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

SKRIPSI

**Presented as Partial Fulfillment of the Requirement to Obtain
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Department
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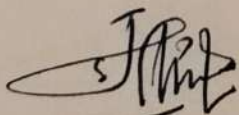
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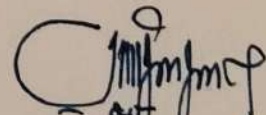University of Nusantara PGRI Kediri

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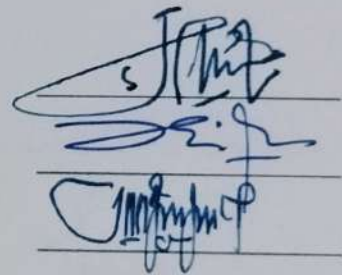Skripsi by:

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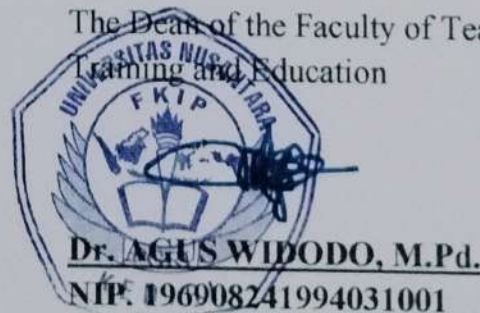by the Examination Committee of
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MOTTO AND DEDICATION

MOTTO:

Everything you have is not yours

Your greatness, knowledge and achievement are not yours

So,

Always keep humble, keep learning and be better!

DEDICATION:

I, Siti Nuridayanti, dedicate this work to me myself who have been struggling to continue my study at UNP Kediri since 2020 and all parties involved in supporting me during the writing process of this *Skripsi*. They are:

- ➢ my beloved parents, Sukardi and Nursih, who give advice for me to keep struggling in writing my *Skripsi*, pray for me 24/7 and provide moral and material support in order that I can finish my study at UNP Kediri on time

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ABSTRACT

Siti Nuridayanti. The Effect of Joyful Learning Using Snake and Ladder Game on Students' Vocabulary Mastery of Grade Four at SDN Kalipang 1, Skripsi. English Language Education Department, Faculty of Teacher Training and Education. University of Nusantara PGRI Kediri, 11th of July 2024.

Keywords: Joyful Learning, Snake and Ladder Game, Vocabulary

This research aims to examine if using snake and ladder game as vocabuary learning media can increase students' vocabulary mastery. This study encounters the reality on the ground that some problems dealing with vocabulary learning in elementary school are still found. The weakness of students' vocabulary mastery is caused by teacher-centered-learning, inappropriate learning strategy, students' boredom, and difficulties in understanding meaning and spelling. Therefore, the purpose of this study is to find out whether the use of snake and ladder game can increase students' vocabulary mastery.

This research is based on the belief that snake and ladder is appropriate media to increase children's vocabulary mastery. This game can be designed according to the materials and enables students to be more interested in learning through the activities of this game based on the game rules. This facilitates students to involve actively in learning and pay attention to the materials. Therefore, they can understand the materials easier.

This research uses quantitative approach with pre-experimental methods in the form of one-group pretest-posttest designs. Data obtained is score of pre-test and post-test. The population is grade four at SDN Kalipang 1 and the sample is all of the population, 17 students. Furthermore, the data analysis uses descriptive statistical analysis, and the hypothesis testing uses T-test.

The findings of this research indicate that snake and ladder has positive effect on students' vocabulary mastery. Based on results of data analysis and hypothesis testing, the pre-test mean is 50,29, post-test is 67,59, and sig. of T-test shows 0,000 which is less 5%. Due to that, H0 is rejected. It means that student's vocabulary mastery increases and there is significant effect on student's vocabulary mastery after being taught using snake and ladder game. By utilizing this snake and ladder game, the students can understand easily meaning and spelling of vocabulary given. Besides, students' enthusiast and involvement in learning also significantly increase. The students who were initially bored become more focus and active involved in learning activity through playing this game.

The conclusion of this research is that the snake and ladder game can be appropriate media to teach vocabulary in elementary level. It is recommended that the teacher should use snake and ladder game as the insight in choosing media to increase vocabulary, the students should pay attention to the game rules, and the future researchers can develop the similar study about the use of this game to teach vocabulary either in others levels of school and can use this research as the reference of the future studies.

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The author realizes that there are still many shortcomings in the preparation of this *skripsi*. Therefore, constructive criticism and suggestions from readers are expected for the perfection of this *skripsi*. Thank you.

Kediri, 11th of July 2024

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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. Learning vocabulary is the main capital for learning sentence building and other skills in language. Mastering a lot of vocabulary facilitate a person to be able 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 at 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 factors. Among them are teacher factors, such as: (1) The focus on

learning that is still teacher-centered, (2) Teachers do not choose the right learning strategy in the vocabulary learning that facilitates students to learn by doing, (3) teacher tended to use lecture methods then asked the students to do the task on the textbook, and (4) Teacher used to provide the same way of teaching vocabulary like direct translation of English vocabulary. According to prior study conducted by Zikriyati and Syafei (2018), inappropriate learning strategy and the lack of media in teaching vocabulary made students got difficulties in mastering vocabulary. Furthermore, they stated that teachers should choose appropriate learning strategy and media to encourage students interested in learning to master vocabulary.

While the student factors are: (1) Some students got difficulties in understanding the meaning and spelling of vocabulary, (2) Student got boring and did not pay attention when the teacher was explaining the lesson, (3) Students less enthusiasm and lack involvement in learning, (4) Students prefer to play. According to Yemima, et. al. (2019), the students got bored and difficulties in learning vocabulary because the learning method is question and answer, and did not involve any media. Moreover, students were not interested in learning English and did not pay attention to the lesson because the learning activity was not interesting (Zikriyati & Syafei, 2018). It is because children's attention span is still short and they prefer playing.

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 process of teaching English. According to Amelia (2023), joyful learning is learning strategy to develop students' skills and understanding towards the materials through learning activities designed using fun and visual things. Through her study, she proved that joyful learning has big influence on students' learning achievement. It can make students pay attention to the lesson and increase students learning outcome. According to Kurniawati in Amelia (2023), joyful learning can facilitate students to have motivation in learning and to experience learning activities that are not monotonous. In addition, joyful learning also can provides student-centered learning, increases motivation in learning, engages students (Sadan, 2020). It can be said that joyful learning is strategy that can facilitate students in involving themselves in learning, engaging the interest through interaction in a peer group.

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

learning activities because it is appropriate technique to teach children by providing learning while playing. The instructor will take on the role of facilitator in the classroom, with the students at the center of the teaching and learning process. Also, games have some benefits such as motivating and challenging, encouraging communication, 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 game that can be used as a media to teach vocabulary. Russo and Hopkins in Andayani (2019) state that snake and ladder can be utilized as the media to teach vocabulary and can be modified related to the materials. Haryadi (2018) through his classroom action research proved that snake ladder could improve teacher activity, student activity, and learning outcomes of grade three. Moreover, snake and ladder is appropriate game to teach vocabulary to young learners (Zikriyati & Syafei, 2018). 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 demonstrate how to play this game. 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 to master the English materials. Yemima et. al. (2019) also did classroom action research that proved snake and ladder could increase kindergarten students' vocabulary. Moreover, the use of snake and ladder game could increase children vocabulary (Savitri, et. al., 2020). Furthermore, the use of snake and ladder as the media could improve vocabulary of senior high school students (Fitriana & Maro, 2018). In addition, the snake and ladder game could increase young learners' vocabulary in the aspect of nouns (Zikriyati & Syafei, 2018). From those prior researches, it can be concluded that the snake and ladder game becomes appropriate media to enhance vocabulary in many educational levels.

Thus, the difference between this current research and those prior researches is on the research methods, the research subjects and the aspect of vocabulary. From those prior researches, it can be seen that many prior researches discuss about the use of snake and ladder game to improve vocabulary used the methods namely review, development, qualitative and classroom action research. Moreover, the use of snake ladder to improve vocabulary in the prior researches is focused on kindergarten, children, young learners, grade two and senior high school

students. Furthermore, the prior researches focus on noun as the aspect of vocabulary. Therefore, the research that discusses the use of snake and ladder and focuses on grade four use quantitative methods is still rare. Due to that, this current research focuses on investigating grade four as the subject, verbs as the aspect of vocabulary and uses quantitative methods.

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

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 being taught with snake and ladder game?

2. How is vocabulary mastery of grade four at SDN Kalipang 1 after being taught 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 being taught with snake and ladder game

2. Vocabulary mastery of grade four at SDN Kalipang 1 after being taught 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 research 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 leaning media that can increase vocabulary mastery.

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