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MALAYSIA



2nd ICEL 2014

THE SECOND INTERNATIONAL CONFERENCE ON EDUCATION AND LANGUAGE

20, 21, 22 MAY 2014

Bandar Lampung University, Indonesia

PROCEEDINGS

Hosted by

Teacher Training and Education Faculty (FKIP),
English Education Study Program, Bandar Lampung University (UBL)

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THE SECOND INTERNATIONAL CONFERENCE
ON EDUCATION AND LANGUAGE

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Organized by:
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PREFACE

The activities of the International Conference are in line and very appropriate with the vision and mission of Bandar Lampung University (UBL) to promote training and education as well as research in these areas.

On behalf of the Second International Conference of Education and Language (2nd ICEL 2014) organizing committee, we are very pleased with the very good responses especially from the keynote speakers and from the participants. It is noteworthy to point out that about 80 technical papers were received for this conference

The participants of the conference come from many well known universities, among others: University of Wollongong, NSW Australia, International Islamic University Malaysia, Kyoto University (Temple University (Osaka), Japan - Jawaharlal Nehru University, New Delhi, India - West Visayas State University College of Agriculture and Forestry, Lambunao, Iloilo, Philippine - Bahcesehir University, Istanbul, Turkey - The Higher Institute of Modern Languages, Tunisia - University of Baku, Azerbaijan - Sarhad University, KPK, Pakistan - Medical Sciences English Language Teacher Foundation Program, Ministry of Health, Oman - Faculty School of Arts and Sciences, Banga, Aklan Philippines - Sultan Ageng Tirtayasa, Banten, - Pelita Harapan University, Jakarta - STIBA Saraswati Denpasar, Bali - University of Muhammadiyah Yogyakarta - Ahmad Dahlan University Yogyakarta - Sriwijaya University, Palembang - Islamic University of Malang - IAIN Raden Fatah Palembang - Universitas Diponegoro, Semarang, Indonesia - Universitas Haluoleo Kendari - State Islamic University of Sunan Gunung Djati, Bandung - Tadulako University, Central Sulawesi - Sanata Dharma University - Lampung University and Open University,

I would like to express my deepest gratitude to the International Advisory Board members, sponsors and also to all keynote speakers and all participants. I am also grateful to all organizing committee and all of the reviewers who contribute to the high standard of the conference. Also I would like to express my deepest gratitude to the Rector of Bandar Lampung University (UBL) who gives us endless support to these activities, so that the conference can be administrated on time.

Bandar Lampung, 20 May 2014

Drs. Harpain, M.A.T., M.M

2nd ICEL 2014 Chairman

PROCEEDINGS

The Second International Conference on
Education and Language (2nd ICEL 2014)
BANDAR LAMPUNG UNIVERSITY
Bandar Lampung, Indonesia
May 20,21,22 2014

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THE APPLICATION OF SNAKES AND LADDERS GAME IN TEACHING VOCABULARY

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Abstract

The objectives of this research were aimed to determine the best technique which could be used to teach vocabulary with snakes and ladders at grade seven of SMPN 20 Bandar Lampung, to investigate how the game was applied in learning process, to analyzed problems in the application of the game, and to identify advantages in the use of the game. Data were collected by three way, first way was observation involved three stages, namely a pre-test, teaching treatment, and a post-test. The second way was questionnaire. The third way was interview. Data were collected through observation, interview, and student's questionnaire. The writer started by analyzing data from the observation using the video of recording which had been recorded. The writer analyzed students Questionnaire from the question one until ten. The last the writer analyzed data from students interview. The results were driven from observation, interview and questionnaire. The observation investigated the use of snakes and ladders in vocabulary teaching and determined the best technique for the game. The interview analyzed problems in learning process. The questionnaire identified advantages in the use of game.

Keywords: Vocabulary, Snakes and Ladders Game

1. INTRODUCTION

In learning English as foreign language (EFL), vocabulary had an important part. It was an element which linked four language skills, namely speaking, listening, writing, and reading skills. It supports an effective communication with sufficient vocabulary; a student could understand the English language and speak successfully with other people. Vocabulary is generally a matter of remembering, unlike learning grammar, which was based on rules. When teacher teaches vocabulary, it was important to know, how words are remembered and stored in mind and how long term memory is recognized (Thornbury, 2004).

In SMPN 20 Bandar Lampung and previous study, the students have a very limited range of vocabulary. Most of students less effective learn vocabulary due to several factors. First, they got bored with teacher's explanation. In this case, the students played passive order in learning process. They only listened to their teacher. Second, students only thought of learning vocabulary as knowing the primary meaning of new words. Third, students usually acquired new vocabulary through new words only from textbooks or classroom. For example, the students found many new words in a text and then asked the teacher to explain the meaning and usage. Forth, many students were not confident to practice new words which they just learned.

In EFL classroom, learning strategies, technique, method or media for can be adopted by the teacher for learning process. In the process of teaching vocabulary, it would be beneficial for English teacher for designing his classroom management. Teaching strategies, technique, method or media could be used for teaching new vocabulary. According to Wright, 2006 stated that the word game means an activity which is entertaining engaging, often challenging. An activity is which the learners play and usually interact with other in class activity. In additional, Harmer, (1991) stated that many game from television and radio (and the game which people play at home in their daily life) can be adopted for classroom activities.

The writer would focus on treatment of teaching vocabulary. The writer investigated how snakes and ladders game was applied in teaching vocabulary. She analyzed problems were found in the use of the game in teaching vocabulary. She identified advantages which were found in the game. She determined

technique could be used to teach vocabulary with the game. Game was teaching media, which could be used to teach vocabulary effectively. Game provided an enjoyable way for teaching words and gave the students an opportunity to use the words in a memorable context (O'Dell and Head, 2003). Game also promoted an interactive communication between the students and their teacher, the students' critical thinking, their active role in the learning process, and their ability to solve problems. In addition, game could stimulate the students for learning process in the real situation and facilitate the students to speak and communicate actively (Talak, 2010).

In addition, the game had some advantages. Firstly, it was an effective way for ice break in learning process. Secondly, it was motivating and challenging. Thirdly, it could encourage students to communicate. Fourthly, it provides language practice of various skills; speaking, listening, reading, and writing. Lastly, it was a good way for language practice (Kusrini, 2012). In addition, (Yuliana, 2012) states that the game was appropriate media for teaching vocabulary, especially for young learners. The students were very interested in teaching vocabulary. Moreover, the students became more active in English learning process with the game.

Snakes and ladders or chutes and ladders was a classical board game. It was played between 2 or more players on a playing board with numbered grid squares. On a certain square on grid a number of "ladders" connecting two together, and a number of snake also connecting squares together (Frederick, 2004). In addition, in English Collins 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.

Snakes and Ladders game was a simple board with counters and dice. According to (Kusrini, 2012) some procedures were used for teaching vocabulary with the game. Firstly, the writer prepared the equipment of the game such as a dice and a board for each group. Secondly, the writer explained the rule of the game. Thirdly, the writer demonstrated the game with some students in front of the class. Finally, the writer divided the students into some group.

2. METHOD

The design of the research was used a classroom observation, questionnaire and interview. The research was conducted at grade seven of SMPN 20 Bandar Lampung in academic year 2014 which located R.A Basyid Labuhan Dalam, Tanjung Seneng. The sample of the research consisted of 30 students with 17 female and 13 male students.

The data were collected through observation, questionnaire, and interview. The observation was way for collecting data. There were three stages in the observation. The stages were a pre-test, teaching treatment and a post-test. The pre-test and post-test were conducted before and after the teaching treatment. In the teaching treatment, the writer recorded and observed students' behavior in teaching vocabulary with the game.

The questionnaire was conducted after the observation. According to Sanusi (2013) there were some steps for making a questionnaire. Firstly, the writer should decide what you would like to learn from your questionnaire. Secondly, the writer should make a question based on the purpose of the research. Thirdly, the writer gave the questionnaire to the teacher, friends, and family before to the students.

In interview the writer only took five students for interview. The writer used random sampling, each student asked to explain their opinion about teaching vocabulary with the game. Sugiyono, (2011) stated that three way for interviewing. Firstly, the writer determined the focus. Secondly, the writer selected number of people which to be interview. Thirdly, the writer recorded the interview data. The writer recorded student's opinion.

3. FINDING AND DISCUSSION

The results of data analysis were separated into three points, namely, observation, questionnaire and interview.

3.1. Observation

The observation investigated the best ways to apply the game to teach vocabulary and the best techniques while learning process. In addition, the writer identified problems which were found during her teaching and the advantages in learning process. The observation consisted of a pre-test, teaching treatment and post-test.

Pre-Test

The writer gave a pre-test before the treatment and post-test after teaching treatment. Pre-test was used by the writer as an assessment tool for measuring the prior knowledge of the students before teaching treatment. It was on 6th of February 2014. There were ten questions which were given by the writer before the teaching treatment.

Table 3.1 The Result of a Pre-Test

No.	Name of Student	Class	The Result
			Pre-Test
1	AdeliaDindaDesta	7G	40
2	Ahmad DamarSaputra	7G	35
3	ArifSetiawan	7G	57.5
4	Candra Aditya Saputra	7G	32.5
5	DestiZafira	7G	62.5
6	FajarIndrayansyah	7G	52.5
7	FaulinaSafitri	7G	50
8	GustiWeliansyah	7G	20
9	IntanPermata Sari	7G	45.5
10	JulaihanurKomari	7G	27.5
11	Kadek Gita SavitriDwi Y.	7G	30
12	M. Anwar Sadad	7G	22.5
13	M. Riduan	7G	47.5
14	M. SolehSaputra	7G	30
15	Meliantika Sari	7G	35.5
16	MeriDwiAntari	7G	30
17	Nada Lestari Oktaviana	7G	45.5
18	NadilaMursio	7G	37.5
19	NopiSariani	7G	32.5
20	Oktapiana	7G	17.5
21	Panca Yuki Lambida	7G	30
22	RaihanRifkiPratama R.	7G	35
23	RikiPrastiawan	7G	35.5
24	RiskaBela S.	7G	42.5
25	RizaAulia	7G	37.5
26	Sari Oktavia	7G	30
27	VinkaArdila	7G	32.5
28	YasintaYulisTianti	7G	65.5
29	Yasmin Namira	7G	35.5
30	ZiyadTaufik Zain	7G	32.5

Table 3.1 showed the result of a pre-test which the writer identified that the students still did not know the topic. The result of a pre-test showed that the lowest score was 17.5. In addition, the highest score was 62.5.

Teaching Treatment

The teaching treatment was held at one grade seven students ne group of SMPN 20 Bandar Lampung. Firstly, the writer divided students into six groups. One group consists of five students. Secondly, the writer explained the rule of game with Indonesian and English. The writer demonstrated the game with some students in front of class. Materials for teaching treatment were based on the lesson plan in the school. They were about the expression dislike and like. The lesson objective, the students understood expression of dislike and like and used the expression of dislike and like in their interaction. The lesson indicator, the students could express expression of dislike and like and used the expression of dislike and

like in their interaction. The writer used Communicative Language Teaching (CLT) during learning process with the game. According to (Huyen, 2003) CLT was an effective approach in teaching and learning language. It could helpful for teaching vocabulary. it was an approach which helped the students more active in real life situations through the individual, pair and group work.

During the teaching treatment, the writer recorded the whole classroom activities and noted every significant problems that happening in her classroom. In additional, the observation investigated the game in learning process, analyzed problems were found, identified the advantages in the use of the game and determined the best technique in learning process.

3.2. Execution

Based on observation, the writer had some finding that was helpful for teaching and learning vocabulary. The writer found that Communicative Language Teaching (CLT) could help in learning process. The Students were more active in group work activities.

Snakes and ladders also changed the students to experience group work. They could communicate and interact with their friend in group. By working in a group the students could learn about cooperative work to achieve the final goal. According to Suyanto (2007) the students could learn from their friends through cooperative learning. The group encouraged the students to think how behave and use their language skill strategically when they had to discussion with their group's members.

From Richard (2001), Schmitt (2000), and Huyen (2003) statement that CLT was a good technique for teaching vocabulary. It could be used to support a wide variety of classroom procedures. It gave little guidance about how to handle vocabulary, other than as support vocabulary for the functional language use. It could help students more active in learning process through individual, pair or group work activities.

Post-Test

The design post-test also covered all the topics which the writer gave during the teaching treatment. The question in a post-test was same with pre-test but the compassion of the questions were different. Based on the result of a post-test could be seen on the table. There were students' progresses after learning process with the game. It could be seen the result was as follows:

Table 3.2 the Result of Post-Test

No.	Name of Student	Class	The Result
			Post-Test
1	AdeliaDindaDesta	7G	77.5
2	Ahmad DamarSaputra	7G	75.5
3	ArifSetiawan	7G	95.5
4	Candra Aditya Saputra	7G	72.5
5	DestiZafira	7G	97.5
6	FajarIndrayansyah	7G	77.5
7	FaulinaSafitri	7G	82.5
8	GustiWeliansyah	7G	67.5
9	IntanPermata Sari	7G	90
10	JulaihanurKomari	7G	62.5
11	Kadek Gita SavitriDwi Y.	7G	82.5
12	M. Anwar Sadad	7G	60
13	M. Riduan	7G	85.5
14	M. SolehSaputra	7G	65.5
15	Meliantika Sari	7G	70
16	MeriDwiAntari	7G	77.5
17	Nada Lestari Oktaviana	7G	87.5
18	NadilaMursio	7G	80
19	NopiSariani	7G	70
20	Oktapiana	7G	75
21	Panca Yuki Lambida	7G	72.5

22	RaihanRifkiPratama R.	7G	82.5
23	RikiPrastiawan	7G	65.5
24	RiskaBela S.	7G	92.5
25	RizaAulia	7G	80
26	Sari Oktavia	7G	70
27	VinkaArdila	7G	87.5
28	YasintaYulisTianti	7G	97.5
29	Yasmin Namira	7G	82.5
30	ZiyadTaufik Zain	7G	72.5

Based on the table 3.2, the different scores showed in a post-test after learning process with the game. The students' score were better than before. It could be seen that there was significant in the improvement of the students' ability in mastering vocabulary in speaking class after the writer applied snakes and ladders game. The students' score increased in a post-test. The lowest score was 60. The higher score was 97.5. It mean that the use of the game could improve the students' vocabulary.

4. DISCUSSION OF THE RESEARCH

For discussion of this research was described as follow:

4.1. Technique for Teaching Vocabulary with Snakes and Ladders

Vocabulary was generally a matter of remembering, unlike learning grammar, which was a system based on rules. The teacher taught vocabulary as effectively as possible, it was important to know, how words were remembered and stored in students' mind and how long term memory was recognized. (Nation, 2000) stated that when a student learnt a word, the following two aspects of knowing word should be included, firstly, form, e.g. pronunciation and spelling of the word, secondly, meaning, e.g. the vertical and horizontal relationship of the words.

Based on the writer's internship in SMPN 20 Bandar Lampung and previous study, the students had a very limited range of vocabulary. Most of the students less effective learn vocabulary due to several factors. Firstly, they got bored with teacher's explanation. In this case, the students played passive order in learning process. They only listened to their teacher. Secondly, the students only thought of learning vocabulary as knowing the primary meaning of new words. Third, students usually acquired a new vocabulary through new words only from textbooks or classroom. For example, the students found many new words in a text and then they asked their teacher to explain the meaning and the usage. Fourthly, many students were not confident to practice new words which they had just learned. In conducting of observation, the writer observed the technique which was applied while the teaching treatment with the game. She applied Communicative Language Learning (CLT). It could be referenced for teaching vocabulary.

CLT was best an approach rather than a method. It referred to a diverse set of principles that reflect a communicative view of language and language learning and that could be used to support a wide variety of classroom procedures (Richard, 2001). One of most characteristic of CLT was systematic attention to functional as well as structural aspects of language. It mean that procedures where learners work in pairs or groups employing available language resources in problem-solving tasks. CLT means little more than an integration of grammatical and functional teaching (Richard, 2001).

Schmitt (2000) stated that CLT was a good technique for teaching vocabulary. It could be used to support a wide variety of classroom procedures. It gave little guidance about how to handle vocabulary, on the other hand, as support vocabulary for the functional language use. It could help students more active in learning process through individual, pair or group work activities.

(Huyen, 2003) said that Communicative Language Teaching (CLT) was effectiveness in teaching and learning process. It could be helpful for teaching and learning vocabulary. CLT was an approach which helped students more active in real life situations through the individual, pair and group work activities. It encouraged the students practice the language. they learn in meaningful ways. Many expected of language teaching methodology also agree that playing game was a good way to learn vocabulary, especially in CLT class. It concluded that CLT was a good way for teaching vocabulary in pairs of group the student could practice the language. It helped students more active while teaching vocabulary with snakes and ladders game.

4.2. Application of Snakes and Ladders Game

Snakes and ladders game was game board consists of snakes and ladders. If someone found ladders he went, but if he found snakes he went down. There were five players in snakes and ladders game by shaking the die for playing on the board with number grid squares. The dice was shaken by every student. The student who got the lowest number, he went the first and they had to answer the question on the card.

From the observation, the writer observed students' activities, and visual aids which were used while teaching treatment with the game. From the observation data the application of snakes and ladders game could be one way for teaching vocabulary in speaking class, because the students really enjoyed when learning with the game. It could be seen from the result of a pre-test and post-test.

From related study which the data were collected through observation, Yuliana (2012) stated that snakes and ladders game was as a media to improve students' vocabulary. The reasons why the researcher used snakes and ladders game, because it was useful and effective way in teaching vocabulary for students. This game helped the students develop their vocabulary.

4.3. Problems in Application of Snakes and Ladders Game

Based on the result of interview the students felt happy when studying with the game. They did not get problems and troubles when learning process with the game. In additional, the steps when learning process with the game were not difficult to follow. They got a new vocabulary when learning with the game. The students could understand and follow the rules easily. Although, She had to explain more than once. Related to the game's equipment, the students stated that the boards game were interesting and colorful.

Based on result of questionnaire, a hundred percent of students or seventeen female and thirteen male students liked the game. In additional learning process with the game was more easily. The students could find a new vocabulary. From the result of questionnaire, it concluded that the students did not get problems or troubles when learning used snakes and ladders game. For formulating of problem "what problems were found in application of snakes and ladders game, from the observation the writer did not find students' difficult when learning activities. Based on the related study from the result of teacher interview, Citra' stated that the students liked the game because this game involved physical movement. Therefore, the students were not easily getting bored. Through this game the students could learn while playing and communicating with their group in English.

4.4. Advantages in application of Snakes and ladders Game

From observation the writer found some advantages, firstly the students got a new vocabulary while learning process with the game. Secondly, the students interacted with their friends used English. They were active while learning process with the game. In additional when interviewing, the students stated that they felt happy studying with game, beside that they found a new vocabulary.

From the questions of the questionnaire, the writer identified the advantages the use of the game in teaching vocabulary. According to data from questionnaire all students liked snakes and ladders game. They found a new vocabulary. Learning and playing with the game were more effective for teaching vocabulary in speaking class. On the other hand the game could be recommendation for English teacher for teaching vocabulary because snakes and ladders game was not difficult to use.

5. CONCLUSION AND RECOMMENDATION

5.1. Conclusion

5.1.1. Technique for Teaching Vocabulary with Snakes and Ladders

From the observation, it was found that the students really enjoyed the game with the procedures which used when learning process with the game. The procedure for the observation, firstly, the writer divided students into group. One group consists of five students. Secondly, the writer explained the rule of game with Indonesian and English. The writer demonstrated the game with some students in front of class. After collecting data by observation, the writer found that Communicative Language Teaching (CLT) was an approach which could help students' in teaching vocabulary. The students were more active in real life situations through the individual, pair and group work activities.

5.1.2. Application of Snakes and Ladders Game

Based on the result and discussion of the research, snakes and ladders game was a good way for teaching vocabulary in speaking class. Based on the students' score in a post-test, the students' score

increased. 100 percent students got the higher score. But in a pre-test almost half student did not get the high score. The lowest score in a post-test was 60 in a pre-test was 17.5. The highest score was 97.5 in a post-test. In a pre-test the higher score was 62.5. Based on the result of pre-test and post-test, it mean that the use of snakes and ladders game improved the students' vocabulary

From the observation, the writer observed students' activities, and visual aids which were used while teaching treatment with the game. From the observation 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.

5.1.3. Problems in Application of Snakes and Ladders Game

For answer the formulation of problem "What problems were found in the application of Snakes and Ladders in teaching vocabulary at the grade seven classroom of SMPN 20 Bandar Lampung". From the interview, it concluded that the students did not get problems and troubles when teaching with the game. They felt happy when studying with snakes the game. Meanwhile, the steps when learning with the game were not difficult to follow. In addition, the students were not only happy when learning the game, they got a new vocabulary. From the result of questionnaires the game could be used as a media for teaching vocabulary in speaking class because a hundred percent of students liked playing the game in learning English.

5.1.4. Advantages in application of Snakes and ladders Game

From the result of questionnaire, the writer concluded that the game could apply for teaching vocabulary in speaking class because a hundred percent of students selected answer "Yes" for the question "Did learning and playing use snakes and ladders game more effective?". The writer concluded that learning and playing with the game were more effective for students. The students also found a new vocabulary when teaching vocabulary with the game.

Based on the result of the questionnaire, snakes and ladders game could be used as a media for teaching vocabulary in speaking class because the students felt happy when learning process. Every student was asked whether they got problems when learning process with the game. Every student had the same opinion. They did not get problems when they learnt with the game. They did not get a trouble when learning with the game. On the contrary, the students said that snakes and ladders game was an easy to use. The writer concluded that the students did not get problems and troubles in the use of the game in teaching vocabulary at the grade seven classroom of SMPN 20 Bandar Lampung. From the result of interview, the students did not get a trouble when learning used snakes and ladders game. From their opinions, one of students said that snakes and ladders game was an easy game. The other student said that the game was a fun. In additional the students did not only feel happy when learning with the game but also they could find a new vocabulary.

5.2. Recommendation

This research would give a lot of benefits to readers. For English teacher who is willing to use snakes and ladders game as media for teaching vocabulary and the future researchers who want to conduct a study to develop this game. The recommendations for the English teachers are described as follows:

1. Snakes and ladders game is more suitable to be played outside room, because when the teaching vocabulary with snakes and ladders game inside room, the students get difficult for hearing the instruction from the writer, because space from one group to another group are so close.
2. The instrument for playing snakes and adders game must be prepared before, the instruments for one group must be same with another group.
3. The teacher can change the material in the vocabulary cards. He/she can adjust the content based on the students needs and he/she does not need to reprint the snakes and ladders board since the boar was usable for any topic.

In additional to the recommendation for the researcher, there are some recommendation given to the future researcher. The recommendations for the future researcher are described as follows:

1. Further development of snakes and ladders game is advisable to be carried out in order to develop a game which would function for assessing language skills like, listening, speaking, reading, and writing.

2. Snakes and ladders game needs more variation in term of types of topics, exercises, and rules. Thus, further researchers can develop snakes and ladders game with more challenging topics, exercises, and rules.
3. Future researcher may also conduct a study to find out the effectiveness of snakes and ladders game on the teaching and learning vocabulary.

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