaning of verbs. Then, students are given post-test to measure the vocabulary mastery after getting treatment with snake and ladder game.

Here is the table about instrument development.

| Indicator | Sub Indicator | Question Form |
|------------------------------------|---|-----------------|
| Students can understand meaning | <ul style="list-style-type: none"> ➤ Students can choose the right word based on the picture. ➤ Students can choose true picture described by sentence. | Multiple choice |
| Students can know correct spelling | <ul style="list-style-type: none"> ➤ Students can choose correct spelling. | Multiple choice |

Table 3.2. Instrument Development of Pre-test and Post-test

2. Data Collecting Technique

This experimental research has procedures for collecting the data. The procedures consist of conducting pre-test for students, teaching vocabulary using snake and ladder games, and giving post-test to the students. Those collecting data procedures are explained clearly as follows.

a. Pre-test

Pre-test aims to measure students' vocabulary mastery about meaning and spelling of the daily verbs. This test is conducted before the students being taught by using snake and ladder game. The participants of this test consist of seventeen students of grade four at SDN Kalipang 1. The topic of this test is about children's daily action verbs such as "running, watching, etc." The totals of questions are fifteen questions in the form of

multiple choices. After that, the researcher collects students' answer sheet and does scoring to get the score of pre-test.

b. Teaching Vocabulary Using Snake and Ladder Game

Teaching vocabulary using snake and ladder game is done as the treatment provided by the researcher. This treatment is conducted for two meetings. The duration of each meeting is 2 x 35 minutes. The first meeting is conducted the following week after pre-test. The topic is about vocabulary of daily activity. The researcher teaches the verbs in terms of meaning using snake and ladder game as the media. Then, the second meeting is held in the following week. The topic is about vocabulary of daily activity. The researcher utilizes the snake and ladder game to facilitate the students mastering the vocabulary spelling.

c. Post-test

Post-test has purpose to assess students' vocabulary mastery about meaning and spelling of the daily verbs. This test is carried out after the students being taught by using snake and ladder game. The topic of this test is the vocabulary about the verbs of children's daily action like "sleeping, playing, etc." In addition, the totals of participants and questions of this post-test are same as those of pre-test. Then, to obtain the score of post-test, the researcher does scoring from student's answer.

3. Technique of Data Analysis

a. Type of Analysis

Type of analysis of this quantitative experimental research uses statistical analysis. The data obtained in the form of numbers, students'

score of both pre-test and post-test, is processed using statistical software namely IBM SPSS Statistics Version 25.

Furthermore, the data analysis uses descriptive statistical analysis. Descriptive statistical analysis is used to analyze the data by describing the collected data. Descriptive statistical analysis is intended to describe results of students' vocabulary mastery at SDN Kalipang 1, before (pre-test) and after (post-test) getting treatment using snake and ladder game.

In addition, the hypothesis testing of this research uses T-test. T-test is intended to test research hypotheses regarding existing whether or not there is a difference in students' vocabulary before and after being implemented joyful learning using snake and ladder game.

d. Norm of Decision

The norm of decision of this current research is obtained from the score of both pre-test and post-test that analyzed using T-test. The significance value from the T-test results determines the decision of this analysis. The hypothesis can be the result. When the significance value shows less than 0.05, it means that there is no effect of using snake and ladder game towards vocabulary. When the significance value shows 0.05 or more, it means that there is significance effect of using snake and ladder game towards vocabulary.

Besides that, there are two hypothesis of this research, namely Hypothesis Null (H₀) and Hypothesis Alternative (H₁). H₀: It is not effective in using Snake and Ladder game to increase vocabulary

mastery. H1: It is effective in using Snake and Ladder game to increase vocabulary mastery.

Based on the explanation above, here is the table of research procedures.

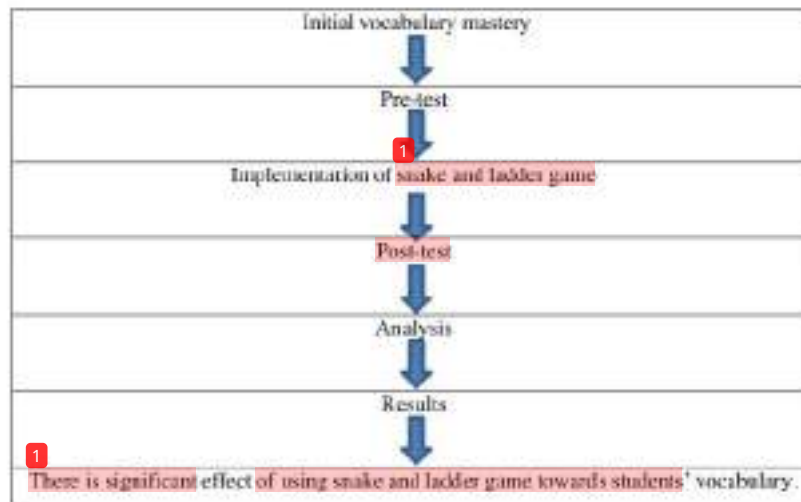


Table 5.3. Procedure of the Research

RESULTS AND DISCUSSION

This chapter presents about results and discussions of the research. The researcher explains in detail about the findings of the research and discusses about the effect of using snake ladder game on the students' vocabulary mastery of grade four at SDN Kalipang 1. The explanation consists of variable data description, data analysis, hypothesis testing and discussions.

A. VARIABLE DATA DESCRIPTION

This sub-chapter describes about variable data of this research both treatment using snake and ladder game as the independent variable, and score of vocabulary mastery as the dependent variable. The description of the variable data is begun from data description of students' vocabulary mastery before getting treatment using snake and ladder game, giving treatment using snake and ladder game, data description of students' vocabulary mastery after getting treatment using snake and ladder game, and score differences of pre-test and post-test. The further discussion is explained as follows.

1. Data Description of Students' Vocabulary Mastery before Getting Treatment Using the Snake and Ladder Game

The reality on the ground was that vocabulary learning in grade four at SDN Kalipang 1 still used lecturing methods. For example the teacher explained the meaning of vocabulary from the handbook then asked the students to do the written exercise of it. Thus, the students not only felt that learning vocabulary was very difficult and boring, but also did not learn

vocabulary repeatedly over and over. Due to the boredom and the lack of repetition in learning, the students not only got difficulties in understanding the meaning of vocabulary, but also often forgot the spelling of vocabulary. Therefore, the students' vocabulary mastery was poor.

Before the students got treatment ² using the snake and ladder game, they were given pre-test. This test conducted on Saturday, 22nd of April 2023. This test aims to find out the vocabulary score of grade four at SDN Kalipang 1 before getting treatment with snake and ladder game. The participants of this test were seventeen students of grade four at SDN Kalipang 1. There were fifteen questions in the form of multiple choices. The researcher gave vocabulary test that focused on meaning and spelling about the verbs "What are you doing?" materials. This test is conducted in duration 2 x 35 minutes. Then, the researcher did scoring to the students' answer sheet and calculated the score. From the test results, the researcher obtained the vocabulary score of grade four at SDN Kalipang 1 before getting the treatment. The highest score ¹⁰ of pre-test is 67. While the lowest score of pre-test is 40.

The score of pre-test is presented in the table below:

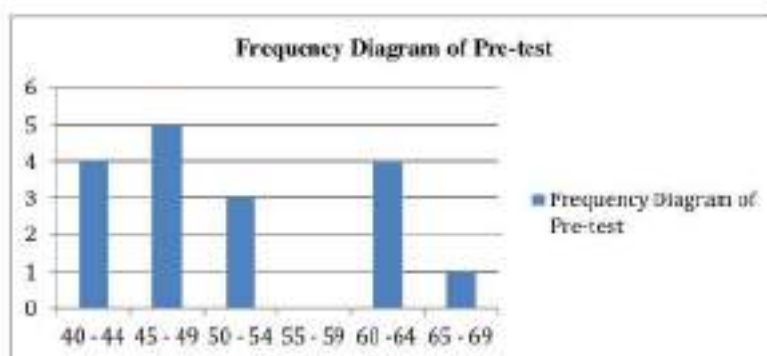


Table 4.1. Frequency Diagram of Pre-test

2. Giving Treatment ² Using Snake and Ladder Game

Giving treatment using snake and ladder game is conducted in order to train the students to master the vocabulary. This treatment is conducted for two meetings. The duration of each meeting is 2 x 35 minutes. The topic taught is the vocabulary about daily activity in the form of verbs such as "singing, playing, swimming, etc". The researcher has 2 snake and ladder games. First, it is designed to train the meaning mastery. It displays several squares consist of numbers also daily verb pictures, and its board has instruction "Find the correct word!" The researcher provides daily vocabularies in the small papers for each group. Second, it is designed to train spelling mastery. It has different instruction that is "Write the correct spelling!" The researcher provides a piece of paper for each group. As the preliminary activity in learning, the researcher shares 20 vocabularies in the form of pictures with the English spelling on a piece of paper for each student, and followed by explaining the meaning.

After the explanation, the students are divided into 2 groups consist of 8 or 9 students. After they make in line with their own group, the researcher explains the rules and demonstrates how to play the snake and ladder game. Then, a student of group A takes turn to roll the dice, moves the counter and does the instructions on the board. The instructions of the 1st and 2nd meeting are different. 1) For the 1st meeting, the instruction is "Find the correct words". The student should look at the picture appears where the counter exist. Then, invite the team to search the correct word in the form of small piece of paper provided by the researcher. 2) For the 2nd meeting, the

instruction is "Write the correct spelling". The student should look at the picture appears and invite the team to write the correct spelling in a paper provided by the researcher. When student does the instruction, the researcher pays attention to the students answer. If the answer is incorrect, the student must move the counter twice backward. Then, a student of the opposing group takes turn to roll the dice and does the same steps as the previous group. Both of the two groups play this game alternately.

Through that game, students learn the vocabulary about meaning and spelling repeatedly in joyful atmosphere. Thus, it facilitates them to master the vocabulary in the aspect of meaning and spelling.

3. Data Description of Students' Vocabulary Mastery after Getting Treatment Using the Snake and Ladder Game

After the students got treatment using the snake and ladder game, they were given post-test. The post-test conducted on Saturday, 13th of May 2023. This test aims to find out the vocabulary score of grade four at SDN Kalipang 1 after getting treatment with snake and ladder game. The total of students, questions and duration was still same as the pre-test. The researcher gave vocabulary test that focused on meaning and spelling about the verbs "What are you doing?" materials. From the post-test, the researcher obtained the vocabulary score of grade four at SDN Kalipang 1 after getting the treatment using snake and ladder game. The highest score of post-test is 86. While, the lowest score of post-test is 50.

The score of post-test is presented in the table below.

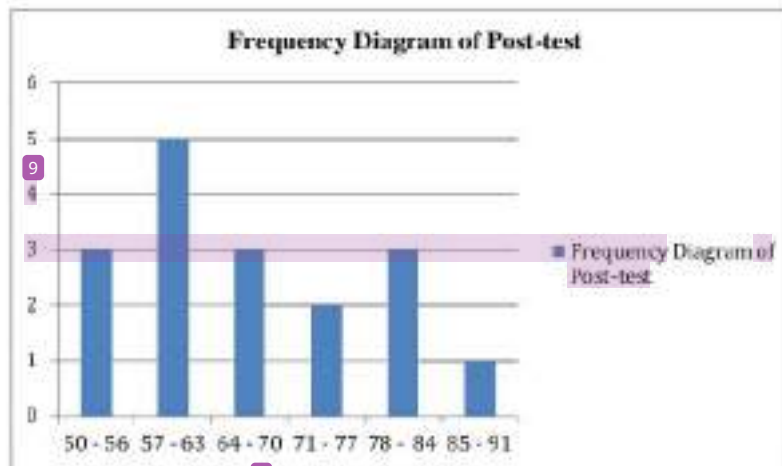


Table 4.2. Frequency Diagram of Post-test

4. Score Differences of Pre-test and Post-test

In this part, the score differences between pre-test and post-test were displayed. It aims to find out whether the students' vocabulary mastery increased after getting treatment using snake and ladder game or not. The score of both pre-test and post-test can be seen below.

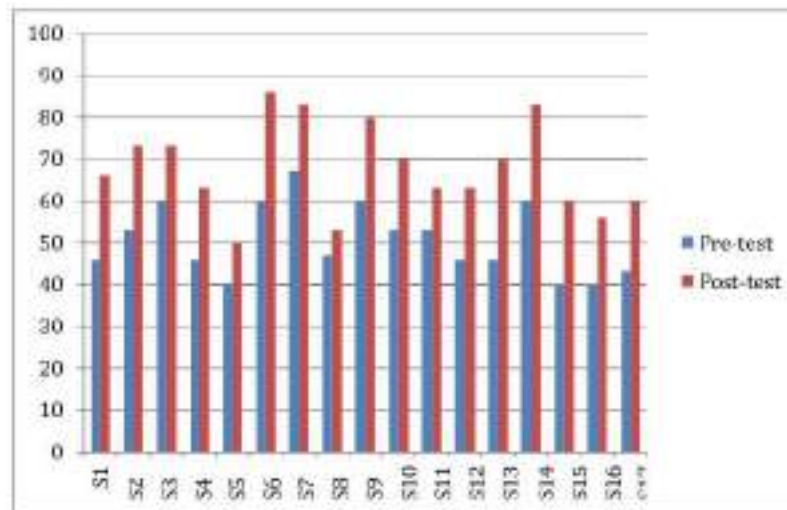


Table 4.3. Score Differences of Pre-test and Post-test

Based on the results above, it can be seen that the students' scores of post-test increased. Therefore, it can be concluded that the students' vocabulary mastery of grade four at SDN Kalipang 1 increased after getting treatment using snake and ladder game.

B. DATA ANALYSIS

Data analysis is done after getting the score of both pre-test and post-test. This analysis aims to find out the answer of research question about the student vocabulary mastery before and after getting treatment using snake and ladder game. Due to that, the data analysis that consists of data analysis procedure, data analysis results and interpretation of data analysis results, is explained clearly below.

I. Data Analysis Procedure

In this part, the data analysis procedure is presented. Data analysis procedure contains the steps to analyze the data. The researcher did scoring of both pre-test and post-test to obtain the score. Then, the scores of both pre-test and post-test were calculated and processed using software "IBM SPSS Statistics Version 25". The results were presented in the form of paired sample statistics, paired sample correlation and paired sample test.

Paired sample statistics show the mean of both pre-test and post-test. This aims to find out whether the score of post-test is higher than the score of pre-test, and vice versa. Furthermore, paired sample correlation aims to display the correlation between the score of pre-test and post-test before and after getting treatment using snake and ladder game. In addition, paired sample test presents the T-test results which are used to test the hypothesis. T-test

analysis is a test to find out the significant effect on vocabulary mastery of grade four at SDN Kalipang 1 after getting treatment using snake and ladder game.

2. Data Analysis Results

In this part, the data analysis results of the students' pre-test and post-test score are presented. The results are processed by using software IBM SPSS Statistics Version 25. The output of calculation using the software can be seen in the form of paired sample statistics, paired sample correlations and paired sample test.

a. Paired Sample Statistics

The results of paired samples statistics are presented on the tables below.

| Paired Samples Statistics | | | | | |
|---------------------------|------------------------------|-------|----|----------------|-----------------|
| | | Mean | N | Std. Deviation | Std. Error Mean |
| Pair 1 | Pre-Test Vocabulary Mastery | 50.59 | 17 | 8.412 | 2.040 |
| | Post-Test Vocabulary Mastery | 67.76 | 17 | 10.825 | 2.626 |

Table 4.4. Paired Sample Statistics

The table of paired sample statistics contains descriptive statistics from the data of pre-test and post-test. The table displays the mean of both pre-test and post-test. The table shows that the mean of pre-test score is 50,59 with standard deviation 8,412 and followed by 17 participants. While the mean of post-test score is 67,76 with standard deviation 10,825 and followed by 17 participants. It means the mean of post-test score is higher than the mean of pre-test score.

b. Paired Sample Correlations

The results of the paired sample correlations are presented on the tables below.

| Paired Samples Correlations | | | | |
|-----------------------------|--|----|-------------|------|
| | | N | Correlation | Sig. |
| Pair 1 | Pre-Test Vocabulary Mastery & Post-Test Vocabulary Mastery | 17 | .882 | .000 |

Table 4.5. Paired Sample Correlation

Paired sample correlation table shows if there is correlation on the score of pre-test and post-test before and after getting treatment ¹ using snake and ladder game. If the sig. value is less than 0,05 it means there is any correlation. While the sig. value is more than 0,05, it means there is no correlation.

From the table, the sig. is 0,000, the correlation is 0,882 and the total of participants is 117. It means that the sig. less than 0,05. So, it can be concluded that there is impact between the score of pre-test and post-test ⁶ before and after getting treatment using snake and ladder game.

c. T-Test

The results of the T-Tests are presented on the tables below.

| Paired Samples Test | | | | | | | | |
|--|--------------------|----------------|-----------------|---|---------|---------|----|-----------------|
| | Paired Differences | | | | | t | df | Sig. (2-tailed) |
| | Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference | | | | |
| | | | | Lower | Upper | | | |
| Pre-Test Vocabulary Mastery - Post-Test Vocabulary Mastery | -17.176 | 5.235 | 1.270 | -19.868 | -14.485 | -13.528 | 16 | .000 |

Table 4.6. T-Test

Paired samples test presents the T-test results. Norm of decision in T-test results are: 1) H₀: It is not effective in using snake and ladder game to increase vocabulary mastery, 2) H₁: It is effective in using snake and ladder game to increase vocabulary mastery. In addition, Ho testing criteria: H₀ is rejected and H₁ is accepted if the sig. (2-tailed) is less than 0,05.

From the table of paired sample test, it is known that the sig. (2-tailed) is 0,000, the degree of freedom is 16, and standard deviation is 5.235. It can be known that the sig. (2-tailed) is less than 0,05. Thus, H₁ is accepted. In other words, it is effective in using snake and ladder game to increase vocabulary mastery.

3. Interpretation of Data Analysis Results

This part discusses about the interpretation of data analysis results concerning the students' vocabulary mastery before and after getting treatment using snake and ladder game.

From the results of paired sample statistics, both the pre-test and post-test score are compared. The average score of pre-test shows 50,59 while the average score of post-test that shows 67,76. The comparison results of both test shows that the post-test score is 17,17 higher. It means that the students' vocabulary mastery before getting treatment using snake and ladder game was low. Then, the use of snake and ladder game in teaching vocabulary facilitates the students to increase their vocabulary mastery.

Furthermore, from the results of T-test on paired sample test, it is known that the sig. (2-tailed) is 0,000, which means less than 0,05 / 5%. It can be said that it is effective in using snake and ladder game to increase vocabulary mastery.

From the explanation above, it can be concluded that the students' vocabulary mastery increases after getting treatment using snake and ladder game. Also, the use of snake and ladder game to teach vocabulary gives significant effect on students' vocabulary mastery of grade four at SDN Kalipang 1.

C. HYPOTHESIS TESTING

Theory of hypothesis in this research is that there is any significant effect of using snake and ladder game on vocabulary mastery of grade four at SDN Kalipang 1.

Hypothesis testing of this research uses T-test. Null Hypothesis (H0): It is not effective in using Snake and Ladder game to increase vocabulary mastery. Alternative Hypothesis (H1): It is effective in using Snake and Ladder game to increase vocabulary mastery. Ho testing criteria: Ho is rejected and H1 is accepted if the significance (sig.) values equals or less than 0.05.

Based on the results of the T-Test, the sig. value obtained is 0.000 which means less than 0,05. Due to that, H0 that states "It is not effective in using Snake and Ladder game to increase vocabulary mastery" is rejected and H1 that states "It is effective in using Snake and Ladder game to increase vocabulary mastery" is accepted. In other words, this research proved that there is any significant effect of using snake and ladder game on vocabulary mastery of grade four at SDN Kalipang 1.

D. DISCUSSIONS

The findings of this research is that snake and ladder game used to increase students' vocabulary mastery of grade four at SDN Kalipang 1. Based on the results of data analysis and hypothesis testing, there is the significant effect on vocabulary mastery of grade four at SDN Kalipang 1 after getting treatment using snake and ladder game.

The findings are in line with several prior studies conducted by Savitri et. al. (2020), Yemima et. al. (2019), Zikriyati & Syafei (2018), and Fitriyana & Maro (2018).

First, the research conducted by Savitri et. al. (2020) proved that developing a snake ladder game can increase vocabulary. Through her research, it proved that students' could develop their vocabulary mastery especially about verbs. The result was that the snake ladder game can improve the students' vocabulary with several additional variations.

Second, Yemima et. al. (2019) through their research proved that the use of snake and ladder media is able to enhance English vocabulary. This is based on the theory that early childhood teaching and learning methods are learning while playing. Through this snake and ladder game, students' can both increase their knowledge and experience joyful learning because they can participate and interact actively in learning. Therefore, playing snake and ladder game is appropriate learning strategy to attract students so they can increase their vocabulary mastery.

Third, according to a research conducted by Zikriyati & Syafei (2018), snake and ladder game is appropriate media to teach vocabulary to Young Learners. This game could attract the students to be involved actively in learning vocabulary through its several activities: rolling the dice to get the number, moving the counter based on the number they got, picking up the picture card and following the instruction from that card. It can be said that the activities of snake ladder game facilitates the students' to practice vocabulary

repeatedly. Through those activities, students felt happy in learning and easier to master the vocabulary.

Furthermore, Fitriyana & Maro (2018) through their quantitative experimental research showed that improving students' vocabulary mastery of tenth grade at SMA Muhammadiyah 1 can be done by using snake and ladder game. It can be seen from the post-test score of experimental group, in which 91.8, higher than that of control group, in which 81.5. In other words, the use of snake and ladder game was successful to increase students' vocabulary mastery.

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

Limitation of this research is that this is an experimental research which needs long time to do the research. Giving treatment using snake and ladder game spends much time in preparing the game and demonstrating the game. The students must pay attention and concentrate to understand about how to play this game properly. Furthermore, because this game is quiet interesting, it encourages the students to be active or even crowded in learning. In addition, the sample of this research is little, only seventeen samples. Thus, the next researchers can conduct similar research using more samples or other methods to obtain the more comprehensive results.

Furthermore, implications of this research are that 1) the researcher can obtain knowledge ¹ the use of the snake and ladder game as media for vocabulary learning, 2) the students can get knowledge about ⁴ learning vocabulary using the snake and ladder game, and 3) the teachers can use the snake and ladder game as suitable media to teach vocabulary.

In addition, this research contributes towards language learning especially English through games. It is able to be the model of teaching and learning vocabulary using game as a media.

5 CHAPTER V

CONCLUSION, IMPLICATION AND SUGGESTION

A. CONCLUSION

The weak of students' vocabulary mastery, especially in elementary level, is caused by the teacher-centered-learning, inappropriate learning strategy, students' difficulties in understanding both meaning and spelling of vocabulary, students' boredom and lack of students' involvement in learning activities. This research aims to find out vocabulary mastery of grade four at SDN Kalipang 1 before and after getting treatment with ² snake and ladder game, and the significant effect on vocabulary mastery of grade four at SDN Kalipang 1.

Based on the theory, learning strategy which enables to create joyful atmosphere in learning is joyful learning through games. Games not only provide student-centered-learning, increase students' motivation, more meaningful context in language learning from the sets of its rules and goals, but also can be learning media designed according to the teaching materials. Based on Hadfield theory in vocabulary learning, ² snake and ladder game is appropriate media to increase students' vocabulary mastery. The steps of this game are playing in pairs, rolling the dice and seeing the number, putting the counter based on the number obtained, following the instruction that exist on the box that placed by the counter, taking turn for each player to roll the dice, then doing the consequences that determine by the teachers. Through these activities, the students can

learn vocabulary repeatedly to understand the meaning and spelling of the vocabulary. Therefore, the researcher wants to conduct the experiment on ⁴ the use of snake and ladder game to find out the effect on students' vocabulary mastery.

The experiment uses quantitative approach ¹ with one-group pretest-posttest design. Reliability is tested by using software of IBM SPSS Statistics Version 25. Data obtained is from the score of pre-test and post-test. Based on the results of data analysis and hypothesis testing, the mean of pre-test is 50,59 while post-test is 67,76. ⁵ It can be said that the average of the post-test score is 17,17 higher. Furthermore, the sig. value obtained from the T-Test is 0,000 which means less than 0,05. Thus, H₀ "It is not effective in using ¹ Snake and Ladder game to increase vocabulary mastery" is rejected. It can be said that there is the significant effect on vocabulary mastery of grade four at SDN Kalipang 1 after getting treatment ¹ using snake and ladder game. From ² the explanation, it can be concluded that snake and ladder has positive effect on students' vocabulary mastery and the theory of Hadfield is correctly proven.

B. IMPLICATION

The implications based on the results of this research can be classified into theoretical implications and practical implications.

1. Theoretical Implications

The research conducted proves that the stages of ¹ snake and ladder game are appropriate to be adopted in vocabulary learning activities.

Vocabulary mastery can be enhanced by using the appropriate learning strategy. Joyful learning strategy using the snake and ladder game has significant effect on increasing students' vocabulary mastery, especially in English subject. In addition, there is difference on students' vocabulary mastery before and after being taught by involving the snake and ladder game. It means that the use of the snake and ladder game facilitates students to increase vocabulary mastery through enjoyable learning activities, and becomes appropriate media to teach vocabulary in the elementary level.

2. Practical Implications

The results of this research become insight for teachers and prospective teachers. The teachers and prospective teachers can consider choosing the appropriate learning strategy to be implemented in the learning activities. Joyful learning with snake and ladder game can be used as learning media to facilitate students on increasing the vocabulary mastery.

C. SUGGESTION

Based on the results of this research, there are several suggestions for the teachers, students and the future researchers.

1. For the Teachers

The teacher should consider joyful learning strategy using snake and ladder game to become insight in choosing the appropriate learning strategy to teach vocabulary. The use of this snake and ladder game can

be the model of teaching and learning vocabulary using game as a media to increase vocabulary mastery.

2. For the Students

The students can decrease their boredom by involving actively in learning activities through playing the snake and ladder game. Through this game, the students will experience in learning vocabulary repeatedly over and over so it can help them to increase their vocabulary mastery.

3. For the Future Researchers

The future researchers can conduct and develop the similar research about the use of snake and ladder game to teach vocabulary. Also, the future researchers should do the research about more indicators of vocabulary, not only about meaning and spelling of the verbs. Furthermore, this research can be used as the insight of the future researchers so they can use it as the reference of prior study of their future research.

BIBLIOGRAPHY

- Andayani T, M. A. (2019). Teaching English to Young Learners Through Games
A Modified Snakes and Ladders Game.
- CBSE. (2020). Handbook of Joyful Learning. Edisi ke-1. Cctral Board of
Secondary Education, Academic Unit. New Delhi.
- Fitriana, D., & Maro, R. K. (2018). 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), 82-93.
- Hariyadi, A. (2018). Use of Smart Ladder Snake Media To Improve Student
Learning Outcomes of Iv Grade Students of State Elementary School 1
Doropayung Pancur Rembang. *Refleksi Edukatika: Jurnal Ilmiah
Kependidikan*, 9(1).
- Kasanah, U., Zaini, M., Efendi, N., Wijayanto, A., & Setyowati, E. (2022). The
development of smart snake and ladder media in mastery of English
vocabulary grade III at SDI Babussalam Pandean Durenan
Treggalek. *Journal Corner of Education, Linguistics, and Literature*, 1(4),
216-226.
- Krisdayanti, V., Donuata, P. B., & Ete, A. A. (2020). Pengaruh Joyful Learning
Berbantuan Media Snakes and Ladders Terhadap Hasil Belajar
Fisika. *VEKTOR*, 5(1), 1-4.
- ² Kusriani, E. (2012). Teaching Vocabulary for Junior High School Students Using
Snake and Ladder Game. *Aktif*, 19(4).

- Mulyasa, Enco. 2006. *Kurikulum Berbasis Kompetensi Konsep, Karakteristik, dan Implementasi*. Bandung: Remaja Rosdakarya.
- Naharuddin, A., & Megawati, F. (2018). Snakes and Ladders Game for Enhancing Young Learners' Vocabulary. *International Journal on Integrated Education*, 1(1), 30-3
- Nasution, A. G. J. (2020). *Metodologi Penelitian: Kualitatif dan Kuantitatif*.
- Ngalimun. 2017. *Strategi Pembelajaran*. Yogyakarta: Parama Ilmu.
- Putranti, Y. D. (2017). Pengembangan Media Permainan Ular Tangga Menulis Kalimat Sederhana Untuk Siswa Kelas II. *Joyful Learning Journal*, 6(3), 154-160.
- Salirawati, D. 2012. Pentingnya Penerapan Joyful Learning dalam Penciptaan Suasana Belajar yang Menyenangkan. *Jurnal Pendidikan Kimia FMIPA UNY*, 1-10.
- Savitri, A. D., Laksono, K., Rhabido, D., Pramono, M., Susanto, I. H., & Tyasnurita, R. (2020, December). Development of Vocabulary Using Ladder Snake Game. In *International Joint Conference on Arts and Humanities (IJCAH 2020)* (pp. 828-832). Atlantis Press.
- SK Kepala Badan Standar, Kurikulum, dan Asesmen Pendidikan No. 8 Tahun 2022.
- Setiawan, I., & Zaana, M. M. M. (2018). Teaching vocabulary using modified snakes and ladders game. *Alsuna: Journal of Arabic and English Language*, 1(2), 87-95.

- Setiawan, M. R., & Wiedarti, P. (2020). The effectiveness of Quizlet application towards students' motivation in learning vocabulary. *Studies in English Language and Education*, 7(1), 83-95.
- Wright, A., Betteridge, D. & Buckby, M. (2006). *Games for Language Learning*. Cambridge: Cambridge University Press.
- Yemima, M., Wijayaningsih, L., & Kurniawan, M. (2019). Enhancing English vocabulary through the use of snake and ladder media for 4 to 6-year-old children. *Satya Widya*, 35(1), 1-15.
- Zano, K., & Phatadi, N. C. (2020). Vocabulary Learning Strategies of South African English First Additional Language Learners. *Journal for Language Teaching*, 54(2).
- Zikriyati, Z., & Syafei, A. F. R. (2018). Teaching Vocabulary to Young Learners through Snake and Ladder Game. *Journal of English Language Teaching*, 7(1), 208-215.

2. SITI NURIDAYANTI.docx

ORIGINALITY REPORT

16%

SIMILARITY INDEX

16%

INTERNET SOURCES

7%

PUBLICATIONS

%

STUDENT PAPERS

PRIMARY SOURCES

| | | |
|---|---|----|
| 1 | repository.radenintan.ac.id Internet Source | 5% |
| 2 | repository.unja.ac.id Internet Source | 2% |
| 3 | repository.unpkediri.ac.id Internet Source | 1% |
| 4 | etheses.iainponorogo.ac.id Internet Source | 1% |
| 5 | repository.uinsaizu.ac.id Internet Source | 1% |
| 6 | repository.iainpalopo.ac.id Internet Source | 1% |
| 7 | repository.uin-suska.ac.id Internet Source | 1% |
| 8 | digilib.uinkhas.ac.id Internet Source | 1% |
| 9 | digilib.iain-palangkaraya.ac.id Internet Source | 1% |

10

ejournal.iainpalopo.ac.id

Internet Source

1 %

11

ejournal.uksw.edu

Internet Source

1 %

Exclude quotes Off

Exclude matches < 1%

Exclude bibliography Off

2. SITI NURIDAYANTI.docx

PAGE 1

PAGE 2

PAGE 3

PAGE 4

PAGE 5

PAGE 6

PAGE 7

PAGE 8

PAGE 9

PAGE 10

PAGE 11

PAGE 12

PAGE 13

PAGE 14

PAGE 15

PAGE 16

PAGE 17

PAGE 18

PAGE 19

PAGE 20

PAGE 21

PAGE 22

PAGE 23

PAGE 24

PAGE 25

PAGE 26

PAGE 27

PAGE 28

PAGE 29

PAGE 30

PAGE 31

PAGE 32

PAGE 33

PAGE 34

PAGE 35

PAGE 36

PAGE 37

PAGE 38

PAGE 39

PAGE 40

PAGE 41

PAGE 42

PAGE 43

PAGE 44

PAGE 45

PAGE 46

PAGE 47

PAGE 48

PAGE 49

PAGE 50

PAGE 51



SURAT KETERANGAN BEBAS PLAGIASI

Nomor 806/C/FKIP-UN PGRI/VII/2024

Yang bertanda tangan di bawah ini,

Nama : Intan Prastihastari Wijaya, M.Pd., M.Psi.
NIDN : 0729078402
Jabatan : Gugus Penjamin Mutu

Menyatakan bahwa:

Nama : Siti Nuridayanti
NPM : 2014050003
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : THE EFFECT OF JOYFUL LEARNING USING SNAKE AND LADDER
GAME ON STUDENTS' VOCABULARY MASTERY OF GRADE
FOUR AT SDN KALIPANG 1

Telah melakukan cek plagiasi pada dokumen Skripsi dengan hasil sebesar 16 % dan dinyatakan bebas dari unsur-unsur plagiasi. (Ringkasan hasil plagiasi terlampir)

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Kediri, 8 Juli 2024
Gugus Penjamin Mutu,



Intan Prastihastari Wijaya, M.Pd., M.Psi.