

## ***Developing The Snake And Ladder Game As Media For Teaching Vocabulary At Ma Al Khoiriyah***

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### **Abstrak**

*This study aims to develop snakes and ladders game as learning media to teach descriptive text vocabulary at X class students of MA Al Khoiriyah Putukrejo Gondanglegi Malang. The research method used was the research and development (R&D) method with the ADDIE model which consists of five stages, namely analysis, design, development, implementation, and evaluation. The population of this study were 20 students at X class of MA Al Khoiriyah and the sample was taken by using cluster random sampling method. The instruments used in data collection were questionnaires and unstructured interviews. The results showed that the snakes and ladders learning media for descriptive text vocabulary was very valid and effective in increasing students' learning motivation. In this learning media, students are not only asked to answer questions in each box of snakes and ladders boards, but also to make sentences related to the vocabulary that has been translated. After the game was over, students must remember the new vocabulary that has been found and recorded on the blackboard by the teacher. This research is expected to make a positive contribution in the development of effective and innovative learning media to increase student learning motivation.*

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## **1. INTRODUCTION**

Vocabulary is the knowledge of words and word meanings. Stahl & Heubach (2005) said that vocabulary is one of the language components playing a key role in all language skills: listening, speaking, reading and writing. Based on the theory, it can be inferred that learning vocabulary is important and it is the key to the learner's understanding what they hear and read for the sake of good communication to others people. Afterward, as noted by Fardhini (Hargis et al., 2014), vocabulary is one of the language components playing a key role in all language skills: listening, speaking, reading and writing. Based on this theory, it is very important for the students to learn vocabularies of the target language since vocabulary itself is the pillar of a language. However, teaching vocabulary is also not easy, especially in high school which is quite complicated because students have inadequate vocabulary. Therefore, easy and interesting teaching is needed to make it easier for students to learn vocabulary because English is an important language to learn. As we know, English has become an international language where the language is widely used by several countries in the world both in terms of communication, trade and especially in the field of education. Efficiency: (Aguinis et al., 2018) this book explains the Integration of English in the Learning Process. One of the most widespread and important languages in the world is English. Vocabulary learning is an important part of learning a foreign language.

Vocabulary is one of the important problems experienced by language learners, especially in communication and understanding in learning language. Interest in vocabulary stems in part from the longstanding recognition that vocabulary knowledge greatly influences reading comprehension (Anderson, 1981). sometimes they are able to understand but it is difficult to apply because they

are confused when they are going to arrange the words they want to use. It is evident from the case that occurred when I taught at a Madrasah Aliyah institution in the Malang area, there were several obstacles that I faced when I gave English material that discussed grammar, namely Passive Voice, they could understand how to use formulas in passive sentences when I asked questions with the language that they often hear in general, they can turn these sentences into passive sentences well, but unfortunately there are some difficulties experienced by some students when I give them the task of compiling or giving examples of passive voice material that has been explained, because they don't know the vocabulary what they want to write and apply it when they want to arrange sentences so that it hinders them from doing their assignments.

To solve this problem, it is necessary to develop vocabulary learning media which can make students easier to get a lot of vocabulary during teaching and learning activities. Students can enjoy continue to learn and it may reduce students' perspective that in getting a large vocabulary is difficult and must go through a process of memorization that takes a long time. That is way the researcher will use the snake and ladder game for learning media, because in this game it will help students master English vocabulary, so that it will make it easier for students to achieve mastery of the 4 skills in English (writing, reading, speaking, listening) therefore this game will motivate students to increase their English vocabulary. (Donmus, 2010) reveals that the value of educational games has been increasing in language education since they help to make language education entertaining. Azar (2012:240).

There are some previous studies that related with this problem. Depend on article "Develop Games Learn English vocabulary" that is written by Suastika Yulia Riska (2018: 237890), state that this study use the material development stage produces a vocabulary learning media, namely "English with I do". Expert validation involves media experts and material experts. The percentage of media feasibility obtained from media experts is 76.78% or very feasible; while the percentage of feasibility of material obtained from material experts is 75% or suitable for use as learning media.

"Development of Mobile Game Applications to Increase Student Motivation in Learning English Vocabulary". That is written by (Elaish et al., 2019) This paper investigates whether the developed Vocab Game can motivate native Arab students to learn English to achieve better performance. foreign languages that affect student learning processes. The last "Development of English Vocabulary Teaching Materials (Fun Vocabulary) Based on Total Physical Response (TPR) (Research and Development (RnD) for Grade IV Students at SDN Serang 3)", written by (Bendang Pratiwi, 2019) Researchers take advantage of increasingly advanced technology in developing learning media by making educational games for learning vocabulary.

The development of vocabulary games in this study uses snakes and ladders games, further developing the learning media through the use of games, because games are media that will provide benefits for teachers and students in increasing language knowledge if material is taught in a fun way. Teachers can use technology to create games as learning media. Qumillaila (2017: 57) states that the use of technology and media in learning can help improve the quality of learning itself.

In this research, we will explore the process of developing an English vocabulary learning game using the snake and ladder game at MA AL Khoiriyah. By conducting this research, we aim to understand how the development of vocabulary games using the snake and ladder game can assist students in learning English vocabulary. The results of this research are expected to provide insights and recommendations for the development of more effective and engaging learning methods to expand students' vocabulary.

Through this study, we will delve into the process of developing an English vocabulary learning game using the snake and ladder game at MA AL Khoiriyah. By conducting this research, we hope to gain an understanding of how the development of vocabulary games using the snake and ladder game can support students in learning English vocabulary. The findings of this research are anticipated to offer insights and recommendations for the enhancement of more effective and engaging teaching methods to expand students' vocabulary.

**2. RESEARCH METHOD**

According to (sugiyono, 2009) argues that, method research and development is a research method used to manufacture certain products, and test the effectiveness of the product. To be able to produce products certain research is used that is needs analysis (using survey or qualitative methods) and to test the effectiveness of the product so that it can function in the wider community, research is needed to test it effectiveness of the product (used experimental method).

**Research Design**

This study used a research and development model to obtain results that were relevant to the objectives (R&D). with make a product in the form of media learning Snake and ladder vocabulary for material descriptive text. That is, first, this research entails looking at research findings that are relevant to the product being developed. The second step is to create a product based on this discovery. Third, field testing it in the environment where it will be used in the future and last, revising it to address any flaws discovered during field testing (Putra et al., 2020). The type of development carried out by the researcher follows ADDIE development model. this method consists of 5 phases namely analysis, design, development, implementation and evaluation. This model has a systematic process to produce effective learning material.

**Population and Sample**

The population of this research consists of 20 students from grade X at MA Al Khoiriyah. The sample was taken using cluster random sampling method.

**Instruments**

One of the instruments used in data collecting for this analysis stage was a questionnaire. The questionnaire used in preliminary study was “open” questionnaire for teacher of X Grade and students of X Grade. The questionnaire for the final result was “closed”, it means the respondents are only choosing the best one on the items and making checklist on the given answers. Unstructured Interview was given to the English teacher of X Grade Senior High School Al Khoiriyah and five students of X Grade in Senior High School Al Khoiriyah (using random sampling technique) in order to get the data from questionnaire result.

This questionnaire was the expert judgment. It was proposed to a materials expert and media expert from 2 validators to know their opinion and suggestions about the developed materials After the data is obtained, analyze the data validation results from the team of media and material experts using a Likert scale. The assessment scores used are: (1) Very Invalid, (2) Invalid, (3) Valid, (4) Very Valid.

**Table 1  
Expert Team validation Assessment Rubric**

Prcentage	Information	Number
76 - 100%	4	Very Valid
56 - 75%	3	Valid
40 - 55%	2	Invalid
0 - 39%	1	Very Invalid

This questionnaire is about student satisfaction to find out the students response regarding the use of product Snake and ladder learning media for X grade in Senior High School Al Khoiriyah This questionnaire type is close ended questionnaire that provide “Very good” or “Good” or “Enough” or “Less good” or “Bad” to answer.

**Data Analysis**

The data was analyzed and displayed into descriptive quantitative analysis. The data from questionnaire was displayed in form of percentage and described in words as descriptive analysis. In this research, to measure whether the data or the product is feasible, the researcher used eligibility formula (validity product), as follows (Arikunto, 2010).

**Table 2**  
**Data analysis Assessment Rubric**

No.	Percentage (%)	Eligibility Category
1.	<21%	Bad
2.	21 – 40%	Less good
3.	41 –60%	Enough good
4.	61 –80%	Good
5.	81 –100%	Very good

In addition, in analyzing the percentage of satisfaction questionnaire, the researcher used questionnaire percentage formula, as follows (sugiyono, 2009).

### 3. RESEARCH FINDINGS AND DISCUSSION

#### Research Findings

In the first process, researchers conducted field observations to analyze needs or identify problems by interviewing English subject teachers at MA AL KHOIRIYAH, and from the results of the studies that have been conducted, it turns out that teachers still use conventional learning models more often. in teaching English, the teacher only carries out learning according to the lesson plan in the teacher's book and does not innovate how to teach English to make it more interesting and fun, this makes students less motivated to learn the material, even though there are still many students who experience difficulties in learning to master English, mostly due to the difficulty of understanding the English material presented due to the lack of vocabulary that is owned so that it makes students lazy and reluctant to learn more about English material which is very important to learn. students to master at this time.

After being validated by experts, the researchers revised the product before it was used in research or trials on class X MA AL KHOIRIYAH Putukrejo Gondanglegi students. To innovate an interesting and fun learning model in increasing student learning motivation, especially about vocabulary, the researchers created a game-based learning media design, namely the snakes and ladders game to teach vocabulary which can make students more active and cheerful during learning. In this Snakes and Ladders learning media, students are not only required to answer the questions in each box of the Snakes and Ladders board, but after answering the questions, students must make sentences related to the vocabulary they have translated. In this case students learn to place vocabulary on the right sentences to make meaningful sentences related to the vocabulary itself. after the game is over, there is a second challenge, which is to remember the most vocabulary from several new vocabulary words that have been found and recorded on the blackboard by the tutor. the winner of the first challenge is the participant who reach the finish the earliest and the winner of the second challenge is the participant who is able to remember the most vocabulary.

When implementing the snakes and ladders learning media, the students have high enthusiasm for learning with a new learning model which is quite interesting because it uses snakes and ladders game in delivering the subject matter, this can make it easier for them to understand the material of the descriptive text because of the content of the questions contained in the game. and make them easily get new vocabularies from what they apply in carrying out the game. Evaluation only existed when the researcher validated the experts and the improvements were made repeatedly until the product could be said to be suitable for use in the trial or research process in class X MA Al Khoiriyah.

Student response to snakes and ladders learning media Based on the research results obtained from the student response questionnaire in the trial involving 20 students which can be seen in the table below:

**Table 3**  
**Student Response Questionnaire Sheet big Group Test**

NO	Statement	Total of students who responded				
		V	G	E	L	B
1	Does the <i>snake and ladder game media</i> make it easier for you to understand descriptive text material?	15	5	-	-	-
2	Do you enjoy using the <i>snake and ladder game media</i>	20	-	-	-	-
3	Do you feel helped by the <i>snake and ladder game media</i>	18	2	-	-	-
4	Does the <i>snake and ladder game media</i> make it easier for you to get new vocabulary?	17	3	-	-	-
5	Do you have greater motivation to learn vocabulary after learning to use <i>snake and ladder game media</i> ?	15	5	-	-	-
<b>Media display</b>						
6	Image variations	15	5	-	-	-
7	Clarity of writing	16	4	-	-	-
8	Color compatibility	15	5	-	-	-
9	Image size and shape	16	3	1	-	-

The following is the percentage of student responses to which can be seen in Table 3 It can be seen that of the nine questionnaire questions, the percentage of students who chose strongly agreed (4) was 81%, agreed (3) was 17%, while those who choose do not agree (2) was 2%, and do not agree (1) do not exist.

While the results of the Percentage of Student Responses in the Large Group Trial involving 20 students can be seen in the following table:

**Table 4**  
**Results of the Percentage of Student Responses in the Large Group Test**

NO .Res	Statement (X1)									Total X1	Score%	Category
	X1.1	X1.2	X1.3	X1.4	X1.5	X1.6	X1.7	X1.8	X1.9			
1	5	5	5	5	4	5	5	4	4	42	93	Very valid
2	5	5	5	4	5	5	5	5	5	44	97	Very valid
3	4	5	5	5	5	4	4	4	4	40	88	Very valid
4	5	5	5	5	5	5	5	5	4	44	97	Very valid
5	5	5	5	5	5	5	5	4	5	44	97	Very valid

6	4	5	4	5	4	4	5	4	5	40	88	Very valid
7	4	5	5	4	5	5	5	5	5	43	95	Very valid
8	5	5	5	4	4	4	5	3	3	38	84	Valid
9	5	5	5	5	5	5	4	5	5	44	97	Very valid
10	5	5	5	5	5	5	5	5	4	44	97	Very valid
11	5	5	5	5	4	4	5	4	4	41	91	Very valid
12	5	5	5	4	5	5	5	4	5	43	95	Very valid
13	5	5	5	5	4	5	5	5	5	44	97	Very valid
14	4	5	5	5	5	5	5	4	5	43	95	Very valid
15	5	5	5	5	5	5	4	5	5	44	97	Very valid
16	5	5	4	5	3	5	5	5	5	42	93	Very valid
17	4	5	4	5	4	4	3	4	4	37	82	Valid
18	4	5	5	5	5	5	5	5	5	44	97	Very valid
19	5	4	5	5	5	5	5	4	5	43	95	Very valid
20	5	5	5	4	5	5	5	5	5	44	97	Very valid

The results of the reliability test for each question above can be said to be valid because percentage of the question > 70% , it can be seen in Table 4

**Table 5**  
**Results of Data analysis of satisfaction questionnaire**

Frekuensi	Nilai	Total
2	42	84
9	44	396
2	40	80
4	43	172
1	38	38
1	41	41
1	37	37
	Average	848/20=42,4 .100%
F	N	Total
2	93	186
9	97	873
2	88	176
4	95	380
1	84	84
1	91	91
1	82	82
	Precentage	1872/20=93,6.100%

The questionnaire, the average value obtained in Table 4 is 93,6%

The results of the percentage analysis of the satisfaction questionnaire obtained an average value in Table 5 of 93.6%, from this result it can be said that the students strongly agree with the development of snakes and ladders learning media for teaching vocabulary at MA Al Khoiriyah Malang.

**Tabel 6**  
**Results of Material Expert Team Validation**

No	Assessment criteria	score	Percentage (%)
<b>Media aspect</b>			
1.	1. The ease of snake and ladder game media in helping students' understanding of descriptive text	4	80
	2. snake and ladder game media to increase students' motivation to learn vocabulary	5	100
	3. The accuracy of using questions in snake and ladder game media	4	80
	4. Snake and ladder game as learning media	5	100
	5. Enthusiasm of students in using snake and ladder game media to learn vocabulary	4	80
	6. The suitability of the material in the crossword puzzle media with KI and KD	5	100
	7. The suitability of the material in the crossword puzzle media with the indicators and learning objectives.	5	100
<b>Media display</b>			
2.	1. Ease of operation of media	5	100
	2. Ease of use of Language	5	100
	3. Image variations	5	100
	4. Clarity of writing	5	100
	5. Color compatibility	5	100
	6. Image size and shape	5	100
	Jumlah		1.240
	Rata rata		95,3

These results were obtained from the product validation stage, at the validation stage product there are criticisms and suggestions from the team of experts to improve snake ladder learning media. The validation results that can be obtained from the results of presenting and processing the data, can be seen in Table 6 The average value of the validation results is 89%, the results are consulted in Table 1 The data is obtained in a very valid category, so it can be concluded that learning media snakes and ladders in descriptive text to teach vocabulary material can be developed at MA Al Khoiriyah Putukrejo Gondanglegi Malang.

**Discussion**

This study used a research and development model to obtain results that were relevant to the objectives (R&D). with make a product in the form of media learning Snake and ladder vocabulary for material descriptive text. Development research can be interpreted as a process or step in developing a new product or perfecting an existing and created product. According to (sugiyono, 2009) This research is a research development or Research and Development

(R&D) is a research used for produce a certain product. This is consistent with the main objective of research and development in education not to formulate or test theory, but to develop effective products for use in schools. In this research, it is about the development of learning media for snakes and ladders in the material for writing descriptive text in class X-MA Al Khoiriyah Gondanglegi Malang.

The steps (R&D) include several stages, namely seeing the potential and problems, data collection, product design, design validation, design improvement, expert team validation, product revision, product trial, final product revision and snake and ladder media production. However, the development of snakes and ladders learning media in descriptive text material in this study was only seven stages without carrying out trial use, revision of the final product and mass production.

The results of the average percentage of the validator on snakes and ladders learning media in descriptive text material for teaching vocabulary from two aspects were obtained at 89% with a very valid category used in MA Al Khoiriyah Gondanglegi Malang. The explanation above has explained that the existence of snakes and ladders learning media can help English teachers in the learning process and teaching, and is needed by students so that students are not bored and bored in learning English, especially vocabulary with this media also allows them to play games and study in a relaxed manner. Therefore from the results of the presentation two expert teams that have been obtained can be categorized as very valid to be used at MA Al Khoiriyah Gondanglegi Malang. With the existence of snakes and ladders learning media in descriptive text material, students of MA Al Khoiriyah Gondanglegi Malang find it easier to learn descriptive text material by connecting students' imaginations in the real world, namely around the school. With the Snakes and Ladders learning media, students look more active and motivate students to be enthusiastic in learning English, especially vocabulary.

Learning media is expected to provide benefits, including:

- 1) the material conveyed becomes clearer in meaning for students, and is not verbalistic in nature.
- 2) learning methods are more varied.
- 3) students become more active in learning English.
- 4) learning is more interesting.
- 5) Overcoming time constraints.

The questionnaire sheet is an information gathering tool by asking a number of written questions to be answered also in writing by the respondent. Questionnaire sheet 3 is used to see the results of student responses to snakes and ladders learning media in collecting data. The results of the Snakes and Ladders media trial on students were carried out after the Snakes and Ladders learning media was revised based on suggestions and input from experts, the Snakes and Ladders learning media could be tried out on 20 students using a questionnaire.

Based on table 4.3, it can be seen that the test scores on 20 sample students of snakes and ladders learning media in descriptive text material with the percentage of students who strongly agree (4) is 81%, agree (3) is 17%, while those who choose disagree (2) is 2%, and disagree (1) none. Thus, based on the results of the student's research it can be concluded that the development of snakes and ladders learning media on descriptive text material for teaching vocabulary at MA Al Khoiriyah Gondanglegi Malang obtained a positive response with a percentage of strongly agreeing 81%. so it can be said that some students agree with the development of snakes and ladders learning media at MA Al Khoiriyah Gondanglegi Malang school. This research is in accordance with the research on the development of vocabulary snakes and ladders media to empower students' creative thinking skills in MA Al Khoiriyah Gondanglegi Malang which states that snakes and ladders vocabulary media to empower students' thinking skills meets the criteria very feasible, with a percentage of 95.3% for material experts, 84.6% for media experts, 96.15% So it can be concluded that the snakes and ladders media developed is feasible.



#### **4. CONCLUSION**

Vocabulary is the knowledge of words and the meaning of words, this is the most important basis in learning a language, because to be able to understand and practice language begins with mastering words and then using them in communicating and expressing the ideas we have to others, it is also important to understand the meaning . what other people convey to us by understanding the meaning of the words conveyed. children will more easily go through the process of learning vocabulary with the help of learning media to help them find and understand the vocabulary to be learned. Learning media is a set of auxiliary or complementary tools used by teachers or educators in order to communicate with students. The tool is called educational media or learning media, while communication is the system it launches. Snakes and Ladders is a classic board game played by 2 or more players on a board that is usually 100 squares in size. The object of the game is to reach the end of the board by rolling the dice and moving as many squares as possible. in teaching and learning vocabulary using snakes and ladders can increase students' motivation in learning vocabulary, they become more enthusiastic and excited to learn vocabulary and new vocabulary will appear by giving trigger questions using descriptive text material which is used as cards in the game to be answered in each box on the board to be able to move on to the next step, that way it will be easier for them to understand and apply what they have learned related to descriptive text material.

The learning process at MA Al Khoiriyah Gondanglegi Malang related to student learning motivation towards student vocabulary through snakes and ladders learning media is said to increase. Based on the results of distributing questionnaires given to students to find out student responses to the snakes and ladders vocabulary learning media. The percentage of responses given by students strongly agreed by 93%. Thus it can be concluded that the majority of students strongly agree with the development of this vocabulary snake and ladder learning media, because it can increase motivation and facilitate the process of learning vocabulary at MA Al Khoiriyah Putukrejo Gondanglegi Malang. Based on the results of the average percentage of validation sheets by 2 experts (material experts, media experts) on snakes and ladders learning media, the vocabulary for descriptive text material is 89% and is included in the very valid category. Thus the learning media for snakes and ladders in the developed descriptive text material can be used in MA Al Khoiriyah Putukrejo Gondanglegi Malang

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