

Taking snake and ladder game to build the students vocabulary in Indonesian junior high school

Nikmawati Safruddin

Corresponding e-mail:safruddinnikmawati@gmail.com

Abstract: The objective of this research was to find out whether or not the use of snake and ladder game could build up vocabulary of the second grade students of SMP UMI Makassar and to find out the students achievement after getting treatment through Snake and Ladder Game. This research employed quasi-experimental method which consisted of two groups (experimental and control group). The population was the second grade students of SMP UMI MAKASSAR which consisted of 112 students. The sample of this research was 45 students (control group consisted of 21 students and experimental group consisted of 24 students). The techniques of collecting data of this research were pretest, first posttest and second posttest. The data were analyzed through descriptive and inferential statistics. The result of the study show that snake and ladder game could build up the vocabulary of students, it was shown by seeing the significant difference in vocabulary between the students who were taught by snake and ladder game and the students who were taught by teacher based learning. The findings showed that t-test value in posttest was significant ($p < 0.05$). The result of the first posttest to the second posttest was decrease. The different for experimental class was 7,92 and 10,1 for control class. Based on these results, the writer concluded that snake and ladder game gave a significant effect to improve students' vocabulary and the students' retention to the vocabulary by using snake and ladder game was greater than by using teacher based learning.

Keywords: Vocabulary, Snake and Ladder Game

Introduction

Vocabulary can be defined as a number of vocabulary words in a language which contain information about their meanings, forms, and usage in context of communication. Without vocabularies speaking, reading, listening, and writing will not happen. For instance, when speaking to others, we need to choose proper diction to convey messages. When reading a passage, we need to know the vocabularies to get the main idea of it. When listening to somebody talking, we need to administer the vocabularies to understand and avoid misunderstanding. When writing a composition, we need to know the exact words used in the work of writing.

Vocabulary is one aspect of language that has to be taught by the teacher of English as a foreign language. It is considered to be the most important aspect besides the structure/grammar, pronunciation, and spelling because it will directly contribute to the mastery of the four language skills, namely listening, speaking, reading, and writing. Beside that, the vocabulary itself can give access to widen

students' intellectual development. Vocabulary has four aspects namely: pronunciation, spelling, meaning and usage. It means that the students should be able to pronounce the words correctly, to spell the words, to know their meanings when used as tool of meaningful communication.

Takač(2008) stated that vocabulary can be defined intuitively, as dictionary or a set of words that we teach in foreign language. In learning of second language or a foreign language the students have to know what words mean. To get the meaning of words, the learners or the students should learn vocabulary. There are many ways to present the meaning of new vocabulary to the students, such as: illustration, demonstration, translation, and detailed description.

Cameron (2007) stated that words are the key unit in building up skills and knowledge. Therefore, students need to master English vocabulary in the primary level. In addition to the importance of vocabulary, Chapelle and Jamieson as stated in Setyawan (2011:1) say that vocabulary is the most important subject for the students to learn. Considering the importance of

learning vocabulary, teachers, parents, or the young learners' facilitators should be able to find a meaningful and enjoyable way to facilitate vocabulary learning for young learners.

Based on the statement of those researchers, it can be concluded that vocabulary is an important aspect that must be considered in learning English. Vocabulary has a big role in every skill, such as listening, reading, speaking, and writing.

In Junior High School the students should acquire approximately 2000-3000 words per year or about 6 to 8 new words per day (Anderson & Nagy, 1992). In fact, the expectation and the real condition is not the same. There are some factors why learning vocabulary is rather difficult for a second language learner. If those factors are fulfilled, someone can be said that he or she has achieved the vocabulary mastery.

Through the research observation in SMP UMI MAKASSAR on February, 10th 2014 for the first grade students, it was found that the students find it difficult to utter vocabulary when they were speaking. The students seemed to show little interest memorizing and learning new words. It was shown by the attitude of the students in the classroom. They felt bored. The researcher's observation reveals that the students are tired or have much homework. In addition, perhaps they need teaching enrichments. One of the teaching enrichments that can be applied to reduce their boredom is a teaching game.

Cameron (2007:1) 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. In addition to the nature of children characteristic in learning, Harmer (2007:82) believes that children can be easily bored and lose interest after ten minutes or so. Thus, in teaching young learners the facilitators should be able to carry out the language lesson along with the activities that are meaningful, fun and interesting to the learners. Game is one of the media that can be used to teach vocabulary to young learners. O'Dell and Head (2003:4) state 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 the word in a memorable context. Huyen and Nga (2003) also say that games contribute to vocabulary

learning and a chance to learn, practice and review the English language in a pleasant atmosphere.

In addition, game is good to build the children's characters. Games are fun activities that promote interaction, thinking, learning, and problem strategies (Talak, 2010:11). There are many kinds of game, one of them is snake and ladder game. The research of vocabulary had been published by several researchers with the different technique or media to build the vocabulary, however for the use of game especially snake and ladder game is a new method to be used.

The present research was conducted to fill this gap and to introduce snake and ladder game to improve students' vocabulary. Snakes and Ladders is a classic board game played by 2 or more players on a boards of usually 100 squares. The goal of the game is to reach the end of the board by rolling the dice and moving that many squares (Althoen, 1993). Teaching by using Snake and Ladder Game seems to be suitable for students of Junior High School, because it is a fun activity, easy for them to make, memorize vocabulary, and pronounce the words.

Literature Review

Snakes and Ladders is a classic board game Althoen (1993) played by 2 or more players on a boards of usually 100 squares. The goal of the game is to reach the end of the board by rolling the dice and moving that many squares. Wenham (2014) stated that snake and ladder was an old board game played in India and later in North America.

Snake and ladder game is an ancient Indian board game regarded today as a worldwide classic. It is played by two or more players on a game board having numbered, gridded squares. A number of "ladders" and "snakes" are pictured on the board, each connecting two specific board squares.

It can be concluded that snake and ladder game is a kind of board game which players move counters along a board, gaining an advantage by moving up pictures of ladders or a disadvantage by moving down pictures of snakes. If they get snake, they need to go down and when they get

ladder they need to go up. The game can be played by using the dice.

Advantages of using snake and ladder game

There are some advantages of using snake and ladder game. One of the experts namely Peachy (2014) explained about the advantages of using snake and ladder game. Be graceful loser--they learn how to be a good sport. It doesn't matter who loses or wins as participants do not cheat and have fun together. Take turns--taking turns is a valuable skill for children to understand. It is incorrect to jump queue which may lead others to feel unhappy for losing a turn, learn not to be greedy and cultivate ones patience. Improve math's knowledge--children learn to add, subtraction as they manipulate game board pieces. Educational board games teach children the basic counting skills and descending skills more quickly than math's homework. Gain knowledge of basic concepts--children learn to follow the rules of the board game, play fairly and understand the nature of the game. Each board game has different set of rules and regulations in order to cultivate different skills. Grammar and vocabulary--children have the opportunities to learn correct grammar, vocabulary, sentence construction and increase the knowledge to create long word sentences.

Critical Thinking--Critical thinking is the ability to think clearly and rationally. It includes the ability to engage in reflective and independent thinking. Someone with critical thinking skills is able to do the following: a) understand the logical connections between ideas, b) identify, construct and evaluate arguments, c) detect inconsistencies and common mistakes in reasoning, d) solve problems systematically, e) identify the relevance and importance of ideas, and f) reflect on the justification of one's own beliefs and values. When playing board games, kids gradually develop critical thinking which helps them to decide carefully of their actions, methods to win against the opponent, solving abilities, and using strategies to overcome opponent's weakness. Social Skill--Board games encourage kids to be more sociable, allow them to use their own language to interact, communicate with freedom of speech. Some kids with bad command of English and bad manners may show up during playtime. However, older kids will be able to correct younger kids and lead them to speak good

English and behave well. They learn to make friends easily, play comfortably with anyone regardless of races or religion or the color of the skin. Kids with good social skills are popular among friends and with no doubt, they are welcome to join in any board games at anytime.

Alphabets Recognition--Younger kids learn to recognize alphabets at an early age, slowly memorize the objects that starts with the correct alphabet and encourage them to speak with confidence. Social Language Skills--the personal skills are needed for successful social communication and interaction. The game helps children develop social language skills in that bad things can happen suddenly and without warning. For instance, a child may be well ahead in the game, expecting to win easily. The child finishes his/her turn on the head of the longest snake and fall dramatically to last place. This type of reversal of fortune can be a rude shock to a young child and can be a valuable and safe early life lesson. It helps to prepare the child for life's little reversals. An added bonus of course is that in Snakes and Ladders game you can still win the game even if you're well behind the leader. This is achieved by vaulting other players when you land on one of the tall ladders and then *shimmy* to the top.

It can be concluded that by using snake and ladder game the students can take many advantages for them. It facilitates the students to learn about counting, life, interaction, and socialization. The students can learn about up and down in life or about joys and trouble. Ladder represents "the up life and joy", while the existence of snake represents "the down in life or trouble". They also learn about fair play, patience, and how to take a turn.

In playing snake and ladder game, there are some rules that must be considered in order that the goal to build the vocabulary will be achieved. These are the rules of playing snake and ladder game to improve the vocabulary mastery. a) Put your playing piece in the start square. b) Decide who is going to begin and which order you are going to play. c) First player roll and move forward the number of square indicated. d) Read loudly the words beginning of square 1 (one) until the number of square indicated. e) Each player proceeds the same way, starting always from square 1. f) Continue the play, roll the dice again; have to read start of

square 1 until the position their piece than move forward the number of square indicated. For every move of the piece, the player has to read loudly the words on the square. g) When the player get 6 dots, he/she gets occasion to play again and roll the dice until showing other than 6 dots. h) Player who gets snakes turns off from snake's tip until head's snake. i) Player who gets ladders moves from bottom to the top of ladder. j) To finish, a player has to land directly on the last square for example 100. If he/she is on square 97 and the dice shows 5 dots, count three forward and two backward, and lands on square 98.

In playing snake and ladder game, the goal is to build the vocabulary mastery of students. Generally, vocabulary is a basic component in communication. Vocabulary is also very important for the acquisition process. Some definition of vocabulary is proposed by some experts. According to Hornby (2005:1707), vocabulary is as collection or list of words with brief explanations of their meanings. Vocabulary is the core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write (Richards, 2002:255). Vocabulary is one of the important elements in teaching English. This statement is supported by Hatch and Brown (1995: 1). They say, "Vocabulary is the foundation to build languages, which plays a fundamental role in communication". It describes that by mastering vocabulary; people can express their ideas and understand the other basic competence well. Vocabulary is defined as the total number of words in a language. Large vocabulary word size helps us to express our ideas precisely, vividly and without repeating ourselves in composition (Burton, 1985:98). Those definitions show that vocabulary is the first element that the English learners should learn in order to master English well beside the other English components and skills.

There are many classifications made by the experts in language area about the types of vocabulary. According to Haycraft in Hatch and Brown (1995: 370) vocabulary is divided into two kinds: receptive and productive vocabulary. Receptive vocabulary is words that the students recognize and understand when they occur in a context, but which they cannot produce correctly. Productive vocabulary is word which

the students understand, can pronounce correctly and use constructively in speaking and writing.

Another opinion by Celce and Olshtain (2000), "There are two kinds of vocabulary: they are function words and content words". a) The function words are those vocabulary items that belong to closed word classes (i.e. word classes that do not readily admit new items or lose old ones: pronouns, auxiliary verbs, prepositions, and determiners). b) The content words are those vocabulary items that belong to open word classes (words classes that readily accept new words and discard old ones). The content words can be divided into three general classes, words that refers to a person, a place or a thing that we might call them nouns, words that express an action, an event or a state are called verbs, and words are used to describe the qualities of thing or action are called adjectives and adverbs.

Finocciaro (1974) explains that "the students' vocabulary can be divided into two kinds, namely active vocabulary and passive vocabulary". Active vocabulary refers to the words that the students can understand and pronounce correctly, use them in speaking or in writing, understand when used by person to encode his idea. Passive vocabulary refers to the words which the students can recognize and understand while they are reading or listening to someone speaking, but they do not use the words in speaking or in writing. The words can be spoken or written.

Thornbury (2002: 3-10) explains kinds of vocabulary. They are word classes, word families, word formation, and multi-word units.

Word classes or parts of speech are divided into eight classes, such as: noun, pronoun, verb, adjective, adverb, preposition and determiner. 1) Nouns, nouns are the names of person, thing or place. Noun can be the subject of the sentence, object of the verb and object of preposition. There are types of noun as follows: countable noun (it can usually be made plural by the addition of -s), uncountable noun (a noun which does not have a plural form and this refers to something that could not count), proper noun (a noun that wrote with capital letter, since the noun represents the personal name, names of geographical units) (Frank, 1972: 6-7), common noun (a noun referring to a person, place or thing in general sense), concrete noun (it refers to objects and

substances, including people and animals, physical items that we can perceive through our senses), abstract noun (noun which names anything which can't perceive through physical sense), collective noun (noun which describes groups, organization, animals or person) (Martinet & Thompson, 1986: 26), and noun plural (most of nouns change their form to indicate number by adding -s/ -es) (Martinet & Thompson, 1986: 24). 2) Pronouns are words that are used to replace a person or thing, for example: I, you, we, they, he, she and it. 3). Verbs, some examples of verb are like, looking, doing, help and other. 4) Adjectives are words that are used to explain or modify a person, place, or thing, for example: old, new, beautiful, good, handsome and etc. 5) Adverbs are words that used to describe verb adjectives or adverbs, for example: beautifully, upstairs, now, ago and so on. 6) Preposition, are words that are used with a noun or pronoun that are placed in front of them to show a relation between these words with another part of the sentence. They are: at, on, in, into, from, of and etc. 7) Conjunctions are words that are used to connect word on a group of words or sentences. Conjunctions are usually used in the adverbial clause, for example: although, as, if, for, because, and others. 8) Determiner, The determiners-words like "a", "the", "some", "this", "last". To make easier in learning,

Thornbury (2002) divides them into two groups; they are grammatical words or function words and content words. Grammatical words consist of preparations, conjunctions, determiners and pronouns. On the other hand, content words are usually nouns, verb, adjectives and adverbs. Grammatical words belonged to the domain of grammar teaching, while the teaching of vocabulary was more concerned with content words.

Word families discusses about affixation of a word, such as: prefixes (pre-, de-) and suffixes (-er, -ful). 1). Play-plays-played : inflexions 2). Play-replay-playful : derivatives.

Affixation is one of the ways new words are formed from old ones. Other ways are: 1) Compounding, that is the combining of two or more independent words (second-hand, word processor, paperback, typewriter and so on). 2) Blending: information + entertainment = infotainment; breakfast + lunch = brunch and

etc. 3) Conversion: I always Google every information. (Google is noun, and then it is converted into verb). 4) Clipping: electronic mail = email; influenza = flu. 5) Acronym, acronym is the result of forming a word from the first letter or letters of each word in a phrase. It often names political, industrial, and social organization. For example: VIP – Very Important Person, WHO – World Health Organization, NASA – National Aeronautics And Space Administration. 6) Coining, coinages are pure creations of writers, investor, scientists and others who are in need of a term to express a given meaning or to name an item or product. For example: Kodak, Aspirin, Vaseline, Zipper, Tapp-ex, etc.

Multi-word units, 1) Phrasal verbs: look for, look after, wipe off, and throw on, and so on. 2) Idioms: famous last word, jack me around. 3) Collocations, two words are collocates if they occur together with more than chance frequency. Example: this week, once more, once again, as well. 4) Word Meaning, (1). Synonym, synonym is words that share a similar meaning (Thornbury, 2002: 9). For example: Sadness = Unhappiness, Gratefully = Thankfully. (2) Antonym, antonym is a word expressing an idea directly opposite to that of another word in the same language (McCarthy, 1990: 17). For example, accept > refuse. (3) Homonyms, homonyms are words that share the same form but have unrelated meanings, such as: well, hat, shed, left, fair, etc, homophones literally: same sound are spelt differently: horse and hoarse, meet and meat, tail and tale, aloud and allowed. Homographs are words that are pronounced differently but spelt the same: a live concert, but where do you live? Based on Thornbury (2002: 8) homonyms are words that share the same form but have unrelated meaning. For example: Like – I like looking the sunset. It looks like new.

This research teaches about word classes including nouns, verbs, adjectives, and adverbs, word families, and word meanings with the 6 topics. It consists of transportation, art, telephone, sport, school, and competition in improving vocabulary of the students at SMP LPP UMI Makassar.

There are some ways in memorizing vocabularies, such as: a) using humor, by using humor it will make the students easier to memorize because they feel comfort; b)

Listening to Music, music also a good ways in memorizing vocabularies, while listening the students will pay attention to the new vocabularies that they hear; c) Don't memorize too many words too quickly, in order that you will not be easier to forget those vocabularies. You just need to memorize the words slowly and as you can; d) Get up and move, you must motivate yourself to memorize the vocabularies in order you will be easier to master all the skills. e) Watching western movie, it will make you familiar with the new vocabularies by paying attention when watch the movie; f) Flashcard, is a good to be applied, in order we can memorize the vocabularies and also make simple sentences; and g) Competition is a challenging activity that can motivate you to memorize the vocabularies, because at the end of the competition you will get the reward.

The writer infers that there are many kinds of vocabulary as described by various experts and the present research uses snake and ladder game in teaching vocabulary for noun, verb, adjective, and adverb.

Methodology

This research was categorized in quantitative research applying quasi experimental method. There were two classes namely control and experimental class. The experimental group was taught by using snake and ladder game while the control class was taught by using Teacher Based Learning. The population of this research was the second grade students of SMP UMI Makassar in the academic year 2014/2015 with a total of 112 students. This research used cluster random sampling technique. In this case, the samples chosen were class VIII D consisting of 21 students and class VIII E which consisted of 24 students. There are some materials, equipments, specific and general rules to be used and applied in this treatment. In experimental class, the students played the game "snake and ladder game" based on the instruction given to answer all the questions, while in control class the students were taught by using speech. The instrument of the research used a vocabulary test, namely multiple choices, synonym and antonym, matching words and definition, fill in the blank, and making sentences. The test consisted of 60 questions to examine the students' vocabulary in pre-test and post-test.

The techniques of collecting data were giving pre-test, and post-test. After a week got post-test there were 2nd post-test to know the students' retention. To analyze the data, the data were gathered through written test. There are 60 items. Each answer was scored 1 point for correct answer and 0 for incorrect answer as stated in *Departemen Pendidikan Nasional* rubric.

Findings

The finding presented here deals with the result of students' achievement in learning vocabulary by using snake and ladder game. The data were collected from 21 students for control class and 24 students for experimental class by using multiple choices, synonym and antonym, matching words and definition, fill in the blank, and making sentences in pre and post test.

The table below shows the mean score of the students' vocabulary test in pre-test and post-test, and also the rate of retention, because after taking the 1st post-test, there was 2nd post-test after a month.

Mean score and standard deviation of the students' pre-test and post-test

The table below shows the mean score of pretest and posttest of the experimental and control

Group	Pretest		Posttest	
	Mean score	Standard deviation	Mean score	Standard deviation
Experimental	31.71	4.630	60.29	9.598
Control	32.33	5.969	51.52	10.619

classes. The mean score of the experimental class was very poor (31.71), with standard deviation is 4.630 while the mean score in post test improves to be fair (60.29) with standard deviation is 9.598. It indicates that the students' vocabulary mastery improves significantly after the given treatment by applying snake and ladder game. Similarly, the mean score of control group in pretest was also poor (32.33) with standard deviation was 5.969. Control group also made some progress but it was not significant as experimental group improving. The mean score

of control group in posttest was 51.52 in poor category, with standard deviation was 10.619.

Rate of Retention

Class	Mean Score		Attrition
	Posttest 1	Posttest 2	
Experiment	60.29	52.37	7.92
Control	51.52	41.42	10.10

The table above shows the attrition rate of experimental class from the first post-test to the second post-test which was 7.92 while for control class was 10.1.

Based on the attrition score on the table above it can be inferred that the students of control class forgot more vocabulary words than those in the experimental class. Presumably during a month the students never use the vocabulary anymore, and there was no repetition for those vocabulary words. Beside that, the students might not be interested in taking the second post test. They were lazy at that time.

Discussion

Based on the previous related studies and pertinent ideas in relation to the findings which were found in this research, further discussion is presented as follows.

The first research question asked whether the use of snake and ladder game can build up the vocabulary of the students. The game was successful. It can be seen by the data of the students. In the pre test the students got 31.71 and got the improvement to the 60.29 point in the post test. It is caused by the using of snake and ladder game in teaching process.

The research findings were supported by the theory of Peachy (2014). As he mentioned that snake and ladder game has many advantages, such as, be graceful loser, take turns, gain knowledge of basic concepts, critical thinking, and social skill. This is also supported by the classroom observation that the students when playing the game looked happy, joyous with no pressure, and did not cheat to the others. The condition of the classroom was noisy, because all of the students were active in the learning process.

In playing the game, the students did take turn about 70 %. The students did a good interaction in their group to become the winner. They asked their friend to take their turn after they have answered the questions and they learned not to be a cheater and greedy person. The students gained knowledge of basic concept. The students paid attention to the explanation of the game's rule before playing the game. It was shown by their attitude. They were silent and asked some questions if the explanation was unclear. They played the game and followed the rule. They cooperated each other and played fairly.

In playing the game, the students were silent when got the questions and read the questions carefully to understand the point of the questions then answered it. It was about their critical thinking. Beside that, the students found the way to win and used the strategies to overcome opponent weakness. It was shown when they whispered to their team about their strategy in playing the game. Another advantage is that the students became more sociable and once in a while used their own language to interact each other. They communicated with freedom of speech. Sometimes, the students used Indonesian or English and mixed the languages. They asked about the English of the difficult vocabulary words.

As long as doing this observation by using snake and ladder game, the students finally knew the vocabulary words in terms of word classes including noun, verbs, and adjectives, word families, and word meanings. It was supported by the theory of Thornbury (2002: 3-10) who explained kinds of vocabularies. In word classes, the students mastered some vocabulary words in terms of noun, verbs, and adjective. The students mastered tangible noun. Such as, umpire, whistle, palette, hammer, pottery, marble, clay, carriage, tricycle, passenger, battery and pulse. It was easy for them to master those vocabulary words, since they already thought in their mind about the things.

There are some verbs that were easy to be mastered by the students, such as, decorate, shoot, kick, drive, announce, educate, invite, ride, bake, and lend. Those verbs are transitive verbs. They need an object in sentences. For the adjectives, the students mastered the adjective of quality, such as, happy, smart, spirit, stupid,

active, agile, flamboyant, responsible, patient, and dangerous.

The students knew about the word families and word meanings. For the word families, such as happily, periodically, and aesthetically. It was easy for the students to understand the vocabulary words by adding suffixes. The word meanings are divided into synonym and antonym. The students were easy to find the synonym and antonym of the familiar words. Such as the synonym of holiday, teach, competition, and flute. And the antonym for near, offensive, and rival. After playing the game, the students wrote all the vocabulary words they got. They knew the meaning of some vocabulary. Then the students applied the vocabulary by making simple sentences.

The students also had some difficulties for some vocabulary words. These are the words that were difficult for the students, tackle, jealous, caller, fresco, agile, amateur, admired, optimistic, teach, near, patient, offensive, rival, steamboat, ship, spectator, capable, enchanted, championed, umpire, carriage, strange, interference, directory, engaged, graffiti, stimulating, interpretation, guide, and recess.

They had difficulties to answer the question in multiple choices, synonym and antonym, matching words and definition, fill in the blank and make sentences. Presumably, they did not know the meaning of the vocabulary and when they did the treatment they seldom got the question with the answer based on the vocabulary above.

The second research question asked about the students retention and understanding. The students were given 2 post tests, the first post test was given immediately after the treatment. The second post test was given a month after first post test. It was found that the students' retention and understanding after the second post test decreased, but still higher than the pre test. It was proven by the data. The students mean score in first post test was 60.29 and 52.37 in second post test. It was probably because not all the students in the classroom followed the researcher instruction. They just followed some instructions. Beside that, the method must be applied continuously. During a month, the students did not get the treatment.

It can be concluded that snake and ladder game is very useful to be used in teaching vocabulary. The students got many advantages when they played the game. The application of snake and ladder game should become a habitual activities for the students.

Conclusion

Based on the result of data analysis and finding in the previous section, the researcher puts forward the following conclusions.

There is a significant difference in vocabulary mastery between the students who were taught by using snake and ladder game and the students who were taught by using teacher based learning. The positive effect can be seen in the students who use snake and ladder game (experimental class). The activities in experimental classroom made the students active as long as the teaching-learning process. They could easily understand the material, because they find it enjoyable. It is proven by the increasing mean score in post-test. Finally, it is concluded that snake and ladder game gives a more significant effect to improve students' vocabulary than the teacher based learning in learning process.

In applying snake and ladder game, it is important for the teacher to include all aspects that students need in vocabulary mastery. The teacher should organize the activity from the beginning. It is started by spelling, pronounce, meaning, and use of words and also has to consider the time management carefully. Each section of this strategy has specified time to spend in order that the students have adequate time to finish all instruction.

References

- Apriyani, N. (2009). Application of the techniques in teaching vocabulary. *Thesis*. Mahasaraswati Denpasar University.
- Althoen, S.C. King, L., & Schillinh, K. (1993). How Long is a game of snakes and ladders? *The Mathematical Gazette*, 7, 71-76
- Burton, S.H. (1985). *Mastering English Language*. Milan Press Ltd. Milan.
- Cameron, L. (2007). *Teaching English to Young learner*. Cambridge: Cambridge University Press.

- Celce, M, and Olstain, Murcia Elite. (2000), *Discourse and Context in Language Teaching*. New York: Combridge University Press,
- Effendy, Erfan. (2012). The use of Game to Improve Vocabulary Mastery. Article. FKIP UNISMA.
- Finocchiaro, B. (1974) *Teaching English as a Second Language: From Theory to Practice*. New York: Regent Publishing Company.
- Frank, Marcella. (1972). *Modern Practical English Guide*. New Jersey: Prantice-Hall. Eglewood Clifts
- Gay, L.R. 2006. *Educational Research*. New York : Prentice Hill, Inc.
- Hatch, Evelyn and Brown, Cheryl. (1995). *Journal: Studies in Second Language Acquisition Vol. 19 Issue 01*. Vocabulary, Semantics, and Language Education. New York: Cambridge University Press.
- Hayati, Sri. (2013). The use of "the snakes and ladders game" to Improve the vocabulary mastery. *Thesis S1*. IKIP PGRI Semarang
- Harmer, J. (2007). *The Practice of English Language Teaching*. Edinburgh: Pearson Education Limited
- Hatch, Evelyn and Brown, Cheryl. (1995). *Vocabulary, Semantic, and Language Education*. Cambridge: Cambridge University Press.
- Hornby A.S. (1995). *Oxford Learner's Dictionary of Current English*. London: Oxford University Press.
- Huyen, T. T. N. & Nga, K. T.T. (2033). Learning Vocabulary through Games-The Effectiveness of Learning Vocabulary Through Games. *Asian EFL Journal*, (online), (www.asian-efl-journal.com/dec_03_sub.Vn.php), accessed on November 25 2011
- Nagy, W. E., & Anderson, R. C. (1984). How many words are there in printed school English? *Reading Research Quarterly*, 19, 304-330.
- O' Dell, F & Head, K. (2003). *Games for Vocabulary Practice*. Cambridge: Cambridge University Press
- Peachy, Peachpurple. (2012). *The Benefits of Board Games for Kids*. Online (<http://peachpurple.hubpages.com/hub/The-Benefits-of-Board-Games-for-Kids>). Retrieved on 10th May 2014 06.35 pm
- Richards, Jack. (1994). *Reflective Teaching in Second Language Classroom*. Amerika. Cambridge University Press.
- Sari, Candrika Citra. Munirah, Siti. (2012). Developing snake and ladder game board as a media to teach english vocabulary to elementary school stduents. *Article*. State University of Malang
- Setyawan, Y.I. (2011). VocFun: Developing an Interactive CD as self-study Materials on Vocabulary in Elementary School. *Unpublished Sarjana's Thesis*. Enhlish Language Education, Faculty of Letters, State University of Malang.
- Soraya, Desti Ela. (2011). Improving stduents' vocabulary mastery by climbing up a ladder game. *Thesis S1*. STAIN Salatiga
- Susanti, Rini dan Zainuddin. 2012. Improving the Students' Vocabulary Achievement by Appling Tic-Tac-Toe game. *Article*.
- Takač, V. P, S., D. (Eds.). (2008). *Vocabulary learning strategies and foreign language acquisition*. Canada: Multilingual Matters Ltd.,
- Talak, K.A. (2010). Using Games In A Foreign Language Classroom .IPP Collection. *Paper 484*. (online) (http://ditigalcollections.sit.edu/ipp_collection/484), accessed on May 5 2014
- Tanjung,, Andi Saputra. (2011). Reinforcing Sstudents' Vocabulary Through Scrabble Game. *Thesis S1*. UIN Syarif Hidayatullah Jakarta.
- Thompson, A.J., A.V. Martinent. (1986). *Practical English Grammar*. Oxford University Press.
- Thornbury, Scott. (2002). *How to Teach Vocabulary*. Pearson Education Limited.
- Wenham, Joe. www.answer.com/Q/what-is-snake-and-ladder. Retrieved on 24th December 2014 20:41 pm