

**SNAKE AND LADDER GAME AS A MEDIA IN INCREASING
STUDENTS' VOCABULARY**

(A Quasi - Experimental Research at SMK Al Fattah Tegalombo Pacitan)

THESIS



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THE STATE INSTITUTE OF ISLAMIC STUDIES

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ABSTRACT

Masrufah, Fia Ani, 2018. *Snake and Ladder Game as a Media In Increasing Students' Vocabulary (A Quasi Experimental Research at SMK Al Fattah Tegalombo Pacitan).* A thesis, English Education Department, Tarbiyah and Teachers Training Faculty, The State Institute of Islamic Studies (IAIN) Ponorogo. Advisor Dr.Ahmadi, M.Ag.

Key words: Snake and Ladder Game, Media, Vocabulary

Vocabulary is essential for successful second language use because, without an extensive vocabulary, we will unable to use the structure and function we may have learned for comprehensible communication. In learning vocabulary, the essential problem faced by the students is how to remember the vocabulary. Games such as Snake and Ladder can be offered as an instructional media to teach English for students, by using printing media (banner or poster). This game should be able to find a meaningful and enjoyable way to facilitate vocabulary learning for learners.

The purpose of this research was to examine whether there was a significant difference between the students' vocabulary who are taught by Snake and Ladder game as a media and those who are not taught by Snake and Ladder game as a media at SMK Al Fattah Tegalombo Pacitan.

This research applied quantitative approach and used quasi experimental design. This research, used two classes as experimental group and control group. The population was taken from whole students of the all students at SMK Al Fattah Tegalombo Pacitan consist of 142 students. The number of sample in this research were 27 students of experimental group and 27 students of control group. The researcher used cluster random sampling as sampling techniques. The procedure of data collection were test, interview and documentation. And to analyze data, the researcher used t-test formula.

The result showed that the value of t_o on students' vocabulary between students who were taught by Snake and Ladder game as a media and those who were not taught by Snake and Ladder game as a media was 5,85. The result of computation using t-test formula of 5% significant level was 2,01. The t_o was higher than t_t , so that H_a was accepted and H_o was reject. It implied that there is a significant difference on students' vocabulary between students who are taught by Snake and Ladder game as a media and those who are not taught by Snake and Ladder game as a media.

CHAPTER I

INTRODUCTION

A. Background of the Study

Vocabulary is the language resource, students have to know vocabularies to produce sentences. Thus, the English learners need to build up their vocabularies of the target language. As a Cameron said that words are they key unit in building up skills and knowledge. Therefore, students need to master English vocabularies.² In addition that vocabulary is the language resource, such as Rivers said that vocabulary is essential for succesful second language use because, without an extensive vocabulary, we will be unable to use the structure and function we may have learned for comprehensible communication.³

Considering the essential of vocabulary, the learners' facilitators should be able to find a meaningful and enjoyable way to facilitate vocabulary learning for learners. Cameron states that children lose interest more quickly and less able to keep their motivation when they find a task which is too difficult for them.⁴ In addition to the nature of children characteristic in learning, Harmer said that children can be easily bored

²Lynne Cameron, *Teaching Languages to Young Learners* (Cambridge : Cambridge University Press, 2001),73.

³David Nunan, *Language Teaching Methodology a textbook for teachers* (Sydney : Macquarie University, 1991), 117.

⁴Lynne Cameron, *Teaching Languages to Young Learners* (Cambridge : Cambridge University Press, 2001),1.

and lose interest after ten minutes or so.⁵ This problem takes place in SMK Al Fattah Tegalombo Pacitan, most of students' vocabulary is limited. However, based on the observation in October 2017 and interview with Mrs. Nita, S.Pd (SMK Al Fattah Tegalombo Pacitan teacher), it was found that almost 65 % of students at SMK Al Fattah Tegalombo Pacitan less vocabulary or difficult in memorizing vocabulary.⁶ Thus, in learners' facilitators should be able to carry out the language lesson along with the activities that are meaningful, fun and interesting for the learners.

Based on the explanation above, it is necessary and important for anyone who concerns in teaching English to find out the media by game to make learning vocabulary easier and more pleasant for the students. They will enjoy following English class. Michael J. Wallace argued, " Another teaching problem arises with word which are in the same rough area of meaning or semantic field".⁷ There are some technique and media in how to teach vocabulary. It can be done by using song, pictures, or games. In the teaching process, the teachers get good result in their teaching if their technique or media are fun, creative, and interesting.

Game is the one of media that can be used to teach English vocabulary for the learners. O'Dell and Head said that games play a very important role in vocabulary learning because they provide an enjoyable way of reentering words and they also give the students opportunity to use

⁵J.Harmer, *The Practice of English Language Teaching* (Edinburgh : Pearson Education Limited, 2007), 82.

⁶Nita, *English teacher at SMK Al Fattah Tahunan Tegalombo Pacitan*, Oktober 2017

⁷Michael J. Wallace, *Teaching Vocabulary* (London : Biddles Ltd, Guilford and King's Lynn, 1989), 21.

the word in a memorable context.⁸ Huyen and Nga also say that the games contribute to vocabulary learning and a chance to learn, practice and to review the English language in a pleasant atmosphere.⁹ In addition, game is good to build the children's characteristics. According to Amy Talak, that the games are fun activities that promote interaction, thinking, learning and problem solving strategies.¹⁰ The learners can learn about healthy competition or fair play, since they must follow the instruction and the rule of the game. Nevertheless, it is necessary to have a game which is meaningful. It means that games are used not only for fun, but to bring the target language to life, to review language lessons, and to facilitate the reluctant children to speak and communicate actively.

To solve this problem, the teacher gives an alternative media game for the teachers to enrich students's vocabulary that has connection with the area of media games. Games such as Snake and Ladder can be offered as an instructional media to teach English for students, by using printing media (banner or poster). It is a popular game around the world. Snake and Ladder game facilitates the students to learn about interaction life and socialization. This game learn about up and down in life or about joys and troubles. And this game is effective ways to more active in learning process, it caused to increase the students score of vocabulary.

⁸O'Dell and Head, *Games for Vocabulary Practice* (Cambridge : Cambridge University Press, 2003), 4.

⁹Huyen and Nga, "Learning Vocabulary Through Games – The Effectiveness of Learning Vocabulary Trough Games", *Education*, 2003, 8.

¹⁰Amy Talak, "Using Games in a Foreign Language Classroom", *Education*, 2010,4.

From the fact above, the researcher attempts to investigate the achievement in vocabulary between students who are taught by using Snake and Ladder game as a Media and who are not taught by using Snake and Ladder game as a Media at SMK Al Fattah Tegalombo Pacitan. Therefore, in this study the researcher is intended to conduct a quantitative research entitle “*SNAKE AND LADDER GAME AS A MEDIA IN INCREASING STUDENTS’ VOCABULARY (A Quasi - Experimental Research at SMK Al Fattah Tegalombo Pacitan)*”.

B. Limitation of the Study

To avoid arranging discussion, limitation of the study is focused on :

1. The subject of the study is the eleventh grade of SMK Al Fattah Tegalombo Pacitan.
2. The subject of this study effectiveness in increasing students’ vocabulary by Snake and Ladder game as a media and using material of formal invitation text.

C. Statement of the Problem

Based on the background of the study above, statement of the problem formulated into :

“Do the students who are taught by Snake and Ladder Game as a Media is achieve better score in vocabulary than those who are not ?”

D. Objective of the Study

To related the statement of the problem above, the objective of this study can be formulated as follow:

“ To investigate the significance difference on student’s achievement in vocabulary between students who are taught by Snake and Ladder Game as a Media and who are not taught by Snake and Ladder Game as a Media at SMK Al Fattah Tegalombo Pacitan.”

E. Significances of the Study

1. Theoretically

This study gives the contribution of developing knowledge in teaching English vocabulary. Snake and Ladder Game can be modified as a media that use Print Media. And this game giving solution to solve some problems faced by teacher in increasing students vocabulary process. In addition, Snake and Ladder Game can be fresh model of learning on vocabulary.

2. Practically

a. The Teachers

The researcher hopes that this research helps the teachers to motivate them to find new strategies which are appropriate in teaching vocabulary, increase their ways in teaching vocabulary. The teachers can use Snake and Ladder Game in their classroom to make

the students more creative and conduct other activities in teaching learning process.

b. The Students

The researcher hopes that the use of Snake and Ladder Game in teaching vocabulary will be helpful for the student's problem such as long memories in vocabulary skill. And this game can be as a media that is printing media to easily teacher taught. So, by this game will be increase the student's score of vocabulary.

c. The Readers

The researcher hopes that they will know about the use of Snake and Ladder Game as a Media in teaching and learning English, especially in increasing students vocabulary.

d. The Researchers

Hopefully, this research can be one of reference. Probably, there are some weakness in this research, which should be considered by other researcher to conduct better research at the same topic. In order to know the able of Snake and Ladder Game as a Media in increasing student's vocabulary score.

e. The School

The researcher hopes that this research will be motivied to enrich teaching media in the school.

F. Organization of the Thesis

As description of the researcher ideas design that is poured in this experimental, the researcher organize this thesis into three parts and every parts consists of sub that are connected and an entire unity. The organization of thesis is given to make the reader understand the content of the thesis. This research report will be organize in five chapters, interact each other. They are :

CHAPTER I : INTRODUCTION. In this chapter introduce the whole of the research that involve : problems the comprise background of the study, limitation of the study, statement of the problem, objective of the study, significance of the study, and the organize of the thesis.

CHAPTER II : REVIEW RELATED LITERATURE. In this chapter tell about theoretical background as the definition of vocabulary, the kinds of vocabulary, the learning and teaching of vocabulary, definition of media, the kinds of media, the fuction of media, the definition of game, definition of Snake and Ladder Game, the procedure of using Snake and Ladder Game as a media, and the advantage and disadvantage of using Snake and Ladder Game as a media. And then tell about previous research findings, theoretical framework and hypothesis.

CHAPTER III : RESEARCH METHODOLOGY. In this chapter the researcher tells about research design, population and sample,

instrument of data collection, technique of data collection, and technique of data analysis.

CHAPTER IV : RESEARCH RESULT. In this chapter the researcher tells about research location, data description, data analysis, and data discussion.

CHAPTER V : CLOSING. In this chapter consist of conclusion and recommendation.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Background

1. Vocabulary

a. Definition of Vocabulary

As explained in the background of the study, vocabulary takes such a fundamental role in mastering English as foreign language well. There are some definitions of vocabulary proposed by some expert.

Hornby mentions his definition of vocabulary as the total number of words in a language and vocabulary as a list of words with their meanings. Richard and Schmidt argue that a set of lexemes, including single words, compound words and idioms. Shared reading, define by Hatch and Brown as the term vocabulary refers to a list or set of words for a particular language or words that individual speakers of language might use.¹¹

According to Penny Ur, vocabulary can be define roughly as the words teachers teaches in the foreign language. The term “words” here means that the new item of vocabulary maybe more

¹¹Imas Febriyansyah, "Improving Students' Vocabulary Mastery Through Bingo Game for Grade X of SMAN 4 Purworejo in the Academic Year of 2014/2015", (Thesis, UNY, Yogyakarta, 2015), 8.

than a single word, for example, *father-in-law* and *police office*, which are made up from two or more words but express a single definition or idea. In other case there are also compound words called as multi-word idioms, for example *call it a day*.¹²

The basic vocabulary is words that are not easily changed or less likely collected from other languages.¹³ Schmitt says that vocabulary is the foundation of successful language learning. The learners need to be familiar with a great many words if they want to read, write, listen, or speak with else. There are over one million words in the English language, and students need to know at least 8,000 word families in order to function comfortably. Vocabulary is the backbone of language, and vocabulary learning should be a lifelong process.¹⁴

Vocabulary is an important component in teaching language. According to Richard and Renandya, “Vocabulary is core component of language proficiency and provides much of basis for how well learner speak, listen, read, and write”.¹⁵ It means that vocabulary is the basic component of language which learn by someone.

¹²Penny Ur, *A Course in Language Teaching Practice and Theory* (United Kingdom : Cambridge University Press,1991),60

¹³H.G.Tarigan, *Teaching Vocabulary* (Bandung : Offset Angkasa Bandung,2009),3.

¹⁴Michael F. Graves, *E-Book, The Vocabulary Book Learning and Instruction* (New York : Teachers College Press,2016),

¹⁵Jack C. Richard and Willy A. Renandya, *Methodology in Language Teaching* (New York : Cambridge University Press, 2002), 255.

According to Rivers, “Vocabulary is essential for successful second language use because without an extensive vocabulary, the students be unable for use structures and functions have learned for compressible communication”.¹⁶ It means taht vocabulary is important for successful learning and foreign language because people who understand structure and function of foreign language, they need and extensive vocabulary.

b. The Kinds of Vocabulary

There are many kinds of vocabulary according to some experts. Harmer distinguishes two kinds of vocabulary, (1) The first kind of vocabulary refers to the stock of words which have been taught by the teacher or learnt by the students and which are expected to be able to use. (2) While the second term refers to the words of which the students will recognize when they meet them, but of which they will probably not be able to pronounce.¹⁷

According to Nation, there are two kinds of vocabulary.

They are perceptive and productive vocabulary, as below :

1) Receptive vocabulary

Receptive vocabulary refers to the words that native speakers and foreign learners recognize and understand but

¹⁶David Nunan, *Language Teaching Methodology* (Essex : Pearson Education Ltd, 2000), 117

¹⁷Imas Febriyansyah, “Improving Students’ Vocabulary Mastery Through Bingo Game for Grade X of SMAN 4 Purworejo in the Academic Year of 2014/2015,”(Thesis, UNY, Yogyakarta, 2015), 9-10

hardly ever use. It is used passively in either listening or reading.

2) Productive vocabulary

Productive vocabulary is utilized actively either in speaking or writing. Listening vocabulary is generally larger than speaking vocabulary, while reading vocabulary is relatively larger than writing vocabulary. Therefore it can be concluded that vocabulary can be presented in four units. They are listening vocabulary, reading vocabulary, speaking vocabulary, and writing vocabulary. Reading vocabulary consists of the word found by people when they are reading. While listening vocabulary is the words that people hear and understand when they are talking to others or listening to radio and television. Speaking vocabulary includes the words people used in their daily life and conversation. The last is writing vocabulary that consists of the word people use in writing essays, reports, letter, etc.¹⁸

In relation to kinds of vocabulary, Nation states that there are four kinds of vocabulary in the text:

1) High frequency words.

These words are almost 80% of the running words in the text.

Nation, typically, the first 2,000 words of English cover

¹⁸Ibid,10

between 80 % and 90 % of the running words in a text, depending on the type of text.

2) Academic words.

Typically, these words make up about 10% of the running words in the text; around 4% of the running words in newspaper, and less than 2% of the running words in novels.

3) Technical words.

Teresa Chung found that around 30% of the running words in an anatomy text were technical words, and around 20% of the words in an applied linguistics text were technical.

4) Low frequency words.

These are the words of moderate frequency that did not manage to get into the high frequency list. They make up over 5% of the words in an academic text.¹⁹

c. The Learning and Teaching of Vocabulary

Hockett, one of the most influential structural linguistic of the day, went so far as to argue that vocabulary was the easiest aspect of a second language to learn and that it hardly required formal attention in the classroom. Krashen and Terrell early stages of learning and using a second language one is better served by vocabulary than grammar and that one can in effect, 'bypass'

¹⁹Michael H.Long and Catherine J.Doughty, *The Handbook of Language Teaching* (Singapore : Graphicraft Ltd,2009),545-546.

grammar in going for meaning if one has a reasonable vocabulary base.²⁰

Learning vocabulary needs a process. In order to make an effective process, the learner should be in the effective condition of acquiring vocabulary mastery. Further, Thornbury states that the condition should help learners to acquire a critical mass of words to use in both understanding and producing language. Moreover, it will enable them to remember word over time and be able to recall them readily. In addition, it can develop strategies for coping with gaps in word, including coping with unknown words, or unfamiliar uses of unknown words.²¹

Honeyfield also stressed the importance of context in the teaching of vocabulary. He point out that even with a functional vocabulary of the three thousand most frequently occurring item in English, learners will stil not know around 20 per cent of the items they will encounter in an unsimplified text. The problem confronting both teacher and learners is that no course can provide learners with anything like the vocabulary they will need to comprehend authentic texts. It is therefore important to provide learners with strategies for inferring the meaning of unknown vocabulary from the context in which it occurs (rather than

²⁰David Nunan, *Language Teaching Methodology a textbook for teachers* (Sydney: Macquarie University, 1991), 117.

²¹Imas Febriyansyah, "Improving Students' Vocabulary Mastery Through Bingo Game for Grade X of SMAN 4 Purworejo in the Academic Year of 2014/2015," (Thesis, UNY, Yogyakarta, 2015), 18.

getting them to undertake the time-consuming task of memorising long list of words, or looking up unknown words in a dictionary which would make the reading process unbearably slow and tedious, and which would probably contribute little to the actual learning of vocabulary).²²

Nation, the direct teaching of vocabulary is not a particularly efficient use of class time, but can be usefully done during intensive reading and as unknown words occur in the range of classroom activities. Nation, suggest a variety of vocabulary-teaching activities that require various levels of preparation.²³

There are many ways for teaching. First, vocabulary can be taught in context. According to Jack C. Richard and Theodore S. Rodgers, word should be practice in meaningful context and in sentences and should be isolated, disconnected elements. This statement shows that vocabulary is taught contextual meaning in sentences. So we can guess the meaning of words or new items by seeing in the context. It means that using teaching aids in teaching concrete vocabulary has important role. Students can understand the writing more easily by vocabulary.

Second, vocabulary is taught through demonstration picture and association of idea. Based on him, he says, "Object and

²²David Nunan, *Language Teaching Methodology a textbook for teachers* (Sydney: Macquarie University,1991),122.

²³Michael H. Long and Catherine J. Doughty, *The Handbook of Language Teaching* (Singapore : Graphicraft Ltd, 2009), 551

picture, abstract vocabulary was taught by assumption of ideas”. It means that using teaching aids in teaching concrete has important role. In other word, by mastering vocabulary it is expected that we can master the four language skills (listening, speaking, reading and writing).²⁴

In learning and teaching vocabulary there are some point :

1) The Objective of Teaching Vocabulary

Vocabulary can be define roughly as the words teachers teaches in the foreign language.²⁵ Language consists of words. Vocabulary is the collection of word that individual knows. A six year old speaker who has a very well develops vocabulary for someone. Her age her native language might know words abstract and dynamic.²⁶ Teacher should facilities vocabulary learning by teaching learners figure useful words and by teaching strategies or media to help learner figure out meanings on their own.

Learners need to acquire vocabulary learning strategies in order to discover the meaning of meaning of new word. The strategies should be useful within the classroom as well as when learners are in situation where they encounter new

²⁴Ria Damayanti, “Teaching Vocabulary Through Word Search Puzzle to the Fifth Grade Students of SDN 01 Ngaglik Blitar in the Academic Year 2013/2014”, (Thesis, IAIN Tulungagung, Tulungagung, 2014), 16-17

²⁵ Penny Ur, *A Course in Language Teaching Practice and Theory* (United Kingdom : Cambridge University Press, 1991), 60

²⁶David Nunan, *Practical English Language Teaching For Young Learners*, (USA : McGraw-Hill, 2005), 12.

and unfamiliar words on their own. The strategies should also help learners acquire new vocabulary words that they hear and see.²⁷ Good vocabulary instruction start with a student's friendly definition that's simple and clear. While some teachers believe that arriving at the definition is the goal of vocabulary work, champion teachers start and spend their having students practice sing wordwidely and richly after know the basic meaning.²⁸

Teacher need to take a broader view of what vocabulary instruction entails, and take proactive charge of both explicit and incidental vocabulary development. It is important to acknowledge the incremental nature of vocabulary learning, and to understand that an effective vocabulary learning program needs to be principled, long term, and have high vocabulary learning expectations. There will never be one "best" teaching method, but teachers will not go wrong following the overall principle of maximizing sustained engagement with words.²⁹

Evidence from Apthorp (2006) supports and extends the National Reading Panel's conclusion. She conclude that there was a solid evidence base supporting thre key elements of vocabulary instruction :

²⁷Ibid, 14.

²⁸Doug Lemov, *Teach Like A Chanpion* (USA : Uncommon Schools, 2010), 217.

²⁹Norbert Schmitt, *Teaching Vocabulary* (Pearson Longman, 2008)

- (a) Defining and explaining word meanings,
- (b) Arranging frequent encounters with new words (at least six exposures to a new word);and
- (c) Encouraging pupils' deep and active processing of words and meanings in a range of contexts. These kinds of activities are effective for vocabulary development and improved reading comprehension.

Fisher and Blachnowicz (2005) additionally recommended :

- (a) Ensuring the learning environment is word rich:
- (b) Addressing vocabulary learning as a distinct area in the curriculum;
- (c) Careful selection of appropriate words for planned teaching and reinforcement (for example, words that have parts found in many onther words, such as medicine / medical / medicate). Duke and Moses concluded that key factors in deciding which words to teach explicitly include how easily related they are to onther words children know, and how much knowing the word will help them with the texts and experiences are likely to encounter in the future.

Duke and Moses also pointed to the effectiveness of raising word consciousness by playing with words through games, songs and humour, and encouraging children to recognize

when they have encountered new words and notice special characteristics of words.³⁰

2) Selecting the Material of Vocabulary

As a teacher must prepare what the material that will be teach. The materials to teach vocabulary are :

(a) Pronunciation and Spelling

The learner has to know what a word sounds like (its pronunciation) and what it looks like (its spelling). These are fairly obvious characteristics, and one or the other will be perceived by the learner when encountering the item for the first time. In teaching, we need to make sure that both these aspects are accurately presented and learned.³¹

(b) Grammar

The grammar of a new item will need to be taught if this is not obviously covered by general grammatical rules. An item may have an unpredictable change of form in certain grammatical contexts or may have some idiosyncratic way of connecting with other words in sentences; it is important to provide learners with this information at the same time as we teach the base form.

³⁰<http://www.literacytrust.org.uk/sitemap-overview.com>, *Teaching Effective Vocabulary* (2008), 6-7

³¹Penny Ur, *A Course in Language Teaching Practice and Theory* (United Kingdom : Cambridge University Press,1991),60

When teaching a new verb, for example, we might give also its past form, if this is irregular (*think, thought*), and we might note if it is transitive or intransitive. Similarly, when teaching a noun, we may wish to present its plural form, if irregular (*mouse, mice*), or draw learners' attention to the fact that it has no plural at all (*advice, information*). We may present verbs such as *want* and *enjoy* together with the verb form that follows them (*want to, enjoy-ing*), or adjective or verbs together with their following prepositions (*responsible for, remind someone of*).³²

(c) Collocation

The collocations typical of particular items are another factor that makes a particular combination sound 'right' or 'wrong' in a given context. So, this is another piece of information about a new item which it may be worth teaching. When introducing words like *decision* and *conclusion*, for example, we may note that you *take* or *make* the one, but usually *come* to the other; similarly, you *throw a ball* but *toss a coin*; you may talk about someone being *dead tired* but it sounds odd to say **dead fatigued*.

³²Penny Ur, *A Course in Language Teaching Practice and Theory* (United Kingdom : Cambridge University Press, 1991), 60

Collocations are also often noted in dictionaries, either by providing the whole collocation under one of the head-words, or by a note in parenthesis.³³

The term collocation generally refers to the way in which two or more words are typically used together. For example, we talk about *heavy rain* but not *heavy sun*, or we say that we *make a decision*, but we don't *do a decision*. So, *heavy rain* and *make a decision* are often referred to as 'collocations' and we say that *heavy* collocates with *rain*, or that *heavy* and *rain* are collocates of each other. With collocation software we can search for all the collocates of a particular word, that is, all the words that are used most frequently with that word and especially those with a higher than anticipated frequency.³⁴

(d) Aspect of meaning (denotation, connotation, appropriateness)

The meaning of a word is primarily what it refers to in the real world, its denotation; this is often the sort of definition that is given in a dictionary. For example, *dog* denotes a kind of animal; more specifically, a common,

³³Penny Ur, *A Course in Language Teaching Practice and Theory* (United Kingdom : Cambridge University Press, 1991), 61

³⁴Jeanne McCarten, *Teaching Vocabulary lessons from the corpus, lessons for the classroom* (USA : Cambridge University Press, 2007), 5

domestic carnivorous mammal; and both *dank* and *moist* mean slightly wet.

A less obvious component of the meaning of an item is its connotation: the associations, or positive or negative feelings it evokes, which may or may not be indicated in a dictionary definition. The word *dog*, for example, as understood by most British people, has positive connotations of friendship and loyalty; whereas the equivalent in Arabic, as understood by most people in Arab countries has negative associations of dirt and inferiority. Within the English language, *moist* has favourable connotations while *dank* has unfavourable; so that you could describe something as ‘pleasantly moist’ where ‘pleasant dank’ would sound absurd.³⁵

(e) Aspects of meaning (meaning relationship).

How the meaning of one item relates to the meaning of others can also be useful in teaching. There are various such relationships : here are some of the main ones.

- Synonyms ; items that mean the same, or nearly the same; for example, *bright*, *clever*, *smart* may serve as synonyms of *intelligent*.

³⁵ Penny Ur, *A Course in Language Teaching Practice and Theory* (United Kingdom : Cambridge University Press, 1991), 62

- Antonyms ; items that mean the opposite; *rich* is an antonym of *poor*.
- Hyponyms ; items that serve as specific examples of a general concept; *dog*, *lion*, *mouse* are hyponyms of *animal*.
- Co-hyponyms or co-ordinates ; other items that are the ‘same kind of thing’; *red*, *blue*, *green*, and *brown* are co-ordinates.
- Superordinates ; general concepts that ‘cover’ specific items; *animal* is the superordinate of *dog*, *lion*, and *mouse*.
- Translation ; words or expressions in the learners’ mother tongue that are (more or less) equivalent in meaning to the item being taught.

Besides these, there are other, perhaps looser, ways of associating meaning that are useful in teaching. You can, for instance, relate parts to a whole (the relationship between *arm* and *body*); or associate items that are part of the same real-world context (*tractor*, *farmer*, *milking* and *irrigate* are all associated with *agriculture*).

All these can be exploited in teaching to clarify the meaning of a new item, or for practice or test materials.³⁶

(f) Word Formation

Vocabulary items, whether one-word or multi-word, can often be broken down into their component 'bits'. Exactly how these bits are put together is another piece of useful information—perhaps mainly for more advanced learners.

You may wish to teach the common prefixes and suffixes; for example, if learners know the meaning of *sub-*, *un-*, and *-able*, this will help them guess the meanings of words like *substandard*, *ungrateful* and *untranslatable*. They should, however, be warned that in many common words the affixes no longer have any obvious connection with their root meaning (for example, *subject*, *comfortable*). New combinations using prefixes are not unusual, and the reader or hearer would be expected to guess their meaning from an understanding of their components (*ultra-modern*, *super-hero*).

Another way vocabulary items are built is by combining two words (two nouns, or a gerund and a

³⁶ Penny Ur, *A Course in Language Teaching Practice and Theory* (United Kingdom : Cambridge University Press, 1991), 62

noun, or a noun and a verb) to make one item: a single compound word, or two separate, sometimes hyphenated words (*bookcase, follow-up, swimming pool*). Again, new coinages using this kind of combination are very common.³⁷

3) Selecting the Strategy of Vocabulary

Because vocabulary knowledge is critical to reading comprehension, it is important that those working with learners help foster their development of a large 'word bank' and effective vocabulary learning strategy. There are several strategies in vocabulary as follows :

(a) Explicit vocabulary instruction strategy

Is particularly of difficult words and words that are not part of pupils' everyday experience.³⁸ Explicit strategy to vocabulary learning, whether led by a teacher in a classroom or generated through self-study, can only provide some elements of lexical knowledge. Even lexical information amenable to conscious study, like meaning, cannot be totally mastered by explicit study because it is impossible to present and practice all creative uses of a word that a student might come across.

³⁷ Penny Ur, *A Course in Language Teaching Practice and Theory* (United Kingdom : Cambridge University Press, 1991), 62

³⁸ <http://www.literacytrust.org.uk/sitemap-overview.com>, *Teaching Effective Vocabulary* (2008), 6

Other types of lexical knowledge, such as collocation or connotation nuances, can only be fully grasped through numerous exposures to the word in various contexts.³⁹

(b) Implicit vocabulary instruction strategy

By implicit, mean that the practice encourages the growth of childrens' vocabulary without being the direct focus of the activity, such the vocabulary growth is a positiv by-product in the service of the goals; in our case, these practise were; encouraging teacher-child talk and interactive storybook.⁴⁰

4) Development Learning Experience of Vocabulary

Johnston derives a number of pedagogical principle from his research. The following observations are made on the teaching of vocabulary :

- (a) As learners have great difficulty learning at one time sts of items that are closely related (such as pronoun), do not teach these as paradigms.
- (b) In the same way, lexical opposites such as *narrow/board* should not be introduced in the same lesson or even the same unit of work.
- (c) As learners tend to equate a single form with a single function, words that have more than one function should

³⁹ Norbert Schmitt, *Teaching Vocabulary* (Pearson Longman, 2008)

⁴⁰Elfrieda H. Hiebert and Michael L. Kamil, *Teaching and Learning Vocabulary* (USA : Laurence Erlbaum Associates, 2005), 157.

not be introduced at the same time (for example, the world ‘there’ which can act as either an existential subject or a demonstrative).

In her discussion of L2 vocabulary acquisition, Channell makes passing reference to Krashen’s acquisition or learning distinction, suggesting that learning is the process and acquisition the end result of vocabulary development (thereby, by inference, rejecting Krashen’s early position that learning cannot lead to acquisition). She suggest that a new vocabulary item is acquired when the learner can identify its meaning in and out of context and it can be used naturally and appropriately. In other words, we can only talk about acquisition when learners have both productive as well as receptive control of the new item.⁴¹

5) Vocabulary using Media

Learning to teach is a system in which it involves a number of components that work together to achieve the goal. And among those components are teachers and the media. Then the media in the teaching and learning process has a role in various patterns of these activities, including :

- a) Teacher as a source of learning as well as media

⁴¹ David Nunan, *Language Teaching Methodology a textbook for teachers* (Sydney: Macquarie University, 1991), 129.

Explanations, exercises, or questions using language or examples provided either verbally or non-verbally are all media to convey messages to students. So the ability and creativity in conveying the information is very determine the level of effectiveness and efficient.

b) Teacher and media as a source of learning

Teachers and the media alike have a role in conveying the message, it's just that the role is not absolute because there is another element of the media. Meanwhile, the role of the media in this case as a tool or tool that clarify the message that the teacher conveyed to the students, so in this case the role of teachers assisted by the media.

c) Teachers leave some of their responsibility to the media

In the task of delivering the message to students is not only done by teachers but also done by the media. Teachers and the media alike have a responsibility in controlling the teaching-learning process.

d) Media as the only source of learning

The role of media here is not just as "media" and learning resources, but also as a regulator of teaching and learning process. Roles as supporting tools,

facilitators, learning resources, and even teachers run by the media. Can also be said that in this case the media as a controller of teaching and learning process. Distance learning systems are one example that uses this pattern.⁴²

6) Evaluate of Teaching Vocabulary

To know the competence students' vocabulary, teacher is need evaluation. In evaluating of teaching vocabulary, usually teacher were conducted a test. This test means to know the effective of teaching sequence.evaluation in that way is a means to judge the achievement of the students in the field of education. The achievement is generally measured through the test and examination. Its mean the test and examination are very important in the whole process of the learning.

Testing provide a form of feedback both the students and teacher. Beside that, testing also has a useful backwash effect :

(a) if learner jnows that are going to be tested on their vocabulary, (b) it also provides an excuse for further, post-test and review when the teacher goes over the answer in the class.

⁴²Abdul Wahab Rosyidi, *Media Pembelajaran Bahasa Arab* (Malang : UIN Malang Press,2009),32-37

2. Media

a. Definition of Media

A medium is a channel of communication. Derived from the Latin word meaning “between”, the term refers to anything that carries information between a source and a receiver. Example of media are films, televisions, diagrams, printed materials, computers, and instructors. These are considered instructional media when they carry messages with an instructional purpose. The purpose of media is to facilitate communication.⁴³

AECT (*Association of Education and Communication Technology*), give the limit of media as all type and channel which used to giving a message or information. Latuheru, say that the limit of media as all type to explore idea, concept, or opinion until to receiver.

Gerlach and Ely, media learning is everyone, material or event that give some occasion for students to gets knowledge, skill, and attitude. Gagne and Briggs, they say that media learning is physical tool that used to convey of material learning content such as book, tape recorder, video camera, video recorder, film slide, photo, picture, graphic, television and computer. Dagne, say that learning media is the kind of component that student's environment to stimulated the students. Soeparno, media learning

⁴³Robert Heinich, Michael Molenda, James D. Russell, *Instructional Media and the New Technologies of Instruction* (Macmillan : Macmillan Publising Company, 1993), 4.

is the blend of hardware and software. It mean that hardware was putting by softfile.⁴⁴

From the definition of media above, can conclude that the limitation of media is :

- 1) Media learning have physical adult definition usually called software, that is something can see, can listen or can feel by the five senses.
- 2) Media learning have non physical definition which called software, that is message content in hardware that some message will be explore by students.
- 3) Emphasizing of media learning at the visual and audio.

Media learning have meaning a tool in process to good study in class or out class.⁴⁵

b. The Kinds of Media

Seels and Richey, say that media learning can be divide into:

1) Print Media

By mecanism printing and fotografis such as book, and materi visual statis. The most commonly known print-based learning materials are textbooks, guidebooks, journals, magazines, and loose sheets. The learning designer must endeavor to make the text-based material into an interaction:

⁴⁴Abdul Wahab Rosyidi, *Media Pembelajaran Bahasa Arab* (Malang : UIN Malang Press, 2009), 25-26

⁴⁵Azhar Arsyad, *Media Pembelajaran*, (Jakarta : PT Raja Grafindo Persada, 2014), 3-6

- a) Serve information in the amount that should be digested, processed, and mastered.
- b) Consider the observation and analysis needs of the students and prepare the exercise according to those needs.
- c) Consider the result of student response analysis; how students answer questions or do exercises provide opportunities for additional exercises or suggest additional readings.

2) Audio-Visual Media

By mechanism machine and electronic (hardware), such as film, tape recorder, and visual projector. One of the important work required in audio-visual media is the writing of scripts and storyboards that require a lot of preparation, design, and research. Here are some practical guidelines for writing narrative script:

- a) Short, dense, and simple writing.
- b) Write in the active sentence.
- c) Write like writing news headlines, short, precise, rhythmic, and memorable.
- d) After writing the narration, read the narration aloud.
- e) Edit and revised the manuscript as necessary.

Storyboards are developed with attention to some of the following instructions:

- a) Determine what kind of visuals will be used to support the content of the lesson, and start sketching.
- b) See and make sure that the entire subject matter is included in the storyboard.
- c) Gather members of the production team to review and criticize the storyboard.
- d) Record all comments, criticisms, and suggestions.
- e) Revision to final preparation before starting production.⁴⁶

3) Computer Media

Used microprocessor base. The use of computers as a medium of learning in general follows the process of instructional in planning, organizing, scheduling teaching, evaluating students, collecting data on students, making notes of learning progress (group or individual), and analyzing learning data. The presentation format of messages and information in CAI (Computer Assisted Instruction) consists of:

- a) Programmatic tutorial is a set of both static and dynamic impressions that have been pre-programmed.
- b) Intelligence tutorials are different from programmed tutorials because computer answers to student questions

⁴⁶ Azhar Arsyad, *Media Pembelajaran*, (Jakarta : PT Raja Grafindo Persada,2014),3-6

are generated by artificial intelligence, not programmed answers that the lesson designer first prepares.

c) Drill and practice is used with the assumption that a concept, rule, or procedure has been taught to the student.

The program guides students with a series of examples to improve skills-based skills.

d) Computer simulations provide opportunities for dynamic, interactive, and individual learning. By simulation, complex work environments can be styled to resemble the real world.

4) Print-Computer Media.

Combination between used printing and computer media. Printing media automatically relation between computer media. Because in the print must be design and operate by computer. The other, print and computer media can be work together in the teaching-learning process.⁴⁷

⁴⁷ Ibid,31-34

Soeparno, say that language learning media can be divide into :

Language Learning Media

Game and Simulation	Look Media	Listen Media	Look-Listen	Feel Media
a. Language Game Example : Chain whisper speak, Simon says, Bingo, TTS, Srabble, Sramble, Spelling bee, Wordpyramid, etc.	a. Non Project Example : Blackboard, Flannel board,Wallchart, Flow chart, Flash chart.	Example : Radio, Record, PH.	Example : Sound Slide, Film, TV, VTR, (VCR).	Example : Feel, Sense, and Smell. ⁴⁷
b. Game Simulation Example : Sociodrama, Pshycodrama	c. Project Example : Film Strip, Film, Loop, OHP.			

⁴⁷Abdul Wahab Rosyidi, *Media Pembelajaran Bahasa Arab* (Malang : UIN Malang Press,2009), 44

c. The Function of Media

In general the learning media has the following functions, as mentioned by Arif S, Sadiman :

- a) Clarify the presentation of the message so as not to be too verbalistic (in the form of a written word or oral).
- b) Overcome the limitations of space, time, and sensory power such as:
 - (a) Objects that are too large, can be replaced with reality, images, film frames, films, or models.
 - (b) Small objects, can be assisted with a micro projector, film frame, film, or image.
 - (c) Motion that is too slow or too fast, can be assisted with timelapse or high-speed photography.
 - (d) Events that occurred in the past can be displayed again through the recording of movies, video, film frames, photos or verbally.
 - (e) Objects that are too complex can be presented with models, diagrams, and others.
- c) Using appropriate and varied learning media can be overcome the passive attitude of learners.

In this case the learning media useful for:

- (a) Cause passion or spirit of learning

- (b) Allowing more direct interaction between learners and the environment and reality.
- (c) Enables learners, self-study according to their abilities and interests.
- (d) Makes it easy to dig up the required information.⁴⁸

So the function of learning media in teaching and learning process is very urgent once to present active, creative, effective and fun learning, especially learning language.

Therefore, learning to teach is a system in which it involves a number of components that work together to achieve the goal. And among those components are teachers and the media. Then the media in the teaching and learning process has a role in various patterns of these activities, including :

e) Teacher as a source of learning as well as media

Explanations, exercises, or questions using language or examples provided either verbally or non-verbally are all media to convey messages to students. So the ability and creativity in conveying the information is very determine the level of effectiveness and efficient.

⁴⁸Abdul Wahab Rosyidi, *Media Pembelajaran Bahasa Arab* (Malang : UIN Malang Press,2009),31-32

f) Teacher and media as a source of learning

Teachers and the media alike have a role in conveying the message, it's just that the role is not absolute because there is another element of the media. Meanwhile, the role of the media in this case as a tool or tool that clarify the message that the teacher conveyed to the students, so in this case the role of teachers assisted by the media.

g) Teachers leave some of their responsibility to the media

In the task of delivering the message to students is not only done by teachers but also done by the media. Teachers and the media alike have a responsibility in controlling the teaching-learning process.

h) Media as the only source of learning

The role of media here is not just as "media" and learning resources, but also as a regulator of teaching and learning process. Roles as supporting tools, facilitators, learning resources, and even teachers run by the media. Can also be said that in this case the media as a controller of teaching and learning process. Distance learning systems are one example that uses this pattern.⁴⁹

⁴⁹Abdul Wahab Rosyidi, *Media Pembelajaran Bahasa Arab* (Malang : UIN Malang Press,2009),32-37

3. Snake and Ladder Game

a. Definition of Game

Robert Heinich, a game is an activity in which participants follow described rules that differ from those of reality as they strive to attain a challenging goal.⁵⁰ Andrew Wright say that game to mean an activity which in entertaining and engaging, often challenging, and an activity in which the learners play and usually interact with other.⁵¹

Hornby defined game as an activity that you do to have some fun. Richard and Schmidt argue that game is an organized activity that usually has the following properties such as: a particular task or objective, a set of rules, competition between players, and communication between players by spoken or written language. Byrne in Deesri gave the definition to games as a form of play governed by rules. They should be enjoyed and fun. They are not just a diversion, a break from routine activities, but a way of getting the learner to use the language in the course of the game. Similarly, Jill Hadfield in Deesri defined games as "an activity with rules, a goal and an element of fun". Deesri added that games involve many factors : rules, competition, relaxation, and learning, in particular. Here we know that a

⁵⁰Robert Heinich, Michael Molenda, James D. Russell,*Instructional Media and the New Technologies of Instruction* (Macmillan : Macmillan Publishing Company, 1993),368

⁵¹Andrew Wright, David Betteridge, Michael Buckby,*Games for Language Learning* (Cambridge : Cambridge University Press,2004),1

game is not a chaosmaker if we can apply and conduct it straight as its rules.⁵²

Games is effective ways to encourage students to more active in the teaching learning process. According Stephen, “ Many well-known games can be effectively used to reinforce basic element in the language”.⁵³

b. Definition Snake and Ladder Game

Snake and Ladder Games is an ancient Indian board game regarded today as a worldwide classic. It is played between two or more players on a gameboard having numbered, gridded squares. A number of “ladders” and “snakes” are pictured on the board, each connecting two specific board squares. The object of the game piece, according to dice rolls, from the start (bottom square) to the finish (top square), helped or hindered by ladders and snakes respectively.⁵⁴

Snake and Ladder Games is one of the example of board games. It is a popular game around the world, in Indonesia it is popular with “permainan ular tangga”. Snake and Ladder facilitates the students to learn about counting, life, interaction and socialization. A ladder provides a short cut to a square nearer the finish

⁵²Imas Febriyansyah, “Improving Students’ Vocabulary Mastery Through Bingo Game for Grade X of SMAN 4 Purworejo in the Academic Year of 2014/2015,”(Thesis, UNY, Yogyakarta, 2015), 24-25

⁵³Stephen J. Peer, *Involvement in Language Learning* (The United State of America : Prectice-Hall, 1985), 68.

⁵⁴Wikipedia

and a snake obliges a player return to a square nearer the start. Snake and Ladder Board game is a simple board with counters and dice. On certain squares on the board are a numbered of ladders connecting two squares to a square of a high number. It also has Snakes leading from a high numbered square down to one of a lower number.⁵⁵

Frederick says that snakes and ladder or chutes and ladder was a classical board game. It was played between two or more players on a playing board with numbered grid squares. On a certain squared on grid a numbers of “ladder” connecting two together, and a number of snake also connecting squares together. In additional, in English Collin Dictionary stated that snake and ladder was a British game played with board and dice. When you went up the ladder, you progress quickly. When you down a snake you went backward.⁵⁶

c. **The procedure of using Snake and Ladder Game as a Media**

Snake and ladder game was a simple media with a print of snake and ladder games’ picture or poster with dice and many pictures. Snake and ladder game is on certain squares on the paper of print are a numbered of ladder connecting two squares to a square of a high

⁵⁵Endang Kusriani, “ Teaching Vocabulary For Junior High School Students Using Snake and Ladder Game”, Education,4,2012,4

⁵⁶Meipina,” The Application of Snake and Ladder game in Teaching Vocabulary,” Education, 2014,2

number. It also has Snakes leading from a high numbered square down to one of a lower number.⁵⁷

In this study, to use Snake and ladder game the teacher using printing media. The picture of Snake and ladder game will be prepare and design first by teacher. The teacher having two steps that they need as below :

1) Prepararation

A professional teacher must have a good preparation before coming to the classroom. The teacher must be sure about everything that she or he needs before coming to the class. The must be prepare of teacher are :

- a) The teacher should be prepare material based on syllabuss and find a familiar topics that is interested for students. The teacher also need to make a lesson plan and prepare everything that will be used to support teaching and learning in the classroom.⁵⁸
- b) The teacher should be prepare the equipment of the Snake and ladder game such as :

⁵⁷Endang Kusriani, " Teaching Vocabulary For Junior High School Students Using Snake and Ladder Game", *Education*,4,2012,4

⁵⁸Aida Suryani, Rusdi Noor Rosa, "Using Board Game " Snake and Ladder" in Teaching Speaking at Junior High School", *Education*,6

(1) Poster

The poster that will be used by poster printing. And the size for this poster is 90 cm x 90 cm. The design of the poster were interesting, such as colourful design. The poster of the game should be printed larger.

(2) Dice

The dice must be suitable for the students as the shape were very unique, interest and colorful. The token of the dice must be clear to seen.⁵⁹

(3) Paper of Number

Paper of number in here is token and the behind of number is the topics' lesson. To the example like the material about Report text and the teacher put the question of material Report text behind the number.

2) Application

The procedure of teaching English vocabulary by using Snake and ladder game as a media consist of three stages. They are pre-teaching activity, whilst-teaching activity, and post-teaching activity.

⁵⁹Wikipedia

a) Pre-Teaching Activity

In pre-teaching activity the teacher builds students' background knowledge about the topic. The teacher can ask some question and gives some key words related to the lesson. There are several steps can build the students' background knowledge. First the teacher shows the text about Report text to the students in front of the class. Second, the teacher gives some questions related to what the students watched before. Then, the teacher leads the students understanding about the text report by asking some questions based on the understanding, for example; Do you know Formal Invitation? What is Formal Invitation? And etc. Third, the teacher builds students' vocabulary related to the report text. Fourth, the teacher tells the students what they are going study about it. The teacher gives a short explanation about the material that they are going to learn.⁶⁰

b) Whilst-Teaching Activity

In whilst-teaching activity, the teacher introduces about the formal invitation. The steps are ; first, the teacher asking some questions about the formal invitation based on the text and the teacher show the definition of the formal invitation to the students in front of the class. After the teacher explains about the formal

⁶⁰Aida Suryani, Rusdi Noor Rosa, "Using Board Game " Snake and Ladder" in Teaching Speaking at Junior High School", *Education*,6

invitation in front of the class and the teacher explains the definition, generic structure, and example of formal invitation.

After the teacher explains the definition, generic structure, and formal invitation to the students, now the teacher tell the students about the game. The teacher talk to the students the game is a media game using printing media. The game named is Snake and ladder game. The teacher shows the print of Snake and ladder game. After that the teacher tells the snake and ladder game has a paper that print picture of the game, dice, picture number and instruction.

Next, the teacher explains the rules of the snake and ladder game. First, the teacher ordered students to count and make group. Every group consist of three or four students. Every students will gets shift in their groups. After that the students work in group and the students shakes the dice and show the number on the print picture and read the question on behind the number. If the students get number six in dice that means the students may not shake the dice in twice just shake the dice one time and when students cannot answer the question of formal invitation or cannot speak short of formal invitation correctly that the students can get punishment from the teacher or he group will be a loser. ⁶¹

⁶¹Ibid, 6-7

After the teacher explains the rules of the game now the students can know how to play a snake and ladder game media and make short formal invitation in classroom. Before the students play the game and make short of formal invitation, the teacher can measure students' understanding about the media game and game by asking them once again how to play the game.

Next, the teacher asks students to make formal invitation then, the teacher leads the students to find the right vocabulary. If the students do not know the right vocabulary, the students can ask to the teacher and the teacher will be help but, if the students' vocabulary wrong to make short of formal invitation that the teacher will give punishment to the students or the teacher cannot play the game one round. And the winner of the game is who can play the game very good and clearly to make short of formal invitation in front of the class and the winner get high point and reward from the teacher. After that, the teacher ordered students to play the game seriously. After the students play a game in group and make short of formal invitation, the teacher correcting the students' vocabulary.

In the end of the game is the teacher gives positive feedback and reinforcement in the form of oral, gesture, or a gift to the success of learners and the teacher gives confirmation to the result of

exploration and elaboration of the students and provides motivation to students who lack or have not actively participated. The teacher can say : I really appreciate on your participation. You are the goog students because you are can make the short of formal invitation directly. For the next time, you have to work harder to get high point and reward.⁶²

c) Post-Teaching Activity

The teacher concludes the lesson together with the students. In the procedure of teaching, teacher acts as director, organizer and motivator. As a director teacher has to prepare or plan the materials. As an organizer, teacher has to organize the class well, because the students will make noise when they show the game or asking the question. As a motivator, teacher is expected to grow up and keep the students' interest in studying.⁶³

d. The Advantages and Disadvantages of using Snake and Ladder Game as a Media

1) The advantages using Snake and Ladder game as a media :

a) The teacher can be change the picture or material in vocabulary.

And adjust the content based on the students needs everyday depending on the subject matter.

⁶²Aida Suryani, Rusdi Noor Rosa, "Using Board Game " Snake and Ladder" in Teaching Speaking at Junior High School", *Education* ,7-8

⁶³Ibid, 8

- b) Developing the students's attitude and ability to socialize and keep calm with their friends.
- c) The teacher can be modify the tokens' shape based on the students' preference.⁶⁴
- d) This game would be motivating and challenging the students. That is can encourage students to increase and communicate. It can increase students' vocabulary and to reduce the dominant of the classroom by the teacher.
- e) This game create a meaningful context for language use, it provides language practice in the various skills; speaking, listening, reading and writing. It is a good way for practicing language.⁶⁵
- f) In vocabulary games bring real world context in to the classroom and increase the students' use of English in a flexible, meaningful and communicative ways.
- g) This game can help the students learn and hang on to new words more easily ofcourse with new media.
- h) The students wiil not be bored and will be interested in learning English. By using Snake and Ladder game as a media, that is using printing media, the students' interest will be caught,

⁶⁴Candrika Citra Sari, Siti Muniroh," Developing Snake And Ladder Game Board As A Media To Teach English Vocabulary To Elementary School Students,"*Education*, 1

⁶⁵Endang Kusriani, " Teaching Vocabulary For Junior High School Students Using Snake and Ladder Game", *Education*,4,2012,4

because they can see what the teacher explains, not just hear the explanation.

- i) By using Snake and Ladder Game , automatically they have already had the knowledge about what they are going to speak the new word. They also can develop their ideas based on the understanding.
 - j) Snake and Ladder Game as a media with using printing media are not expensive media. That is easy to get and easy to use. Teacher can get the printing media of Snake and Ladder Game in the internet. Nowadays all people already know how to use internet. Internet is not a strange thing anymore. So, it is easy to get and to use for successful learning process.
 - k) The students learn new vocabulary, the students will find new vocabulary on the pictures. It become know new vocabulary which they never know before and they can use it in their real life. ⁶⁶
- 2) The disadvantage using Snake and Ladder game as a media :
- a) This game could not be played in a narrow room. Then, Snake and Ladder game was quite hard to be applied in a big class, since it required a very good classroom management. The teacher must be able to control the condition of the class when

⁶⁶Aida Suryani, Rusdi Noor Rosa, "Using Board Game " Snake and Ladder" in Teaching Speaking at Junior High School", *Education*,5-6

the students played this game. Thus, this game also very challenging for the teacher.

- b) The instrument for playing Snakes and Ladder Game must be prepare before, the instrument for one student must be same with another student.
- c) Snake and Ladder Game needs more variation in term of types and topic, exercises, and rules. Thus, further researcher can develop Snake and Ladder Game with more challenging topics, exercises, and rules.⁶⁷
- d) In teaching, the teacher should be able to create any kinds of teaching and teaching media or take every chance for choosing and adopting various teaching methods.
- e) The students should realize that they are the actor of learning, so they should must become the center of learning in doing all activities during the teaching and learning process. Teacher is not the only source of learning, students have to be active and creative to develop their learn. They need to study by themselves so that they become autonomous and active learners.⁶⁸

⁶⁷Candrika Citra Sari, Siti Muniroh, "Developing Snake And Ladder Game Board As A Media To Teach English Vocabulary To Elementary School Students," *Education*

⁶⁸Endang Kusriani, "Teaching Vocabulary For Junior High School Students Using Snake and Ladder Game", *Education*,4,2012,8

B. Previous Research Findings

There are many related these belong to this research :

1. Candrika Citra Sari and Siti Muniroh, state university of Malang has conducted a study of jurnal “Developing Snake and Ladder game board as a Media to Teach English Vocabulary to Elementary School Students”.

The researcher found that the Snake and Ladder game is suitable for learning vocabulary since it involves physical movement and group work. The students of SDN Percobaan 1 Malang also learn some new vocabularies through this game. The materials of the vocabulary in this school is about post office, bank, and hotel.

2. Endang Kusriani, SPd.Mhum, a lecturer at the Department of English Education, Faculty of Education and Teacher Training UM (Muhammadiyah University of Purwokerto) has conducted a study of jurnal “ Teaching Vocabulary For Junior High School Students Using Snake and Ladder Game”.

The researcher has the objective of research, that is to know the effectiveness of Snake and Ladder game in teaching vocabulary. This research was conducted at one of Private Junior High School in Purwokerto. The research design used is experimental study. The research findings imply that the use of Snake and Ladder board game can foster the students' vocabulary than those taught using translation. By playing Snake and Ladder game, the students of Private Junior High School in Purwokerto will be motivated in learning

English Vocabulary. It also encourage and increases cooperation. In this case, it is assumed that teaching vocabulary using Snake and Ladder game is affective in Private Junior High School in Purwokerto.

3. Aida Suryani, and Rusdi Noor Rosa, English Department, Faculty of Language and Arts, State University of Padang has conducted a study of jurnal “ Using a Board Game “Snake and Ladder” in Teaching Speaking at Junior High School”.

The researcher has the objective of research, that is to know how far the students’ understanding about the applying of Advertisement by using board game “ snake and ladder” as a media to speaking class. This game have a purpose that is to shows the students’ understanding for understood a text and how to visualitation their knowledge by game. They will be able to relate information in the text to their own life. Snake and ladder game helps the teachers and students at Junior High School to present the material effectively.

4. Meipina, State University of Bandar Lampung has conducted a study of jurnal, “The Application of Snake and Ladder game in Teaching Vocabulary”.

The researcher found that the students really enjoyed the game with the procedures which used when learning process by the game. This game was a good way for teaching vocabulary. It could be seen from the result of a pre test and post test.

By these previous studies the researcher get much knowledge about the theory and also the result especially for teaching vocabulary and using games as a media in teaching process. Games has many benefits in learning process.

In the four researchers above have a different reasons why they take the title of research, such as involve physical movement and group work, by Candrika and Siti. Then, Snake and Ladder Game can foster the students' vocabulary than those taught using translation, by Endang Kusri. And the three researcher has found that can make the students visualitation their knowledge and information of the text by game, by Aida Suryani and Rusdi Noor Rosa. And the last researcher, Meidina found that the use of the game could be one way for teaching vocabulary in speaking class, because the students really enjoyed when learning with game. It could be seen from the result of a pre test and post test.

Based on explanation above, in this research , the media of Snake and Ladder Game would be help the students at SMK Al Fattah Tahunan Pacitan. It has increased the score of students' vocabulary immediatly. By playing Snake and Ladder game, the students will be motivated and challenging in English Vocabulary learning.

C. Treoretical Framework

Theoretical framework is a concept in the thesis about the theories can be related with the factors which are identified as the important problems. In improving the teaching vocabulary, the teachers need other way to make their

students master about vocabulary by using Snake and Ladder Game as a media can increase the score of students' vocabulary.

This research is quasi-experimental research, with the effectiveness of using Snake and Ladder Game as a media in increasing students' score of vocabulary at SMK Al Fattah Tegalombo Pacitan. The research using Snake and Ladder Game as a media to increasing students' vocabulary. Theories descriptions are :

X : Snake and ladder game media

Y : Increasing students' vocabulary

The researcher assumes that teaching vocabulary at SMK Al Fattah Tegalombo Pacitan is significant by using Snake and Ladder Game as a media in increasing students' score of vocabulary.

D. Hypothesis

This research is to know whether using Snake and Ladder Game as a media in increasing students' score of vocabulary better for the students to learn English. To find the answer of the problem, the researcher should purpose alternative hypothesis (H_a) and null hypothesis (H_o) as below :

H_a : There is a significant difference on vocabulary achievement between students who are taught by using Snake and Ladder game as a media and those who are not at eleventh grade students of SMK Al Fattah Tegalombo Pacitan?

Ho : There is no significant difference on vocabulary achievement between students who are taught by using Snake and Ladder game as a media and those who are not at eleventh grade students of SMK Al Fattah Tegalombo Pacitan?



CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research applies a quantitative research. Quantitative approach is emphasize precisely measuring variables and testing hypothesis that are linked to general casual explanation. Quatitative research based on the measurement of the quantity.⁶⁹ Based on the scientific grade (settting) research place, there are three research methods. There are experiment, survey and naturalistic.⁷⁰

In this research, the researcher applied experimental research method. Experiment is a scientific investigation in which the researcher manipulates one or more independent variables, controls any other relevant variables, and observes the effect of the manipulations on the depent variable. An experimenter deliberately and systematically introduces change and then observes the consequences of that change. The total of experimental research is to determine whether a casual relationship exist two or more variables. The experiment involves control and careful observation and measurement, the research method provides that most convincing evidence of the effect that one variable has on another.⁷¹

⁶⁹C.H Khotari, *Research Method and Technique* (New Delhi : New Age International (P) Limited Publishers, 2004), 3.

⁷⁰Sugiyono, *Metode Penelitian Pendidikan : Pendekatan Kuantitatif, Kualitatif dan R&D* (Bandung : Alfabeta, 2008), 10

⁷¹Donald Ary,dkk, *Introduction to Research Education*, (Belmont, CA 94002-3098 USA, Wadsworth, Cengange Learning, 2010), 265

An experimental design is the general plan for carrying out a study with an active independent variable. The design is important because it determines the study's internal validity, which is the ability to reach valid conclusions about the effect of the experimental treatment on the dependent variable. Design differ in their efficiency and their demands in terms of time and resources, but the major difference is in how effectively they rule out threats to internal validity. Obviously, one first chooses the design that is appropriate for testing the hypothesis of the study. From the appropriate designs, one must choose the one that will (1) ensure that the subjects assigned to the treatment and control groups do not differ systematically on any variables except those under consideration and (2) ensure that the outcome is a consequence of the manipulation of the independent variable and not of extraneous variables.⁷²

Quasi-experimental design is lack randomization but employ other strategies to provides some control over extraneous variables. They are used, for instance, when intact classrooms are used as the experimental and control groups.⁷³ Quasi-experimental design are similar to randomized experimental design in that they involve manipulation of an independent variable but differ in that subjects are not randomly assigned to treatment groups. Because, the quasi-experimental design does not provide full control, it is extremely important that researcher be aware of the threats to both internal and external validity and consider these factors in their interpretation. Although quasi-experimental

⁷²Ibid, 301

⁷³Ibid, 302

design are considered worthwhile because they permit researchers to reach reasonable conclusions even though full control is not possible.⁷⁴

Based on the research design above, the research had two classes. Those were experimental class and control class as the subject. They were XI TKR as an experiment class which use snake and ladder game as a media to teach English in increasing students' vocabulary and XI BSB as an the control class taught by using the conventional method.

This research design had purpose to know the use of snake and ladder game as a media in increasing students' vocabulary was able or not. It was divided into three step :

1. Pre research step

This step consist of preparing the data which needed before begin the research. For example, determine the experiment and control class, the lesson plan, instrument to get the data, etc.

2. Research step

In this step, the researcher applied snake and ladder game as a media in insreasing students' vocabularyin experiment class and conventional method in control class. Data would be conducted from pre test to post test.

3. Data analysis step

⁷⁴Ibid, 316

In this step, data which were gotten would be analyzed by the researcher.

The steps were :

- a. Collected the post test score from experiment and control class.
- b. Tested the data with t-test

B. Population And Sample

1. Population

According to Suharsimi, population is all of object that will research in an observation.⁷⁵ So, population is all members in the field of the research. When we decided the place of research, we would find the population. In this research, the population was all of the students at SMK Al Fattah Tegalombo Pacitan consist of 142 students.

2. Sample

The part of population is called as sample which considered to represent that population.⁷⁶ According to Charles, C.M defines a sample as a small group of people selected to represent the much larger entire population from which is drawn.⁷⁷ Sample is also a half or a part of the population which is being researched.

Therefore, there are many methods to get representative sample for accessible population, simple random sampling technique, stratified random

⁷⁵Suharsimi Arikunto, *Prosedur Penelitian : Suatu pendekatan penelitian* (Jakarta : PT Rineka Cipta, 1992), 22

⁷⁶P. Joko Subagyo, *Metode Penelitian Dalam Teori dan Praktek* (Jakarta : PT Rineka Cipta, 2004), 23

⁷⁷Muhammad Adnan Latief, *Research Methods on Language Learning an Introduction* (Malang : UM Press, 2014), 181

sampling technique, and cluster random technique.⁷⁸ The researcher was selected the cluster random technique. The researcher took two classes as the sample of the research. The researcher took two classes as the experimental group and the control group. After the sampling selection, XI TKR was selected as Experimental group and XI BSB as the Control group.

The two groups above were given different treatment. The first group (Experimental group) was given Snake and Ladder game as a media in their English vocabulary test. The second group (Control group) was given the same material but without using Snake and Ladder game as a media in their English vocabulary test. The students read the text and the teacher explains the the new vocabulary using Snake and Ladder game as a media for experimental group and konvensional method for control group.

C. Instrument Of Data Collection

Data is most important thing in the research, to get the data the researcher has to arrange the instrument and technique data that are needed to collect the data.⁷⁹

Before the researcher determined the instrument of data collection, the researcher explained about the research instrument. It was described in the following table :

⁷⁸Ibid, 182

⁷⁹Suharsimi Arikunto, *Manajemen Pendidikan*, (Jakarta : PT Rineka Cipta, 2000), 134.

Table 3.1 The Instrument Of Data Collection

Title	Variable	Indicators	Subject	Technique
Snake and Ladder game as a media in increasing students' vocabulary (Quasi-Experimental research at SMK Al Fattah Tegalombo Pacitan)	Variable X : Snake and Ladder game as a media. Variable Y : Students' vocabulary.	1. The teacher, uses Snake and Ladder game as a media on teaching English, especially in vocabulary mastery. 2. All of the students follow teaching learning process using Snake and Ladder game	Eleventh grade students, the students' achievement on English vocabulary test.	Giving stimulus to the students . Pre test Post test

		as a media at the eleventh grade student of SMK Al Fattah Tegalombo Pacitan.		
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The researcher need to know whether the test is valid or not. So, the researcher do some examine as follow :

1. Validity

Validity is the most important consideration in developing and evaluating measuring instruments. Historically, validity was defined as the extent to which an instrument measured what it claimed to measure. The focus of recent views of validity is not on the instrument itself but the interpretation and meaning of the scores derived from the instrument.⁸⁰

Techniques used as usually the product moment correlation technique proposed by Pearson. The formula is :

$$r_{xy} = \frac{n \sum XY - (\sum X)(\sum Y)}{\sqrt{(n \sum X^2 - (\sum X)^2)(n \sum Y^2 - (\sum Y)^2)}}$$

r_{xy} = digit of Index Product Moment Correlation

$\sum x$ = the total score of X

⁸⁰Donald ary, Lucy C.J. Chris Sorensen & Asgar Razavieh, *Introduction to Research in Education Eight Edition*,(USA : Cengage Learning, 2010). 225

Σy = the total score of y

Σxy = the total of result multiplication between score X and Y

n = total respondent

$$r_{xy} = \frac{n(\Sigma xy) - (\Sigma x) \cdot (\Sigma y)}{[n \Sigma x^2 - (\Sigma x)^2] \cdot [n \Sigma y^2 - (\Sigma y)^2]}$$

$$r_{xy} = \frac{27.566 - (26) \cdot (580)}{\sqrt{27.26 - (26)^2} (27.12744 - (580)^2)}$$

$$r_{xy} = \frac{15282 - 15080}{\sqrt{(702 - 676)(344088 - 336400)}}$$

$$r_{xy} = \frac{202}{\sqrt{(26) \cdot (7688)}}$$

$$r_{xy} = \frac{202}{199888} = \frac{202}{447,088} = 0,451 \text{ (valid)}$$

The calculation of validity of the instrument, the researcher used 30 items of vocabulary test with 27 respondents. There were 26 items which declared valid, item number 1,3,4,5,6,7,8,9,10,11,12,13, 14,15,16, 17,18,19, 21,22,23,24,25,26,27,30. The calculation result of data validity as follow :

Table 3.2 The Result Of Data Validity

Item number	“r” Calculate	“r” table	Notes
1	0,451	0,3	Valid
2	-0,129	0,3	Invalid
3	0,345	0,3	Valid
4	0,573	0,3	Valid
5	0,355	0,3	Valid
6	0,331	0,3	Valid
7	0,316	0,3	Valid
8	0,517	0,3	Valid
9	0,349	0,3	Valid
10	0,56	0,3	Valid
11	0,326	0,3	Valid
12	0,416	0,3	Valid
13	0,326	0,3	Valid
14	0,32	0,3	Valid
15	0,764	0,3	Valid
16	0,391	0,3	Valid
17	0,573	0,3	Valid
18	0,303	0,3	Valid

19	0,423	0,3	Valid
20	-0,222	0,3	Invalid
21	0,391	0,3	Valid
22	0,331	0,3	Valid
23	0,572	0,3	Valid
24	0,72	0,3	Valid
25	0,519	0,3	Valid
26	0,778	0,3	Valid
27	0,651	0,3	Valid
28	-0,503	0,3	Invalid
29	0,222	0,3	Invalid
30	0,435	0,3	Valid

Based on the table, among 30 questions, 26 questions were valid and 4 questions were invalid. But the researcher still use 30 questions for collecting data with the revision test, because the questions can measure the special purposes which is equal with the material or content given.

2. Reliability

Reliability is a necessary characteristic of any good test; for it to be valid all, a test must first be reliable as a measuring instrument. Reliability measured in this way is commonly referred to as test / re-test

reliability to distinguish it from mark / re-mark reliability. Reliability is of an important in the use of both public achievement, and proficiency tests and classroom tests.

In this research used K-R 20 (Kuder-Richardson 20) formula as follow :

$$r_{11} = \frac{k}{k-1} \left(\frac{S^2 - \sum pq}{S^2} \right)$$

Note :

r_{11} : the reliability test

p : the subject proportion with right answer

q : the subject proportion with wrong answer

$\sum pq$: the total number of the multiply between p and q

k : all item

s : the deviation standart of test

$$\begin{aligned} S^2 &= \frac{\sum y^2 - \frac{(\sum y)^2}{N}}{N} \\ &= \frac{12744 - \frac{(580)^2}{27}}{27} \\ &= 12744 - \frac{336400}{27} \\ &= \frac{12744 - 1259,25}{27} \\ &= \frac{284,75}{27} = 10,546 \end{aligned}$$

$$\begin{aligned}
 r_{11} &= \left(\frac{k}{k-1}\right)\left(\frac{S^2-pq}{s^2}\right) \\
 &= \left(\frac{30}{30-1}\right) \cdot \left(\frac{10,546 - 5,034}{10,546}\right) \\
 &= \frac{30}{29} \cdot \left(\frac{5,512}{10,546}\right) \\
 &= (1.034) \cdot (0.523) \\
 &= 0.541(\text{reliable})
 \end{aligned}$$

The calculation of reliability above values 0,541 then consulted with “r” table on the significance level of 5% that is 0,381. Because “r” count (0,541) > “r” table (0,381). So, the instrument can be said reliable.

D. Technique Of Data Collection

Basically technique of data collection consist of : test, interview, questionnaire, observation, and documentation. Technique of data collection in this research is test and documentation :

1. Test

In this research test is used to gather data about student’s vocabulary skill. It is used to analyze whether any significant difference about using Snake and Ladder game as a media. The data in the research are the result of the test. The data are taken from the result of two groups’ sample. The first group is learning vocabulary using Snake and Ladder game as a media and the second group is without using Snake and Ladder game as a media.

2. Documentation

Documentation technique is the way to collect data by photos, ancient, magazine, etc.⁸¹ In this research documentation was used to find out the name of subject, and the profile of the school from SMK Al Fattah Tegalombo Pacitan.

E. Technique Of Data Analysis

After all of data is collected, the next step to be done by researcher is how to analyze those data. The research uses t-test to analyze the data. This research is used to compare the result of post test in experiment class and control class.

Before the reseracher use t-test, the reseacher applied assumption test, namely normality test and homogeneity test :

1. Normality test

Normality test using Kolmogorov – smirnov test. Each of two populations being compared must follow a normal distribution. The steps of analyzing normality test as follows :

“ If a maximum $<$ kolmogorov – smirnov table, receive H_a and data is normal distribution”.

⁸¹James Dean Brown, *Testing in Language Program : a Comprehension Guide to English language Assesment* (New York : McGraw-Hill ESL/ELT, 2005), 175.

2. Homogeneity test

Homogeneity test using Harley test. Homogeneity test is the variance ratio test between two groups or more. This can be tested by

Harley test : $F (max) = \frac{Var max = SD^2 max}{Var min = SD^2 min}$

$$Var min = SD^2 min$$

The steps of analyzing homogeneity test as follows :

a. Make a frequency distribution table

b. Calculated SD formula

$$SD_x: \sqrt{\frac{\sum fx^2}{n} - \left[\frac{\sum fx}{n} \right]^2}$$

$$SD_y: \sqrt{\frac{\sum fy^2}{n} - \left[\frac{\sum fy}{n} \right]^2}$$

c. Using the formula Harley

$$F(max) = \frac{Var max = SD^2 max}{Var min = SD^2 min}$$

d. Comparing F (max) results calculated with F (max) table, with

$$db = (n-1 ; k)$$

3. T – test is used to determine whether the means of two groups are statically different from one another.

The data analysis that used is t-test non-independent experiment with 5% significant level or 1% significant level with this formula as follow :

- a. Determining of means post test from each group

$$M1 = M' + i \left[\frac{\sum fx'}{n1} \right]^2$$

$$M2 = M' + i \left[\frac{\sum fy'}{n2} \right]^2$$

- b. Determining of standard deviation of each group

$$SD_1 : i \sqrt{\frac{\sum fx'^2}{n1} - \left[\frac{\sum fx'}{n1} \right]^2}$$

$$SD_2 : i \sqrt{\frac{\sum fy'^2}{n2} - \left[\frac{\sum fy'}{n2} \right]^2}$$

- c. Determining of error mean from each group

$$SE_{M1} = \frac{SD_1}{\sqrt{n1-1}}$$

$$SE_{M2} = \frac{SD_2}{\sqrt{n2-1}}$$

- d. Determining the differentiation standard error between the mean variable I and variable II

$$SE_{M1-M2} = \sqrt{SE_{M1}^2 + SE_{M2}^2}$$

- e. Determining of t-test

$$t_0 = \frac{M1 - M2}{SE_{M1-M2}}$$

f. Interpretation

Interpretation is consulting the result between t_t (t-table) and t_o (t- observation) , if t_o is higher than t_t , H_o is refused and H_a is received. If t_o smaller than t_t H_o is received and H_a is refused.

Notes :

M_1 : means of variable x

M_2 : means of variable y

I : interval

$\sum f_1'$: the total number of scores of x variable

$\sum f_2'$: the total number of scores of y variable

$\sum f_1^2$: the total number of square of x variable

$\sum f_2^2$: the total number of square of y variable

N_x : the number of sample variable x

N_y : the number of sample variable y

SD_1 : standard deviation of variable x

SD_2 : standard deviation of variable y

SE_{M_1} : standard error of mean x

SE_{M_2} : standard error of mean y

$SE_{M_1-M_2}$: standard error between the mean from variable I and
variable II

T_o : t-observation

N : the number of subject (N-1 : db; Degree of freedom).

CHAPTER IV

RESEARCH RESULT

A. Reseach Location

1. Place of Research

SMK Al Fattah Tegalombo Pacitan, it is located at Tahunan, Tegalombo, Pacitan, east Java. It is one of the educational institutions as a place for formal teaching and learning activities in Pacitan.

SMK Al Fattah Tahunan Pacitan is a boarding school in Tahunan village. The populations are 100% muslim. Of all, the area that surrounding it, created a good religious harmony. So, that case is support the educational programs in SMK Al Fattah Tahunan Pacitan

2. The history of SMK Al Fattah Tegalombo Pacitan

SMK Al Fattah is located at Pondok Street, Tahunan, Tegalombo, Pacitan. It is Islamic Boarding school that founded by Kyai Ahmad Shodiq and built on since 1990.

The establishment of SMK Al Fattah is caused by many graduates of MTs Al Fattah that do not continue their education to the higher lever, whereas MTs Al Fattah has been built since 1990. From 1990, the alumni of MTs Al Fattah that continue to SMK, SMA or MA around 5 % in each academic year. It is very ironic because every year around 50-60 students graduate from MTs Al Fattah. From the information gotten, the students who

do not continue their education is caused by less of parents' motivation, environment's influence, and the most reason is cost problem.

From this fact, manager of educational foundation of MTs. Al Fattah can continue their studies to the the higher level. Firstly, at the time the discussion is begin by main manager that lead by Kyai Ahmad Shodiq, Yahmin and Wardayanto that bring up a thought to built SMK.

Finally, SMK Al Fattah is launched on since 2005 by Kyai Ahmad Shodiq as the lead of Al Fattah Islamic Boarding school. At the beginning of the establishment, headmaster of SMK Al Fattah is the first, Sudaris ,the second Endang Suci Murtini in year 2007 – 2012. And 2012-2016 is Gito, 2016 until now Ahmad Fattah Yasin.

3. Vission and Missions of SMK Al Fattah Tegalombo Pacitan

a. Vision of SMK Al Fattah

The realization of Islamic generation is “pious”s in world science and pious in science of religion.

b. Missions of SMK Al Fattah

- 1) Equip students with skill or expertise so that they can be independent in their life and useful for others.
- 2) Encourage creative and innovative students so as not to be left behind with the progress of the time.

- 3) Educate and familiarize students with Islamic behavior with obedience and orderly perform the obligation of worship, good personality and tolerance with each other.
- 4) Educate the devoted and respectful students to both parents, predecessors, and teachers.

4. Curriculum

Kurikulum Tingkat Satuan Pendidikan (KTSP) and K13 (Kurikulum 2013) are applied at this school, with these curriculum are subject matters that should be learned by students of SMK Al Fattah Tahunan Pacitan. This curriculum are developed from standard of content by school based on their context and potential. They improve the curriculum based on demand of the time.

5. Facilities

The facilities at SMK Al Fattah Tahunan Pacitan are completely. From the latest data found in the following table :

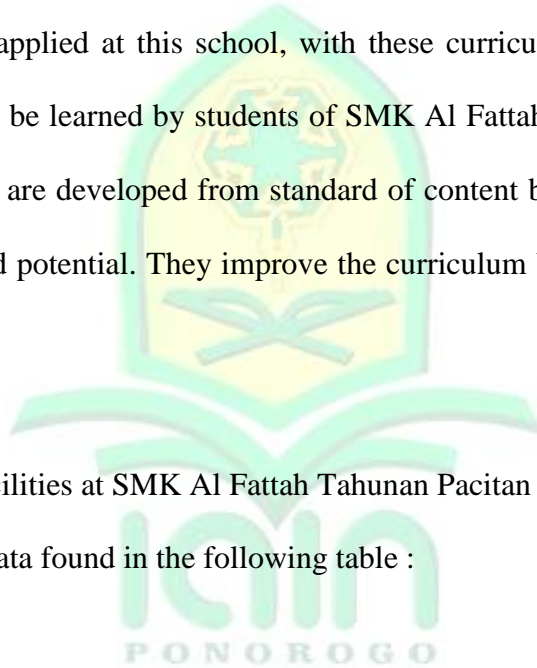


Table 4.1
Some Facilities of SMK Al Fattah Tahunan Pacitan

NO	FACILITIES	TOTAL	CONDITION
1.	Clasroom	6	Good
2	Teacher's Office	1	Good
3	Headmaster's Office	1	Good
4	Mosque	1	Good
5	Field for sport	1	Good
6	Canteen	1	Good
7	Restroom	1	Good
8	Computer Laboratory	1	Good
9	BSB practice room	1	Good
10	TKR practice room	1	Good
11	Library + UKS	1	Good
12	Toilet	4	Good

6. The structure of organization

- a. Committee of SMK Al Fattah : H.Widodo
- b. Headmaster of SMK Al Fattah : Ahmad Fattah Yasin, S.ThI
- c. Vie-Chairman of Curriculum
 - 1) Coordinator of Students' achievement : Bambang Susilo, S.Pd
 - 2) Coordinator Extracurricular : Novitasari, S.Pd

3) Coordinator Facilities : Zainun Rasyid, S.Pd

d. Vie-chairman of student

1) Coordinator of OSIS : Siti Fatimah, S.Pd

2) Coordinator of Counseling : Endang Suci Murtini, S.PdI

e. Proxy

1) Proxy of class X TKR: Lina Anjarwati, S.PdI

Proxy of class X BSB: Novitaari, S.Pd

2) Proxy of class XI TKR : Nurul Vitasari,S.Pd

Proxy of class XI BSB: Firmanda Tri Asmoro, S.Pd

3) Proxy of class XII TKR :Nita Puspitarini, S.Pd

Proxy of class XII BSB: Endang Suci Murtini, S.Pd



7. The Condition Of Teacher

Table 4.2
The Condition Of Teacher

No	Nama	NUPTK	JK	Tempat Lahir	Tanggal Lahir	TMT Pengangkatan
1	Ahmad Fattah Yasin S.Thi	3644762662110010	L	Banyuwangi	15-01-1984	2006-10-02
2	Bambang Susilo	3647752657200002	L	Pacitan	1974-03-15	2006-10-02
3	Endang Suci Murtini	6048754657300013	P	Pacitan	1976-07-16	2005-07-20
4	Firmanda Tri Asmoro	3501092607920001	L	Pacitan	1992-07-26	2016-07-18
5	Lina Anjarwati, S.Pd.I	3501096612870003	L	Pacitan	1987-11-26	2012-08-08
6	Nita Puspitarini	7839764665300052	P	Pacitan	1986-05-07	2009-08-01
7	Novitasari	3501094111930002	P	Pacitan	1993-11-01	2016-07-11
8	Nurul Vitasari	3501096201890002	P	Pacitan	1989-01-22	2008-08-01

9	Nyuwito	9634756659200012	L	Pacitan	1978-03-02	2005-08-01
10	Rudianto	3501090509870006	L	Pacitan	1987-09-05	2015-07-25
11	Siti Fatimah,S.Pd	6760760661300142	P	Ponorogo	1982-04-28	2005-08-08
12	Sony Darmawan	1957756658200022	L	Pacitan	1978-06-25	2007-07-01
13	Sriana Kusumarini	8337759661300013	P	Ponorogo	1981-10-05	2005-08-08
14	Supiyah	1650756658300042	P	Pacitan	1978-03-18	2005-07-20
15	Tutik Nurweni	3501094501930001	P	Pacitan	1993-01-05	2016-07-18
16	Wahyu Tri Prasetyanto	0054759660200033	L	Pacitan	1981-06-22	2009-08-01
17	Yuni Nuryani,Se	394575465630005	P	Ponorogo	1976-06-13	2005-08-08
18	Zainun Rasyid	3502010206940001	L	Ponorogo	1994-06-02	2015-07-27

B. Data Description

1. Procedure of Experiment Class

This research used experiment research which made one class as the sample; there was XI TKR as an experiment class. The number of experiment class was 27 students.

The researcher gave essay tests by using Snake and Ladder game as a media to know the increasing of students' vocabulary.

On October, 2nd 2017, the researcher came to school and requested permission from the principle to the conduct research towards headmaster of SMK Al Fattah Tegalombo Pacitan. The researcher conducts to observe and discuss with the English teacher of SMK Al Fattah Tegalombo Pacitan about syllabus, lesson plan, and the material that was used.

On October, 4th 2017, the researcher gave the pre-test on formal invitation text and taught English Vocabulary without treatment. The researcher gave pre- test for the students to answer the questions by multiple choice. The students were gave pre-test to made them in some condition homogeneity before beginning the research. It used for about 50 minutes.

On October, 7th 2017, the researcher gave first treatment for the students with Snake and Ladder game as media. The material was Formal Invitation text. The students must apply the Snake and Ladder game as media to comprehend the text. On October, 11st 2017, the

researcher gave second treatment that was relevant with the material of teaching learning. The material was Formal Invitation text too. But has different topic with the first treatment.

On October, 14th 2017, the researcher gave a posttest to the students with multiple choice test questions to base on Snake and Ladder game as media in from Formal Invitation text. It used to measure whether the Snake and Ladder game as media was success or not in increasing students' vocabulary. The posttest and pretest took Formal Invitation text, but different topic and items. It used to know the true result whether and media was effective or not. The test items were constructed based on the indicators and the material which are suitable with the themes and sub themes suggested in English book for the eleventh grade of Senior High School. The pretest and posttest was objective test which consist 30 items and all of items were multiple choice test. The total scores are 100 and the value of each correct item was.

The Snake and Ladder game as media were method which never to be applied for the students before in teaching and learning vocabulary process. This media made the students to comprehend the text easily automatically with the students' vocabulary, it made students easily to understanding and remembering about words. Because, this method applied with other member of groups. The result most of the students did not interest with the text when do the pretest.

This research needed much time to introduce. To apply and solve the problem in understanding and remembering words in text. So, the students could more active and interest with the media and game.

There were some activities done during in pretest and posttest. They were as follow :

1. Teacher introduce the material about formal invitation text.
2. Teacher more explained the material
3. Student pay attention
4. Teacher giving steps of play Snake and Ladder game as a media that is used printing media (the picture of Snake and Ladder).
5. Students practice the game in printing media suitable with the material.
6. The students memorize the words.
7. Giving exercise to the students to make the formal invitation text.

Table 4.3

Experiment Class Schedule

Date	Activities
October, 4 th 2017	Pre Test
October, 7 th 2017	First treatment
October, 11 st 2017	Second treatment

October, 14 th 2017	Post test
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2. Procedure of Control Class

This research was taken in XI BSB as a control class which applied with traditional teaching, that is student just listen about lesson and teacher explain the lesson in front of class. Its mean not used game and media, but with traditional teaching that was usually used.

The number of XI BSB class was 27 students. The material which was taught to the students was same with experiment class. That was one of principles in the experiment research different treatment with the same material.

The traditional teaching concerned with the teacher being the controller of the learning. Power and responsibility are held by the teacher and they regard students as having knowledge holes that need to be filled with the information. It means that the traditional teaching is views that it is the teacher that causes learning to occur. The traditional teaching follows in some steps :

1. Giving one of material about formal invitation text
2. Teacher explain the text and students pay attention
3. Teacher asked students to mention the difficult words
4. Giving exercise to the students to make the formal invitation.

Table 4.4

Control Class Schedule

Date	Activities
October, 4 th 2017	Pre Test
October, 7 th 2017	First treatment
October, 11 st 2017	Second treatment
October, 14 th 2017	Post test

3. The Result of Students' Pre Test In Experimental Group (XI TKR)

The table below showed the score of the pre test of the students taught by using Snake and Ladder game as a Media.

Table 4.5

The Score of Students' Pre Test In Experimental Group

NO	NAME	SCORES
1	Aan Setyawan	73
2	Agung Dwi Cahyono	67
3	Agus Triatmawan	80
4	Ahmad Arif Wibowo	57
5	Ahmad Kholil	70
6	Ajib Syaifudin	60
7	Ali Mustaqim	80
8	Ali Fatkhur Rohman	57

9	Anton Widodo	80
10	Bayu Setiawan	70
11	Candra Wibowo	67
12	Dandi Prasetyo	83
13	Didin Ardiansyah	57
14	Eko Susanto	73
15	Eko Wahyudi	80
16	Endri Rianto	77
17	Endroyono	80
18	Endyk Yulian	77
19	Ervan Evendy Setyawan	73
20	Eva Melinda Mesra Dewi	67
21	Fajar Yuda Naluri	83
22	Fatkhul Khoiri	77
23	Fery Ika Trianingsih	80
24	Fitria Anwar	77
25	Gunawan Subekti	57
26	Ila Muriana	60
27	Ilham Bayu Pratama	80
	N = 27	1942

From the table above, could be seen that the highest scores for experiment class is 83; there are two students who got the highest scores. The lowest score for the experiment class is 57; the are four students who got the lowest score. The total of experiment class score is 1942.

4. The Result of Students' Pre Test In Control Group (XI BSB)

The table below showed the score of the pre test of the students not being taught using Snake and Ladder game as a media.

Table 4.6

The Score of Students' Pre Test in Control Group

NO	NAME	SCORES
1	Leni Noviana	57
2	Nadia Aprilita	50
3	Niken Pertiwi	80
4	Nila Tri Oktavia	80
5	Nur Rohmah	75
6	Pebri Purnama	60
7	Pitasari	70
8	Pramudya Adi M	78
9	Purwanto ^A	60
10	Purwanto ^B	80
11	Resti Ryana	80
12	Riki Wahyu Pratama	63
13	Rio Gunawan	57
14	Rizki Bayu Septo Nugroho	80
15	Rizky Ardana Putra	75
16	Rofik	50

17	Samsul Arifin	77
18	Sandy Setya	83
19	Syaifudin Rohmansyah	70
20	Sefti Faridha	80
21	Septian Agus Santoso	77
22	Solikah Ria Jayanti	50
23	Sony Cahya Saputra	70
24	Tri Wahyuni	80
25	Viki Hendra Yani	50
26	Vita Alvianti	73
27	Wahyu Nur Cahyani	73
	N = 27	1878

The highest score for control class is 83; there is only one student who got the highest score. The lowest score is 50; there are four students who got the lowest score. The total of the control class score is 1878. The differentiate result of the experiment class and controlled class is 64.

**5. The Result of Students' Post Test In Experimental Group
(Variable X)**

The table below showed the score of the post test of the students taught using Snake and Ladder game as a media.

Table 4.7

The score of students post test in Experimental Group

NO	NAME	SCORES
1	Aan Setyawan	83
2	Agung Dwi Cahyono	80
3	Agus Triatmawan	87
4	Ahmad Arif Wibowo	77
5	Ahmad Kholil	80
6	Ajib Syaifudin	77
7	Ali Mustaqim	87
8	Ali Fatkhur Rohman	70
9	Anton Widodo	90
10	Bayu Setiawan	83
11	Candra Wibowo	87
12	Dandi Prasetyo	93
13	Didin Ardiansyah	87
14	Eko Susanto	80
15	Eko Wahyudi	90

16	Endri Rianto	80
17	Endroyono	83
18	Endyk Yulian	87
19	Ervan Evendy Setyawan	83
20	Eva Melinda Mesra Dewi	80
21	Fajar Yuda Naluri	93
22	Fatkul Khoiri	83
23	Fery Ika Trianingsih	90
24	Fitria Anwar	87
25	Gunawan Subekti	77
26	Ila Muriana	70
27	Ilham Bayu Pratama	90
	N = 27	2254

From the table above. Could be seen that the highest scores for experiment class is 93; there are two students who got the highest score. The lowest score for the experiment class is 70; there are two students who have the lowest score. The total of experiment class score is 2254. So, it can be concluded that the post test of the students taught using Snake and Ladder game as a media was good.

6. The Result of Students' Post Test In Control Group (Variable Y)

The table below showed the score of the post test of the students not being taught using Snake and Ladder game as a media.

Table 4.8

The Score of Students' Post Test in Control Group

NO	NAME	SCORES
1	Leni Noviana	63
2	Nadia Aprilita	67
3	Niken Pertiwi	80
4	Nila Tri Oktavia	73
5	Nur Rohmah	73
6	Pebri Purnama	63
7	Pitasari	73
8	Pramudya Adi M	80
9	Purwanto ^A	67
10	Purwanto ^B	80
11	Resti Ryana	80
12	Riki Wahyu Pratama	70
13	Rio Gunawan	67
14	Rizki Bayu Septo Nugroho	83
15	Rizky Ardana Putra	80
16	Rofik	57

17	Samsul Arifin	73
18	Sandy Setya	80
19	Syaifudin Rohmansyah	70
20	Sefti Faridha	80
21	Septian Agus Santoso	70
22	Solikah Ria Jayanti	67
23	Sony Cahya Saputra	67
24	Tri Wahyuni	83
25	Viki Hendra Yani	57
26	Vita Alvianti	70
27	Wahyu Nur Cahyani	83
	N = 27	1956

From the table above, could be seen that the post test of the students in control group that not being taught using Snake and Ladder game as a media was variaties. There were three students who got 83, 7 students got 80, 4 students got 73, 4 students got 70, 5 students got 67, 2 students got 63, and 2 students who got 57. So, that, could be concluded the post test of students not being taught using Snake and Ladder game as a media was sufficient.

C. Data Analysis

1. Normality

Normality test was conducted to know whether the data distribution was normal distribution or not.⁸² For this test, it would be proposed the hypothesis as follow :

H_0 : the data was normal distribution

H_a : the data was not normal distribution

Table 4.9

Normality of data and calculation of the students' post test in experimental group

<i>X</i>	<i>F</i>	<i>Fx</i>	<i>x</i> ²	<i>fx</i> ²
93	2	186	8649	17298
90	4	360	8100	32400
87	6	522	7569	45414
83	5	415	6889	34445
80	5	400	6400	32000
77	3	231	5929	17787
70	2	140	4900	9800
TOTAL	$\Sigma f = 27$	$\Sigma fx = 2254$	$\Sigma x^2 = 48436$	$\Sigma fx^2 = 189144$

⁸²Retno Widyaningrum, Statistik, 204.

Calculate the average :

$$M_x = \frac{\sum fx}{N}$$

$$= \frac{2254}{27}$$

$$= 83,4814814815 (83,48)$$

Calculate the deviation standard :

$$SD_x = \sqrt{\frac{\sum fx^2}{n} - \left(\frac{\sum fx}{n}\right)^2}$$

$$SD_x = \sqrt{\frac{189144}{27} - \left(\frac{2254}{27}\right)^2}$$

$$SD_x = \sqrt{7005,33 - (83,481)^2}$$

$$SD_x = \sqrt{7005,33 - 6969,077}$$

$$SD_x = \sqrt{36,253}$$

$$SD_x = 6,0210464207 (6,02)$$

Table 4.10

The Result of Normality Test for Experimental Group

x	F	Fkb	f/n	Fkb/ n	Z	P ≤ Z	a2	a1
1	2	3	4	5	6	7	8	9
93	2	27	0,074	1	1,5809	0,9429	0,0571	0,0169
90	4	25	0,148	0,925	1,082	0,8599	0,0651	0,0829
7	6	21	0,222	0,777	0,584	0,719	0,058	0,164
83	5	15	0,185	0,555	-0,079	0,4721	0,0829	0,1021
86	5	10	0,185	0,370	-0,578	0,2843	0,0857	0,0993
77	3	5	0,111	0,185	-1,076	0,1423	0,0427	0,0683
70	2	2	0,074	0,074	-0,238	0,0129	0,0611	0,0129

$D_{(0,05,27)}$ from index is 0,24

H_0 was accepted if $a_1 \max \leq D_{\text{Index}}$

Because the maximum value of a_1 was 0,164 (0,16) in which the index was less then the D index, so the decision was to accept H_0 , which mean the data was normality distributed.

Table 4.11

**Normality of data and calculation of the students' post test
in control group**

Y	F	Fy	Y2	Fy2
83	3	249	6889	20667
80	7	560	6400	44800
73	4	292	5329	21316
70	4	280	4900	19600
67	5	335	4489	22445
63	2	126	3969	7938
57	2	114	3249	6498
Total	F=27	Fy = 1956	Y2= 35225	Fy2=143254

Calculate the average :

$$My = \frac{\sum fy}{N}$$

$$My = \frac{1956}{27}$$

$$My = 72,4444444444 (72,44)$$

Calculate the deviation standard :

$$SD_y = \sqrt{\frac{\sum fy^2}{n} - \left(\frac{\sum fy}{n}\right)^2}$$

$$SD_y = \sqrt{\frac{143254}{27} - \left(\frac{1956}{27}\right)^2}$$

$$SD_y = \sqrt{5305,70 - (72,44)^2}$$

$$SD_y = \sqrt{5305,70 - 527,55}$$

$$SD_y = \sqrt{56,15}$$

$$SD_y = 7,4933303677 (7,49)$$

Table 4. 12

The result of normality test for control group

Y	F	Fkb	f/n	Fkb/n	Z	p≤z	a ₂	a ₁
1	2	3	4	5	6	7	8	9
83	3	27	0,111	1	1,409	0,9192	0,0808	0,0303
80	7	24	0,259	0,888	1,009	0,8413	0,0467	0,2123
77	4	17	0,148	0,629	0,074	0,5279	0,1011	0,0469
70	4	13	0,148	0,481	-0,325	0,3745	0,1065	0,0415
67	5	9	0,185	0,259	-0,726	0,2358	0,0232	0,1618
63	2	4	0,074	0,148	-1,260	0,1038	0,0442	0,0298
57	2	2	0,074	0,074	-2,061	0,0197	0,0543	0,0197

D_(0,05,27) from the index is 0,24

H₀ was accepted if a₁ max ≤ D_{Index}

Because the maximum value of a₁ was 0,2123 (0,21) in which the index was less then the D index, so the decision was to accept H₀ which means the data was normality distributed.

2. Homogeneity

Homogeneity test is the variance ratio test between two group or more.⁸³ This can be tested by Harley test.

The formula is :

$$F (max) = \frac{Var \ max = SD^2 \ max}{Var \ min = SD^2 \ min}$$

$$F (max) = \frac{Var \ max=7,49^2}{Var \ min= 6,02^2}$$

$$F (max) = \frac{Var \ max=56,1001}{Var \ min= 36,2404}$$

$$F (max) = 1,54$$

$$Db = n-1;k$$

$$27-1;2 = 26;2$$

$$H_o = \text{data is homogenous}$$

$$H_a = \text{data is not homogenous}$$

F max index is 2,40

So Fmax was 1,54 in which the index was less then the Fmax index (2,40), so the decision was to accept H_o which means the data was homogeneity distributed.

D. T-Test

To obtain data, the researcher uses vocabulary test to 27 students for experimental group and 27 students for control group, to know the vocabulary skill students at the eleventh grade of SMK Al Fattah

⁸³Retno Widyaningrum, *Statistika*, 214.

Tegalombo Pacitan is increase or not, the researcher applied 't' test formula as state below.

Table 4.13

The computation of students' post test in Experimental group

X	F	FX	X²	FX²
93	2	186	8649	17298
90	4	360	8100	32400
87	6	522	7569	45414
83	5	415	6889	34445
80	5	400	6400	32000
77	3	231	5929	17787
70	2	140	4900	9800
TOTAL	$\sum F = 27$	$\sum FX = 2254$	$\sum X^2$ = 48436	$\sum FX^2$ = 189144

Table 4.14

Computation of students' Post test in control group

Y	F	FY	Y²	FY²
83	3	249	6889	20667
80	7	560	6400	44800
73	4	292	5329	21316
70	4	280	4900	19600
67	5	335	4489	22445
63	2	126	3969	7938
57	2	114	3249	6498
TOTAL	$\sum F = 27$	$\sum FY$ = 1956	$\sum Y^2$ = 35225	$\sum FY^2$ = 143254

From both table above, the researcher compare the mean score of students' vocabulary taught using Snake and Ladder game as a media (X) and the students' vocabulary not being taught using Snake and Ladder game as a media (Y) with this steps :

- a. Finding Average (Mean) of the variable X and Y)

$$\begin{aligned} Mx &= \frac{\sum fx}{N} \\ &= \frac{2254}{27} \\ &= 83,4814814815 (83,48) \end{aligned}$$

$$\begin{aligned}
 M_x &= \frac{\sum fy}{N} \\
 &= \frac{1956}{27} \\
 &= 72,4444444 (72,44)
 \end{aligned}$$

b. Finding Average (Standart Deviasi) of the variable X and Y

$$SD_x = \sqrt{\frac{\sum f x^2}{n} - \left(\frac{\sum fx}{n}\right)^2}$$

$$SD_x = \sqrt{\frac{189144}{27} - \left(\frac{2254}{27}\right)^2}$$

$$SD_x = \sqrt{7005,33 - (83,481)^2}$$

$$SD_x = \sqrt{7005,33 - 6969,077}$$

$$SD_x = \sqrt{36,253}$$

$$SD_x = 6,0210464207 (6,02)$$

$$SD_y = \sqrt{\frac{\sum f y^2}{n} - \left(\frac{\sum y}{n}\right)^2}$$

$$SD_x = \sqrt{\frac{143254}{27} - \left(\frac{1956}{27}\right)^2}$$

$$SD_x = \sqrt{5305,70 - (72,44)^2}$$

$$SD_x = \sqrt{7005,33 - 5247,55}$$

$$SD_x = \sqrt{56,15}$$

$$SD_x = 7,4933303677 (7,49)$$

c. Determining standard error mean variable X and Y

$$SE_{Mx} = \frac{SDx}{\sqrt{n-1}}$$

$$SE_{Mx} = \frac{6,0210464207}{\sqrt{27-1}}$$

$$SE_{Mx} = \frac{6,0210464207}{\sqrt{26}}$$

$$SE_{Mx} = \frac{6,0210464207}{5,0990195136}$$

$$SE_{Mx} = 1,1808243535$$

$$SE_{My} = \frac{SDy}{\sqrt{n-1}}$$

$$SE_{My} = \frac{7,493303677}{\sqrt{27-1}}$$

$$SE_{My} = \frac{7,493303677}{\sqrt{26}}$$

$$SE_{My} = \frac{7,493303677}{5,0990195136}$$

$$SE_{My} = 1,469557565$$

- d. Difference standard error score of the means variable X and variable Y

$$SE_{m_1-m_2} = \sqrt{SE_{M1}^2 + SE_{M2}^2}$$

$$SE_{m_1-m_2} = \sqrt{1,1808243535 + 1,4695577565^2}$$

$$SE_{m_1-m_2} = \sqrt{1,3943461538 + 2,1595999998}$$

$$SE_{m_1-m_2} = \sqrt{3,5539461536}$$

$$SE_{m_1-m_2} = 1,8851912777$$

- e. t_o score

$$t_0 = \frac{MX - MY}{SEm1 - m2}$$

$$t_0 = \frac{83,4814814815 - 72,44444444444444}{1,8851912777}$$

$$t_0 = \frac{83,4814814815 - 72,44444444444444}{1,8851912777}$$

$$t_0 = \frac{11,0370370371}{1,8851912777}$$

$$t_0 = 58545979751007 (5,85)$$

E. Discussion

Vocabulary is an important component in teaching language. According to Richard and Renandya, "Vocabulary is core component of language proficiency and provides much of basis for how well learner speak, listen, read, and write".⁸⁴ It means that vocabulary is the basic component of language which learn by someone. Considering the essential of vocabulary, the learners' facilitators should be able to find a meaningful and enjoyable way to facilitate vocabulary learning for learners. Cameron states that children lose interest more quickly and less able to keep their motivation when they find a task which is too difficult for them.⁸⁵ In addition to the nature of children characteristic in learning, Harmer said that children can be easily bored and lose interest after ten minutes or so.⁸⁶

This problem takes place in SMK Al Fattah Tegalombo Pacitan, most of

⁸⁴Jack C. Richard and Willy A. Renandya, *Methodology in Language Teaching* (New York : Cambridge University Press, 2002), 255.

⁸⁵Lynne Cameron, *Teaching Languages to Young Learners* (Cambridge : Cambridge University Press, 2001),1.

⁸⁶J.Harmer, *The Practice of English Language Teaching* (Edinburgh : Pearson Education Limited, 2007), 82.

students' vocabulary is difficult in memorizing of their mind.⁸⁷ Thus, in learners' facilitators should be able to carry out the language lesson along with the activities that are meaningful, fun and interesting for the learners. It is believe, then, that the use of Snake and Ladder game as a media in the students' vocabulary will give a positive contribution to their vocabulary achievement.

Research findings showed that the difference coefficient of students taught using Snake and Ladder Game as a media and the students not being taught using Snake and Ladder Game as a media is 5,85. It was used to find out whether the difference coefficient was a significant coefficient or not.

Hypothesis test (t_o) at 5,85 from the computation above would be compare to the 't' index (t_t) with the condition stated below :

- 1) If the $t_o \geq t_t H_a$ was accepted. It means that the mean difference of both variables was a significant difference.
- 2) If the $t_o < t_t H_a$ was rejected. It means that there was no mean difference of those variables. It also means, the mean difference of those variables was not a significant difference, but the difference that was happened by the accident as a result from error sampling.

To determine the t_o was by checking db and consulted with the t_t score:

⁸⁷ Nita, *English teacher at SMK Al Fattah Tahunan Tegalombo Pacitan*, Oktober 2017

$$\begin{aligned} D_b &= (N_1 + N_2) - 2 \\ &= (27 + 27) - 2 \\ &= 54 - 2 \\ &= 52 \end{aligned}$$

From the d_b score, the researcher could know that in 5% significant level $t_o = 5,85$ and $t_t = 2,01$. Based on this statement, the researcher interpret that there was a significant difference between the students taught using Snake and Ladder game as a media and the students not being taught using Snake and Ladder game as a media, it implies that the students taught using Snake and Ladder game as a media achieve a better score in English vocabulary.

So, alternative hypothesis (H_a) that state there is a significant difference on English vocabulary achievement between the students who are taught using Snake and Ladder game as a media and those who are not taught using Snake and Ladder game as a media was accepted.

From the data above, the researcher could conclude that using Snake and Ladder game as a media was increasing students' vocabulary at the eleventh grade students of SMK Al Fattah Tegalombo Pacitan. Furthermore the result of this research was relevant to Stephen's theory which said, "Many well-known games can be effectively used to reinforce basic element in the language".⁸⁸

⁸⁸Stephen J. Peer, *Involvement in Language Learning* (The United State of America : Prectice-Hall, 1985), 68.

CHAPTER V

CLOSING

A. Conclusion

Based on the result data analysis and discussion, there are some conclusion, they are ;

The conclusion of this research is drawn by using Snake and Ladder game as a media can increasing English vocabulary at the eleventh grade of SMK Al Fattah Tegalombo Pacitan. The students who are taught using Snake and Ladder game as a media have a better score than those who are not taught using Snake and Ladder game as a media.

The result of this research is the mean score of the post test from the experimental group is higher (83,48) than post test from control group (72,44). It has been found that the comparison value (t_o) between students' vocabulary who are taught using Snake and Ladder game as a media and who are not is 5,85. This is higher than ' t_t ' value in table, which is $t_t = 2.01$ at the level of significant 5%, with $db = 52$. So, H_a is accepted.

In other word, Snake and Ladder game as a media was effective to increase students' vocabulary at the eleventh grade of SMK Al Fattah Tegalombo Pacitan.

B. Recommendations

Considering the conclusion above, the researcher would like to suggest :

1. For the School

The school is suggested to improve the system and facilities for a better condition in teaching and learning especially for students. Moreover, the school is suggested to improve the quality of teacher in order to get the best achievement of learning. And then, the school is suggested to improve the workshop to all teachers about the applied game and media.

2. For the English Teacher

The teachers should use appropriate games and media or games as a media to teach the students and make variation of learning process in every meeting. It is suggested to the English teacher to teach English vocabulary by using Snake and Ladder game as a media in order to give variation in teaching and learning process because those games and media have a significant effect in English vocabulary.

3. For the Students

The students are suggested to actively involve themselves and more interested in teaching and learning process in English vocabulary by using Snake and Ladder game as a media to increase their vocabulary score.

4. For the Future Researcher

It is suggested to the future researcher who is interested in Snake and Ladder game as a media to use this thesis as reference to continue this research and to conduct a research with the same or different research design at different schools and respondents.



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