THE IMPLEMENTATION OF SNAKE AND LADDER GAME TO IMPROVE STUDENTS' VOCABULARY OF SECOND GRADE STUDENTS AT MTS YAYASAN MADRASAH ISLAMIYAH MEDAN

THESIS

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ABSTRACT

THE IMPLEMENTATION OF SNAKE AND LADDER GAME TO IMPROVE STUDENTS' VOCABULARY OF SECOND GRADE STUDENTS AT MTS YAYASAN ISLAMIYAH MEDAN

This research was Classroom Action Research, aimed to improve the students' vocabulary by using snake and ladder game as media and to find out whether the students's ability be improved by using snake and ladder game as media.

The sample of this study was VIII-1 which consist of 39 students of MTS YAYASAN ISLAMIYAH MEDAN. This research was done in two cycles. Each cycle consisted of four steps namely, planning, action, observation and reflection.

The instrument of research use observation, interview, questionnaire, and test. The techniques of collecting data are observation interview, diary note and test.

The result of data analysis showed that there was an improvement on the students' ability in vocabulary in each cycle. The mean of students' scores in pre-test were 58.20, in the post- test I were 70.46, and the post- test II were 83.48. In the pre- test, there were 12. 8 % (5 of 39 students) who got score ≥ 75. In the post-test I, there were 46.15 % (18 of 39 students) who got score ≥ 75 ; The improvement from pre- test to post- test I were 33. 35%. In post- test II, there were 87.17 % (34 of 39 students) who got score ≥ 75. The improvement from post- test I to post- test II were 41.02%. Based on the data, it was concluded the students' ability in vocabulary improved by using snake and ladder game.

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This undergraduate thesis entitle " *The Implementation of Snake and Ladder Game to Improve Students' Vocabulary of Second Grade Students at MTS YAYASAN MADRASAH ISLAMIYAH MEDAN"* is submitted as final requirement in accomplishing undergraduate degree in English Department at Faculty of Tarbiyah and Teachers Training State Islamic University of North Sumatera.

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CHAPTER I

INTRODUCTION

1.1 The Background of Study

Education is a process by individual or groups to obtain a science. Education is also a deliberate conscious effort made to realize a learning process on a person in order to make a person more active and creative in exploring the potential in him or her to be a better life. Education is very helpul people to be adult. It is also to know how to differ the right and wrong things. Beside that, education can make an evaluation for each individual to earn knowledge.

In Law, No. 20 of 2003 definition of education is an effort that is done consciously and planned to create an atmosphere and the learning process so that learners are actively developing the potential for him to have the spiritual strength of religious, personality development, self-control, intelligence, character, and skills needed him , community, nation, and state.[27]

According to the Dictionary of Indonesian education is the process of changing attitudes and code of conduct a person or group of people mature

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[27] Undang- Undang Republik Indonesia Tentang Sistem Pendidikan Nasional, p.

business man through teaching and training efforts; process, method, works to educate.[28]

Every students should have a wide range of ability in theirselve. One of the capabilities that must be owned by the students is the ability to interact and communicate well with others. If students can interact and communicate well they can make good communication to other people. Therefore, they can transfer the information to other people well.

There are four main things that must be mastered by students in studying English such as, reading, listening, writing, and speaking. Vocabulary also one of a skill that is very important part in studying English. Lack of vocabulary of the students resulted in students are difficult to express words in the English language.

Vocabulary is a component in the language. With the vocabulary people can say what they meant. In speaking, vocabulary is very important. Mc.Charty in his book stated" no matter how well the student learns grammar, no matter how successfully the sounds of second language just cannot happen in any meaningful way.[29] From these statements, that the vocabulary is very necessary when communicating.

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[28] (Kamus Bahasa Indonesia Online, http://kamusbahasaindonesia.org/pendidikan KamusBahasaIndonesia.org, accessed in 15 January 2017 at 21: 34 p.m)

[29] Nobert Schmitt and Michael McCarth, *Vocabulary: Description, Acquisition and Pedagogy ,* New York: Cambridge University Press, p. 140

In order to increase student vocabulary skills with a good teacher should be able to understand the extent of the vocabulary of the students and make the learning process learning activities through play or play while learning.

The importance of learning English is combined with a media. Media is very useful in learning and teaching process. The media make teacher easy to transfer knowledge to the students. The students will be spirit when they study with the media. Teacher should choose the right media that match with the material. Also the media should be interested and unique. Media that can be used by images as media. Image as media can facilitate the learning process in students. With the images as media of students more quickly given the lessons delivered by teachers. Images as media also helps students develop students' imagination. Students are more active and creative in teaching and learning process.

Learning media is very helpful in the process of delivering the material presented by the teacher. With the media teacher more easily improve students' vocabulary. Teachers are required to be more creative in determining the media that is suitable for use in the learning process.

Playing is also a media for learning. Playing activities require media. The media used is expected to affect the learning process. The media used need not be expensive and hard to find. What is around the environment can be utilized not only that game tools can also be used as a media. Snake and ladder game is one of the images as media that can be used to enhance students' vocabulary.

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The students will use their imagination and it will be easier to memorize vocabulary in the image.

According Sriningsih says that the game of snake and ladder can be given to children aged 5 to 6 years in order to stimulate different areas of development such as cognitive, language and social. Language skills can be stimulated through this game for example vocabulary up and down, forward- backward, up and down and so forth. Social skills are trained in this game including a willingness to follow and abide by the rules of the game, played in turns.[30] It concluded that efforts to improve students' vocabulary can be done by using the game of snake and ladder. Although the above opinion says the game of snake and ladder can be given to children aged 5 to 6 years old did not rule can also be given to students who were in the second grade of Junior High School.

In fact, based on observation the researchers found there are several factors that make students lack of their vocabulay, the students are lazy to memorize vocabulary, some students do not like vocabulary in English language, and some students are late to catch the material.

Based on the problem above, the researcher interested to make the reasearch about " **The Implementation of Snake and Ladder Game to Improve Students' Vocabulary of Second Grade Students at MTs Yayasan Madrasah Islamiyah Medan."**

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[30] Sriningsih, (2009), *Pembelajaran Matematika Terpadu untuk Anak Usia Dini*, Bandung: Pustaka Sebelas, p. 98

This research was conducted at MTs Yayasan Madrasah Islamiyah Medan of second grade as a location for observation because the students have less ability in the English language. Students are still not able to express vocabulary in English correctly.

1.2 The Identification of Problem

Based on the above issue was identified in this study, as follows:

1. The students are lazy to memorize vocabulary.

2. The students do not like vocabulary in English language.

3. The students are late to catch the material.

1.3. The Limitation of Problem

Based on the identification of the above problems that arise, hence the need for restrictions on the problem. It is adapted to identify the problem, so what is to be achieved in this study can be directed properly. So in this case the researchers limit the problems on " The Implementation of Snake and Ladder Game to Improve Students' Vocabulary of Second Grade Students at MTs Yayasan Madrasah Islamiyah Medan."

1.4. The Formulation of Problem

In line with the background of the research, the researcher formulates the research question as follows:

1. Can snake and ladder game improving the students' vocabulary of second grade students at MTs Yayasan Madrasah Islamiyah Medan

1.5. The Objective of Study

The objective of the study as follows:

1. To know whether snake and ladder game can improve student's vocabulary of second grade students at MTs Yayasan Madrasah Islamiyah Medan

1.6. The Significance of Research

The finding of the research are expected to be useful for English teacher, students and researcher. It is expected has the result of the study are elaborated below:

1. For English Teacher

   The results of this study can contribute knowledge for English teachers to teach vocabulary to students, especially the use of snake and ladder game to improve vocabulary in students.

2. For Student

   This research is expected to provide input so that students always maximize the learning motivation that will be assist in improving student's vocabulary.

3. For Researcher

   This research is useful for researcher to find knowledge about the implementation of snake and ladder game to improve student's vocabulary.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

A. THEORITICAL FRAMEWORK

2.1. Definition of Vocabulary

As consequence, the important device in a language is word. According to Hornby, vocabulary is the total number of word which (with rules for combining them) makes up language.[5]

According to Ur vocabulary can be defined roughly as the words teacher teaches in the foreign language. The term " words " here means that the new item of vocabulary maybe more than a single word, for example, *father in lawb* and *police office*, which are made up from two or more words but express a single definition or idea.[31] In other case there are also compound words called as multi word idioms, for example *call it a day*. From the definition above, it can be concluded that vocabulary is a set/ list of words nd idioms that individual speakers of a language might use.

Vocabulary is one of the language aspects which should be learnt. Learning it is important because in order to be able to speake, write, and listen learners have to know vocabulary first. A person said to know is a

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[5] Ur. P, (1996), *A Course in Language Teaching*, Great Britain: Cambridge University Press, p. 60

word if they can recognize its meaning when they see it.[32]Allah mention in holy koran in sura Ar- Rahman 1-4.[33]

الرَّحْمَنُ (١) عَلَّمَ الْقُرْآنَ (٢) خَلَقَ الإِنْسَانَ (٣) عَلَّمَهُ الْبَيَانَ (٤)

Meaning : *1. (God) the Most merciful*

> *2. Who has taught the Koran.*

> *3. He created man*

> *4. Taught him articulate*

Vocabulary of language in communication must be understood and recognize, because without understanding and recognizing the vocabulary of the target language , the verbal communication will not run well for the learner who are in this effort to master or understands the rules of vocabulary of the target language .

From the statement above the writer concludes that: vocabulary is a sum of words used to express the idea in other meaning and it can be a communication tools.

In a hadist also there explained about vocabulary. This hadist narrated by Imam al-Bukhari (1427) and Muslim 1053 (124).

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[32] Cameron L, (2001), *Teaching Languages to Young Learners*, Cambridge: Cambridge University Press, p. 75

[33] Al- Qur'an dan Terjemahan, (1983), Jakarta : *Yayasan Penyelenggara Penterjemah AL- Qur'an,* p. 1079

عَنْ حَكِيْمِ بْنِ حِزَامٍ رَضِيَ اللهُ عَنْهُ عَنِ النَّبِيِّ صَلَّى اللهُ عَلَيْ وَسَلَّمَ

قَالَ :اَلْيَدُ الْعُلْيَا خَيْرٌ مِنِ الْيَدِ السُّفْلَى، وَابْدَأْ بِمَنْ تَعُوْلُ، وَخَيْرُ الصَّدَقَةِ عَنْ

ظَهْرِ غِنًى، وَمَنْ يَسْتَعْفِفْ يُعِفَّهُ اللهُ، وَمَنْ يَسْتَغْنِ يُغْنِهِ اللهُهِ

From Hakim bin Hizam Radhiyallahu anhu, from the Prophet sallallaahu 'alaihi wa sallam, he sallallaahu' alaihi wa sallam said: The above hand is better than the lower hand. And start from the person who becomes your dependent. And the best of charity is that which is expelled from those who do not need it. Whoever takes care of his honor then God will guard him and whoever is enough then Allah will give him sufficiency.

From the hadist above every words that has a meaning. The word and the meaning has correlation. If we make separating of the word, it will be some vocabularies.

Vocabulary researchers have tried to determine the size of the mental lexicon (how many words a person knows) and how a person accumulates this enormous number of words. It is difficult to compile such a number for several reasons. First, the concept of a " word" must be agreed upon, and second, the concept of what it means to " know" a word needs to be satisfactorily defined.[34]

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[34] John D. Bunting, (2006), *Collage Vocabulary 4. Georgia State University*, New York: Boston, p. 3

2.1.1. The Nature of Vocabulary

Vocabulary can not seperated from the language. It is a component of language that very important in language. Hari Mukti Krida Laksana points out " Vocabulary is a component of a language that maintains all of information about meaning and using word in language.[35] It's meants that vocabulary be an important thing in language. Without vocabulary language can not be used. Vocabulary can define as a word that produce sound and has a meaning. By using vocabulary someone can speak and make interaction with other people.

According to Krashen and Terrell stated in David Nunan book" The status of vocabulary has been considerably enhanced. This has come about partly as a result of the development of communicative approach in language teaching.[36] On the other word, vocabulary be an object of the research in methodology in teaching.

2.1.2. The Purpose of Vocabulary

To learn or do something people should know the purpose. In this case the purpose of learning vocabulary is to make learners easier to express their idea, because vocabulary is all words that contain in language.

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[35] Harimukti Krida Laksana, (1993), *Kamus Linguistik,* Jakarta: PT. Gramedia Pustaka Utama, p. 127

[36] David Nunan, (1991), *Language Teaching Methodology,* New York: Prentice Hall, p. 117

The word property owned by speaker or writer use in science. Many definition of the purpose of learning vocabulary can be found from experts:

Large vocabulary help us express our ideas precisely in communication. We often believe that need a large number of words to master English language well it is not always wrong because we are hope to realize that without a certain amount of vocabulary, it seems it is quite impossible to use the language precisely and vividly. We sometime have difficulties; in understanding the meaning of the word, in differentiating the word form, and in applying the word in a sentences.[37]

2.1.3. Types of Vocabulary

Without grammer very little can be conveyed, without vocabulary nothing conveyed. This is how the linguist David Wilkins summed up the importance of vocabulary learning.

While Dellar H and Hocking D in Thornbury, say that you will see most improvement if you learn more words and expressions. You can say very little with grammar, but you can say almost anything with words. So a person may be judged by others based on their vocabulary.[38]

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[37] A.M.Zainuri, (2003), *Vocabulary I,* Jakarta: English Departement, p. 1

[38] Thornbury Scott, (2002), *How to Teach Vocabulary,* Longman: Pearson Education Limited, Shttp://enwikipedia.org/wiki/ Vocabulary, p. 13

1. Reading Vocabulary

A person's reading vocabulary is all the words he or she can recognize when reading. This is the largest type of vocabulary simply because it concludes the other three.

2. Listening Vocabulary

A person's listening vocabulary is all the words he or she can recognize when listening to speech. This vocabulary is aided in size by context and tone of voice.

3. Writing Vocabulary

A person's writing vocabulary is all the words he or she can employ in writing. Contrary to the previous two vocabulary types, the writing vocabulary is stimulated by its users.

4. Speaking Vocabulary

A person's speaking vocabulary is all the words he or she can use in speech. Due to the spontaneous nature of the speaking vocabulary, words are often misused. This misuse though slight and unintentional may be compensated by facial expressions, tone of voice, or hand gestures.

2.2. Media

Media according to Romiszowski in Kasihani book are any extensions of man which allows him to affect other people who are not in face with him. Thus communication media include letters, television, film, radio, printed matter and telephone.[39] Further Heinich and Rusello in Kasihani's book say that media are any means of communication which carry the information between the source and the receiver. The media are called instructional media if they are used to convey the messages in educational environment.

In other word, media could be defined as the carrier of the massage from the teacher to the students. On learning activity media can help the teacher in conveying the teaching material so the students will clearly understand about the topic.

To improve vocabulary of students a teacher need a media to transfer the knowledge

عَنْ أَبِى هُرَيْرَةَ قَالَ قَالَ رَسُولُ اللَّهِ -صلى الله عليه وسلم- «الْمُؤْمِنُ الْقَوِىُّ خَيْرٌ وَأَحَبُّ إِلَى اللَّهِ مِنَ الْمُؤْمِنِ الضَّعِيفِ وَفِى كُلٍّ خَيْرٌ احْرِصْ عَلَى مَا يَنْفَعُكَ وَاسْتَعِنْ بِاللَّهِ وَلاَ تَعْجِزْ وَإِنْ أَصَابَكَ شَىْءٌ فَلاَ تَقُلْ

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[39] Suyanto, Kasihani K.E., (2007), *English for Young Learners*, Jakarta: Bumi Aksara, p. 100

لَوْ أَنِّى فَعَلْتُ كَانَ كَذَا وَكَذَا. وَلَكِنْ قُلْ قَدَرُ اللَّهِ وَمَا شَاءَ فَعَلَ فَإِنَّ لَوْ تَفْتَحُ عَمَلَ الشَّيْطَانِ »

It is narrated from Abu Hurairah that the messenger of Allaah'alaihi wa sallam said, " A strong believer is better and more beloved by God than a weak believer. However, both have their own privileges.[40]

From that hadist Allah ask people to be stronger in order Allah will love them. The people must study hard to find knowledge. It will make them be strong.

In holy koran also mention about media in Sura Al Isra' verses 84

قُلْ كُلٌّ يَعْمَلُ شَاكِلَتِهِعَلَىٰ فَرَبُّكُمْ مُأَعْلَ سَبِيلًاأَهْدَىٰهُوَبِمَنْ

Meaning : " *Each one do according to the circumstances of each . Then the Lord knows who is the right way*."

Also in sura An Naml verses 89

مَنْ نَةِجَاءَآمِنُونَيَوْمَئِذٍفَزَعِمِنْوَهُمْمِنْهَاخَيْرٌفَلَهُبِالْحَسَ

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[40] http://www.kompasiana.com/asnawibinsurandi/hadis-mengenai-potensi-dan-prestasi_552aedfbf17e61b855d623b0, accessed in 23 May 2017 at 21: 30

Meaning :" *Whoever brings goodness, then he obtained (children) are better than him, while they are the ones that securely from the terrible shock of the day.* "[41]

In hadist also explained about media. Below is about media that used by our propet Muhammad SAW

عَنْ عَبْدِ اللهِ رَضِيَ اللهُ عَنْهُ قَالَ : خَطَّ النَّبِيُّ صَلَّى اللهُ عَلَيْهِ وَسَلَّمَ خَطًّا مُرَبَّعًا , وَخَطَّ خَطًّا فِي الْوَسَطِ خَارِجًا مِنْهُ,وَخَطَّ خُطُطًا مِنْ جَانِبِهِ الَّذِي فِي الْوَسَطِ, وَقَالَ: صِغَارًا إِلَى هَذَا الَّذِي فِي الْوَسَطِ (هَذَا الْإِنْسَانُ, وَهَذَا أَجَلُهُ مُحِيْطَ بِهِ- أَوْ : قَدْ أَحَاطَ بِهِ وَهَذَا الَّذِي فَإِنْ أَخْطَأَهُ هَذَا هُوَ خَارِجٌ أَمَلُهُ, وَهَذِهِ الْخُطُطُ الصِّغَارُ الْأَعْرَاضُ, نَهَشَهُ هَذَا, وَإِنْ أَخْطَأَهُ هَذَا , نَهَشَهُ هَذَا) (رواه البخارى)

"Prophet S.a.w draws a rectangle, then draws a long line in the middle of the rectangle and out through the square boundary. Then he also made small lines in the square, next to him: (the square drawn by the Prophet). And he said: "This is a man, and (this rectangle) is the death that surrounds him, and this (long) outline, is his goal. And these little lines are the obstacles. If not (stuck) with this (line), then hit this (line). If it does not hit (line)

[41] Al- Qur'an dan Terjemahan, *Op.Cit*, p. 437

that, then hit (line) after that. If it is not about all (obstacles) before, then he must be struck. "(Narrated by Bukhari).[42]

Based on the hadist above Rasulullah SAW transfer knowledge to his best friends by using media. In order to make easy of the learning and teaching process. If we make correlation in our education, this is can be a media in teaching.

2.2.1. Kinds of Media

According to Kasihana there are 3 kinds of media:

1. Visual media is media that can be seen and touched by students, example: picture, photo, real object, map, flash card, and realia.

2. Audio media is media that contain recorded text to listen, example: radio and cassette recorder.

3. Audio visual media is media that can be seen, touched, and listened, example: TV, film, etc.[43]

2.2.2. Criteria of Media

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[42]Al- Imam Bukhari dan Abu Hasan As- Sindy, *Shahihul Bukhari bi Haasyiati al-Imam as- Sindy,* (Libanon: Dar al- Kotob al- Ilmiyah, 2008) p. 224

[43] Ibid, p. 102

Wright in Kasihana's book says that there are five criteria of media which are used by teacher in classroom. They are:[44]

1. Easy to prepare

    If it take you two hours to prepare an activity ehich you can then use many times with diffrent classes, then it is worthwhile once you have built up to a flashcard, it is usually not difficult to prepare the activity.

2. Easy to organize

    Is it easy to organize in the classroom? The teacher has to decide whether the effort of organizing a more complicated activity is worthwhile in terms of the three points which follows.

3. Interesting

    The text book may be interesting but on the other hand, you and your student might like to have a change from it. And of course, the text book may be interesting at all; if the activity you are considering is unlikely to interest you and the students, then you will have question whether it is worth doing.

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[44] Ibid, p. 102

2.2.3. Benefits of Media

The benefits of learning media according Sudjana & Rival in the book Arsyad, in the learning process, namely:[45]

1. Teaching more attention so as to motivate students to learn

2. Learning materials will be quite vague, so it can be better understood by students and enable them to master and achieve learning objectives

3. The method of teaching will be more varied, not solely the verbal communication through the narrative of the words spoken by teachers so that students do not get bored, and teachers do not run out of steam, especially when teachers teach in each lesson.

4. Students can learn a lot more activities, because not only listen to the description of the teacher, but also other activities such as observing, doing, demonstrating, acting out, and others

2.3. Playing

According Gallahu, in Hartati book explains that:

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[45] Azhar Arsyad, (2014), *Media Pembelajaran,* Jakarta: PT Rajagrafindo Persada, p. 28

Playing is one of the activities that directly and spontaneously by a child with someone else or by using the objects around him happy, voluntary, and imaginative, as well as using his feelings, stairway or whole limbs.[46]

Furthermore according to Dockett and Fleer Sujiono found in the book:

Playing is a necessity for children, because it is through play children will gain knowledge that can develop her abilities. Playing is an activity that is unique and very different from other activities such as study and work is always done in order to achieve a final result.

Based on the above opinion can be concluded that the play is a requirement that is necessary for children to acquire knowledge.[47]

There are some kinds of playing that is mentioned by Jefree, Conkey and Hewson in Sujiono book:[48]

1. Exploratory play

2. Energetic play

3. Skillful play

4. Social play

5. Imaginative play

6. Puzzle- it- out play

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[46] Hartati, Sofia, (2005), *Perkembangan Belajar Pada Anak Usia Dini*, Departemen Pendidikan Nasional, p. 85

[47] Yuliani Nurani Sujiono, *Konsep Dasar Pendidikan Anak Usia Dini,* (Jakarta: Indeks) p. 144

[48] Ibid, p. 146

2.3.1. The Characteristics of Playing

For children play is a means for children to develop the potential in him. Besides playing can also be a means to channel positive energy for children. According Hartati there are some characteristics in play:[49]

1. Demanding active participation, both physically and psychologically.

2. Play it free, even not necessarily in tune with reality. Children are free to make its own rules and operate fantasies.

3. Playing the spontaneous nature, as he wants at that time.

4. The meaning and pleasure of playing completely determined the perpetrator, ie the children themselves are playing.

Schwartz in the book reveal Hartati play the following characteristics:[50]

1. Play is an interactive

2. Playing is freedom, spontaneity, and without coercion.

3. Playing is an interesting thing,

4. And the play is open (unlimited, imaginative, expressive, creative, and different (different)

Based on those characteristics that are proposed by the experts concluded that the characteristics of the play is a free, active, creative, open and attractive.

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[49]Hartati Sofia, *Op. Cit*, p. 91

[50] Ibid, p. 92

2.3.2. Playing Function

According to Hartati declare for children's play activities are fun activities, free spontaneous and it has not a real worldly purpose and carried to the pleasure of it without take into final result. Playing own self has positive benefit for children such as:

a. For the development of the physical aspects: the children have an opportunity to do activities who wrap their body movement keeps the body healthy children and body muscles become stronger.

b. For the development of fine and gross motor aspects playing required coordination of body movement (hands, feet and eyes).

c. For the development of aspects of emotion and personality: By playing the children can remove their strain in theirselve and the children can channel their feelings and impuls encouragement that make children more rilex and relieved.

d. For the development of cognition: with playing children can learn develop the power of thought.

e. For the development of sensing tool. This sensing development needs sharpened so that children are more responsive to the surrounding.

f. As media therapy because during playing, the behavior of children will appear more free and playing is a natural thing in the child itself.

g. Can develop sports and dancing skills.

h. Play as media intervention: by playing children can train concentration such as concepts of basic colour and shape, etc.[51]

2.4. Snake and Ladder Game

One of the games that can be used by teachers to improve students' vocabulary is a game of snake and ladder. The use of snake and ladder game media in the learning process can create favorable conditions for students.

Snake and ladder game often played by the people of Indonesia. Over time this game has been rarely used.

Snake and ladder are generally made up of several boxes and must be passed by rolling the dice first. These games can be entertaining as well as educating students.

According Sriningsih game of snakes and ladders can be given to children aged 5- 6 years in order to stimulate different areas of development such as cognitive, language and social. Language skills can be stimulated through this game for example vocabulary up and down, maju- backwards, upwards to down and so forth. Social skills are trained in this game including a willingness to follow and abide by the rules of the game, played in turns.[52]

Therefore we can conclude a game of snakes and ladders can be done by two people or more. Creating an atmosphere that is educational and fun for children. Educating children to be able to comply with the rules.

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[51] Ibid, 95

[52] Sriningsih, *Op.cit*, p. 98

2.4.1. The Advantages of Using Snake and Ladder Game

There are some advantage of using snake and ladder game such as below:

a. Snakes and ladders game can be used in teaching and learning activities because these activities enjoyable so that children are interested to learn while playing.

b. Children can participate in the learning process directly.

c. Snakes and ladders game can be used to help the children's development in all aspects, one of them is mathematic logic.

d. Snakes and ladders can stimulate children to learn how to solve simple problem unnoticed by children.

e. The use of the media of snakes and ladders can be done either in the classroom and outside the classroom.

2.4.2. The Disadvantages of Using Snake and Ladder Game

There are some disadvantages of using snake and ladder game such as below :

a. Using snake and ladder game requires a lot of time to explain to the child

b. The game of snake and ladder game can not develop all the material.

c. Lack of understanding of the rules of the game by a child can appear commotion.

d. For children who do not master the material will undergo adversity in playing.[53]

B. RELATED STUDY

1. Based on research conducted by Tyara Raysia (2015/2016) in a study entitled " PENGGUNAAN MEDIA PERMAINAN ULAR TANGGA DALAM MENINGKATKAN KEMAMPUAN BERHITUNG PADA ANAK USIA 5- 6 TAHUN DI TK TUNAS MELATI BANDAR LAMPUNG "

   This research uses the pre-experimental study with one group pretest-posttest design.

   The result showed that the acquisition value of r count larger than r table so that it can be concluded that the media game of snakes and ladders affect the child's ability to count.

2. The study about vocabulary has done by Halimah. S8909080118. " *Implementing Language Game " Snakes and Ladders " to Improve Students' Speaking Ability"* (A Classroom Action Research at the Sevent Year Students of SMPIT Nurul Islam Tengaran in the Academic Year of 2009/2010).

   The results of the research shows from the result of pretest score of students' speaking got more than or the same as 75 were only 2 students (12.5 %) while does who got lower than 75 were 14 students' (87.5 %)

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[53]Http://www.academia.edu/3761354/MEDIA PEMBELAJARAN PERMAINAN ULAR TANGGA, accessed in 12/03/2017 at 19:53 WI

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from the total of 16. (58.82%) students stated that they did not have any attentive in following the speaking class supported this indication. From the result of pretest that the students' scores of the element of grammar was 31 or 64.58%. The result of questionnaire that 70. 59% students stated that they never taught how to construct a good sentence. Another caused was that 35.5% students agreed that they felt depression when they were asked by the teacher. 70.59% students stated that the teaching and learning was always done in the classroom, this situation made the students bore since they had to face the white board along the lesson, 58.82% from 16 students stated that the teacher's presentation was very fast, and 82.35 % stated that the teacher never served media when teaching speaking.

C. CONCEPTUAL FRAMEWORK

In the life of a person speaking, vocabulary has a very important role, both speak as the thought process and as a means of communication in society. Vocabulary is a basic tool of a person who would learn the language because the vocabulary used to form sentences, express the contents of thoughts and feelings perfectly, both orally and in writing.

Vocabulary is the most important skill in English that must be mastered by students in order to make students can speak English. The students must be mastered this skill because it is very important for them to can speak English with other people.

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However, if students want to have the ability in English. For example, if someone wants to explain how to say something of course, they have to master the vocabulary, the more people have more vocabula ry they can do good in speaking, reading, writing, and listening.

If a student has a vocabulary sufficient English will automatically give more support to the achievement of four English competence. And vice versa without having an adequate vocabulary of a students will have difficulty in achieving language competence.

To improve students' vocabulary should be done by playing and using instructional concrete media. Media is very important for teacher when a teacher want to teach. By media the material of the lesson will be easier transfered by the teacher. Beside that, media will make students interest with the material. The media does not need the expensive one. The media can also something around us. One media that can improve the ability of students is a media game of snake and ladder. Snake and ladder game that can improve students' skills in communicating, thinking, social, and religious. As well as the game of snake and ladder game can also teach children to have a good personality.

Snake and ladder is one of playing that is very unique. There is snake and ladder picture in a paper. And also there are many pictures too. This game is appropriate for study vocabulary. By this game the vocabulary of students will be improved because there are many vocabularies that student can see many pictures. From that pictures they can find in their dictionary and memorize that vocabulary.

The ability of the vocabulary of the students such as the names of objects that are nearby, family names, name of place, etc.

In this research the researcher make a concept that students will play snake and ladder game to improve their vocabulary. The students will be divided into six groups. So every group will play one snake and ladder game. The students play it alternately.

Snake and Ladder game contains of some pictures. Every one picture contains of one number. There is a question in every number. The students must answer every question.

The students will shake the dice. There is six sides of the dice. For example, if student get the third side of the dice, so the student will pass three number of snake and ladder and answer the question of the picture in snake and ladder in a piece of paper. The students play it continously with their friend.Based on the description, the framework of this research can be seen in the image below:

```
┌──────────────┐                    ┌──────────────┐
│  Snake and   │  ═══════════►      │  Groups of   │
│ Ladder Game  │                    │   Student    │
└──────────────┘                    └──────┬───────┘
                                           ▼
                                    ┌──────────────┐
                                    │ Student play │
                                    │ snake and    │
                                    │ ladder       │
                                    │ alternanately│
                                    └──────┬───────┘
                                           ▼
┌──────────────────────────────────────────────────────┐
│  1. Shake Dice and  then get the side of the dice      │
│  2. Pass number of snake and ladder  gamebased on the  │
│     number of dice's side                              │
│  3. Answer the question in snake  and ladder game      │
│  4. Write the answer in a piece of paper               │
└──────────────────────────────────────────────────────┘
```
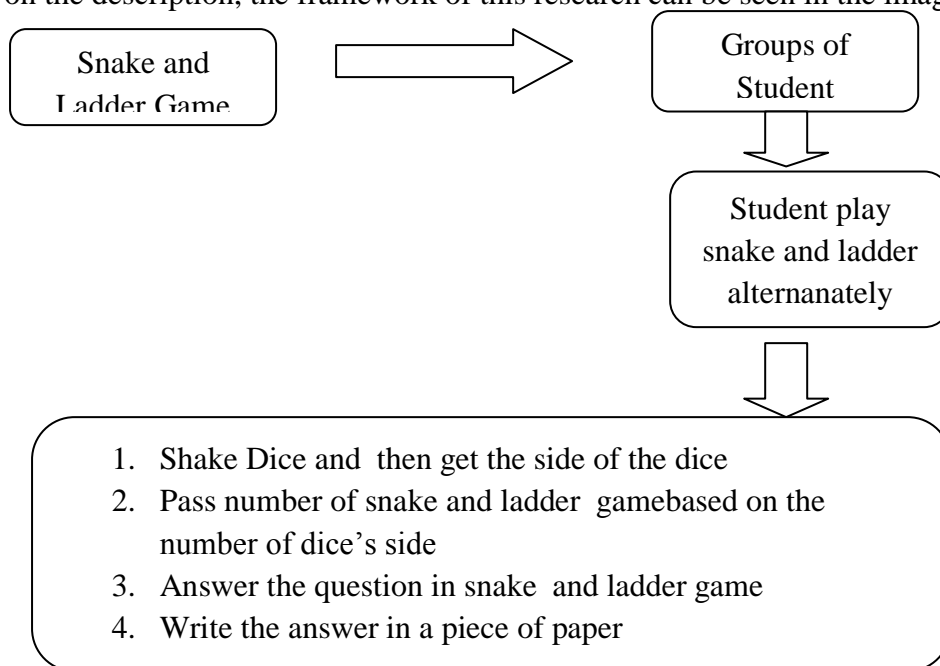
D. THE RESEARCH HYPOTHESIS

Based on the framework above, then the hypothesis in this study are as follows:

1. H_a: Formulation Hypothesis Alternative Hypothesis

   The use of snake and ladder game can improve students' vocabulary of second grade students at MTS YAYASAN MADRASAH ISLAMIYAH MEDAN.

2. H_o: Formulation Zero

   The use of snake and ladder game can improve students' vocabulary of second grade students at MTS YAYASAN MADRASAH ISLAMIYAH MEDAN.

CHAPTER III

RESEARCH METHOD

3.1. The Location and Time of Research

This research will be conducted of the second grade students at MTS Yayasan Madrasah Islamiyah Medan in the academic year 2016/ 2017. The reason to choose this school is based on the researcher's experience during doing teaching at that school, researcher finds the student have difficult in vocabulary.

3.2. Research Design

This research use Classroom Action Research. The expert defines about Classroom Action Research " Mean by the term Action Research is basically way of reflecting on your teaching (or teacher training, or management of an English department, or whatever you doing ELT). It is done by systematically collecting data on your everyday practice and analyzing it in order to come to some decisions about what your future practice will be.[54]

From the explanation above the researcher make a conclusion that strategy of teaching is depend on reflection done by the researcher. And it is done by systematically to collecting data and then practice and analyze everyday.

In this research the researcher use participants Classroom Action Research (CAR), one study participant said as Classroom Action Research is when the person who will carry out the study presented should be directly involved in the

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[54]Ibid, p. 4

research process from the beginning until the results of research in the form of a report. Thus, since research planing researchers always involved, researchers subsequently monitor, criticize, and collect data, and then analyze the data and report the results ended with the research.   Classroom Action Research participation can also be done at the school. Only, here researchers are required involvement directly and continuously from the beginning until the end of the study.[55]

3.2.1. The Aim of Classroom Action Research

There are many possible reasons for conducting a classroom action research as follow: we want to know more about our learners and what they find motivating and challenging. We want to learn more about ourselves as teachers how effective we are, how we look to our students, how we would look to ourselves if we were observing our own teaching.

By doing an action research, teachers develop their skills in giving the material to the students. They have challenge to solve the problem that they have found in the class. They have inner motivation to do this research because they aware of their advantages, their class situation need a spiral treatments and a direct action. Therefore, this situation creates a good environment among teachers to do the best thing for the students.

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[55]Http://akhmadsudrajat.wordpress.com/2008/03/21/ Penelitian- tindakan kelas-part ii, in 05/1/2017 at 22:04 p.m

Action research is regularly done to improve a learning process. With this research, the teacher will know his or her weakness in teaching their students. They will know the effective methods in teaching speaking.

3.2.2. Procedures of Classroom Action Research

In this research the research use Model Kemmis dan McTaggar. Kemmis and McTaggart has four main components namely: planning, action, observing, and reflecting.[56]

Here are the explanations about four phases:

1. Planning phase

    A planning phase was done after identifying and diagnosing students' vocabulary problem occured in the class proven by observing and interviewing; furthermore in this phase the planning is devided into two types. Those are general planning and specific planning. The general planning is aimed at organizing whole aspects referred to Classroom Action Research (CAR). Meanwhile the specific planning is aimed at organizing the plan related to cycle- to- cycle. The organized planning will be formed into lesson planning based on the current used syllabus. The lesson plan has been prepared to be implemented second grade students of MTS Yayasan Madrasah Islamiyah Medan. It has been mentioned some instructions regarding procedures of teaching, media, resources, and evaluation.

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[56] Http.staff.uny.ac.id/sites/default/files/tmp/1.PMM Makalah MAN & UNY. Pdf. in 05/1/2007 at 21: 26 pm

2. Acting Phase

> The acting phase in the principle is a realization from an act which has been planned before such as what the strategy used, what material be taught and others.[57]

> In this phase it begins the process of going more deeply into the issue being researched, it takes two weeks whitin two cycles in which each cycle consists of two meetings in action it is according to Arikunto that the acting phase should be implemented at least two cycles continuously and the time period for each cycle depends on the material needs that existed in the semester or annual program designed by the teacher.[58]

3. Observing Phase

> In this phase, the researcher and the teacher collaboratively to write all events which is happen in the class, and also carries out observation toward implementation of the action using field note or unstructured observation sheet. The researcher observed the outcomes of the intervention and reflecting on its effectiveness. When observing, the observer should notice and note all of activities in the physical classroom. It may be about the teacher's performance, class situation, students' response, etc. In this phase, it also collects the data derived from evaluation or post- test.

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[57] Wijaya Kusumah, Dedi Dwitagama, (2009), *Mengenal Penelitian Tindakan Kelas*, Jakarta: PT. Indeks, p. 39

[58] Suharsini Arikunto, (2009), *Penelitian Tindakan Kelas*, Jakarta: Bumi Aksara, p. 21-23

4. Reflecting Phase

This phase is aimed to reflect or evaluation frome three phases before, it is done based on data that have been collected to hold evaluation for completing the net cycle. Thus, the reflection is able to be determined after implementing the action and observation outcomes. If there still might have found some problems, it needs to move to the next cycle until it solve.

3.3.The Subject of the Study

The subject of this study is the second grade, exactly the students of the class VIII MTS Yayasan Madrasah Islamiyah Medan.

Table 3.1.

Population and Sample

Population and Sample	Class	Student	Total
Population	VIII	130	130
Sample	VIII[1]	39	39

Table 3.2.

Gender of Sample

Gender	Class	Student
Male	VIII[1]	16
Female	VIII[1]	23

3.4. Techniques of Collecting Data

Technique of collecting data in this research using qualitative (experience- based) and quantitative data (number- based). The qualitative data consists of orservation whitin the physical activity in the classroom, interview to be presented for the teacher, and diary note . On other side, the quantitative data uses pre- test and post- test.[59] The completely explanation as follows:

a. Observation

In this case, the researcher uses the unstructured or opened observation to know the occurences within learning process. It may be about the teacher's performance during Classroom Action Research (CAR), class situation in the classroom activity, and students' response concerning the implementation of snake and ladder game.

b. Interview

The researcher asks the teacher to know students' difficulties in English vocabulary.

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[59] Ibid, p. 127- 132

c. Diary note

The researcher make diary note of students. Make note all activity of students during learning and teaching process.

d. Test

The test used in this research is pre- test and post- test. The pre- test was done before implementing snake and ladder game. It is to measure students' vocabulary comprehension at first. Meanwhile, the post- test is implemented after using snake and ladder game. In this research, the test was done in form of multiple choices. The test is held on the end of every cycle.

e. Documentation

The researcher take a picture of student's activities during teaching and learning process in the classroom.

3.5. Procedure of the Study

There are four components in one cycle for doing classroom action research. It consists of planning, acting, observing, and reflecting. This classroom action research is arranged into two cycles. They are cycle I and cycle II. The researcher will collaborate with the speaking lecturer who teaches in class VIII.
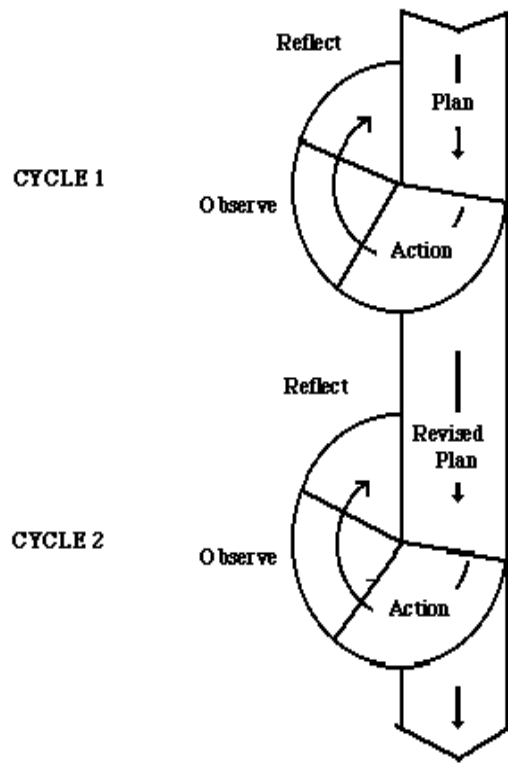
Figure 2 : Action Research Cycle

The activities that will be done in each cycle is as follows:

1. **Pre-cycle**

In pre-cycle the researcher intends to know the initial condition of students. The researcher observes students' activity in the class. Based on the observation the researcher knows the problem that is happened to the students and their difficulties in vocabulary.

2. Cycle 1

The teacher uses snake and ladder game in teaching vocabulary. The procedure as follow :

a. Planning

Planning was the arrangement for doing something considered in advanced. The planning had to be flexible because it depended on circumstance and the curriculum. After the problem have been known, the researcher as the teacher and the other teacher worked together to plan everything needed in order to solve the students' problem. So the researcher prepared everything related to her teaching and learning process.

1) Arranging lesson plan

2) Preparing the media related to the material.

3) Preparing teaching material.

4) Prepare observation

5) Making the test material.

b. Action

Action was the process of doing something. It was the implementation of planning. The researcher was flexible and ready to situation changing in the school. Thus, the action was dynamic, needed immediately decision for what would be done and completed simple evaluation.

1) Teacher explains the material.

2) Teacher introduces snake and ladder game to the students.

3) Teacher asks students to make group and conduct snake and ladder game based on the topic given.

c. Observation

The observation is done to check:

1) The students' activity in classroom.

2) The students' response during the teaching and learning process.

3) The students' vocabulary skill improvement.

d. Reflecting

This step is analyzing the whole action that has been done. Based on the data that had been collected, teacher and researcher discuss and make evaluation to determine the next cycle.

1. **Cycle 2**

   a. Planning

   The result of cycle 1 indicated that there was an improving in the students' vocabulary, but it did not improve significantly. In order to get better improvement and to solve the problems found in the first cycle, so the cycle 2 was conducted. It was also done in three meetings with the same steps.

   1) Identify the problem and make the solution for the problem.

   2) Arranging lesson plan.

3) Preparing the media related to the material.

4) Prepare teaching material.

5) Prepare observation.

6) Make the test material.

b. Action

After being revised, the teacher began to teach vocabulary by giving information to the students and gave chance to the students to ask some questions which they didn't understand. Then, the teacher distributed the English text that was given by teacher and asked some of them to read the text.

1) Teacher explains the material.

2) Teacher introduces snake and ladder game to the students.

3) Teacher asks students to make group and conduct snake and ladder game based on the topic given.

c. Observation

The observation is done to check:

1) The students' activity in classroom.

2) The students' response during the teaching and learning process.

3) The students' vocabulary skill improvement.

d. Reflecting

This step is analyzing the whole action that has been done. Based on the data that had been collect, teacher and researcher discussed and made evaluation. The researcher analyzes the result of all tests and compares thewhole result of the students' achievement. As a result, researcher can makeconclusion in conducting classroom action research.

3.6. Instrument of the Study

1. Observation

In arranging observation, the researcher lists some students' observable behavior that indicates their understanding on the material taught that teacher can see from their activities and response during teaching learning process.

2. Interview

The researcher used to get data about implementation of classroom action research to the teacher.

3. Questionnaire

It conducted both before and after implementing classroom action research.

4. Test

In this research, the researcher uses an achievement test to measure the student's vocabulary skill improvement.

3.7. Technique of Data Analysis

In this research the researcher use qualitative data and quantitative data to analysis the data.

1. Qualitative Data

The qualitative data was collected from interview, observation, diary notes and documentations. Then, the researcher will analyze the data by using data display technique. All of information from observation and interview will be arranged and then take the conclusion as the final qualitative data. For the qualitative data will present in narrative form and chart. This presentation of qualitative data will make readers easy to read the final qualitative data of this research.

2. Quantitative Data

The researcher use Quantitative Descriptive Analysis. Data collected at each observation activity of Classroom Action Research implementation cycle were analyzed descriptively using percentages technique to see trends in learning activities. The researcher determine learning outcomes' by analyze average value of daily tests then categorized on classification of excellent, good, and bad. Then, the researcher determine students' activity in teaching-learning process by analyzing the students' level activity in the teaching-learning process and categorize in classification of excellent, good, and bad.

Table 3.3
Range of Students' Score

Number	Range of Score	Category	The Quality
3	80-100	Excellent	A
2	60- 80	Good	B
1	0-60	Bad	C

The improvement of students' score in vocabulary through snake and ladder game also could be seen from the mean of the students' score during the research. I apply the following formula:

$$\bar{x} = \frac{\sum x}{n}$$

Where :

$\bar{x}$ = The mean of the students

Σx = The total score

N   = The number of students

Next the number of student will calculate by applying the formula:

$$P = \frac{R}{T} \times 100\%$$

In which:

P   = The percentage of students who get point 75

R   = The number of students who get point up 75

T   = The total of number students who do the test

CHAPTER IV

THE DATA AND DATA ANALYSIS

4.1. The Data

This research had been conducted in two cycles and six meetings. There were two topics and each topic consisted of three meetings. This study analyze data from two kinds of data. They were quantitative data (vocabulary test) and qualitative data (observation sheet, diary notes, interview, and questionnaire) which had been gathered two cycles.

The research only to one class with two cycle included test. The data were taken from Junior High School in class VIII-1. The exact number of the students in class was 39 students.

4.1.1. The Quantitative Data

The quantitative data was taken from the students' vocabulary test result. There were three vocabulary results which were got for six meetings. In the first meeting, the researcher gave the students the pre test. Then, in the second meeting until the sixth meeting the researcher applied snake and ladder game for the treatment, and after that in the end of each cycle, namely in the third meeting and the last meeting, the researcher gave the test as the post test I and post test II.

4.1.2. The Qualitative Data

The qualitative data were analyzed from the diary notes, interview sheet, and observation sheet. Diary notes were written up by the researcher in every meeting during conducting the research. It contained the researcher's personal

evaluation of applying snake and ladder game during learning and teaching process. The interview sheet was used to analyze the students' difficulties in vocabulary. The observation is done in the classroom while the teaching and learning process done. It is about the attitude and all activities while giving the action. All about the complete data reports of these qualitative data are shown in appendices.

4.2. Data Analysis

4.2.1. Quantitative Data

In this study, sixth meetings were conducted. Vocabulary was administered each meeting. But the students' vocabulary scores were only taken in third meeting and sixth meeting. It was decided because the students' vocabulary test in the second, fourth, and fifth meeting were just for their exercise. In pre - test of first meeting, the students got low scores. But, from the beginning of the first cycle until the end of the second cycle of this study, students' vocabulary scores improved.

The results of the students' score could be seen in the following table:

Table 4.1 : The Students' Score from Pre- Test, the Post- Test in Cycle I and the Post- Test in Cycle II

No	Initial name of students	Pre Test	Post Test of Cycle I	Post Test of Cycle II
1	AAP	44	76	88
2	ARL	28	44	80

3	AHS	84	88	100
4	AM	60	76	76
5	AF	48	52	68
6	DA	60	64	88
7	DR	60	64	92
8	DE	60	68	76
9	MAF	60	72	94
10	FA	68	68	64
11	FPN	56	60	84
12	HS	60	76	80
13	HH	84	92	100
14	IK	76	84	80
15	MR	52	60	88
16	MRO	40	52	76
17	MH	56	56	72
18	MNF	60	68	80
19	MAA	44	64	84
20	MF	60	76	88
21	NFS	76	80	80
22	NWZ	60	76	72
23	NLS	52	68	68
24	RAF	52	60	92
25	RHQ	52	68	94

26	RP	64	76	80
27	RDM	44	80	84
28	SPS	60	80	84
29	SPDL	40	60	88
30	SNH	44	60	96
31	SM	68	84	100
32	SO	52	60	76
33	SS	48	76	80
34	SE	60	76	76
35	AAA	72	88	92
36	AFH	68	76	80
37	AD	80	80	88
38	MHN	60	72	76
39	SAF	58	68	92
	Total Σ (x)	2270	2748	3256
	Mean x	58.20	70.46	83.48

Based on the table above, the mean of students' score showed the improvement continuously from pre- test until post test II in Cycle II. To know the mean of students' scores could be seen in the following formula :

$$\bar{x} = \frac{\Sigma x}{N}$$

In the pre- test, the total of students' score was 2270 and the total of students who took the test was 39. So, mean of the students' score was :

$$\bar{x} = \frac{2270}{39}$$

$$= 58.20$$

In the post- test I in Cycle I, the total of students' score was 2748 and the total of students who took the test was 39. So, mean of the students' score was :

$$\bar{x} = \frac{2748}{39}$$

$$= 70, 46$$

In the post-test II in Cycle II, the total of students' score was 3256 and the total of students who took the test was 39. So, mean of the students' score was:

$$\bar{x} = \frac{3256}{39}$$

$$= 83,48$$

There was improvement of students' scores in vocabulary by using snake and ladder game. It also can be seen from the mean of students' scores in pre- test, post- test I and post- test II. The mean of post- test II was the highest than the other tests.

The students' scores in these three tests were varied. In the pre- test, the lowest score was 28 and the highest one was 84. In the post- test I, the lowest score was 44 and the highest one was 92. In the post- test II, the lowest score was 72 and the highest one was 100. The comparison of students' scores can be seen in the following table:

Table 4.2 : The Comparison of Students' Scores in Vocabulary

	Pre- test	**Post- test I**	**Post- test II**
Lowest Score	28	44	72
Highest Score	84	92	100
$\bar{x}$	58,20	70,46	83,48
N	39	39	39

The indicator of students' ability of vocabulary was if the students have got score $\geq$ 75. The students are competent and passed the test if the students got score $\geq$ 75. To categorize the total of students who passed the test was calculated as follow:

$$P = \frac{R}{T} \times 100\,\%$$

The percentage of students who passed the pre- test was :

$$P = \frac{5}{39} \times 100\,\%$$

$$= 12.8\,\%$$

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The percentage of students who passed the post- test I was:

$$P = \frac{18}{39} \times 100\%$$

$$= 46.15\%$$

The percentage of students who passed the post- test II was :

$$P = \frac{34}{39} \times 100\%$$

$$= 87.17\%$$

Table 4.3 : The Percentage of Students' Improved of Vocabulary by Snake and Ladder Game

Test	Total of Students Who Got Score ≥ 75	Percentage
Pre- test	5	12. 8 %
Post- test I	18	46. 15 %
Post- test II	34	87. 17 %

Based on the table above, the result showed the improvement of students' scores from pre- test, post- test I and post- test II. In the pre- test, there were 5 of 31 students who got score ≥ 75 (12.8 %). In the post- test I, there were 18 of 39 students who got score ≥ 75 (46.15 %). In the post- test II, there were 34 students who got score ≥ 75 (87.17 %).

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4.2.2. The Qualitative Data

The qualitative data was taken from interview, observation, diary note and documentation.

1. Interview

   The informants of interview during the study were teacher and students. At the first time, the researcher asked the teacher's problem in teaching vocabulary and kind of media that ever used by the teacher in process of teaching and learning. At the second time, the researcher asked the teacher's opinion about snake and ladder game as a media. For the students at the first time, the researcher asked the students' problem in vocabulary. At the second time, the researcher asked the students' opinion about snake and ladder game as media in improving the students' ability in vocabulary. (The interview sheet can be seen in Appendix).

2. Observation

   In observation, the researcher observed the students and the situation during the process of teaching and learning. The observation sheet indicated that most of students were active and serious to study vocabulary by using snake and ladder game. The students were cuious to know the use of snake and ladder game to study vocabulary. (The observation sheet can be seen in Appendix).

3. Diary note

The researcher make the diary of students each meeting. The researcher write all the activities start from the first meeting until sixth meeting during teaching and learning process. (The diary note can be seen in Appendix).

4. Documentation

The documentation included lesson plan, students' work sheet and photos. (The documentation can be seen in Appendix).

4.3. Research Finding

Based on data analysis, the result of research was indicated that there were improvement ob the students' ability of vocabulary by using snake and ladder game. It was proved by the data ; the mean of students' scores in pre- test were 58.20, in the post- test I were 70.46, and the post- test II were 83.48. The students' score in pre- test, the lowest score was 28 and the highest one was 84; the students' score in post- test I, the lowest score 44 and the highest one was 92; the students' score in post test II, the lowest score was 72 and the highest one was 100. In the pre- test, there were 12. 8 % (5 of 39 students) who got score ≥ 75. In the post- test I, there were 46.15 % (18 of 39 students) who got score ≥ 75 ; The improvement from pre- test to post- test I were 33. 35%. In post- test II, there were 87.17 % (34 of 39 students) who got score ≥ 75. The improvement from post- test I to post- test II were 41.02%. In other words, the students achievement in vocabulary was improved.

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The data from interview, observation, diary note and documentation also showed the students' improvement in vocabulary. All of these data was indicated the students gave a good attitude and response during teaching learning process.

4.4.Discussion

Snake and ladder game was applied to improve the students' vocabulary achievement. Snake and ladder game was one of media that could make the students easier in learning English especially in the vocabulary achievement.

This research had proved the effectiveness of applying snake and ladder game. It was shown in tale 4.1, the students' score from pre test, the post-test in cycle I and the post- test in cycle II. It was because the teacher controlled the class better, directly admonished the students who were noisy. So, the class become quitter and also provided more interesting activity in cycle II.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research, it was found that the students' ability improved in each cycle. The result of analyzing data showed the improvement of the students' score from pre- test to post- test I and post- test II. The mean of students' scores in pre- test were 58.20, in the post- test I were 70.46, and the post- test II were 83.48. In the pre- test, there were 12. 8 % (5 of 39 students) who got score $\geq$ 75. In the post- test I, there were 46.15 % (18 of 39 students) who got score $\geq$ 75 ; The improvement from pre- test to post- test I were 33. 35%. In post- test II, there were 87.17 % (34 of 39 students) who got score $\geq$ 75. The improvement from post- test I to post- test II were 41.02%. Based on the data, it was concluded the students' ability in vocabulary improved by using snake and ladder game.

B. Suggestion

The finding of the research is expected to be useful for the teacher, the students, the institution and other researchers.

1. For the teacher, itis expected to improve teacher's skill in teaching English especially in teaching vocabulary.

2. For the students, it is expected to improve the students' ability and interest in learning English.

3. For other researchers, as information about the contribution of using snake and ladder game as media in teaching vocabulay for junior high school students and as reference for studying in same study.

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APPENDIX 1

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

SMP/MTS   :MTS YAYASAN ISLAMIYAH MEDAN

Kelas/Semester   : VIII (Delapan) / 1

Standar Kompetensi   : 3. Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar   : 3.1 Mengungkapkan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: meminta, memberi, menolak jasa, meminta, memberi, menolak barang, mengakui, mengingkari fakta, dan meminta dan memberi pendapat

Jenis teks   : *transactional/interpersonal*

Tema   : *Home Life*

Aspek/Skill   : Berbicara

Alokasi Waktu   : 2 x 40 menit

1. **Tujuan Pembelajaran**

   Pada akhir pembelajaran, siswa dapat merespon makna dalam:

   a. Tanya jawab menggunakan *why* dan *because*

   b. Tanya jawab tentang pekerjaan seseorang

   c. Tanya jawab tentang makanan dan minuman yang disukai

   d. Memberikan tanggapan atas suatu pernyataan dengan menggunakan *so* dan *neither*

   e. Tanya jawab tentang keberadaan suatu benda

   f. Bermain peran dalam dialog

   g. Mengungkapkan saran-saran atas pernyataan yang ada

   Karakter siswa yang diharapkan : Dapat dipercaya (Trustworthines)

   Rasa hormat dan perhatian (*respect*)

   Tekun (*diligence*)

2. **Materi Pembelajaran**

   a. Communication Practice

   - Percakapan-percakapan yang memuat ungkapan-ungkapan:

   A: Why is the meeting at four?

   B: Because it's Friday

   A: What does Ms. Jones do?

   B: She's a coach

   A: What sport do you like best?

   B: I like football

   A: So do I /I don't mind.

A: What's there under the desk?

B: There are some books.

A: Is there any lettuce?

B: Yes, there is.

A: Wash vegetable before eating them.

B: Yes. And don't touch food with dirty hands

3. **Metode Pembelajaran:** Diskusi

4. **Langkah-langkah Kegiatan**

   Pertemuan pertama, dan kedua

   A. Kegiatan Pendahuluan

   Apersepsi :

   - *Warming-up activity*

   - Tanya jawab tentang hal-hal yang berhubungan makanan, minuman dan olahraga yang disukai

   - Menyebutkan benda-benda yang terdapat dalam ruang kelas

   Motivasi :

   - Menjelaskan pentingnya materi yang akan dipelajari serta memberikan motivasi kepada siswa agar bersemangat mengikuti pelajaran yang akan dipelajari.

   B. Kegiatan Inti

   Eksplorasi

   Dalam kegiatan eksplorasi, guru:

   ☞ Melibatkan peserta didik mencari informasi yang luas dan dalam tentang topik/tema materi yang akan dipelajari dengan berbagai sumber.

☞ Penjelasan tentang makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: meminta, memberi, menolak jasa, meminta, memberi, menolak barang, mengakui, mengingkari fakta, dan meminta dan memberi pendapat

☞ Menggunakan beragam pendekatan pembelajaran, media pembelajaran, dan sumber belajar lain;

☞ Memfasilitasi terjadinya interaksi antarpeserta didik serta antara peserta didik dengan guru, lingkungan, dan sumber belajar lainnya;

☞ Melibatkan peserta didik secara aktif dalam setiap kegiatan pembelajaran; dan

Elaborasi

Dalam kegiatan elaborasi, guru:

☞ Membiasakan peserta didik membaca dan menulis yang beragam melalui tugas-tugas tertentu yang bermakna;

☞ Memfasilitasi peserta didik melalui pemberian tugas, diskusi, dan lain-lain untuk memunculkan gagasan baru baik secara lisan maupun tertulis;

☞ Memberi kesempatan untuk berpikir, menganalisis, menyelesaikan masalah, dan bertindak tanpa rasa takut;

☞ Memfasilitasi peserta didik berkompetisi secara sehat untuk meningkatkan prestasi belajar;

☞ Memfasilitasi peserta didik untuk menyajikan hasil kerja individual maupun kelompok;

☞ Memfasilitasi peserta didik melakukan kegiatan yang menumbuhkan kebanggaan dan rasa percaya diri peserta didik.

Konfirmasi

Dalam kegiatan konfirmasi, guru:

☞ Memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan, isyarat, maupun hadiah terhadap keberhasilan peserta didik,

☞ Memfasilitasi peserta didik melakukan refleksi untuk memperoleh pengalaman belajar yang telah dilakukan,

☞ Memfasilitasi peserta didik untuk memperoleh pengalaman yang bermakna dalam mencapai kompetensi dasar:

　☞ Berfungsi sebagai narasumber dan fasilitator dalam menjawab pertanyaan peserta didik yang menghadapi kesulitan, dengan menggunakan bahasa yang baku dan benar;

　☞ Membantu menyelesaikan masalah;

　☞ Memberikan motivasi kepada peserta didik yang kurang atau belum berpartisipasi aktif.

☞ Guru bertanya jawab tentang hal-hal yang belum diktahui siswa

☞ Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan

C. Kegiatan Penutup

Dalam kegiatan penutup, guru:

☞ Bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran;

☞ Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram;

☞ Memberikan umpan balik terhadap proses dan hasil pembelajaran;

☞ Merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan konseling dan/atau memberikan tugas baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik;

☞ Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

5. **Sumber belajar**

    a. Buku teks yang relevan..

    b. Gambar-gambar yang relevan

6. **Penilaian**

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen/ Soal
1. Bertanya dan menjawab tentang meminta,memberi, menolak jasa 2. Bertanya dan menjawab tentang meminta,memberi, menolak barag 3. Bertanya dan menjawab tentang mengakui, mengingkari fakta 4. Bertanya dan menjawab memberi pendapat	Unjuk kerja	Test Tertulis	*Create a dialogue based on the picture of snake and ladder game and perform it in front of the class.*

a. Instrumen:

The animal lives in water. It lives in the river and sea. It has grills. Many people eat this animal. What animal is it?

a.Fish   c. Ghoose

b. Frog   d. Dog

b. Pedoman Penilaian

Jumlah skor maksimal keseluruhan 100

Nilai maksimal masing-masing setiap soal 5 dari 20 soal yang tersedia

c. Rubrik Penilaian

Excellent	100
Very good	90
Good	80
Average	70
Poor	≤60

Mengetahui   **Medan, 3 April 2017**

Kepala Sekolah   **Guru Mata Pelajaran**

RUSTAM, S.Pd.I   **ABDAN EBIN PURBA, S.Pd**

Mahasiswa

RIZKA SARI

NIM : 34.13.4.190

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

SMP/MTS	: MTS YAYASAN ISLAMIYAH MEDAN
Kelas/Semester	: VIII (Delapan) / 1
Standar Kompetensi	: 3. Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar
Kompetensi Dasar	: 3.2 Memahami dan merespon percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: mengundang, menerima dan menolak ajakan, menyetujui/tidak menyetujui, memuji, dan memberi selamat
Jenis teks	: *transactional/interpersonal*
Tema	: *Home Life*
Aspek/Skill	: Berbicara
Alokasi Waktu	: 2 x 40 menit

1. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat merespon makna dalam:

a. Mengungkapkan berbagai pertanyaan tentang penanggalan

b. Merespon pertanyaan-pertanyaan yang berhubungan dengan penanggalan

c. Menjawab pertanyaan-pertanyaan secara lisan berdasarkan informasi

d. Bertanya jawab dengan kegiatan sehari-hari dengan pilihan keterangan waktu

e. Menyatakan pendapat tentang keberadaan seseorang berdasarkan gambar

Karakter siswa yang diharapkan : Dapat dipercaya (Trustworthines)

Rasa hormat dan perhatian (*respect*)

Tekun (*diligence*)

2. **Materi Pembelajaran**

   a. Communication Practice

   - Percakapan-percakapan yang memuat ungkapan-ungkapan:

   A: When is Nigel's birthday?

   B: It's in……

   A: How often do you get up late?

   B: I get up late once a week, on Sunday.

   A: Where do you think Mr. Miller is?

   B: He may be…….

3. **Metode Pembelajaran:** Discussion

4. **Langkah-langkah Kegiatan**

   Pertemuan pertama, dan kedua

   A.Kegiatan Pendahuluan

   Apersepsi :

   - *Warming-up activity*

- Tanya jawab tentang hal-hal yang berhubungan makanan, minuman dan olahraga yang disukai

- Menyebutkan benda-benda yang terdapat dalam ruang kelas

Motivasi :

- Menjelaskan pentingnya materi yang akan dipelajari serta memberikan motivasi kepada siswa agar bersemangat mengikuti pelajaran yang akan dipelajari.

B. Kegiatan Inti

Eksplorasi

Dalam kegiatan eksplorasi, guru:

☞ Melibatkan peserta didik mencari informasi yang luas dan dalam tentang topik/tema materi yang akan dipelajari dengan berbagai sumber.

☞ Penjelasan tentang makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: meminta, memberi, menolak jasa, meminta, memberi, menolak barang, mengakui, mengingkari fakta, dan meminta dan memberi pendapat

☞ Menggunakan beragam pendekatan pembelajaran, media pembelajaran, dan sumber belajar lain;

☞ Memfasilitasi terjadinya interaksi antarpeserta didik serta antara peserta didik dengan guru, lingkungan, dan sumber belajar lainnya;

☞ Melibatkan peserta didik secara aktif dalam setiap kegiatan pembelajaran; dan

Elaborasi

Dalam kegiatan elaborasi, guru:

☞ Membiasakan peserta didik membaca dan menulis yang beragam melalui tugas-tugas tertentu yang bermakna;

☞ Memfasilitasi peserta didik melalui pemberian tugas, diskusi, dan lain-lain untuk memunculkan gagasan baru baik secara lisan maupun tertulis;

☞ Memberi kesempatan untuk berpikir, menganalisis, menyelesaikan masalah, dan bertindak tanpa rasa takut;

☞ Memfasilitasi peserta didik berkompetisi secara sehat untuk meningkatkan prestasi belajar;

☞ Memfasilitasi peserta didik untuk menyajikan hasil kerja individual maupun kelompok;

☞ Memfasilitasi peserta didik melakukan kegiatan yang menumbuhkan kebanggaan dan rasa percaya diri peserta didik.

Konfirmasi

Dalam kegiatan konfirmasi, guru:

☞ Memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan, isyarat, maupun hadiah terhadap keberhasilan peserta didik,

☞ Memfasilitasi peserta didik melakukan refleksi untuk memperoleh pengalaman belajar yang telah dilakukan,

☞ Memfasilitasi peserta didik untuk memperoleh pengalaman yang bermakna dalam mencapai kompetensi dasar:

  ☞ Berfungsi sebagai narasumber dan fasilitator dalam menjawab pertanyaan peserta didik yang menghadapi kesulitan, dengan menggunakan bahasa yang baku dan benar;

  ☞ Membantu menyelesaikan masalah;

  ☞ Memberikan motivasi kepada peserta didik yang kurang atau belum berpartisipasi aktif.

☞ Guru bertanya jawab tentang hal-hal yang belum diktahui siswa

☞ Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan

C. Kegiatan Penutup

Dalam kegiatan penutup, guru:

☞ Bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran;

☞ Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram;

☞ Memberikan umpan balik terhadap proses dan hasil pembelajaran;

☞ Merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan konseling dan/atau memberikan tugas baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik;

☞ Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

5. **Sumber belajar**

   a. Buku teks yang relevan..

   b. Gambar-gambar yang relevan

6. **Penilaian**

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen/ Soal
1. Bertanya dan menjawab tentang mengundang, menerima, menolak ajakan 2. Bertanya dan menjawab tentang menyetujui.tidak	Unjuk kerja	Test Tertulis	*Create a dialogue based on the picture of snake and ladder game and perform it in front of the class.*

menyetujui			
3. Bertanya dan menjawab tentang memuji			
4. Bertanya dan menjawab tentang memberi selamat			

a. Instrumen:

My mother is sick today. She is in .... now.

a.Police Office   c. Hotel

 b.Supermarket   d.Hospital

b. Pedoman Penilaian

Jumlah skor maksimal keseluruhan 100

c. Rubrik Penilaian

Excellent	100
Very good	90
Good	80
Average	70
Poor	≤ 60

Mengetahui	Medan, 3 April 2017
Kepala Sekola	Guru Mata Pelajaran

RUSTAM, S.Pd.I   **ABDAN EBIN PURBA, S.Pd**

Mahasiswa

RIZKA SARI

NIM : 34.13.4.190

APPENDIX 2

SNAKE AND LADDER GAME

APPENDIX 3

TEST OF THE RESEARCH

PRE- TEST

Choose the correct answer for the following questions.

1. Sari puts her hat on her....
    a. Hand
    b. Chin
    c. Leg
    d. Head
2. In Bahasa Indonesia " song " is...
    a. Musik
    b. Lagu
    c. Lirik
    d. Irama
3. That is my ....

    a. Book
    b. Pencil
    c. Ruler
    d. Pen
4. I need to bring..... when it is raining.

    a. An umbrella
    b. A dress
    c. A car
    d. A book
5. " Ibu " in Bahasa Inggris is...
    a. Father
    b. Grandmother
    c. Mother
    d. Sister

6. My mother and sister bring....... for me.

a. Tree
b. Flower
c. Sun
d. Moon

7. In the bathroom, we.....
   a. Take a shower
   b. Listen to the radio
   c. Play football
   d. Have a guest

8. Miss Ayu keeps her mobile phone in....

   a. Purse
   b. Box
   c. Glass
   d. Bag

9. " kakak perempuan" in Bahasa Inggris is....
   a. Brother
   b. Sister
   c. Brother in law
   d. Sister in law

10. My father give me.... to buy my birthday cake
    a. Money
    b. Paper
    c. Door
    d. Helm

Choose the correct answer:

11. Lina …… the match in Olympic Games. She is so sad.
    a. won
    b. lost
    c. jumped
    d. celebrated

12. I went to dentist yesterday because my ….. were in pain.

    a. hands
    b. teeth
    c. ears
    d. legs

13. The teacher's duty is to..... the students in the school.

    a. Teach
    b. Play
    c. Make
    d. Work

14. Maya is celebrating her birthday. Now Maya feels......

    a. Angry
    b. Dusty
    c. Easy
    d. Happy

15. The clown is so...... He makes all kids laugh and happy

    a. Funny
    b. Quiet
    c. Noisy
    d. Disgusting

16. I am so hungry. So, I ...... a meal.

    a. Prepare
    b. Walk
    c. Kick
    d. Wear

17. The carpet is …… . I want to clean it.

   a. Large
   b. Shiny
   c. Dirty
   d. Soft

18. The gardener .... the grass every Monday and Thursday.

   a. Cuts
   b. Plans
   c. Trains
   d. Comes

19. Something that you can find in your bedroom is a ....

   a. Blackboard
   b. Bed
   c. Stove
   d. Garden

20. My father always reads ..... everymorning.

   a. Radio
   b. Computer
   c. Television
   d. Newspaper

21. A man who plays guitar is called...

   a. Vocalis
   b. Pianist
   c. Guitarist
   d. Drummer

22. Pizza, noodle, sanwich and burger. They are called.

   a. Vegetables
   b. Food
   c. Fruits
   d. Drinks

23. We need ..... to send a letter.

    a. Glue
    b. Stamp
    c. Coin
    d. Pen

24. Where do people send the letter...

    a. Beach
    b. Post office
    c. Zoo
    d. Station

25. We are ..... at SMP AL HIKMAH MEDAN

    a. Students...
    b. Artists
    c. Doctors
    d. Farmers

TEST CYCLE I

Choose the best answer for the following answer

1. "Mangga" in Bahasa Inggris is ....
   a. Mango
   b. Rambutan
   c. Grape
   d. Apple

2. Rani watches ...... every morning.

   a. Cd- room
   b. Book
   c. Newspaper
   d. Television

3. I use my.... to go to market.

   a. Shoes
   b. Dress
   c. Sandals
   d. Bracelets

4. I love sing a .....
   a. Song
   b. Dance
   c. Music
   d. Walk

5. I clean the floor with .....

   a. Cloth
   b. Broom
   c. Water
   d. Oil

6. They go to ..... every morning.
   a. Cupboard
   b. School
   c. Walk
   d. Floor

7. The doctor checks my .....

   a. Leg
   b. Nose
   c. Hand
   d. Shoulder

8. The hospital is ..... from my house.
   a. Near
   b. Big
   c. Large
   d. Small

9. She is .... than me
   a. Big
   b. Taller
   c. Tall
   d. Large

10. " Lagu kesukaan " in Bahasa Inggris is...
   a. Bad song
   b. Favorite song
   c. Sing song
   d. Beautiful song

11. When you buy something you should always get a ....
   a. Recipe
   b. Prescription
   c. Receipt
   d. Money

12. Misel : What do you think about my motorcycle?
   Sila   : .... it's wonderful.
   a. I believe
   b. I think
   c. I know
   d. I say

13. Fani : ...... do you go cycling ?
   Vika : Once a month
   a. How far
   b. How often
   c. How long
   d. How many

14. The baby is so hungry. So. I .... a meal for him
   a. Prepare
   b. Wear
   c. Throw
   d. Kick

15. The room looks ...... I want to clean it soon today
   a. Dirty
   b. Tidy
   c. Shiny
   d. Rough

16. Bimo : when did you get up last morning?
    Aldi : ...
    a. I had breakfast with my family
    b. I got up at 5. a.m
    c. I went to bed
    d. I was sleepy

17. Tani : Dani, Where do you ant to move ?
    Dani : I want to .... to Europe with my parents and siblings
    a. Walk
    b. Come
    c. Run
    d. Move

18. Maya did not study hard, so he did not ... the exam
    a. Study
    b. Pass
    c. Break
    d. Go

19. The gardener who works in my house .... the grass in my garden every
    Monday and Thursday
    a. Throws
    b. Plants
    c. Cuts
    d. Goes

20. My friend can not hear anything since his .... are sick
    a. Cheeks
    b. Nose
    c. Eyes
    d. Ears

21. Sugar is ..... but honey is sweeter than sugar.
    a. Sweet
    b. Salty
    c. Sour
    d. Smooth

22. My aunt is a nurse. She works in Harapan Bunda Cinta Hospital. She ...
the patients there.
    a. Sees
    b. Thinks
    c. Ignores
    d. Helps

23. Something that you find in your kitchen is a ...
    a. Pillow
    b. Stove
    c. Television
    d. Sofa

24. My grandmother is a tailor. She makes...
    a. Books
    b. Foods
    c. Chairs
    d. Clothes

25. Our father and granfather always read ... every morning in living room and
drink coffee.
    a. Newspaper
    b. Radio
    c. Computer
    d. Television

TEST CYCLE II

Choose the correct answer a, b, c, or d

1. After eating or drinking in the restaurant, you give the bill to the...
   a. Waiter
   b. Cashier
   c. Waitress
   d. Customer
2. We often watch ..... in the evening.
   a. Newspaper
   b. Radio
   c. Magazine
   d. Television
3. I often listen some news from the ...
   a. Newspaper
   b. Radio
   c. Magazine
   d. Television
4. My mother usually slices some meat with a ....
   a. Stick
   b. Fork
   c. Knife
   d. Spoon
5. To protect your head, you need .....
   a. Sandals
   b. Clothes
   c. Hat
   d. Shoes
6. A man who plays guitar is called ....
   a. Vocalis
   b. Pianist
   c. Guitarist
   d. Drummer
7. Ali : What is your father job ?
   Boy : He is a ... He flies the plane
   a. Doctor
   b. Farmer
   c. Postman
   d. Pilot

8. A.... makes some food.
    a. Teacher
    b. Doctor
    c. Chef
    d. Lawyer
9. Coca cola, beer, tea and milk. They are called...
    a. Vegetables
    b. Food
    c. Fruits
    d. Drinks
10. Onion, spinach, potato and tomato. They are called...
    a. Vegetables
    b. Food
    c. Fruits
    d. Drinks
11. Students have to wear uniform to go to ....
    a. School
    b. Mall
    c. Bed
    d. Party
12. What do you use to find a way ...
    a. Car
    b. Bicycle
    c. Map
    d. Shoes
13. What do you wear to go to bed...
    a. Dress
    b. Jacket
    c. Uniform
    d. Pajamas
14. Mother needs meat, carrot, cabbage, and potatoes. She will make...
    a. Burger
    b. Soup
    c. Noodle
    d. Fried rice
15. Where do people go to send the letter....
    a. Beach
    b. Post office
    c. Zoo
    d. Station

16. Mr. Marwan is a doctor. He works in ...
    a. Hotel
    b. School
    c. Hospital
    d. Office

17. The moon appear in the ....
    a. Night
    b. Noon
    c. Evening
    d. Morning

18. My mother sweep the floor with...
    a. Knife
    b. Broom
    c. Napkin
    d. Towel

19. I wear my ..... to protect my hair.
    a. Veil
    b. Towel
    c. Cloth
    d. Napkin

20. There are many .... in the museum
    a. Trees
    b. Pictures
    c. Walls
    d. Handphones

21. Diana's barbie is broken. Diana is very .... now.
    a. Confuse
    b. Sad
    c. Happy
    d. Charm

22. The clown is so .... He makes all kids laugh and happy.
    a. Funny
    b. Quiet
    c. Noisy
    d. Disgusting

23. Lina is hungry. So, Lina ..... a meal.
    a. Prepares
    b. Walks
    c. Kicks
    d. Wears
24. The bedroom is .... I want to clean it.
    a. Large
    b. Shiny
    c. Dirty
    d. Soft
25. Santi : When did you get up in this morning ?
    Budi : .....
    a. I got up at 5.00
    b. I had my breakfast
    c. I was sleepy
    d. I went to school.

OBSERVATION SHEET

Focus	Topic	Cycle I		Cycle II	
		Yes	No	Yes	No
The researcher as the teacher	• The teacher explains about snake and ladder game	√			√
	• The teacher gave chance for students to ask about snake and ladder game	√		√	
	• The teacher observes students' activities and behavior while teaching learning process runs	√		√	
	• The teacher motivates students to show their best in vocabulary	√		√	
Students	• Students listen and pay attention to the teacher explaining snake and ladder game	√		√	
	• Students deliver questions when the teacher gives them a chance	√		√	
	• Students ask the teacher about snake and ladder game	√			√
	• Some of students are still confuse and do not know what to do	√			√
	• All of students come to follow the test		√	√	
	• Students use dictionary to help them find the difficult word	√		√	
	• All of students use dictionary when they are studying in the class		√		√
	• Students give good response to the activities in the classroom	√		√	
	• Students are interesting to the teacher instruction and explanation	√		√	
	• Students always get out and get in during learning and teaching process	√		√	
	• Students always play in the classroom	√		√	
Situation	• The classroom is comfortable	√		√	

	• The classroom is far from crowd • The classroom is noisy • The classroom has media such as whiteboard, marker, duster.	√ √ √		√ √ √	

APPENDIX 5

DIARY NOTES

First Meeting (Monday, 03 April 2017)

In the first meeting, the researcher introduced herself and explained the purpose of her coming. The researcher made discussion with students. The students answered in Indonesia language. They could not speak English well because they did not have much vocabulary. To find the ability of students before the use of Snake and Ladder Game applied, the researcher gave an orientation test.

Second Meeting (Thursday, 06 April 2017)

During the teaching and learning process, the students gave good response. When the teacher explained snake and ladder game and the steps, all them paid attention and listened the teacher in front of the class. While the teacher asked them to play the snake and ladder game some of them still confused. Moreover, when they were asked to do excercise, all of them were so spirit even though most of then seemed not serious because they often spoke to their friends.

Third Meeting (Monday, 10 April 2017)

The teacher gave the students test. In doing the test, some of them were uncertain to do the test, while the others looked so optimistic. In answering the test, some of them were still asked their friends for the answer. Although they had problems in answering the questions, but they still exited in this meeting.

Fourth Meeting (Thursday, 13 April 2017)

During the teaching and learning process, the students participated or gave good response. They more active asked about the lesson. They were looked so excited with the new topic that the teacher gave. They study with new snake and ladder game with new picture.

Fifth Meeting (Monday, 17 April 2017)

To make students had many vocabularies, the teacher still using snake and ladder game with some pictures. The students still optimistic to play snake and ladder game. Some students can answer the question that is given by the teacher from the picture in snake and ladder game.

Sixth Meeting (Thursday, 20 April 2017)

In this last meeting, teacher reviewed the lesson include the entire topic which has been discussed. Teacher done the reviewed of study so that the students could recalled what had been learnt before the test gave to them. Then, the teacher gave the vocabulary test that consisted of 25 items for each students. They have only 45 minutes to do the test. They were very confident to answer the test by themselves. At the end, the researcher thanked to them for their attention during teaching learning process.

APPENDIX 6

QUESTIONNAIRE SHEET

Choose one of the following statements whether you (A) = 1, (B) = 2, and (C) = 3 with these statements. Do answer honestly. Put a checklist (√) in appropriate answer.

NO	STATEMENTS	CHOICES		
		A	B	C
1	**Snake and Ladder Game make the vocabulary learning process become easier for me**			√
2	**I can improve my vocabulary by using Snake and Ladder Game**			√
3	**Snake and Ladder Game is exciting media for me**		√	
4	**Snake and Ladder Game can be a solution for me in facing difficulties of vocabulary learning**		√	
5	**My friends and I always give comments and suggestion in order to improve our vocabulary**			√
6	**I enjoy Snake and Ladder Game when doing learning process**			√
7	**I can also build up my social relationship in the team**			√
8	**Snake and Ladder Game is easy to be understood for me**			√
9	**Snake and Ladder Game class is not difficult to be practiced in the learning process**	√		
10	**In the team, I can do cross correction with my friends so that my vocabulary skill will be better than before**	√		

APPENDIX 7

QUESTIONNAIRE SCORES

Number of question : 10

Score : 0- 10 = disagree   11- 20 = agree   21- 30 = strongly agree

Students	Questions										Total
	1	2	3	4	5	6	7	8	9	10	
1	2	3	1	1	3	3	2	2	3	2	22
2	1	2	2	1	3	2	2	2	2	2	19
3	2	2	3	1	3	3	2	2	2	3	23
4	1	1	2	3	1	3	3	2	2	2	20
5	2	2	2	3	3	3	3	2	2	2	24
6	2	1	3	3	2	2	2	2	2	2	21
7	3	1	2	3	2	2	1	2	3	3	22
8	2	1	2	2	2	3	3	2	3	3	23
9	2	2	2	2	2	3	3	3	3	3	25
10	3	2	2	3	3	3	2	2	2	2	24
11	2	2	2	3	3	2	1	3	3	3	24
12	3	1	2	2	3	2	3	2	2	2	22
13	2	1	3	3	2	1	2	2	3	3	22
14	3	2	3	3	1	2	2	3	2	3	24
15	2	2	2	2	2	2	2	2	2	2	20
16	2	2	3	3	2	2	3	3	2	2	24
17	3	2	1	3	3	3	1	1	2	3	22
18	2	2	3	3	2	2	3	3	2	2	24
19	3	3	3	2	2	2	3	3	3	2	26
20	2	3	2	3	3	2	2	3	3	2	25
21	2	1	3	2	1	2	2	2	2	2	19
22	3	2	3	3	2	2	1	2	3	2	23
23	2	2	3	2	3	3	2	2	1	2	22
24	3	3	2	2	3	3	3	2	2	2	25
25	2	2	3	2	2	3	3	2	2	2	23
26	3	1	2	2	3	3	1	2	2	3	22
27	2	3	2	2	3	2	1	2	2	3	22
28	2	3	3	2	2	3	2	2	3	2	24
29	2	2	2	3	3	3	1	2	3	2	23
30	2	2	2	3	2	1	3	2	3	2	23
31	3	3	2	3	1	3	2	3	3	2	25
32	3	3	3	2	3	3	2	3	3	3	28
33	2	3	3	3	2	1	2	2	3	3	24
34	3	2	3	2	2	3	2	2	3	3	25
35	2	3	2	2	3	3	3	2	1	2	23

36	3	2	3	3	2	2	3	2	3	2	25
37	2	3	3	3	2	2	3	3	3	3	27
38	1	2	1	3	2	3	3	2	2	2	21
39	2	2	1	3	2	2	3	2	3	3	23

APPENDIX 8

INTERVIEW SHEET

1) Interview between the researcher and the English teacher of class VIII- 1.

Researcher   : First, Thank you sir for your time and give me chance to interview you. So I can do my research. By the way sir, may I know your method in teaching vocabulary students?

Teacher   : I ask students to read the text and after that I ask them to mark the difficult word. I ask the difficult word in the dictionary. Sometimes I ask them to translate the text in order to make them remember the words in English.

Researcher   : Would you tell me the obstructions you face up in teaching vocabulary to the students during this time sir?

Teacher   : The students are lack of vocabulary. They are lazy to remember some words in English. They do not interest to study English. The last oneis the lack of teaching media in school.

2) Interview between the researcher and the students held in the first meeting. It was done to know the students' problem in improving their vocabulary achievement

Researcher   : What do you think about English?

MR   : I think English is interesting language. We can talk with foreign language when we go abroad.

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MH   : English is difficult language.

SM   : English is difficult to say. The written is different from the pronunciation

Researcher : So, how do you improve your vocabulary during this time?

NFS   : By learning English book and read dictionary.

NWZ   : I take course, Miss

3) Interview between the researcher and the students to obtain their opinion about improving students' vocabulary achievement through snake and ladder game. It was held in last meeting of second cycle.

Researcher : Do you to learn English through snake and ladder game?

IK   : I like to learn English vocabulary through snake and ladder game. It is very nice.

MRO   : I like to learn English trough snake and ladder game, because it is easy to understand.

Researcher : What do you think of your vocabulary achievement after learning vocabulary through snake and ladder game?

SPDL   : Snake and ladder game can improve my vocabulary achievement

SS   : In my opinion,my vocabulary increase, Miss, because I can memorize the words.

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APPENDIX 9

DOCUMENTATION

Students are playing snake and ladder game

The teacher explains about snake and ladder game

The students are discussing about the material

The students are doing the test that is given by the test

BIOGRAFY

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Title   : The Implementation of Snake and Ladder Game to
         Improve Students' Vocabulary of Second Grade Students at
         MTs Yayasan Madrasah Islamiyah Medan
Motto   : Do your best! Life is a process, so enjoy the process.

   This research was Classroom Action Research, aimed to improve the students' vocabulary by using snake and ladder game as media and to find out whether the students's ability be improved by using snake and ladder game as media. The sample of this study was VIII-1 which consist of 39 students of MTs YAYASAN ISLAMIYAH MEDAN. This research was done in two cycles. Each cycle consisted of four steps namely, planning, action, observation and reflection.

   The result of data analysis showed that there was an improvement on the students' ability in vocabulary in each cycle. The mean of students' scores in pre-test were 58.20, in the post- test I were 70.46, and the post- test II were 83.48. In the pre- test, there were 12. 8 % (5 of 39 students) who got score ≥ 75. In the post-test I, there were 46.15 % (18 of 39 students) who got score ≥ 75 ; The improvement from pre- test to post- test I were 33. 35%. In post- test II, there were 87.17 % (34 of 39 students) who got score ≥ 75. The improvement from post- test I to post- test II were 41.02%. Based on the data, it was concluded the students' ability in vocabulary improved by using snake and ladder game.