



**ENGAGING “SNAKES AND LADDERS GAMES” TO  
ENHANCE ENGLISH SPEAKING SKILL AND  
VOCABULARY FOR MIDDLE SCHOOL STUDENTS**

*SKRIPSI*

**BY  
HIKMA AZIZAH  
NPM 21801073091**



**UNIVERSITY OF ISLAM MALANG  
FACULTY OF TEACHER TRAINING AND EDUCATION  
ENGLISH EDUCATION DEPARTMENT**

**2022**



**ENGAGING “SNAKES AND LADDERS GAMES” TO  
ENHANCE ENGLISH SPEAKING SKILL AND  
VOCABULARY FOR MIDDLE SCHOOL STUDENTS**

*SKRIPSI*

Presented to  
Faculty of Teacher Training and Education  
University of Islam Malang  
in partial fulfillment of the requirements for the degree of  
*Sarjana* in English Language Education

BY  
**HIKMA AZIZAH**  
NPM 218.010.73.091

**UNIVERSITY OF ISLAM MALANG  
FACULTY OF TEACHER TRAINING AND EDUCATION  
ENGLISH EDUCATION DEPARTMENT  
2022**

## ABSTRACT

**Azizah**, Hikma. 2022. *Engaging “snakes and ladders games” to enhance English speaking skill and vocabulary for middle school students*. **Skripsi**. English Education Department Faculty of Teacher Training and Education Islamic University of Malang. Advisor I: Febti Ismiatun, S.Pd, M.Pd. ; Advisor II; Dr. Hamiddin, S.Pd, M.Pd.

**Key words:** Speaking, vocabulary, snakes and ladders games

In recent years, the gap in English speaking skills at the junior high school level has decreased significantly. Some students have good English skills, while others still have difficulty expressing ideas in English, the average duration of speaking is under 5 minutes, lack of vocabulary, not confident in using English well in class (Suganda. et al. 2007). Snakes and ladders game is a board game consisting of small squares with 100 numbered squares played by two or more people who are played using dice. According to Melsi (2015: 10) snakes and ladders is a board game that is played together in turns by 2 or more people. Using snakes and ladders game media in speaking skill and vocabulary skill lessons in class will seem interesting and the learning atmosphere will be more fun.

The aim of this game is to make students enjoy speaking and increasing students' vocabulary skill without worrying about being blamed. When something goes wrong in the pronunciation, no one blames each other, only needs to be given direction so that self-confidence is built and continues to open up knowledge in speaking skills. The more often they use English when talking to their opponents without realizing it makes them more confident and unconsciously speaking verbally will often be trained.

The main focus of this study is to describe the strategies used through “snakes and ladders games” to enhance English integrated skills for middle school students. The research participants selected in this study were students in the VIII grade (D) of the second semester of 2021/2022 academic year, totaling 25 students. In this case, the researcher explains the research procedure starting from a preliminary study and the implementation of the research which consists of planning, implementing, observing, and reflecting.

From the result of the study the students' mean score of the row score was 45.64 with the lowest score was 34 and the higher score was 62. While the average score of the cycle was 73.35 with the lowest score were 54 and the highest score was 92 and three of twenty-five students failed the criteria of successful. The researcher can conclude that the students' speaking skills are getting better and the students' vocabulary knowledge is increasing after the researcher implemented snakes and ladders games to improve students' ability in teaching English, especially in teaching speaking and vocabulary. The researcher



concluded that the snakes and ladders games in learning English can improve students' abilities especially, their speaking skill and vocabulary skill.

Based on the finding of the study, the implementation of snakes and ladders games has positive results many students can improve their English-speaking skill and vocabulary skill when playing this game.



## CHAPTER 1

### INTRODUCTION

In this chapter, the writer presents some topics related to the background of the study, research problems, objective of the study, significances of the study, scope and limitation of the study, also the definition of key terms used in this research.

#### 1.1 Background of the Study

In recent years, the gap in English speaking skills at the junior high school level has decreased significantly. Some students have good English skills, while others still have difficulty expressing ideas in English, the average duration of speaking is under 5 minutes, lack of vocabulary, not confident in using English well in class (Suganda. et al. 2007). The level of ability and interest of students in applying English in everyday life is still diverse. Students' interest in learning English has an influence on their learning. According to Hidi and Renninger as cited in Swarat et al. (2012:517) interest can provide motivation in the student learning process, which is influenced by the increased attention, participation, and interest of students. Minority of students understand English, while others still have a lot of difficulty understanding English. This problem requires teacher encouragement to improve their English language skills. Someone who is fluent in conveying ideas/ideas in English is said to be proficient in English (Ersoz & Aydan: 2000).

The background that can generally affect students' interest in learning English because English is the most difficult language to master, from aspects of pronunciation that are different from Indonesian, must understand vocabulary, writing, etc. Based on Ur, Penny (2009:120) it's hard to assume of everything while discussing. Ideas, words to say, language, use of grammar and vocabulary, pronunciation.

Based on the above background students have deficiencies in pronunciation, lack of implementation English in daily communication, and lack of vocabulary. According to Richard (2001:4) in Anwar and Efransyah (2018) vocabulary is one of the most obvious components of language and one of the first things applied linguists turned their attention to. Murcia (2001: 285) in Parmawati state that vocabulary learning is central to language acquisition, whether the language is first, second or foreign. All the factors, if people could be mastered vocabulary well, they will speak, listen, read and write.

In this case it can be overcome in an effective and interesting way to improve students' English skills for middle school, especially in speaking skills and vocabulary. One way is game. Using games to improve speaking skills will be more interesting and fun so that students are easier to speak and interactive in learning. Based on Suryani & Rosa (2014) one of the effective games available for teaching, a board game is considered as an effective and interesting media in teaching speaking to young students. An interesting game in this case is snake and ladder.

Snakes and ladders game is a board game consisting of small squares with 100 numbered squares played by two or more people who are played using dice. According to Melsi (2015: 10) snakes and ladders is a board game that is played together in turns by 2 or more people. Using snakes and ladders game media in speaking skill lessons in class will seem interesting and the learning atmosphere will be more fun. Based on Ratnaningsih (2014:6) the benefits of the snake and ladder game media are: Creating an interesting, more interactive, and fun playing environment. Through the game, it is able to encourage students to be more flexible in speaking because there is no longer a scary impression in learning English.

The aim of this game is to make students enjoy speaking without worrying about being blamed. When something goes wrong in the pronunciation, no one blames each other, only needs to be given direction so that self-confidence is built and continues to open up knowledge in speaking skills. The more often they use English when talking to their opponents without realizing it makes them more confident and unconsciously speaking verbally will often be trained. Many people able to talk richer language skills, the richer language skills make children more confident to speak (Bjorklund, 2005).

## 1.2 Research Problem

Based on the background of the study above, the problem in this study is formulated as follows: How can “snakes and ladders games” improve the students’ English-speaking skill and vocabulary for middle school?

### 1.3 Objective of Study

In line with the research problem mentioned above, the objective of this study is: To describe the strategies used through “snakes and ladders games” to improve students' English-speaking skill and vocabulary for middle school

### 1.4 Significances of the Study

This research provides perception both theoretically and practically. The writer hopes this research can give many benefits to researchers and everyone. Especially students.

#### 1. Theoretical Significance

The first perception to this research is theoretical significance. Theoretical significance of this research is the author can identify other perspectives or references of how effective the study of engaging “snakes and ladders games” to enhance English speaking skill and vocabulary for middle school students at SMP Wahid Hasyim in the teaching and learning process.

#### 2. Practical Significance

The second perception to this research is practical significance. This author presents a concept of this research can be useful for students in engaging “snakes and ladders games” to enhance English speaking skill and vocabulary at SMP Wahid Hasyim. All students are involved in this learning model, the impression and atmosphere obtained in learning English to improve students' speaking skills are more interactively and lively. The background of a lively classroom atmosphere makes students more confident and improve in speaking skill because they are not afraid to speak up.



### 1.5 Scope and Limitation of the Study

This research is related how to using the snakes and ladders games in the teaching and learning process to enhance English integrated skills. In this study, the researcher focuses on several aspects. They are accuracy, fluency, mastery and comprehensibility.

Accuracy is how accurate a word or sentence is when students speak through snakes and ladders games during the class. Fluency is a good and correct pronunciation when speaking. Mastery is proficient in vocabulary, facilitate for students to speak skillfulness through mastering a broad vocabulary. Comprehensibility is students can understand every word and sentence they say to others or understand the meaning they convey.

There are several limitations of this study. Firstly, the researcher does not have a long period of the time or more than one semester in the usual lessons. Secondly, the snakes and ladders games are used in certain lessons or materials. And the last, worried that there will be a commotion during the using snake and ladder game process.

This research will be conducted on second semester of students at SMP Wahid Hasyim.

### 1.6 Definition of Key Terms

In order to avoid misunderstanding of the ideas used in this study, some key terms are defined as follow:

### **1. Speaking**

Speaking is a language skill. When students are able to speak, communicate and dialogue with their friends in English, then students have good skills in speaking skills. The ability to communicate or speak must continue to be improved. This is important to increase knowledge and make it easier for students to communicate with others. In this study, the researcher hopes to improve students' speaking skills in communication and can speak fluently without fear.

### **2. Vocabulary**

Vocabulary is a collection of words that can arrange sentences. The more vocabulary students know, the easier it is for students to communicate and compose sentences because they have a lot of broad vocabulary knowledge.

### **3. Snakes and Ladders Games**

Snakes and ladders games is games that are often played by children or teenagers. This game is very familiar in all circles, almost everyone has played it. Easy, interesting, simple and fun.

Played by at least two or more people on a square board game consisting of a hundred small squares with pictures of "snakes" and "ladders". Rolling the dice in each game takes place, taking turns until it reaches the finish line.

The purpose of the researcher using snakes and ladders games media in the teaching and learning process is to attract students' attention. The hope of the games are students can be more active in speaking than before, especially in improving students' speaking skills.

## CHAPTER V

### CONCLUSION AND SUGGESTIONS

In this chapter is the last part of this research, the researcher presents a brief conclusion about this research and discussion followed by some suggestions.

#### 5.1 Conclusion

In this study, the researcher tried to draw conclusions based on the results of the research that had been applied in the previous chapter. The researcher concluded that the snakes and ladders games in learning English can improve students' abilities especially, their speaking skill and vocabulary skill.

Through snakes and ladders games which were applied when learning English in class at several meetings, students were more confident in speaking English and interactively during learning. At the first meeting the researcher introduced snakes and ladders games to students in general and briefly, explained the rules of the game, then the researcher divided the students into several groups. Each group has one media snakes and ladders games, several paws, and a dice.

There are several rules of the game that must be obeyed by students, first snakes and ladders games using English when playing, having to complete challenges in the column, each column of snakes and ladders games has a different question. If their paws stop on the snake image then they must go down and if their paws stop on the ladder image then they must go up, the game is carried out in an orderly and supportive manner. If students have difficulty during the activity, students may ask the researcher.

The design of snakes and ladders games follows the English learning material "Zoo". In the snakes and ladders games column there are questions related to the topic "Zoo" which students must answer correctly using English. This makes students challenged and enthusiastic in speaking English. During the game, the researcher only controlled the students' activities.

In snakes and ladders games activities, students are trained to actively speak in English because every movement made in the game requires students to communicate with each other with group members using English so that it encourages students to get used to active speaking. On the other hand, the game is done in groups so that they often hear the opponent talking and increase their vocabulary.

During the snakes and ladders games in the classroom, the researcher only controlled the students' activities. When students have difficulty in the middle of the learning process, students are allowed to ask the researcher. Like the first meeting, the second and third meetings were also the same. This game makes students enthusiastic about learning English, especially speaking English and increasing students' vocabulary. Students feel challenged to speak and confident in answering questions in the snakes and ladders games column.

After the researcher applied snakes and ladders games, students found learning English fun and easy, especially when the researcher gave them many opportunities to practice speaking English more through games. Finally, from the statement above, the researcher concludes that the use of snakes and ladders games can improve students' speaking skills and vocabulary of class VIII students

of SMP Wahid Hasyim Malang in the teaching and learning process. In this study, researchers only used interview tests to determine student understanding. From the interview, the researcher can conclude that the students' speaking skills are getting better and the students' vocabulary knowledge is increasing after the researcher implemented snakes and ladders games to improve students' ability in teaching English, especially in teaching speaking and vocabulary.

This means that the implementation of snakes and ladders games has positive results so that it improves students' speaking skill and vocabulary skill.

## 5.2 Suggestions

The advantages of using snakes and ladders games in learning English can improve speaking skills and vocabulary skills have been proven by researchers in research. So, the researcher formulated some suggestions that might be able to help English teachers, students, and future researchers.

### 1. For English Teachers

It is suggested for English teachers to build a comfortable atmosphere while studying. Interesting learning concept to get their attention in learning English. This can encourage students to be interested in speaking English with confidence and make it easier for students to memorize new vocabulary acquired. Interesting learning methods increase students' interest in learning English especially, speaking skill and vocabulary skill. Teachers are advised to give students freedom of speech when expressing their opinions during the activity.

The teacher uses games as an English learning method in the classroom to increase students' confidence in learning. Things need to be considered by the teacher when learning takes place is to control the learning atmosphere to remain conducive and to maintain the rules of the game so that it runs in an orderly manner. At the end of the lesson the teacher provides feedback or short questions to determine the ability or level of understanding of students in the previous material. Games are one of the activities that can improve speaking skills and vocabulary skill in learning English.

### **2. For the Students**

In English lessons, it is recommended that students be active and communicative during learning. No need to be afraid of making mistakes when speaking English, in mistakes you can learn a lot and make your speaking skills better. Make the best use of time and be interactive in learning. Adding insight into English is not only done in class but can be done outside the classroom to improve the quality of students' English. Improve English speaking skills and vocabulary skills by continuing to practice every day.

### **3. For the other Researchers**

It is suggested for other researchers who will conduct similar research to improve the design of the snakes and ladders games media by making questions in the column of the board more challenging; it helps explore students' speaking skill and vocabulary skill. If they are going to use board games to improve speaking skill and vocabulary skill, it is recommended to vary the topic and make the board game in a more professional and sophisticated form, for example making it in 3D

version with complicated routes to make it more interesting and challenging. To conduct research that focuses on other language skills, board games can be adapted to other English teaching materials (not only expressions on speaking and vocabulary skills, but also on grammar, writing, reading, etc.)



## REFERENCES

- Ajeng, S. (2021). The efforts to improve the ability to speak english through the game" snake and ladder" in grade VII-A students at SMPN 3 Ngimbang. *Journal of diversity in learning (JDIL)*, 1(2), 55-61.
- Bahadorfar, M., & Omidvar, R. (2014). Technology in teaching speaking skill. *Acme International Journal of Multidisciplinary Research*, 2(4), 9-13.
- Bahrani, T., & Soltani, R. (2012). How to teach speaking skill. *Journal of education and Practice*, 3(2), 25-29.
- Bakhsh, S. A. (2016). Using Games as a Tool in Teaching Vocabulary to Young Learners. *English language teaching*, 9(7), 120-128.
- Crul, M. (2013). Snakes and ladders in educational systems: Access to higher education for second-generation Turks in Europe. *Journal of Ethnic and Migration Studies*, 39(9), 1383-1401.
- Daloukas, V., Rigou, M., & Sirmakessis, S. (2012). Is there a Place for Casual Games in Teaching and Learning? The Snakes and Ladders Case. *International Journal of Game-Based Learning (IJGBL)*, 2(1), 16-32.
- Derakhshan, A., & Khatir, E. D. (2015). The effects of using games on English vocabulary learning. *Journal of Applied Linguistics and Language Research*, 2(3), 39-47.
- Dewi, R. S., Kultsum, U., & Armadi, A. (2017). Using Communicative Games in Improving Students' Speaking Skills. *English Language Teaching*, 10(1), 63-71.
- Efrizal, D. (2012). Improving students' speaking through communicative language teaching method at Mts Ja-alhaq, Sentot Ali Basa Islamic boarding school of Bengkulu, Indonesia. *International Journal of Humanities and social science*, 2(20), 127-134.
- Fitriana, D., & Maro, R. K. (2018). Teaching vocabulary through snake and ladder board game in the tenth grade of SMA Muhammadiyah 1



- Malang. *Celtic: A Journal of Culture, English Language Teaching, Literature and Linguistics*, 3(1), 82-93.
- Fitrizah, M. K., Raksanagara, A. S., & Agoes, R. (2020). The effect of snakes and ladders game to improve knowledge and attitudes of elementary school students to stop open defecation in Bandung city. *The Indonesian Journal of Public Health*, 15(2), 173-180.
- Gozcu, E., & Caganaga, C. K. (2016). The importance of using games in EFL classrooms. *Cypriot Journal of Educational Sciences*, 11(3), 126-135.
- Hayuningtyas, N., & NH, M. F. (2020). Developing “Speak it up” board game in speaking skill for undergraduate EFL students. *PESAT*, 6(5), 1-14.
- Kopecká, S. (2019). *Didactic Potential of Board Games in Teaching English at Primary Schools* (Doctoral dissertation, Masarykova univerzita, Pedagogická fakulta).
- Kusrini, E. (2012). Teaching Vocabulary for Junior High School Students Using Snake and Ladder Game. *Aktif*, 19(4).
- Leong, L. M., & Ahmadi, S. M. (2017). An analysis of factors influencing learners' english speaking skill.
- Naharuddin, A., & Megawati, F. (2018). Snakes and Ladders Game for Enhancing Young Learners' Vocabulary. *International Journal on Integrated Education*, 1(1), 30-34.
- Neupane, B. (2019). Effectiveness of role play in improving speaking skill. *Journal of NELTA Gandaki*, 1, 11-18.
- Paris, T. N. S. T., & Yussof, R. L. (2012). Enhancing grammar using board game. *Procedia-Social and Behavioral Sciences*, 68, 213-221.
- Pratiwi, F. (2019, June). The Effect of Pelajar Go! as a Boardgame to Improve Student's Speaking Skill. In *3rd International Conference on Current Issues in Education (ICCIE 2018)* (pp. 211-215). Atlantis Press.
- Putri, A. A., Sinaga, T., & Sukirlan, M. (2017). *The Implementation of Board Game in Improving Students' Speaking Skill* (Doctoral dissertation, Lampung University).

- Putri, N., Setiyadi, B., & Nabila, S. (2018). The implementation of board game to improve students' speaking achievement. *U-JET*, 7(2).
- Sadiyah, W. H., Septiani, W., & Kareviati, E. (2019). Improving English Vocabulary Mastery by Using Crossword Puzzle. *PROJECT (Professional Journal of English Education)*, 2(2), 110-114.
- Sari, L., & Lestari, Z. (2019, February). Meningkatkan kemampuan berbicara bahasa Inggris siswa dalam menghadapi era revolusi 4.0. In *Prosiding Seminar Nasional Program Pascasarjana Universitas PGRI Palembang* (Vol. 12, No. 01).
- Shanklin, S. B., & Ehlen, C. R. (2007). Using the Monopoly board game as an in-class economic simulation in the Introductory Financial Accounting course. *Journal of College Teaching & Learning (TLC)*, 4(11).
- Shitiq, H. A. A. H., & Mahmud, R. (2010, November). Using an Edutainment Approach of a Snake and Ladder game for teaching Jawi Script. In *2010 International Conference on Education and Management Technology* (pp. 228-232). IEEE.
- Sofyan, R., Sinar, T. S., Tarigan, B., & Zein, T. T. (2018). Using a "snake and ladder" game in teaching speaking to young learners. *ABDIMAS TALENTA: Jurnal Pengabdian Kepada Masyarakat*, 3(2), 226-231.
- Suryani, A., & Rosa, R. N. (2014). Using a board game "snake and ladder" in teaching speaking at junior high school. *Journal of English Language Teaching*, 2(2), 16-24.
- Syawaluddin, A., Afriani Rachman, S., & Khaerunnisa. (2020). Developing Snake Ladder Game Learning Media to Increase Students' Interest and Learning Outcomes on Social Studies in Elementary School. *Simulation & Gaming*, 51(4), 432-442.
- Taka, S. D. (2019). Teaching Speaking by Using Snake and Ladder Board Game. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, 7(2).
- Topsfield, A. (1985). The Indian game of snakes and ladders. *Artibus Asiae*, 46(3), 203-226.

- Treher, E. N. (2011). Learning with board games. *The Learning Key Inc.*
- Tritter, J. Q., & McCallum, A. (2006). The snakes and ladders of user involvement: moving beyond Arnstein. *Health policy*, 76(2), 156-168.
- Urrutia Leó, W., & Vega Cely, E. (2010). Encouraging teenagers to improve speaking skills through games in a Colombian public school. *Profile Issues in Teachers Professional Development*, 12(1), 11-31.
- Wahyuni, S., & Yulianti, F. (2016). The Use Of Guessing Game to Improve Student's Speaking Skill. *Getsempena English Education Journal*, 3(2), 12-22.
- Wandini, R. R., Damanik, E. S. D., Daulay, S. H., & Iskandar, W. (2021). The Effect of Snake and Ladder Game on Student Learning Outcomes in Studying of Islamic History "Fathu Mecca" at the Elementary School Muhammadiyah, North Sumatera, Indonesia. *Al-Bidayah: jurnal pendidikan dasar Islam*, 13(1), 167-178.
- Widiastuti, R., & Endahati, N. (2020). The efforts to improve writing skill of secondary school students by using snake and ladder game. *ELTICS: Journal of English Language Teaching and English Linguistics*, 5(1).
- Widowati, E., Hendriyani, R., & Nugroho, E. (2019). Development of Child Friendly Educative Game Model as Method to Prevent Violence Against Children in School. *KnE Social Sciences*, 167-176.
- Wong, C. H. T., & Yunus, M. M. (2021). Board Games in Improving Pupils' Speaking Skills: A Systematic Review. *Sustainability*, 13(16), 8772.
- Yemima, M., Wijayaningsih, L., & Kurniawan, M. (2019). Enhancing English vocabulary through the use of snake and ladder media for 4 to 6-year-old children. *Satya Widya*, 35(1), 1-15.
- Yolageldili, G., & Arikan, A. (2011). Effectiveness of using games in teaching grammar to young learners. *Online Submission*, 10(1), 219-229.