THE USE OF SNAKES AND LADDERS GAME AS AN ENGLISH TEACHING MEDIA FOR MENTALLY RETARDED STUDENTS TO IMPROVE THEIR ENGLISH VOCABULARY

(A STUDY OF SLB NEGERI 1 PINRANG)

A Thesis Submitted in Partial Fulfillment of the Requirements for the Master of Education Degree (M.Pd.) at Postgraduate of IAIN Parepare

A THESIS

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Parepare, 9 Maret 2023
The Writer,

Niarmi Hariyanti

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ABSTRAK

Nama : Niarmi Hariyanti
NIM : 19.0213.010

Judul Tesis : Penggunaan Ular Tangga Sebagai Media Pembelajaran Bahasa Inggris Untuk meningkatkan Kosakata Siswa SLB (Sekolah Luar Biasa) Negeri 1 Pinrang. (Pembimbing; Maghdahalena Tjalla and Arqam).

Siswa Tunagrahita adalah siswa yang memiliki keterbelakngan mental. Disabilitas mental mengacu pada kesulitan siswa dalam memahamikalimat, kata, dan angka menurut pandangan mereka yang rendah. Oleh karena itu mereka mengalami kesulitan untuk berinteraksi dengan orang lain, memahami kalimat dan komunikatif dengan orang lain. Salah satu tekhnik yang cocok untuk mengajarkan kosakata bagi siswa tunagrahita adlah permainan ular tangga..

Penelitian ini adalah penelitian kuantitatif. Subyek penelitian ini adalah Sekolah Menengah Pertama Negeri 1 Pinrang Tahun Pelajaran 2022-2023 yang terdiri dari 10 siswa. Dalam penelitian ini terdapat 10 sampel yang mengalami keterbatasan mental. Instrumen yang digunakan dalam penelitian ini adalah tes kosa kata dan peneliti memberikan kuesioner dengan menanyakan pertanyaan tersebut kepada mereka. Peneliti menggunakan Ular Tangga sebagai media dalam mengajarkan kosa kata untuk siswa tunagrahita.

Temuan penelitian ini menunjukkan nilai rata-rata pre-test adalah 63,32. Sedangkan rata-rata post-test adalah 73,56. Hal ini menunjukkan bahwa terdapat perbedaan yang signifikan antara pre-test dan post-test karena T-test menunjukkan nilai signifikansi (2-tailed) sebesar 0,000 lebih besar dari 0,5. Hasil nilai P (0,000) lebih rendah dari taraf signifikansi (alpha (α)=0,05). Artinya H1 diterima. Peneliti menyimpulkan bahwa: (1) Penggunaan permainan Ular Tangga meningkatkan kemampuan kosa kata siswa SMP SLB (Sekolah Luar Biasa) negeri 1 Pinrang.; (2) Siswa memberikan respon yang baik terhadap permainan Ular Tangga dalam pembelajaran Kosakata Bahasa Inggris. Berdasarkan data yang dianalisis peneliti menyimpulkan bahwa penggunaan permainan Ular Tangga meningkatkan kemampuan kosa kata dan mendapatkan respon sangat baik dari SMP SLB (Sekolah Luar Biasa) Negeri 1 Pinrang.

Kata kunci: Kosakata Bahasa Inggris, Permainan Ular Tangga, Tanggapan Siswa

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ABSTRACT

Name : Niarmi Hariyanti
NIM : 19.0213.010
Title : *The Use of Snakes and Ladders as English Teaching Media to Improve Students' Vocabulary of SLB (Sekolah Luar Biasa) Negeri 1 Pinrang*

Intellectually disabled students, often referred to as mentally retarded, presented unique challenges in their academic pursuits. Their cognitive limitations were characterized by difficulties in comprehending language, including words, phrases, and numerical concepts, and resulted in difficulties in social interactions, communication, and comprehension. To address these challenges, one effective teaching strategy was the utilization of the Snakes and Ladders game as a tool for vocabulary development.

This study employed a quantitative research design, with a sample of 10 intellectually disabled students enrolled in Junior High School at SLB (Sekolah Luar Biasa) Negeri 1 Pinrang during the 2022-2023 academic year serving as the research subjects. The data collection instrument utilized in this study consisted of both a vocabulary test and a questionnaire administered to the participants. The study aimed to assess the efficacy of using the Snakes and Ladders game as an instructional tool for vocabulary development in intellectually disabled students.

The results of the study indicated a significant difference in the mean scores of the pre-test (63.32) and post-test (73.56) administered to the students of the junior high school at SLB (Sekolah Luar Biasa) Negeri 1 Pinrang. The T-test showed a significant value (2-tailed) of 0.000, which was greater than 0.5, and the P-value (0.000) was lower than the level of significance (alpha (α)=0.05). This led to the acceptance of the null hypothesis, H1. The researcher concluded that the utilization of the Snakes and Ladders game was effective in improving the vocabulary ability of the students and received positive responses from them in the process of learning English vocabulary. Based on the data analysis, the researcher determined that the Snakes and Ladders game effectively enhanced the vocabulary ability and elicited favorable responses from the junior high school students at SLB (Sekolah Luar Biasa) Negeri 1 Pinrang.

Keywords: *English Vocabulary, Snakes and Ladders game, Students' respond*

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ملخص البحث

الإسم : نيارميح ريانتي

رقم التسجيل : ١٩٠٢١٣٠١٠

موضوع الرسالة : استخدام لعبة حية السلم كوسيلة تعليم اللغة الإنجليزية ترقية المفردات لطلاب الممدرسة الحكومية الأولى الفوقية للعادة بنراغ

الطالب المعاق الذهني هو الذي يملك التخلف الذهني , وهذا التخلف يشير إلى صعوبة الطالب لفهم المفردات والعدد وذلك بسبب التخلف الذهني . ولذلك أيضا صعب عليه الاتصال بغيره وفهم المفردات, . فمن إحدى الطرق الجيدة النافعة لتعليم الطالب المعاق الذهني المفردات هي لعبة حية السلم.

وهذا البحث البحث الكمي, وموضوع البحث هو المدرسة الثانوية الحكومية الأولى بينراغ فى العام الدراسي٢٠٢٢-٢٠٢٣, ويتكون الموضوع بعشرة طلاب, ويعنى به أن هناك عشرة نماذج من الطلاب المعاقين ذهنيا. والأداة المستخدم فى هذا البحث امتحان المفردات, ووضعت الباحثة عدة أسئلة. واستخدمت الباحثة لعبة حية السلم كوسيلة لتعليم المفردات للطلاب المعاقين ذهنيا.

ونتيجة البحث تدل أن النتيجة الإجمالية للامتحان القبلي ٦٣,٣٢. والنتيجة الإجمالية للسؤال المنشور ٧٣,٥٦. فهذا يدل على أن هناك اختلاف شديد بين نتيجة الامتحان القبلي والمتحان المنشور, لأن الامتحان المنشور يشير إلى اخلاف النتيجة (٢-tailed) على حد ٠,٠٠٠ أكبر من ٠,٠٥. ونتجة من P (٠,٠٠٠) أصغر من نتيجة (a) alpha=٠,٠٥, وهذا يعنى H١ مقبول, ولخصت الباحثة: (١) استخدام لعبة حية السلم كوسيلة تعليم اللغة الإنجليزية يرقى المفردات لطلاب الممدرسة الحكومية الأولى الفوقية للعادة بنراغ (٢) وجود تجاوب إيجابي من الطلاب على استخدام هذه اللعبة فى تعليم اللغة الإنجليزية . فبناء على المعلومات المحللة وصلت الباحثة إلى الخلاصة, وهي لعبة حية السلم ترقى مهارة مفردات الطلاب, وهم يجاوبونها إيجابيا.

الكلمة المفتاحية: مفردات اللغة الإنجلزية, لعبة حية السلم, تجاوب الطالب

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CHAPTER I

INTRODUCTION

This chapter adorer what were studied, what the signs are, what the goals are, the importance of the analysis, the scope and limitation, the meaning of key words, and why this researcher is doing so. Some points are displayed by the researcher to respond to those heading.

A. Background

Teaching English to students should cover the four skills; those are speaking, listening, reading, and writing. While the language components that should be introduced are pronunciation, vocabulary, and grammar point. From this situation it can be inferred that teaching or introducing vocabulary is important.

Vocabulary is one of language elements that need to be acquired by English learn. Vocabulary is important to learn for the students; because we can construct or organize our ideas is the sentence, process of some information through mastery vocabulary.[1] So vocabulary is the mental work in inventing ideas, students can't express their ideas if low of vocabulary.

Basically there are many methods to teaching the vocabulary of the students which are applied by teachers in an English language classroom with the intention of enriching their students vocabulary, such us memorize vocabularies list and teach them how to use vocabulary in the sentence. When the researcher

[1]Satina *Improving English Vocabulary Through Logical Game at the Sixth Year Students of Elementary School of 20 Cimpu,p.1*

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discussed with the English teacher of SLB Negeri 1 Pinrang, it was said that most of the students get difficulties in exploring their idea in some aspect reading, speaking and writing. One of the reason was the students lack of vocabulary, Trough then the writer had an idea to make an experimental study about how to teach vocabulary simple but meaningful.

Mentally reatrded students are students who have intellectual disability. Mental disabilities refer to students' dificulties in understanding sentences, word, and numbers as they have low view. The inability makes them hard to write sentences, read and speak. Therefore, they have difficulty to interact with other people in their cicle or internal environtment such as their families, teachers, and classmates, considering this, teacher should have special approaches to make them understand the sentences and communicative with others using their limited ability.

When the writer discussed with the English teacher of SLB Negeri 1 Pinrang, it was said that most of student get difficulties in exploring their ideas in some aspect reading, speaking and writing. One of the reasons was the student lack of vocabulary. Through that discussion then the writer had an idea to make an experimental study about how to teach vocabulary simple but meaningful. Teaching vocabulary through real things in the real situation make the students' interesting in learning vocabulary. because they just learn through their direct experience. If the real object cannot be shown by the teacher, the teacher can use picture of the real object.

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In fact, students of junior high school sometimes they face boredom. So that teacher need one of method can get students interested for study. So, the writer want to find another way to enriching the students vocabulary by using Snakes and Ladders game. Through Snakes and Ladders game, describe that the students will be easy to understand and interest to learn vocabulary.

Providing teaching on mentally retarded certainly cannot be arbitrary and must be adaptive, especially providing English language teaching. As we know that the mentally retarded students have problem in understanding the sentences. They have trouble in writing or speaking. As *Tin Suharmini* says that mentally retarded students is difficult to do interaction with their environment.[2] So, for teaching them the English teacher should have the attractive media like using visual media or audio-visual media. Visual media is media that consist about picture and often sentences.

Now days, visual media for teaching mentally retarded is various; flash card, picture, or image and now in millennium era, the teacher try to modified Snakes Ladders as English media teaching for mentally retarded students.[3] The teacher believes that this media is not only help mentally retarded students to get the lesson, but also it can improve their social skill. So, the used Snake sand Ladders game to the students able to enjoy the learning. Meanwhile, Snakes and Ladders is the game that uses board that in the board contain some of line what from square. In the square of Snake Ladder there is one picture, numeric, snake as

[2]Triyani, Thesis, 2013: Interaksi Soaial Anak Tuna Grahita di SDN Kepuhan Bantul (SD Inklusif)

[3]Iin, 2019; English Teacher For Mentally Retarded Students In SLB-BC Sasanti Wijaya Surabaya

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sign of down, ladder as sign of up, and sometimes there are picture that design based on the material lesson. This objective is to interest students to be more enthusiastic to learn lesson.

Snake and Ladders game is the alternative choice, as simple media Snakes and Ladders quite common for students. Here, the writer proposes the use of Snakes and Ladders game as an English teaching media in teaching vocabulary. it is a kind of instructional media centered on the learners. This media is designed as an interesting and simple game. Students are familiar enough with the role how to play this game. Snakes and Ladders game is one of the examples of board games. It is a popular game around the world, in Indonesia it is popular with "permainan ular tangga".

Snakes and Ladders facilitates the students to earn about accounting, life, interaction and socialization. A ladder provides a short cut to a square nearer the finish and a snake obliges a player return to a square nearer the start. Snakes and Ladders game is a simple board with counters and dice. On certain squares on the board are a numbered of ladders connecting to square of a high number.

Beside it has unique design, Snakes and Ladders is able to create interesting communication both of students and teacher or students to students.[4] Snake Ladder is chosen as media teaching English in SLB-BC Sasanti Wijaya Surabaya because the teacher believes that Snakes and Ladders is able to rise up their motivation in learning English. Also Snakes and Ladders is one of effective media to teach English because the design of the game is of colorful, there is

[4]Milawati, Nurasmi Kurni, 2012; Meningkatkan Kemampuan Membilang Melalui Permainan Ular Tangga Bagi Anak Tunarungu. Jurnal Ilmiah Pendidikan Khusus, Vol. No.2. p. 329-337

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simple word, and also it is designed based on the students need and it can be used in several lesson with different material. In addition Snakes and Ladders can help the mentally retarded students to train their soft skill and their social communication skill.

Based on regulation in law no, 20 of 2003 in article 37 that English is a mandatory charge at every level of communication and every school should offer it in their curriculum. From that statement it means that English is not only fro general school but also in special school (SLB).[5] The system and facilities in general school and special school are different. Special school (SLB) requires extra effort and treatment as the school educate students with special needs.

The school has different education system, infrastructure and learning method. For example, the maximum capacity of classrooms is five students, the classroom sizes fifteen square meters, there should be guiding block facilities, and the school provide ramps for wheelchairs students.[6]In addition to infrastructure. The teaching approach should adjust the students' special needs, for example teacher use a light color background when teaching students with mentally retarded. The aim is to help them focus on the teaching materials or lesson taught.[7]

Based on minister ministry of education and culture No. 157 of 2014 the concerning special education is school that built for specials students like blind, deaf, speechless, mentally retarded or intellectual disability, disable, harmonized,

[5]UU.Nomor 20 Tahun 2003 pasal 37

[6]The Education Minister's Regulation No. 33 tahun 2008

[7]Fahmi Feisal Erwin, Kriteria Interior Ruang Pembelajaran Siswa SDLB-C Yang Sesuai Dengan Karakteristik Siswa Tunagrahita Ringan 9 Studi Kasus SDLB Pembina Tingkat Nasional Bagian C Malang). Journal Fakultas Universitas Brawijaya.

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learning difficulties, being victims of narcotics and abnormalities students. One of the categories of children with special needs that are often encountered is intellectual disability or mental retarded. Which is a child who has a weak grasp or has mental retardation? Children with mental retardation usually have disabilities in several ways, such as self-care, self-help, communication, environmental adaption, and other abilities.[8]

Finally, base on the researcher observation found that there are some difficulty faced by English teacher when teach the students about speaking, understanding meaning and their soft communication skill. The researcher found that the teacher never provide learning trough Snake Ladder. So that is why the researcher decided to do a research using Snakes and Ladders as teaching media in that school.

B. Problem Statements

Based on the previous explanation about mentally retarded students, they are student who have intellectual disability, mental disabilities refer to students' difficulties in understanding sentences, words, and numbers. They also have difficulty to interact with other people in their cycle. Considering this, the writer decided to use Snakes and Ladders as teaching media at SLB Negeri 1 Pinrang. The researcher hope they will be know how to speak in daily, especially in their cycle such as their home, school, and their daily activity.

[8]Sugino, 2013; Meningkatkan Kemampuan Mengenal Nilai Mata Uang Bagi Anak Tunagrahita Ringan Kelas VII di SLB Negeri Tanjung Pinang, Jurnal Ilmiah Pendidikan Khusus.Vol. 1 No. 2.p.198-209

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C. Research Questions

Based on the background and the problem statement, the writer formulates research questions as follows:

1. Is using Snakes and Ladders game as an English teaching media for mentally retarded students able to improve their English vocabulary at SLB (Sekolah Luar Biasa) Negeri 1 Pinrang?
2. What is the student response to the use of Snakes and Ladders game as an English teaching mediator mentally retarded students at SLB (Sekolah Luar Biasa) Negeri 1 Pinrang?

D. The Objective and significance of the Research

1. The Objective of the Research

Based on the formulation of the problem, the objective of this research is:

1. To determine wheter Snakes and Ladders game as an English teaching media for mentally retarded students able to improve their English vocabulary at SLB (Sekolah Luar Biasa) Negeri 1 Pinrang
2. To find out what the students' response to the use of Snakes and Ladders game as an English teaching media for mentally retarded students is

2. Significance of the Research

The significance of this research can be seen both a theoretical and practical point of view, as describe below.

1. For the teacher, it is hoped that this research will refer to the media for teachers to facilitate teaching media for mentally retarded students, that the

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teacher will be able to gain more knowledge of teaching English at school, and that will help students to transfer the material about vocabulary thought the Snakes and ladders.

2. For the researcher, it is hoped that the result of this research can give a piece of evidence that Snakes and Ladders is appropriate media that can use in teaching-learning English (vocabulary) for mentally retarded students. The second, this study gives academic information for future research, especially in using Snakes and Ladders to facilitate student's vocabulary learning.
3. For the reader, it is hoped that study will provide more information about the advantages and the students' response to using the Snakes and Ladders as a media teacher.
4. The result of the study will be useful for the department to provide new ways to teach English.

The result of the study may help other researchers in clarifying the use of Snakes and Ladders as one of the media to improve the students' vocabulary especially mentally retarded students.

E. Scope of the Research

The scope of this study is the use of Snakes and Ladders as an English teaching media for mentally retarded students. The limitation of use here is the procedures of using Snakes and Ladders as a teaching media for mentally retarded students. In this study; the researcher analyzes the procedure of Snakes and Ladders as teaching media for mentally retarded in teaching English.

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The scope of the research will be restricted the teaching vocabulary trough Snakes and Ladder it is under the applied linguistic discipline. The writer was conducted this research to.

1. By discipline, this research will be limited the teaching to the field of applied daily activity which talk about the teaching subjects in term of communication.
2. By content, this research was emphasized on communication which would be able to speak. The researcher will give vocabulary about daily activity and the writer was played the Snakes and Ladders with the students. They will have the number of columns that the Coolum have word to make the sentence. The last they will make the sentence from the word.
3. By activity, the writer was explained about speaking activity, Snakes and Ladders as a learning strategy to the students.
4. By location, the writer was conducted at SLB (Sekolah Luar Biasa) Negeri 1 Pinrang. The object of this research will be the mentally retarded students of second year of SLB Negeri 1 Pinrang.

F. Definition of key terms

The writer write down some key-term definitions in order to help readers understand this study easily and to make the equally commendable as the researcher

1. Mentally retarded

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Mentally retarded are children who have intellectual disability.[9] In Indonesia, Intellectual disability is called as *tunagrahita.* Based on AAMD (American Association on Mental Deficiency), mental retarded is divided three types: weight, average and heavy. In this study the researcher will be focus on light level or mentally retarded student. In this level their brightness and their social adaptation are blocked, but they have the ability to develop in an academic area. They are able to work and able to adapt in social and thesis IQ is about 50-70. Although they have an IQ low, they still able to learn English language.

2. Visual Media

Visual media is one of media that can enjoy using vision. Usually visual media use picture or sentences to pour the idea. Some people believe that visual media can helps student's difficulties in learning. It is valuable instructional tools that cal help make learning more effective and interesting. In this study, the researcher defines visual media as the way in whist English teachers plan teaching-learning to deliver material effectively in order to attract students to learn English.

3. Snake and Ladder

Snake and ladder is one of traditional games that made from board that is played by two people or more. The hope of Snakes and Ladders is square that is contained about numeric and picture. Usually, Snakes and Ladders is played using dice and thins as a player that stand on the board.

[9]Jumaris, Martini. (2018) Anak Berkebutuhan Khusus: Bogor, Ghalia Indonesia.p.196

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Now days, Snakes and Ladders able to play in outdoor place. For the design of Snakes and Ladders were more interested and more easily then usually. For example, the media will be colorful and there is numeric, picture and word that related with the lesson than key term

Some the mentally retarded can learn the material with playing the fun game. In this research, Snakes and Ladders is teaching media that used as teaching English for mentally retarded students. For the design, it likes a general design:using board as foundation, using numeric and colorful and also there are pictures and word based on the lesson that teacher teaches.

4. Students' Response

Response is measurable, cognitively dependent variable based on perceptual reactions and verbal statements of belief.[10] In this research, the indication of students' response will be seen though teachers' media. According to Rosenberg and Hocland[11], the observable dependent variables of the cognitive portion are visual reactions and verbal statements of belief. This research would show an example of the student's reaction trough the students' opinion on the Snakes and Ladder as English teaching media.

[10]Rosenberg and Hovland. (1960). *Attitude Organization and Change: an Analysis of Sonsistency among Attitude Components,* Yale University Press, New Haven, p.118

[11]Azwar. (2012). *Sikap Manusia Teori dan Pengukurannya* (2nd ed.) Yogyakarta:Pustaka Pelajar,p.86

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CHAPTER II

REVIEW OF RELATED LITERATURE

In this part, the writer provides previous related research findings and theories about Snakes and Ladder, which is divided into three sub-parts. The first is previous related research findings. It provides some studies which are done in the same interest with what the research did. The second sub-part is some pertinent ideas. It talks about theories which related to this study. The third is conceptual framework. It decribes about the the mind map of this research. It is generally believed that theories lead to problem solving. Some theories about speaking and Snake Ladderin teachingmentally retarded students.

A. Previous Related Studies

A data from previous studies already have been conducted in correlation with this research. The first study seems to be from *Af'idahSifa'ul*.[12] This paper is journal about how to improve the speaking ability in teaching descriptive text. In order to get accurate result of this study shows that Snakes and Ladders are easy to use as a medium to teach descriptive speech. In addition, Snakes and Ladders is able to help teacher to improve their speaking skill and also it is motivate students in speaking descriptive text while in class.

[12]Af'idahSifa'ul, Journal, 2015; The Use of Snake Ladder and Ladders Game asA Medium to Instructor Speaking Descriptive Text to Tenth Grade of SMK Muhammadiyah 01 Gresik. The University of Negeri Surabaya.

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The second study comes from journal Aida Suryani, Rusdi Noora Rosa[13] This journal describe the application of advertisements using the "Snake and Ladder" board game as a medium in teaching vocabulary. Advertisement is one of the functional text media used to offer a product to the public. By using this fuctional text students can learn to write a product that will be promoted.

The third study comes from Syarifah Mawaddah, Luwandi Suhartono dan Wardah.[14]The purpose of this research is to find out the effectiveness, the strengths and the weakness of the Snake and Ladder game in teaching speaking to the seventh grade students of SMPN 4 Ketapang in academic year 2013/2014. This research was conducted as a pre-experimental research which the one group pretest-posttest. The result of this journal that the use snake and ladder game is effective in teaching speaking.

The fourth study comes from *Journal of Community Health Service*[15]. The Covid-19 health protocol (prokes) can be presented in the form of a group game, namely snakes and ladders. The modified snake and ladder game, especially for elementary school students, the modified snake and ladder design produces game media that is communicative and easy to understand, has eye catching visualizations with pictures, interesting and full color, attractive and fun to use as a learning media because it is full of communicative illustrations and can increase students' interest in learning and remembering the lessons that have been given.

[13]Aida Suryani, Rusdi Noor Rosa, 2014; Using A Board Game "Snake and Ladder" In Teaching Vocabulary At Junior High School

[14]Syafirah Mawaddah, Luwandi Suhartono, Wardah. Journal. 2015 Teachng Speaking By Using Snake and Ladder.

[15]Journal of Community Health Service, 2022. Modified Snakes and Ladders Game For Health Promotion About Covid-19 Health Protocols for Elementary School Children

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The fifth study comes from *Al-Urwatul Wutsqo, Journal Ilmu Kesilaman dan Pendidikan.*[16].this study to determine how the effectiveness the game of Snakes and Ladder in training children's ability to recognize numbers in group. The results showed that Snake and Ladder proved effective in training children's ability to recognize number. The study has also ever been conducted by *Milawati, Nurasmi Kurnia*.The research used quantitative design and the result is Snake Ladder is able to improve counting skill for mentally retarded.

The next study comes from Muhammad Solihin, in this research entitled "Teaching Vocabulary through computer Game to the fifth year students of SDN 42 Limpomajang". He write that computer game is an appropriate method to teach English in elementary school because the classroom situation to be attractive, interesting and the student enjoy getting the material and also the students relax during treatment process.[17]

The next study comes from Mustika, in this research entitled "Improving the Students' Vocabulary through Crossword Picture to the fifth Year Students of Madrasah Ibtidaiyah Datok Sulaiman Putra Palopo". She stated that the using of crossword picture in improving the students' vocabulary particularly Noun and teaching technique of vocabulary.[18]

Based on the previous finding, the researcher concludes that the use of Snake Ladder in teaching English speaking is still effective for flexibility and

[16]Al-Urwatul Wutsqo, Jurnal Ilmu Keislaman dan Pendidikan. 2021. The Effectiveness of Using The Snakes and ladders Game media on The Ability of Children In recognizing Numbers In RA Islamic Kindergarten Al-Ihya.

[17]Muhammad Solihin, *Teaching trhough Computer Games to the fifth Year Students of SDN 42 Limpomajang,* p.52

[18]Mustika, *Improving the Students' Vocabulary Through Crossword Picture to the fifth Year Students of Madrasah Ibtidaiyah Datok Sulaeman Palopo,p.57*

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variety in learning. So, the researcher interested to do a research under the title "The Use Of Snakes and Ladders As English Teaching Media For Mentally retarded Students to Increase Students' Vocabulary Of SLB (SekolahLuarBiasa) Negeri 1 Pinrang.".

The writer try to modify the game by added the vocabulary in the game, the students will play at the board game and there is number and words there, the students will get the nominal of the dice and then they will move and get the word. Then by the word the students will make a sentence according to them. So this is will be make them more interest to play and will help them to memorize the vocabulary in their daily life, because the word that teacher give it from their daily activity and easy to used in daily life. This is making this research different with the research before and also this is the advantages from this research.

B. Some Pertinent Ideas

1. Nature of Vocabulary

a. Definition of Vocabulary

Vocabulary is one aspect of the language to be learned when people learn a language. Vocabulary is important for anyone who is learning the language in listening, speaking, writing, and reading in addition to grammar. The students of a foreign language will speak fluently and accurately, and it can be easily write, or understand what he read or heard if he has enough vocabulary and have the ability to use it accurately. SH Burton said, without the vocabulary

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that much, it is impossible to use the English language correctly and clearly.[19] According to Collier, when a student has mastered the basic grammatical patterns of the language, the next task is to master the vocabulary, at least the vocabulary he needed.[20]

Vocabulary is knowledge of word and word meaning. However, vocabulary is more complex than definition suggest. First, word come in two forms, Oral and Print. Oral vocabulary includes those words that we recognize and use in listening and speaking. Print vocabulary includes that word we recognize and use reading and writing. Second, word knowledge also game in two forms, receptive and productive. Receptive vocabulary includes words that we use when we speak or write. Receptive vocabulary is typically larger than productive vocabulary and may include many words to which we assign some meaning. Even if, we do not know their full definitions and connotation on over use them ourselves as we speak and write.[21]

Vocabulary is one of the components of language and is one exist without word. Words are sign or symbol for ideas. They are means by which people exchange their tongue. The more words we learn, the more ideas we should have, so we can communicate the ideas more effectively.[22]

[19]S.H Button, *Mastering English Language,* (London: The Machmillan Press Limited, 1982). P.98

[20]Collier Macmillan, *The Key to English Vocabulary,* (London Collier Macmillan Limited, 1971), p.1

[21]Fran Lehr, M. A., *Vocabulary,* 2010

[22]Peter A Napa, *Vocabulary Development Skill,* (Yogyakarta: Kanisius, 1991). P.6

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Vocabulary is an important thing in learning language. It would be impossible to learn a language without knowing vocabulary. Vocabulary. More vocabulary we know, more ideas we can explore. So, we can communicate the ideas effectively. It is obvious that vocabulary is very important in learning a language, especially English, because the English vocabulary is extremely large and varies as well. Therefore, it is highly essential for English teacher to help their students in mastering vocabulary.

Schmitt gave the definition of vocabulary as follow. Vocabulary is a basic of a language: it is very important to be mastered first. We cannot speak well and understand written materials if we do not master it. Schmitt stated that no matter how successfully the sound of the foreign language is mastered, without words to express the wider range of meanings, communication in a foreign language just cannot happen in any meaningful way.[23]

Longman dictionary of contemporary English defines. Vocabulary means all he word that someone know, learn of uses, or the words that are typically used when talking about particular subject or a list of words with the explanations of their meanings in a book for learning foreign language.[24]

Based on the reference above the writer tries to make conclusion that vocabulary is very important thing to back our English where vocabulary is as one of component of language o that no more language exit without words. We also cannot do more if we have less vocabulary.

[23]Schmitt, *Vocabulary Learnings Strategies*, (Cambridge: Unyversity Press, 1997) p. 23

[24]Longman, *Dictionary of Contemporary English*, (2nd Edition Harlow: Longman Group, 1987) p. 177

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b. Types of Vocabulary

Harmer in Ali distinguishes two types of vocabulary, namely active and passive. Active vocabulary refers to vocabulary that the students have learned and which expected to be able to use. On the other hand, passive vocabulary refers to word which students will recognize when they need them but which will probably not be able to produce.[25]

Ali divided vocabulary into four kinds as follow:

a) Writing vocabulary

A person's writing vocabulary is all the words he or she can employ in writing.

b) 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.

c) 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 includes the other.

d) 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

[25]Jaremy Harmer, *The Practice of English Language Teaching,* (New York: Longman Publishing, 1992). P.5

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are often misused. This misuse – though slight and unintentional – may be compensated but facial expressions, tone of voice, or hand gestures.[26]

Vocabulary refers to the word we must know to communicate effectively, in generally, vocabulary can be described as oral vocabulary or reading vocabulary. Oral vocabulary refers to words that we use in speaking or recognize in listening. Reading vocabulary refers to words we recognize or use in print or the word we need to know to understand what we hear, writing vocabulary refers to the word we use in writing.

Vocabulary plays an important part in learning to read. As beginning readers, children use the word they have heard to make sense of the words they see in print. Consist, for example, what happens when a beginner reader come to the word dig in book. As she begin in figure out the sounds represented by the letters d, I, g, the reader many times. Beginner reader has much more difficult time to read word that are not already part of their oral vocabulary.

c. Concept of Vocabulary Achievement

Vocabulary is an important component that should be learn, practiced to master a language. It will be impossible to learn and master a language without mastering on understanding certain number of vocabularies. By having many vocabularies we can communicate successfully with other people.

Vocabulary is a core component of language proficiency and provides much of the basic low learners speak, listen, read, and write. Without an

[26]Hernawati Ali, *The Interest and The Classroom Participation of the Fisrt grade Students of LTP Bonerata Makassar in Laerning Vocabulary by Using Card,* (Makassar: UNM 200). P.10

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extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve less than their potential and maybe discouraged from making use of language learning opportunities around them such as listening to the radio, listening to native speakers, using the language in different context, reading, or watching television. The learner need to achieve in order to read both simplified an un simplified materials and process different kinds of oral and writing text, as well as the kinds of strategies learners use in understanding, and remembering word.[27]

Vocabulary is a part of language learning that need continuing growth and development by both native and non native speaker long after grammar and pronunciation elementary school from until junior high school. Guessing from context is a complex and often difficult strategy to carry out successfully. To guess successfully from context, learners need to know about 19 out of every 20 words (95%0 of a text, which requires knowing the 3.000 most common words.[28]

There are many concepts about vocabulary, some of them:

a) Vocabulary is the words used by people or by particular class or person
b) Vocabulary is a list or collection of the words of a language, book, out or, branch of science, or the like usually in alphabetical order and defined..

[27]Jack C Ricahrd and Willy A Renadya, *Methodology in Language Teaching,* (USA: Cambridge University Press 2002). P.225

[28]Asnawir dan Basyiruddin Usman *"Media Pembelajaran"* (Jakarta: Ciputat Peers 2002)p.11

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c) Vocabulary is the word of a language

d) Vocabulary I the sum scope of one's expression technique as in the arts[29]

Vocabulary is one of important aspect in learning foreign language and vocabulary is central to language and of ethical importance to the typical language learner. With unlimited vocabulary anyone will also has a limited understanding in terms of speaking without mastering vocabulary. Vocabulary is one of the problems confronted by English language learners. Because of the limited vocabulary, the learner can't communicate to others clearly[30]

Repurpose of learning vocabulary is to make the students understanding the meaning of the words. Finnochiaro (1974) suggested that teaching and learning vocabulary is an activity there the teacher and the students reintroduce some vocabulary items with all the structure and in the entire situation in which they can logically be used.

Learning vocabulary means process of gaining knowledge of vocabulary. In the first step, the learner will get invocation about vocabulary. Such as: how to spell, to pronounce, to use it in appropriate sentence as well as the meaning. The second is how the learners obtained and pronounced the words.

Pronunciation refers to the way a word or a language is usually spoken, at the manner in which in which someone utters word. If someone said to love

[29]Fuad Mas'ud, *Upgrading Students Vocabulary through Weekly Vocabulary Program in STAIN Palopo,(STAIN Palopo 2008). P.5*

[30]Erniwati S, *Increasing the Students Vocabulry through ESA Method at the SMP Muhammadiyah 1 Makassar,* (Makassar: UNM 2010) p.1

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"correct pronunciation" then refers to both within a particular dialect Finnochiaro (1974). The pronunciation is good if it is understandable and pleasant. A word can be spoken in different ways bay various individuals or groups, depending on many factors, such as:[31]

a) The area in which they grew up
b) The area in which they new live
c) If they have a speech or voice disorder
d) Their ethnic group
e) Their social class
f) Their education

Nation (1990) explained that when someone want to teach a word. He/she has to teach three things (1) the wave of form of the word, (2) The meaning of the word, (3) the form of the meaning of the word together. In teaching the meaning, the teacher gave the synonym in Indonesian language. Students have difficulty to understand the meaning of the words. So, it is done to make them easier to memorize the meaning of the words.

Terry (1997) the vocabularies that should be reached by the students of Elementary School are 600 words. For the fourth grade they have to reach 100

[31]Fiinochiaro, Marry 1974. *English As a Second Language: From Theory in Practice* NewYork Regents Publish Company, Inc,p.75

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words, fifth grade they have to reach 200 words and sixth grade they have to reach 300 words.[32]

d. Importance of Vocabulary

Vocabulary is considered as the most important part learning a language. It is impossible for the students to write and speak a foreign language without having enough knowledge of the vocabulary. Learning the new vocabulary does not only memorizing the form of the word but also understand its meaning. Vocabulary is central to language and of critical importance to typical language learner without a sufficient vocabulary; one of it can not communicate effectively or express it ideas in both oral and written form. Vocabularies become central to any language acquisition process especially in introducing and consolidating new lexical item. Based on explanation above vocabulary is always related to word.

A good mastery of vocabulary helps the learners to express their ideas precisely. By having many stocks of word, learner will be able to comprehend the reading materials the other talking, give response, speak fluently and write some kinds of topics. On the country, if the learner do not recognize the meaning of words use by those who address them, that will be unable to ask information. Considering the important of vocabulary role in learning foreign language. The mastery of this element should be ensured and develop. Otherwise, the vocabulary mastery of the children will be limited and

[32]Terry 1997, *Internatioanl Dictionary of Educatio*n. New York. Nichoias Publishing Company,p.113

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consequence of this that they will find difficulties in learning the skills of the language. Therefore, school have a task to teach vocabulary to their students although a considerable amount of vocabulary, learning is associated with primary language learning in early years.[33] The acquisition of most the vocabulary characteristic of the an educated adult occur during the years of schooling, and infects one of the primary task of the school as far as language learning in concerned, as to teach vocabulary.

Vocabulary is basic component to help students in mastering language. They will learn the language skill easily if they have enough vocabulary. In any foreign language, learning vocabulary is one that is emphasized. Students have to develop their vocabulary. Developing a good vocabulary will help them to improve their ability in learning vocabulary. Many of the vocabulary in English textbook have to be learned. Without it no one can speak or understand the language. It means that people cannot write a word or make a sentence well, when they do not master it.

There are some advantages when students can master the English vocabulary. According to Diana Bonet (1991) here some the advantages:

a) Students will be better improving their reading, writing, speaking and listening vocabulary
b) Students will think more clearly. Thoughts are limited by vocabulary
c) Students will experience personal growth and greater confidence
d) Students will understand other people idea and new millennium

[33]John Carol and Margaretha MC Keown, *The Importance of Vocabulary,* p. 65

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e) Students friend will think they are getting very smart.

Those advantages show us how vocabulary determines on how students learn language and their capability to build communication with others. Moreover, mastery in vocabulary is more important than grammar. Like Thornburry (2002) stated that, "Without grammar very little can be conveyed, without vocabulary nothing can be conveyed"

In other word, event without good grammar, people may able to speak and understand a language if they know a lot of vocabulary. It can be a basis to master the language. While vocabulary is largely a collection of words, grammar is a system. The more words we know, the easier for us to master the language. It shows us how vocabulary determine oh how people learn language.

e. Kind of Vocabulary

Summarizing many kinds of vocabulary elaborated by Thornbury vocabulary is divided into;

a) Word classes

In English, there are many kinds of vocabulary based of word classes, such as noun, verb, adjective, adverb, etc. in this case the writer will explain only noun, verb, and adjective.

1) Noun

The noun is one of the most importance parts of speech. Noun is word used as abstract. Since we need names of thing communicating

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with other does the book includes name of concrete things of our everyday experience things that we all have in common and which we cannot do without as book, pencil, table, hand, head, house, sun, spoon, rice, water, etc. we may need general names of the essential aspects of everyday experience but the things are not physically observed. Does the book also include abstract nouns that may be great use to the beginner in everyday life? We may often need the abstract word lie; sick, hot, bad, color, good, etc.

2) Verb

Verb like the noun, the verb has the grammatical properties of person, number, and gender, which require agreement with the subject. The verb are the most difficult word to master in the target language. They have to be learned along with the changes in form required for person, number, or tense as go, goes, went, etc. some of the verbs also have to be learned along with nouns. Some verb have regular forms and some other have irregular forms, which have to be learned and often memorized for each verb as sleep, slept, and slept; or eat, ate, and eaten etc. does the book already include verbs that go with preposition as listen to, look to, came in, get up, etc.[34]

[34] Basojabu, dkk. *Teaching And Learning Languages In Contemporary Society (Proceeding of International on Language Education) (ICOLE),* Language Center State University of Makassar 2009.p.214

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3) Adjective

Adjective is a modifier that has the grammatical property of comparison. It is often identified by special derivational ending or by special adverbial modifier that precede it. It is must usual position is before the noun it modifies, but it fills other position as well as, happy, lazy, difficult, smart, etc.

b) Word families

A word family compromises the base word plus its inflexion and it most common derivative.

1) Inflexions : plays, playing, played
2) Derivatives : player, replay, playful

c) Word formation

1) Compounding : second-hand, word processor, typewriter
2) Blend : information + entertainment = infotainment
3) Conversation : she upped and left (preposition to verb)
4) Clipping : email = electronic mail, flu (influenza)

d) Multi-word units

Most well known multi-word units are in the form of phrases verb of idioms.

1) Phrasal verb : look for, look after
2) Idioms : blue rose, cat and dog

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e) Collocation

When to words are collocates if they occur together with more than chance frequency. Example, the biggest threat, this week, one again, once more.

f) Homonyms

Homonyms are word that share the same from but have unrelated meaning. Example, well, left, fair.

Vocabulary divides into four division, or which refers to the four language skills.

1) Speaking vocabulary I the words that some reading to the tongue when giving a speak.
2) Writing vocabulary is the words that come readily when writing.
3) Reading vocabulary is the words that are rarely use of production and understood when they are seen, or over.
4) Listening vocabulary is the words which rarely use but they understand, practical, English language teaching when they heard.[35]

f. Principle of Learning Vocabulary

Wallace in Indah Lestari (2010.7) indicates the main principles of teaching and learning vocabulary as follows:

[35]Amelia Arifin, *Improving Studnts' Vocabulary By Using Words Wall in The Seventh Year of SMP Negeri 2 Suli. STAIN Palopo, 2022.p.2*

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a) Aims

Whatever a program or activity is accounted it always goes with distinct aims. In teaching vocabulary we have to be clear about our aim, how many vocabulary learning has been attained.

b) Quantity

Quantity had decided on what involved in vocabulary learning, we decide on the quantity of vocabulary to be taught the number of new words. The students can learn if we expect that words will be taught become parts of the student active vocabulary put of the number of words as low as round 'five to seven' new word than clearly the actual number will depend on a number of a factor varying from class and learners. There are too many new words that the students may become confused, discourage and frustrated.

c) Need

In most cases the choice of the vocabulary though will relate to the aim of course and the objectives of individual lessons. It is also possible for the teacher, in a sense to put the responsible of choosing the vocabulary to be though to the students. In order words they need, as they need using the words as the information.[36]

g. Vocabulary Identification

1. Procedure

a) Read the vocabulary list as the students repeat and record it

[36]Indah Lestari, *Improving the Ability of the Fifth Years Students of SD KartikaWirabuana IX in Memorizing Vocabulary By Using Game.* UNCOK Palopo.2010.p8

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b) Check all the students understand the meaning by describing the conditions and asking the students to use the correct term. For example, you say, "the low, rumbling, booming, sound that accompanies lighting." The students says, thunder.

c) Play the weather forecast and instruct the students to record the forecast

d) Allow the students 3 to 5 minute to work on the cloze exercise

e) Pot the complete cloze exercise for the students to check later.

2. Variation

In addition to weather term, forecast contain other fairly predictable vocabulary and structures; future tense and expression, quantity expressions, probability expression, and numbers. In English, forecast provide good example of common future contractions not often treated by text book:"once students have become familiar with the weather term, the other items can continue to provide listening challenges. On one day, focus the clause on numbers and on the next day, on tense.

3. Notes

a) Students are usually motivated to know what kind of weather to expect, so day, today recording of forecast can be intrinsically interesting a word of cautions, though: students are often discouraged the first time they hear a forecast because of the forecast's speed of delivery. You may wish to have the class predict the forecast before

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listening to the recording. Knowing what to expect in the forecast can give the students more confidence.

b) Forecast can also provide a springboard for class discussion on different measurement system, climates and weather condition around the world.

c) If you are not in on area where it is possible to pick up weather forecast on the radio, you might wish to make a personal contact in the country where the language is spoken and have a cassette recording made of forecast from different seasons.

d) Many universities have satellite reception of foreign language programs. And so you can record the news weather daily. Another source of foreign radio receptions is foreign business. While I was teaching English in Madagascar, business gave me recordings and print-outs of news, weather, sports transmitted to their offices daily.[37]

h. Strategy of Memorizing Vocabulary

In general, the strategy refers to the students memorize of vocabulary involving the relationship between words delivered with studies word and some previously learned knowledge. It states that "the type of elaborative mental process is memorizing strategy plays an important role in helping students to learn new words into memory and the whole process of learning vocabulary. Memorization strategy using keywords or mentioned characteristics of new word or methods using physical carefully. Among the various method of

[37]Janie Duncan, *Technology Assisted Teaching Technique.* Pro Linguistic Associate 1987.p.70.72

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keyword mentions traits or new words that conveyed orally is also one of the effective strategies to improve student' vocabulary. So such as a method would be easer to the students to memorize vocabulary back or to learn new vocabulary.

Cognitive method, refer to the written and verbal repetition as well as some mechanical device that involves learning vocabulary. Although repetition as a learning strategy is not widely praised by but may support among student to help them achieve higher levels of proficiency, in the Schmitt study, for example, up to 765 of students reporting they use oral and written repetition as consolidation method, making them able to memorize and this method is not often used.[38] Cognitive method involves using several types of study is, such as taking notes in class, record label to physical objects, respectively, or make voice recordings the characteristics of the vocabulary he wanted to know and at the same time with a list of words and learn by listening so learning method is efficient and does not spend a lot of time memorizing vocabulary learning style as this is one of the most relevant and useful to them.

A vocabulary usually develops with age, and serves as a useful and fundamental fool for communication and acquiring knowledge. Vocabulary also a core component of a language proficiency and provides much of the basis for how well learners speak, listen, read and write.[39]

[38]Schmitt, 1997, *Vocabulary Learning Strategies.* Cambridge University Press. p.23

[39]Jack C Richard and Willy A. Reanandya, *Methodology in Language an Anthology of Current Practice* (Cambridge University Press 2002) p. 187

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Based on definition above writer makes conclusion, vocabulary is words that people say through communication with their meaning and it I have agreement from another people.

2. Game As a Media

a. Game

Definition of game

a) Game is form of play or sport with rules
b) Game is sports, esp., athletics competition
c) Game is single part of match in tennis, etc
d) Game is children activity when they play with toys, pretend to be else, etc
e) Game is activity or business
f) Game is secret plan or trick
g) Game is animal or bird hunted for sport or food[40]

A game I instruct playing, usually undertaken of enjoyment and sometimes used as an educational tool. Game are distinct from work, which is usually carried out for remuneration and from art, which is more often an expression of aesthetic or ideological element.

Game is player contest that have interaction me other by followed certain rules to get certain purpose. Game allows students to: word

[40]Oxford Learner's Pocket Dictionary New Edition (new York, 2000) p.175

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cooperatively, compete with each other, strategize, think is a less stressful and more productive environment, and allow people to have fun.[41]

In this item is help as a refreshing for the participants who have been active discuss the problem or the discussion item. So that they want to relax by holding building vocabularies that involves all participant. Such game hope the participant lead this game for example, everyone should be mentioned, one will be punished. Do not forget, learning a new language should a fun and challenging experience. So when you take challenge to learn a new language, enjoy it. Have fun smile a lot, make a new friend, talk a lot and play a lot of game.

Elements of game as follow;

1) Tool

Games are often classified by the components required to play them (e.g. miniatures, a ball, cards, a board and pieces, or a computer). In places where the use of leather is well established, the ball has been a popular game piece throughout recorded history, resulting in a worldwide popularity of ball games such as rugby, basketball, football, cricket, tennis, and volleyball. Other tools are more idiosyncratic to a certain region. Many countries in Europe, for instance, have unique standard decks of playing cards. Other game such as class may be traced primarily through the development and evolution of its game pieces.

[41]Jack C Richard *Methodology in Language an Antholoy ofCurrent Practice* (Cmambridge Universuty Press 2002) p. 255

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Many games tools are tokens, meant to represent other tings. A token may be a pawn on a board, play money, or an intangible item such as a point scored. Games such as hide-and-seek or tag do not utilize any obvious tool; rather, their interactivity if defined by the environment. Games with the same or similar rules may have different game play if the environment is altered. For example, hide-and-eek in a school building differs from the same game in a park; an auto race can be radically different depending on the track or street course, even with the same cars.

2) Rules

Whereas game are often characterized by their tools, they are often defined by their rules. While rules are subject to variations and changes, enough change in the rules usually result in a “new” game. For instance, baseball can be played with “real” baseball or with wiffeballs. However, if the players decide to play with only three bases, they are arguably playing a different game. There are exceptions to this in that some game deliberately involve the changing of their own rules, but even then there are often immutable meta-rules.

Rules generally determine turn order, the rights and responsibilities of the players, and each player’s goals. Player right may include when they may spend resources or move tokens. Common with conditions are being first to amass a certain quota of points or tokens, having the greatest number

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of tokens at the end of the game (as in Monopoly), or some relationship of one's game tokens to those of one's opponent (as in chess's checkmate).

Game will be interested because there is hesitation because the first we did know who will be the winner and the looser.

Game as educational aid has surplus as follows:

a) Game is thing that interested to be done, uncertain. Game will be interesting since it more complete and challenge.
b) The game can lead the students learn actively.

b. Media

There are some definitions of media according some researchers. Game puts of media as source. Definition of media as component of learning sources that can stimulated student to learn.

Association for education and communication technology (AEFT) defines media that is all the form of utilized to process of information channeling. While education association (NEA) defines that media is an art of thing which can be manipulated, seen, listened, and can be read with instrument which is use appropriately in teaching learning process, so it can be influence of instructional program.[42]

[42]Asnawir dan Basyiruddin Usman "*Media Pembelajaran"* (Jakarta: Ciputat Pers 2002) p. 11

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Azhar Arsyad defines media is graft tools, photography or electronic to catch, process and arrange visual information or verbal information.[43] So, we can concludes that media of tools which is can be help people in their life likes to learning and teaching.

Using of media with creative will be enabling to the students for studying to better and also improve their performance appropriate purpose that they want.[44]

a) The function of the media

At first media only server as tool in teaching and learning activities that in the form of facilities that can provide a visual experience to students in order to encourage motivation to learn, clarify, and simplify the complex the abstract concept become more simple, concrete and easily understood.[45]

In teaching learning activities, teaching educational media in general have a utility to overcome berries in communication physical limitation in the classroom, the passive attitude of students and unify their observation.

At this time the medium of instruction has the following function:

1) Help facilitate learning for student and help facilitate for teacher/lecturer.
2) Provide more real experience (an abstract can be concert)

[43] Azhar Arsyad *Media Pembelajaran"* (Jakarta: PT.Raja Grafindo Persada 2001). P.3

[44] Asnawir dan Basyiruddin Usman *"Media Pembelajaran"* (Jakarta: Ciputat Pers 2002) P.19

[45] Asnawir dan Basyiruddin Usman *"Media Pembelajaran"* (Jakarta: Ciputat Pers 2002) P.21

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3) Greater student interest (the way lesson are not boring)

4) All the sense of students can be enable

5) More attract attention and interest students to learning

6) Can evoke the world theory with reality.[46]

Leive and Lents in Arsyad's book suggest four function of instructional media, particularly visual media, namely:

1. Attention functional of visual media the core that is interesting student's attention to concentrate on the content related to the meaning of the displayed visual of text accompany the subject matter
2. Affective function of visual media ca n be seen from the student's level of enjoyment when learning or reading the text with picture image or visual symbol can arouse emotions and attitudes of students
3. Cognitive function of visual which related the achievement of subjective to understand and remember information or message contained in images.
4. Compensatory function of learning media seen from the findings that the visual media that provides the context for understanding the text help the student who are weak in reading to organized information in text and remember back.[47]

b) Kinds of media

Classified media into four kinds namely:

[46]Asnawir dan Basyiruddin Usman "*Media Pembelajaran"* (Jakarta: Ciputat Pers 2002) P.24

[47]Azhar Arsyad *Media Pembelajaran"* (Jakarta: PT.Raja Grafindo Persada 2001). P.17

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1) Visual, visual aids are things just can be seen, for example: picture, poster, blackboard, micro projection, strip, transparencies.
2) Audio visual, audio visual aids can be listened and signed, example film and television.
3) Dramatize, for example, role play, socio drama, pantomime, and so on
4) Audio, audio aids just can be listened, for example: photograph record, tramples electronic, radio and so on.[48]

Soles and Glasgow in Arsyad's book, divided in two categories namely traditional media and modern media

1) Traditional media
   a) Silent visual which is projected
      - Opaque projection
      - Overhead projection
      - Slider
      - Filmstrip
   b) Visual not projected
      - Picture, poster
      - Picture
      - Charts, graphic, diagram
      - Show
   c) Audio
      - Record

[48]Azhar Arsyad *Media Pembelajaran"* (Jakarta: PT.Raja Grafindo Persada 2001). P.18

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- Cassette, reel, cartridge

d) Multi-media show

- Slide + voice (tape)
- Multi-image

e) Dynamics visual with projected

- Film
- Television
- Video

f) Printed

- Text book
- Module
- Workbook
- Scientific newspaper
- Hand out

g) Player

- Puzzle
- Simulation
- Board player

h) Regalia

- Model
- Specimen (sample)
- Manipulate (map, doll)

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2) Modern media

c) Media base of telecommunication

- Teleconference
- Study of far distance

d) Media base of microprocessor

- Computer-assisted instruction
- Computer player
- Interactive
- Hypermedia
- Compact (video) disc.[49]

3. Teaching Vocabulary Through game

There are a lot of ways that can used in teaching vocabulary. They are aimed at making the students to increase their vocabulary easily. In this matter, the game I one of the techniques that can be used assisting the students enjoyable to learn vocabulary. It is expected that trough this technique the students are hoped to be able to know and memorize the words meaning after playing the game.

Snakes and ladders facilitate the students to learn about counting, life, interaction and socialization. A ladder provides a short cut to a square nearer the finish and a snake obliges a player to a square nearer the start. Snakes and Ladders game is a simple board with counters and dice. On certain square on the board are numbered of ladders connecting two squares to a square of a high

[49]Azhar Arsyad *Media Pembelajaran"* (Jakarta: PT.Raja Grafindo Persada 2001). p. 33-35

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number. It also has snakes leading from a high numbered square down to one of a lower number I one of media for teaching vocabulary. That can make students relax and enjoy for study.

4. Vocabulary Test Scoring Rubric

According to Mertle, rubrics are rating scales as opposed to checklist that are used with performance assessments.[50] They are formally defined as scoring guides, consisting of specific reestablishes performance criteria, used in evaluating students work on performance assessments. Rubric are typically the specific form of scoring instrument used when evaluating students performances or products resulting from a performance task. Brookhart says, scoring rubric are descriptive scoring schemes that are developed by teachers or other evaluators to guide the analysis of the products or processes of students' efforts.[51] There are two types of rubric; holistic and analytic.

Holistic rubric requires the teacher to core the overall process or product as a whole, without judging the component parts separately. In contrast, with analytic rubric, the teacher scores to obtain a total score Moskal and Nitko in Mertler.[52] In this research the scoring rubric including a pre test and post test Daily Activity contained 30 multiple choice items measuring recognition of 30 words. The total score of each test was 1 point. The pronounce test contained 10

[50] Mertle, C.A. 2001, *Designing Scoring Rubrics for Your Classroom.* Practical Assessment, Research & Evaluation. P10

[51] Brookhart 1999, *Testing a Theory about the Role of Classroom Assessment in Students Motivation and Achievement.* P.409

[52] Moskal and Nitko, 2011. *Educational Assessment of Students.* Pearson Higher Ed.p.172

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sentences with possible maximum score is 5. The result of the test is taken from the sum of written and spoken test divided by 8.

5. The Nature of Snakes and Ladders

a. Describing Snakes and Ladders

Snake Ladder is a game that used the board as the base of the material that is played by two or more people. The snake ladder is created in the 2nd century before Masehi and Hindu is the first time who played this game. Based on Hinduism, a snake that is on the board means the wrong decision. In 1892, a game of the Snake Ladder was famous in England and in 1943 the name of this game was changed to be *chutes and ladder* by Milton Bradley in the USA. Since 1943, this game began to sell in public.[53]

In Indonesia, the snake ladder is one of the traditional games that able to play in pairs or groups. The design of this game is unique, because it has a square in every numeric and every square has different picture and some of the squares have a snake or ladder. If people get the snake in their plat, they should go down based on how long the snake, and if the people get the ladder in their playing, they should go up related the length of the ladder.*Sidik* says that the Snake Ladder is a game where is the player should go down if they get a snake and go up if they get a ladder.[54]

[53]Milton Bradley 1943, *Chutes and Ladders Board Games.* USA,p.39

[54]Christian Isman, Albertin. (2012). Metode Belajar Dengan Permainan Ular Tangga Yang Dipadukan Dengan Token Ekonomi Untuk Meningkatkan Kemampuan Membaca Permulaan Siswa TK.p.89

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Snakes and Ladders is a board game usually played by children in which players move counters along a board, gaining an advantages by moving up pictures of ladders of disadvantages by moving down pictures of snakes. A children luck based board game played on a numbered grid, the aim of which is to proceed to the end, and in which ladders aid progress and snakes impede it.

b. The excess and the lack of Snakes and Ladders game

1) Excess

The game has many kinds, so there are many vocabulary contained in the games. Every player always fill violent in play the games because to reach the finish box, sometimes every player was get the snakes which is the player must come back to the box that the tail of the snakes placed and sometimes the player get ladder which is the player was turn to the top of the ladder.

2) Lack

The game just can play by 4 or 5 players, and it takes a long time to finish the game.

c. Total player in Snakes and Ladders game

The total player in Snakes and Ladders game are variety, it can be play by 4 or 5 player.

d. Step or way to play the Snakes and Ladders game

In applying the game there some steps or the procedure that must be taken into account, the following are the step.

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1) To begin, each player clicks on the dice to determine who will go first. The player who rolls the highest number go first.
2) Each player takes turns clicking on the dice and their token advance the number of squares corresponding to the number rolled. The game begins from square one.
3) Every square has a number and word that students get from the dice, and the students was make a sentence according to their own word
4) If the token lands at the bottom of a ladder. The students were slide up the ladder and get the high position.
5) If the token lands on a snake's head, the player were slide down to the snake's tail, that was make the students far from finish.
6) If a token lands on square occupied by another player, the token on that square is sent back to the first square.
7) The player who lands on square 100 with as exact roll of the dice is declared as the winner. If the number rolled exceeds the final square, the player must moved back the number of exceeding squares. For example, if a player rolls a 5 while on square 97, the player move two squares forward and then moves two squares backwards to square 98.
8) The player who makes a good sentence by the word was given a gift by the writer.
9) The player who makes wrong sentence was given the punishment
10) The player who gets the winner was given a gift from the writer.

e. Kind of Snakes and Ladders game

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1) Food Snakes and Ladder

The students play Snakes and Ladders (up the ladders, down the snakes), when they land on food item they have to say the name. if they get it wrong, they go back to the square they were in; if not they say on that square and it's the nest player's turn

2) Parts of the body Snakes and Ladders

This is "Snakes and Ladders" game with parts of the body. Students can play it in pairs. When they stops at one of the squares, they have to say the name of that part of the body. If they stop at the bottom of the ladder, they go up to the top of the ladder. If they stop at the head of the snake, they go down to the end of the tail. It is a very fun game.

3) Profession Snakes and Ladders

This is "Snakes and Ladders" game with profession vocabulary. Students can play it in pairs. When they stop at one of the square, they have to say the name of the profession. If they stop at the bottom of the ladder, they have to go up to the top of the ladder. If they stop at the head of the snake, they go down to the end of the snake's tail

f. Total of vocabulary in Snakes and Ladders game

In Snakes and Ladders game, there are many kinds of vocabulary are contained, but it depends on the kinds of the board. For example, there are Snakes and Ladders game that was start from 1 until 100, and there was from 1 until 50. In teaching vocabulary using the Snakes and Ladders game, the write was use the 100 kinds of Snakes and Ladders board game which is use a

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picture, number, and word in every square on the board of Snakes and Ladders board. So it contained about 100 vocabularies in the game.

g. Advantages of using snake ladder in special need

The advantages of using Snake Ladder in special needs can less stress when studying. In other advantages can improve motivation to study and able to improve creativity. It is possible when the people playing this game their brain will work hard to manage the strategy to get the lucky cube. Playing snake ladder will help the brain to be more concentration and understand because without people know they learn by playing and people will be enthusiastic to learn the lesson.

h. How to use snake ladder

Yasin Susuf says that the Snake Ladder is an interactive game that can make students active.[55] Firstly, the teacher should explain the material that will learn and give them an understanding of the material. In this stage, the teacher may give them an example of the lesson. Secondly, the teacher should divide students to be group and ask them to go to their groups. After meeting up with their group, the teacher should give a board of Snake Ladder in every group and then, the teacher informs them about the rules of the game.

While students playing this game the teacher will be their coach. Finally, the teacher gives them an evaluation to examine the result that students

[55]Maisyaroh, Iis, (2014). Penerapan Metode Permainan Ular Tangga (Snake Ladder) Untuk Meningkatkan Hasil Belajar Siswa Pada Mata Pelajaran IPS. Skripi. Fakultas Ilmu Keguruan Universitas Islam Negeri Syarif Hidayatulloh Jakarta.p. 18

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got while playing this game. The evaluation is orally or not. This objective is to know how understanding students about the material that has students got.

6. Students' Response

a. Definition of response

Response is the answer as one of the key souls can be interpreted as a memory picture of observation has stopped, just an idea. Based on the *Indung A. Shaleh*[56], response is an activity that caused of stimulus. *Steven M. Chaffe* response is divided to three types[57]. There are cognitive response, affective response, and cognitive response. Cognitive response is an answer that is closely linked to a person's knowledge and fact. This answer occurs when there is a shift in the undertaking of interpretation of the audience. Then, the affective response is an answer that related to emotion. For example as described, emotion is a conscious mental reaction (as rage or fear) subjectively perceived as a strong feeling, as well as an attitude; a role assumed for a particular reason and a judgment of something.

b. The factor of response

There are two factors that give rise to individual response. First is an internal factor. Internal factor is the factors that reside in the individual human being. It is made up of two elements; spiritual and physical. Then someone who reacts to something from a stimulus always affects one of

[56]Indung A Sholehdkk. (1982). Pengantar Psikologi Umum, Surabaya. Usaha Nasional, Edisi 1 p.78

[57]Jalaluddin Rakhmat, Psikologi Komunikasi, (1999). Bandung. Remaja Rosdan Karya.p.18

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the elements on it own, and they will be the product of a particular reaction of strength in an individual who responds or will vary in response between the person and the other person. Physical or physiological components include the presence, integrity and functioning of sensory instruments, nerves and various part of brain.The second factors is external factor. External factor is which exit in the world. It is the pressure factor and the form of stimulant, or people call it the stimulation factor. According to *BimoWalgito*[58] in his book, the psychic factors associated with the object are attributes with the object are attributable to the stimulus and the stimulus of the sensing device.

c. Type of response

There are four type of response. They are expressed response, inventoried response, tested response, and manifested response.

1) Expressed response it is a type of respond which is defined as verbal expression of liking or disliking. Something related to maturity and experience.
2) Inventoried response it is determined by respond check list. Someone's response is measured by asking him/her to answer a number of questions whether or not one likes or dislike certain activities or situation. Usually, pattern of how high and how low response normally result, therefore, the observer or the test can begin to determine areas of liking or disliking.

[58]BimoWalgito. Pengantar PsikologiUmum. 1996. Yogyakarta. Universitas Gajamada,p.109

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3) Tested response measuring the knowledge of vocabulary one has in specific response area, is a way to determine the tested respond. This measure is based on consideration that response is resulted accumulation of relevant information with specific vocabulary.

4) Manifested response it is observable respond in which an individual does not show his respond through words but trough section that involve given activities. It is observable because the individuals' participation in the activity is visible. However, this kind of response can also be misleading, for participation in a given activity may be necessary for certain fringe benefit to occur. Therefore, it is usually valuable to observe activities related to the events as well as individual' participation to determine the degree of manifest respond. Thus, lack of participation does not mean lack of respond, such as cost or time much effect participation and manifest respond.

d. Factor influencing the students' response

According to Harmer (1991) there are two factors can effect students' motivation as well as their response in learning, namely: intrinsic and extrinsic motivation. Intrinsic motivation is behavior comes from the learner itself. Extrinsic motivation is behavior comes from the outside of the learner. There are two types of extrinsic motivation. First, integrative motivation refers to the learners who want to get closer to target language community. Second, reflected instrumental motivation in which students believe that mastery of the target language is needed.

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7. Mentally Retarded Students

a. Definition of Mentally Retarded Students

Mentally retarded student is a human who have a problem in intellectual. *Kustawan* says that mental retarded are people who have IQ under mean and unable to behavior adaption in their process development.[59] People who have IQ under mean are also have an obstacle in academics. To follow the learning in academics, the mentally retarded need modification curriculum based on their special necessary. A society called mentally retarded as a mentally hand capped, idiot, and intellectual disabilities.

Mentally retarded is one condition that marked by the function of intellectual is under mean and the social skill is decreased. The factor above causes mental retarded difficult in process learning and also difficult to adaption in social. Based on the research before that mentally retarded is able to identify before 18 years old, but I their opinions, mentally retarded is a syndrome of delayed or disorder brain development that is evident before the age of eighteen. People who have mentally retarded are difficult to learn and understand the information. So to reach it their skills needed to adapt quickly and adequately to environmental charges.[60]*Somantri* says that mental retarded is condition while the development of their intelligence is being an obstacle, so

[59]Kustawan D. (2006).Bimbingan dan Konseling bagi Anak Berkebutuhan Khusu.Jakarta Timur.PT. Luxima Metro Media.p.55

[60]Ainsworth, P. & Baker, P. C. (2004).Understanding Mental Retardation. From https://site.ebrry.com

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that why the intellectual is not development optimally.[61] Someone who has low brightness under mean is including a mentally retarded.

Based on Grossman that mentally retarded refer to an intellectual function that has IQ fewer than eighty four with the leak in their behavior adaption and it is ongoing in their development period.[62] Japan League for Mentally Retarded tells that the character of mental retarded is the function of their intelligence is languid, an IQ fewer than seventeen based on an intelligence test, and they have lacked in their adaptive behavior.[63] Mentally retarded is included in special children. Mental retarded are also humans who have reduction ability or their ability in strength, value, quality, and the quantity is low.

The characteristic of mentally retarded based on brown are low in learn, difficult to learn with use their abstract ability, and also they will forget quickly if there is treatment continually, difficult to generalize and learn new thing, their speaking ability is less and difficult, the physical and the movement of development are deformity, difficult to do their simple duty, less in their self-help: eating, keep their cleanness, and their behavior movement and interact is awkward: bite their self.[64] AAMD (American Association on Mental Deficiency) says that the characteristic of mental retarded is able to know the

[61]Somantri, Sutjihati (2006). Psikologi Anak LuarBiasa, Bandung. Refika Aditama,p.107

[62]Wardani, Hernawati & Astati. (2007). Pengantar Pendidikan Luar Biasa. Jakarta: Universitas Terbuka.

[63]Abdurrahman and Sudjadi.(1996). PendidikanLuarBiasa. Jakarta: Depdikbud.

[64]Wolery & Harring.(1994). Exceptional Children Firsth Edition.p.96

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situation, things, and people around their, but, they do not understand their existence.

Mental retarded is someone who difficult to solve their problem, not able to create planning for theirs, they difficult to write a symbol of numeric, difficult to read and count. Their learning ability is limited. Depdiknas said that the characteristic of mental retarded are their physical performing is not balance, not able to manage their selves related to their old, their speaking ability and their language skill are clumsy, less interest in their area, and the coordination of their movement is less and often fluid spittle. The classification of mentally retarded is divided into three. There are, light, moderate and heavy. The classifications based on their intelligent that consist of light retarded, moderate retarded and heavy retarded. The classification of mentally retarded based on AAMD (American Association on Mental Deficiency) and PP No. 72 Tahun 1991 define it into three.[65] They are:

a) Light Level

In this level, their brightness and their social adaption are blocked, but they have the ability to develop in an academic area, able to work and able to adapt in social. An IQ of this level is about fifty until seventy. In this level, the mentally retarded students are able to taught learning, reading, and counting. Although they have intellectual disability, but they are able to complete their study equal with class six at elementary school as at normal school.

[65]Amin, Moh. (1995) Ortopedia Anak Tuna Grahita. Jakarta: Depdikbud. p. 22-24.

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b) Moderate Level

Moderate retarded have general intellectual ability and behavior adaption under light retarded. They are able to learn school skill to functional purpose, reach their responsibility, and reach their working with their assistants. An IQ of this level is about thirty until fifty. Moderate retarded level is people who have an IQ of about fifty one until thirty six. This category is included based on *Binet* data and based on *Wechsler* data moderate retarded is people who have an IQ about fifty four until fifty.

Mentally retarded who include in this category unnecessary to learn academically, such as reading, writing and counting. Although they are not able to learn academically, they are till able to write socially, such as write their names and their names and their address. Although they have intellectual disability, but they are able to complete their study equal with class two at elementary school as at normal school.

c) Heavy Level

Children who have include in this level are children who given treatment to care about their self. Interact with their social, and work. In the limited time, they are able to care for their self, adapt in their environment without given treatment. An IQ of this level is less than thirty. The mental retarded who include here are children who have an IQ about thirty two until thirty, and this category are included based on *Binet* data. Based on *Wechster* data. Heavy retarded is people who have an IQ about thirty nine until twenty five. Based on this category, people who

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included in heavy retarded are not able to manage themselves and they need assistant totally for helping their life.

The retardation refers to general intellectual that is under level. *Dudi Gunawan* says that students who are called as mentally retarded students if they have three indicators.[66]For the first is if the students have function of intellectual delays generally or under average. The second factor is if the students have inability in behavior society. The third id if the students have obstacle in their behavior society before they are eighteen years old.

8. Teaching Students With Special Needs

There are six aspect that should be hold when teach English for Special Students.[67]:

a. Teacher

A teacher is the main aspect that should be prepared, because the success of learning is influenced by the attitude of the teacher. Based on UU no.20 Tahun 2001 teaching is an activity among students with the teacher and with the source of learning in area learning.[68]*Machi* says that how the ways teacher teach is influenced by the educational background, the educational

[66]GardinaDadang, (2016). Modul Guru pembelar SLB Tuna Grahita Kelompok Kompetensi, Pusat Pengembangan dan Pemberdayaan Pendidik dan Tenaga Kependidikan Taman Kanank-Kanak dan Pendidikan Luar Biasa. Direktorat Guru danTenaga Kependidikan. Bandung

[67]Bishaw (2012). Teaching English to the Students With Difficuties in Inclusive Settings.p.62

[68]Undang-Undang No. 20 Tahun 2003 TentangSistemPendidikanNasional.Pasal 11 ayat 20.

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experience, the size of the class, how long they teach special students, and the burden of teaching.[69]

b. Training

To increase teachers' competition, the teacher must give training because teaching English for special needs students is different from normal students. This aim is to make easier teacher teaching.

c. Curriculum

The curriculum is adapted and modified related by the students' necessary. This cause is to make easier for students to follow the lesson. Surely the curriculum for special students is different from the regular students. The adapted curriculum is needed to organize to deliver the material of the lesson. The material should be related to the characteristic of the individual. For developing the curriculum they are the compass that should be obeyed. For example, the curriculum that supply should support the target of the special aims.

d. Source and tools of teaching

The availability of source and teaching tools will support the process of teaching-learning English in the class. Surely, the source and tools are related to their need.

[69]Daiwi Widya. (1029). Educational Journal Vo. 06.No. 1 Edition of June.p.9

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e. Evaluation

The process of evaluation for the special student should be design based on the necessary. The evaluation can be shape exercise or a claim that able to apply for all types specials students.

f. Teaching Strategy

The motivation learning of the students will increase when the teacher has lots of interesting strategies and the strategy can fulfill their learning style. To teach students with the special need the teacher should have a good response to special students. In reality, teaching students with normal students. As in normal school, in a special school, the teaching is containing about the component. The components are the purpose of the lesson, the material of teaching, the method of teaching, the media and the evaluation of teaching.

As teaching normal students, teaching special need also need method teaching to get aims of the lesson. Based on *Sudrajat* there are three types of method English for special students need.[70]

a) Given prompts method

A prompt is one of a method with giving them a good response. Usually giving prompt is applied to deaf student. The way of given prompt be done by peer-tutoring, giving gestures, and giving a demonstration.

[70]Daiwi Widya. (1029). Educational Journal Vo. 06.No. 1 Edition of June p.18

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b) Speech method

This method, the teacher is an important thing, because a teacher is a duty to extend the information or the material to students orally. This method usually used to teach blind and skilled students.

c) Interactive method

The method is one method that can be done by them answer and ask question among the teacher and the students. This method usually applied to teach blind student and skilled students.

d) Discussion method

This method used to teach blind students and skilled students, because this method does not demand intellectual thinking to break the problem. In other way, Lituhayu[71] defines the method are three methods. The first is using the direct method. The direct method is one method use to teach English that involves students' consciousness and involves students to know about the meaning words that they learn and how they use it. Based on psychology, using a direct method in teaching will help the teacher to activate the processing teaching because in a direct method the teacher teaches from simple to complex learning and from real to abstract. The second method is the total physical response or TPR. TPR (total physical response) is a method that uses body movement or gesture in teaching. The third method is lexical approach. Lexical approach is a method that usually using comic to help the

[71]Lituhayu. (2022). *The Power of Ladership.* Araska Publisher,p.21

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students learn a language. The language of the lexical comic should be simple and natural.

9. Media For Teaching Specials Students

Media is one of teaching tools that use to help students to understand the materials.[72] The shape of media can be visual or audiovisual. It is depend on the teacher and the types of the students. To help students to get the lesson, the teacher should have lots of creative media, especially for teaching special students. The media that can be used to teach English are regalia kits, slides, film strips, or card.

Regalia kit is one of media that usually use things in our area. For example use corn to learn counting, using scrabble to learn sentence or etc. the second media is slide. The using of slide usually use power point to get the interesting view. This media will help deaf students to get the material. The third media is film strip. It is one of unique media, because in this film strip the picture can move and the teacher can add music there. So, this media can enjoyed for mentally retarded, blind students, and other. The fourth media is card. Card is media that can help students to learn about vocabulary. The vocabulary can be written on the card and adding the picture based on the vocabulary. Usually mentally retarded used this media to help their studying.

[72]Hisbiyatul Hasanah, Rudi Sumiharsonoh. (2017). *Media Pembelajaran: Buku Bacaan Wajib Dosen, Guru, dan Calon Pendidik*. PustakaAbadi.p. 3.

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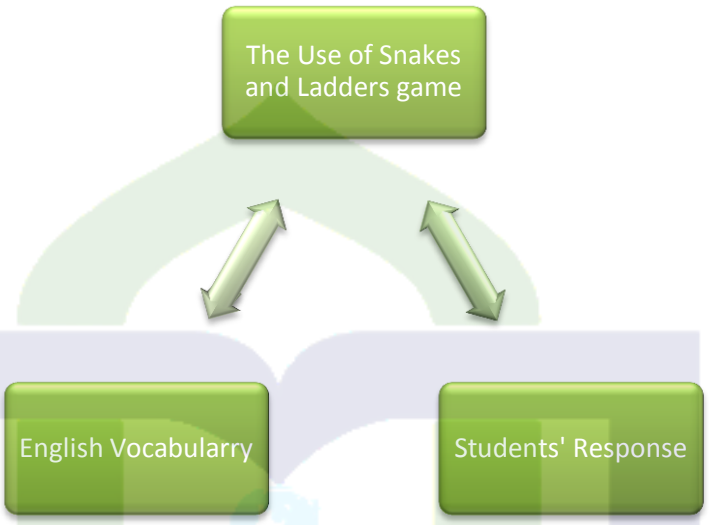
C. Conceptual framework

Figure 3.1 Conceptual Framework



The conceptual framework in this research are systematically explained that the input of this research, the writer used Snakes and Ladders game as the independent variable of this research and students' vocabulary as depended variable. The teaching material has been set in the lesson plan. The process of the research, the writer conducted in the classroom by giving treatment to the students with by focus with playing the Snakes and Ladders game. Then, the students have vocabulary by the squares of Snakes and Ladders game. After that, the students used the vocabulary to make a sentence and speak in front of the class. The output of this research is Students' Vocabulary achievement and the writer evaluated the students by looking at the use of students' vocabulary while speaking at Sekolah Luar Biasa Negeri 1 Pinrang.

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D. Hypothesis

Based on the conceptual framework, this research was to know where the teaching media through of Snakes and Ladders game as an English teaching media for mentally retarded students was improve or not. To find out the answer, the writer put forward the hypothesis, namely:

1. Null Hypothesis (Ho) there is no significance differences the students' vocabulary who will be taught through Snakes and Ladders game before and after learning process.
2. The Alternative there is significance difference the students' vocabulary that will be taught through Snakes and Ladders game before and after learning process.

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CHAPTER III

RESEARCH METHOD

This section presented research design, research variable and their operational definition, population and sample, instrument of the research, procedure of collecting data, and technique of data analysis.

A. Research Design

The researcher applied true-experiment design involved one group pre-test and one group post-test design. The researcher used one class and then divided it into two groups which one both the treatment applied. The design illustrated as follow.

Table 3.1 research design (Sugiono 2008)

Group	Pre-Test	Treatment	Post-Test
E	O_1	X	O_2
C	O_3	-	O_4

Where :

E : Group Experiment

C : Group Control

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$O_{1,4}$: Pre-Test

$O_{2,4}$: Post-Test

X : The Treatment

B. Research Variable

This research is consist of two variable, namely;

1. Independent variable was Snakes and Ladders game
2. Dependent variable was students' ability mastery vocabulary

C. Population and Sample

1. Population

The population of this research was the junior high school of SLB (Sekolah Luar Biasa) Negeri 1 Pinrang. The researcher conducted at SLB Sekolah Luar Biasa Negeri 1 Pinrang in academic year 2022-2023. Total number of population was 10 students and population was gather in one class.

2. Sample

In this research, the writer applied random sampling technique there was10 students of SLB (Sekolah Luar Biasa) Negeri 1 Pinrang taken as a sample

D. Instrument of the Research

The instrument of the research was vocabulary test. It aimed to find out the students' ability in remembering words. The test consists of pre-test and post-test. The pre-test intended to see the students' ability in learning vocabulary

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material before the treatment and post-test intended to see the result of the treatment on students' vocabulary.

In this research the writer was using pre-test by using 100 words and the students was make sentences from the following words:

1. Accept	26. Feed	51. Knock	76. Quote
2. Accompany	27. Fight	52. Laugh	77. Reach
3. Achieve	28. Get	53. Lead	78. Read
4. Add	29. Give	54. Leave	79. Receive
5. Become	30. Go	55. Lend	80. Recognize
6. Beat	31. Grab	56. Make	81. Recommend
7. Begin	32. Hack	57. Manage	82. Save
8. Believe	33. Handle	58. Mean	83. Say
9. Call	34. Hang	59. Meet	84. Scratch
10. Calculate	35. Harvest	60. Mop	85. Search
11. Carry	36. Identify	61. Move	86. See
12. Catch	37. Ignore	62. Need	87. Take
13. Celebrate	38. Introduce	63. Notify	88. Talk
14. Dance	39. Improve	64. Obey	89. Taste
15. Decide	40. Increase	65. Open	90. Teach
16. Dedicate	41. Include	66. Order	91. Tear
17. Declarate	42. Invite	67. Observe	92. Understand
18. Decorate	43. Join	68. Offer	93. Visit
19. Earn	44. Judge	69. Paint	94. Wait

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20. Eat	45. Jump	70. Pass	95. Walk
21. End	46. Justify	71. Pay	96. Want
22. Erase	47. Keep	72. Peel	97. Wash
23. Entertain	48. Kick	73. Persuade	98. Write
24. Fall	49. Kiss	74. Push	99. Yell
25. Feel	50. Knit	75. Put	100. Zoom

E. Procedure of Collecting Data

The procedure of collecting data chronologically performed as follow:

1. Pre-test

Pre-test conducted at the first meeting, the aim for this test was to recognize students ability before having next treatment and the result compared with the result post-test after learning process or treatment finished.

2. Treatment

In this treatment there were six meetings. In the first meeting, the writer introduced the vocabulary description by used language that the students understand or sign language. And while the writer gave explanation, the writer also gave example about the vocabulary that they are used every day in their daily activity or easy vocabulary to the students. After that, the writer gave the chance to the students to mention one easy word for every student. Then, the writer also introduced the Snakes and Ladders game to the students and explained how to play it. And the lesson plan that the writer conducted in teaching were;

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School : SLB (Sekolah Luar Biasa) Negeri 1 Pinrang

Subject : English Language

Sample : Junior High School

Standard Competence : Understanding and memorizing vocabulary in daily life

Basic Competence : Be able to practice good conversation in daily life

Indicator : Memorizing the vocabulary by using Snakes and Ladders game to measure students' vocabulary ability.

Text : Conversation

Aspect / Skill : Vocabulary

Time Allocation : 2 x 40 minute

Media : Snakes and Ladders Game

Teaching Procedure :

- Pre-Activity
  1) The writer gave greetings
  2) The writer checked list the name of students in class
  3) The writer invited the students to pray
  4) The writer gave a motivation to each student before teaching the material.
  5) The writer gave opening game to make the students more interest to study.
- Main Activities
  6) The writer introduced the Snakes and Ladders game in helping to memorize the vocabulary
  7) The writer explained to student about what student have learn by playing Snakes and Ladders

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8) The writer clarified and explain what student have playing the Snakes and Ladders game
9) The writer gave chance to each student to ask for unclearly material
10) The writer gave feedback to students questions

- Close Activity

11) The writer explained and corrects the students' problem mistake in memorizing the meaning of vocabulary
12) The writer informed the students what they will do next and still give motivation in learning
13) The teaching invited the students to pray before living the class

Resource and equipment

- Dice
- Snakes and Ladders board

Assessment

The assessment is done by using students' vocabulary

The second meeting the writer played Snakes and Ladders with the students, and they played by the rule that the writer explained before. The students got word by the game, and they used their word to make a sentence by their daily activity. The Snakes and Ladders game was used by the writer as follow;

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Figure 3.5.2.1 the board of Snakes and Ladders game

As the figure shows, the figure has the square and every square has a number and word. It also has the picture of the Snakes and Ladders and colorful. The word of the square was used to make a sentence by the students.

Every meeting or each material delivered in 90 (2 x 45 minutes). There were some steps in teaching vocabulary by using Snakes and Ladder game. The first, the writer gave greeting for the students. The second, the writer checked list the name of students in class. The third, the writer gave a motivation to each students before teaching the material. The fourth, the writer gave the material about the topic. The fifth, the writer gave the example about the

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material orally. The sixth, the writer gave chance to each students to asked for unclearly material. The seventh, the writer instructed to the students to play the Snakes and Ladders game. The eight, the writer instructed the students to speak in front of their friends by using their words in the game.

3. Post-test

After giving the treatment, the students given a set of vocabulary test to know students' ability, the vocabulary test was aims to the way to the students build the sentence by using the words of the Snakes and Ladders. The students played the game Snakes and Ladders and which word they get, they make a sentence by their own words. The researcher looked for the students keywords and memorized vocabulary. The post-test ran for 90 minutes. The result of pre-test and post-test calculated in order to measure whether or not the students in remember the vocabulary.

In this research the writer was using post-test by using 100 words and the students was make sentences from the following words:

26. Accept	26. Feed	51. Knock	76. Quote
27. Accompany	27. Fight	52. Laugh	77. Reach
28. Achieve	28. Get	53. Lead	78. Read
29. Add	29. Give	54. Leave	79. Receive
30. Become	30. Go	55. Lend	80. Recognize
31. Beat	31. Grab	56. Make	81. Recommend
32. Begin	32. Hack	57. Manage	82. Save

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33. Believe	33. Handle	58. Mean	83. Say
34. Call	34. Hang	59. Meet	84. Scratch
35. Calculate	35. Harvest	60. Mop	85. Search
36. Carry	36. Identify	61. Move	86. See
37. Catch	37. Ignore	62. Need	87. Take
38. Celebrate	38. Introduce	63. Notify	88. Talk
39. Dance	39. Improve	64. Obey	89. Taste
40. Decide	40. Increase	65. Open	90. Teach
41. Dedicate	41. Include	66. Order	91. Tear
42. Declarate	42. Invite	67. Observe	92. Understand
43. Decorate	43. Join	68. Offer	93. Visit
44. Earn	44. Judge	69. Paint	94. Wait
45. Eat	45. Jump	70. Pass	95. Walk
46. End	46. Justify	71. Pay	96. Want
47. Erase	47. Keep	72. Peel	97. Wash
48. Entertain	48. Kick	73. Persuade	98. Write
49. Fall	49. Kiss	74. Push	99. Yell
50. Feel	50. Knit	75. Put	100. Zoom

F. Technique of Data Analysis

In this research, the writer collected the data of the students' vocabulary after giving pre-test and post-test through quantitative analysis. The data analyzed by employing the following procedures:

1. Scoring the result of the students' test

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$$Score := \frac{\text{Students correct vocabulary}}{\text{Total Item}} \text{ x } 5$$

2. Classifying the score of the students

   The data classified into six classifications by referring the scoring system as follow:

Table 3.2 scoring classification of vocabulary (Depdiknas 2002:112)

No	Classification	Score
1	Excellent	≥9.50
2	Very good	8.00 – 9.49
3	Good	6.50 – 7.99
4	Fairly good	5.00 – 6.49
5	Poor	3.50 - 4.99
6	Fairly poor	3.49

3. Criteria of testing hypothesis

To test the hypothesis, the writer obtained p-value at level of significance $\alpha = 0.05$ or non independent sample. The criteria of testing hypothesis are:

a. If p-value $\geq \alpha = 0.05$, H_0 is accepted, H_1 is rejected. it means that there is no significance difference between students before and after learning process.

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b. If p-value $\leq \alpha = 0.05$, H_0 is rejected, H_1 is accepted. it means that there is a significance difference between students before and after learning process.

4. Analyzing the data of students respond by using Likert Scale

Table 3.3 likert scale

Positive Statement		Negative Statement
Score	Category	Score
5	Strongly Agree	1
4	Agree	2
2	Disagree	4
1	Strongly Disagree	5

This writer used 6 positive and 6 negative statements in the questionnaire.

1. I enjoy learning vocabulary using Snakes and Ladders game
2. The use of Snakes and Ladders game in vocabulary learning is less interesting and boring
3. I paid close attention to the dice and the interesting numeric.
4. I did not have enthusiasm when I was asked to be present in learning vocabulary using Snakes and Ladders game
5. I always respond to the vocabulary in the Snakes and Ladders game.
6. I feel that the Snakes and Ladders game is not suitable for vocabulary learning

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7. I started to feel confident in speaking English after learning vocabulary by using the Snakes and Ladders game.
8. I find difficult to learn vocabulary through Snakes and Ladders game
9. I want to often use the Snakes and Ladders game to practice my vocabulary skills
10. I am embarrassed to play Snakes and Ladders with friends
11. I feel more comfortable learning vocabulary by using the Snakes and Ladders game.
12. I can not focus on speaking and memorizing vocabulary in Snakes and Ladders game.

Therefore the highest score was 48 and lowest was 12. For each score classification, the interval score was based on the following table.

Table 3.4 the classification score for the questionnaire

Score	Classification
49-60	Very Good Respond
37-48	Good Respond
25-36	Bad Respond
12-24	Strongly Bad Respond

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CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter deals with the findings of the research and the discussion of the findings. The findings are in line with the problem statements stated in the introduction part. The findings of the research present the description of the result of data collected through vocabulary test. In the discussion section, the writer describes further explanation and interpretation of the findings given.

Moreover, in this chapter, the writer analyzed the data obtained from the students with two steps of pretest and posttest. The data consist of the result of the pretest and posttest. The pretest is intended to know the students' vocabulary achievement before giving treatments, while the posttest is intended to find out whether there is any improvement or not of the students' vocabulary achievement after having several treatments by using Snakes and Ladders game as an English teaching media of the second grade of Junior High School of SLB (Sekolah Luar Biasa) Negeri 1 Pinrang.

A. Findings

A successful the teaching learning process is when the writer can achieve the teaching goals. The teaching goals are planned before teaching learning process begins. Here the writer used Snakes and Ladders game as an English teaching media in teaching vocabulary. Snakes and ladders game is an educational

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game that can be used in the teaching vocabulary. From the interview to the English teacher, the writer knows the basic vocabulary ability of the students.

in the teaching of vocabulary through Snakes and Ladders game, the writer aimed to make the students more active in the teaching learning process and make them memorize the words also can make a sentences confidently because the students were shy when they wanted to deliver something in English. The used of Snakes and Ladders game in teaching vocabulary for mentally retarded students could help the writer in conveying the material and motivate the students to take part in learning English vocabulary.

in this previous description, it is explained that the data analysis in this research used experiment method. The description explain the result of the research (pre-test and post-test.

The result of the test as follow:

1. Students' vocabulary ability

The data was collected by administrating the test. The test done twice namely pre-test that was given before the treatment and post-test was given after treatment. The data collection was analyzed by SPSS Statistic v21 application.

a. The result of pre-test

There were pre-test was given by the writer before giving the treatment for the students. The result of the pre-test was:

Table 4.1 the result of pre-test

No	Classification	Score	Frequency	Percentage

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1	Excellent	90.00<	0	0%
2	Very Good	80.00-89.99	0	0%
3	Good	70.00-79.99	1	10%
4	Poor	60.00.69.99	6	60%
5	Very Poor	<59.99	3	30%
Total			**10**	**100%**

Table 4.1 above shows that the result of pre-test, the result shows that there were one out of 10 students (10%) students classified as good classification, there were six out of 10 students (60%) students classified as a poor classification, there were out of 10 students (30%) students classified as very poor classification, there were no students classified as excellent and very good.

The table above shows that the students' vocabulary ability before giving the treatment is bad. This can be noticed when the writer gave the pre-test. Students do not understand the vocabulary displayed and they unable to used vocabulary in making sentences. The result of the table show that the most of the students got poor classification.

b. The result of post-test

After the writer gave the treatment the writer also gave the post-test to know is vocabulary ability of the students improve or not after giving the treatment by using Snakes and Ladders game.

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Table 4.2 the result of post-test

No	Classification	Score	Frequency	Percentage
1	Excellent	90.00<	0	0%
2	Very Good	80.00-89.99	1	10%
3	Good	70.00-79.99	7	70%
4	Poor	60.00.69.99	2	20%
5	Very Poor	<59.99	0	0%
Total			**10**	**100%**

Table 4.2 above shows the result of the test shows that where one out of 10 students (10%) students classified as very good classification, there were seven out of 10 students (70%) students classified as good classification, there were two out of 10 students (20%) students classified as poor classification, and there is no student classified as excellent and very poor.

The table above was shows that the vocabulary ability of the students was improved. It was proven when the writer gave a post test to the student; they understand the vocabulary in the game and also can make a sentence by the word. The figure shows there is no students got very poor classification and it shows that the most of the students got good

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classifications. It means that the students vocabulary ability improve after giving the treatment by using Snakes and Ladders game.

c. Descriptive Statistic

The table bellow shows the descriptive statistic of the research by using SPSS that consist of Pre-test and post-test.

Table 4.3 descriptive statistics

	N	Minimum	Maximum	Sum	Mean	Std. Dev
Pre	10	56,06	72,47	637,37	63,7374	5,49296
Post	10	62,88	86,11	735,61	73,5606	6,32272
Valid N	10					

Table 4.3 shows the result of data analysis by using SPSS that consist of Pre-test and post-test, based on the table above, it can be described the pre-test total sample was 10 students, the minimum score is 56.06. The maximum was 72.47, the sum or total score was 637.37, the mean score was 63.32 and the standard deviation was 5.49.

The post test has total sample was 10 students. The minimum score was 62.88 and the maximum score was 86.1, the sum or total scores from all samples were 735.61,the mean score was 73.56 and the standard deviation was 6.32.

d. Test of Normality

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The table bellow shows the test of normality of the research that consist of Pre-test and post-test to known that the significance value (sig) for all data on the Kolmongorov-Smirnov.

Table 4.4 test of normality

	Kelas	Kolmogorov-Smimov[a]			Hapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
Hasil Belajar Siswa	Pre-test	,137	10	,200*	,950	10	,699
	Post-test	,185	10	,200*	,947	10	,638

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the output of the table 4.4 above, it was known that the significance value (sig) for all data on the Kolmongorov-Smirnov test (0.200;0,200) and the Shapiro-Wilk test (0.699;0.638) is greater than 0.5, it can be concluded that the data distribution of the study is normal.

Test normality is must before analyze the paired sample t-test and independent sample t-test. Based on the data and the conclusions above that the research data is normality distributed, then we can use parametric statistic (paired samplet-test and sample t-test) to analyze the research data.

e. Test Parried Sample T-test

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The table below was shown the parried sample T test known that there were influence of learning vocabulary by using Snakes and Ladders game or not.

Table 4.5 paired sample test

	Paired Differences					T	Dr	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair Pre Post	-9,82323	3,61159	1,14209	-12,40681	-7,23966	-8,601	9	,000

Based on the output pair that shown in the table above, the significance values were 0.000 greater than 0.05. So, it means thatthere are difference the mean score between pre-test and post-test, it can be concluded that there was influence of learning vocabulary by using Snakes and Ladders media toward students' achievement.

f. Hypothesis Testing

In testing the hypothesis, the writer applied an independent test at the level of significance alpha (α) (0.05). The result of the calculation was shown as follow:

Table 4.6 the t-test of the students' ability

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Variable	P-value	A
Vocabulary test	0.012	0.05

Table 4.6 shows the P-value (0.012) was lower than significance value (α) – (0.05). the analysis showed that the alternative hypothesis (h_1) was accepted. It means that Snakes and Ladders game improved the students' vocabulary ability of the second year students of Junior High School SLB (Sekolah Luar Biasa) Negeri 1 Pinrang.

2. Students' Response

Response means to say or to do something as a reaction to something that has been said or done. Students' response describes the cognitive and affective relationship between a student and particular classes of subject matter. Response can hold a students' attention, encourage effort and support learning.

a. The Classification of Students' Response

The writer not only wanted to know the vocabulary ability was improved or not. But the writer also wanted to know the students response about the media that the writer used to teaching vocabulary. The table below was shown the classification category of the students' response.

Table 4.7 the classification of students' response

Category	Range
Very Good Respond	49-60

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Good Respond	37-48
Bad Respond	25-36
Strongly Bad Respond	12-24
Total	

Table 4.7 above shows the classification of Students' response toward Snakes and Ladder game as an English teaching media in teaching vocabulary. The gayest classification is Very Good with the interval scores 49 to 60. The classification of Good respond with interval score 37 to 48. The classification of Bad Respond with interval score 25 to 36 and the classification of Strongly Bad Respond with interval score 12 to 24.

b. The Percentage of Students' Response

After the writer gave treatment to the students and the writer gave pre-test and post-test, the writer also gave questionnaire to the students. The questionnaire given to know the students response of the teaching media there was Snake and Ladders game. This result of the students' response score was tabulated as follow.

Table 4.8 the percentage of students' response

Category	**Score**	**Frequency**	**%**
Very Good	5	105	87.5%
Good	4	10	8.3%
Moderate	3	2	1.6%

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Bad	2	1	0.8%
Strongly Bad	1	2	1.6%
Total		**120**	**99.8%**

Table 4.8 indicates the classifications and percentage of students' response toward Snake and Ladders game in learning vocabulary. The table shows that the very good classification has been chosen for 105 times (87.5%), good response for 10 times (8.3%), moderate 2 times (1.6%), bad response 1 time (0.8%) and strongly bad response 2 times (1.6%).

The classification of students' response shows that the students has very good response with 105 frequency, it shows there were more than 87.5% students has good response and only 2,4% students response is bad. It can be concluded that the used of Snake and Ladders game as an English teaching media for mentally retarded students was interested for the students teaching vocabulary in junior high school of SLB (Sekolah Luar Biasa) Negeri 1 Pinrang.

By this result, the writer knows that the student has very good response to the Snakes and Ladders game in teaching vocabulary. As Sidik says that the Snakes and ladders is game with unique design, because it has square in every numeric and every square has different picture and some of the square have a snake or ladder, then the Snakes and Ladders game is a game where is the player should go down if they get a snake and go up if they get a ladder. It was make the students more interested to teach and produced very good response in vocabulary teaching.

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c. The Mean Score of Students' Response

Table 4.9 the mean score of Students' response

Total Respondent	Total Score	Mean
10	577	57.70

Table 4.9 shows that the mean score of students' response was 57.70%, it was interpreted into score as very good response criteria. It means that the students were very good response in teaching and learning English vocabulary by using Snakes and Ladders.

B. Discussions

In this part, the writer discusses the result of the data analysis in according with the scope of this research. This research in invited to know the students ability and response in learning English vocabulary for mentally retarded students at Junior High School of SLB (Sekolah Luar Biasa) Negeri 1 Pinrang by using Snakes and Ladders.

The writer has conducted research at SLB (Sekolah Luar Biasa) Negeri 1 Pinrang. With population was Junior High School of SLB (Sekolah Luar Biasa) Negeri1 Pinrang. And the sample was 10 students who get mentally disabilities. In this study the writer used quantitative method with experimental research design. To get accurate data the writer conducted 6 meetings, starting with pre-test.

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In the first meeting the writer introduced herself and started to make approach to the students. After that the writer started the class by following the directions of the previous teacher. The writer began to introduce the vocabulary by inviting students to introduce themselves by using English. After that the writer explained about what is vocabulary in English. After explaining about the vocabulary the writer gives the opportunity to the students to ask question if there was unclear explanation from the writer. After that the researcher began to give assignment to students where this assignment was pre-test from the writer. The task is to make sentences from several words that have been prepared by the writer. And the result of pre-test was.

Table 4.2.1 the result of pre-test

No	Classification	Score	Frequency	Percentage
1	Excellent	90.00<	0	0%
2	Very Good	80.00-89.99	0	0%
3	Good	70.00-79.99	1	10%
4	Poor	60.00.69.99	6	60%
5	Very Poor	<59.99	3	30%
Total			**10**	**100%**

Student does not have the ability to interpret the vocabulary that has been given by the write. Students are only able to interpret a few words and make sentences that did not fit to every word. It means that within 100 words students only have the ability to understand word under 10 word only. And most of the

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words is unknown by the students. It shows that the result of the pre-test were very bad.

After giving the pre-test to the students, it means that the writer already knows the basic abilities of the students. The writer begins to provide treatment by explaining the media to be used. The students were very happy when the writer told them that the learning media was used Snakes and Ladders game. The writer started giving the lessons to the students with introduced the vocabulary, how to used the vocabulary and the meaning of the vocabulary.

After the writer gave the knowledge about vocabulary and how to use it and its meaning to the students, the writer started the treatment by using Snakes and Ladders game. In the game of Snakes and Ladders there are several rules that students must follow, such us:

1) To begin, each player clicks on the dice to determine who will go first. The player who rolls the highest number goes first.
2) Each player takes turns clicking on the dice and their token advance the number of squares corresponding to the number rolled. The game begin from square one.
3) Every square has a number and word that students get from the dice, and the students was make a sentence according to their own word
4) If the token lands at the bottom of a ladder. The student was slide up the ladder and gets the high position.

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5) If the token lands on a snake's head, the player should slide down to the snake's tail, that was make the students far from finish.
6) If a token lands on square occupied by another player, the token on that square is sent back to the first square.
7) The player who lands on square 100 with as exact roll of the dice is declared as the winner. If the numbers rolled exceed the final square, the player must moved back the number of exceeding squares. For example, if a player rolls a 5 while on square 97, the player move two squares forward and then moves two squares backwards to square 98.
8) The player who makes a good sentence by the word was given a gift by the writer.
9) The player who gets the winner was given a gift from the writer.

After several meetings the writer giving the treatments by using Snakes and Ladders game. Finally the writer gives a post test to the students to describe the students' ability after learning vocabulary used Snakes and Ladders game. And the result of post test was:

Table 4.2.2 the result of post-test

No	Classification	Score	Frequency	Percentage
1	Excellent	90.00<	0	0%
2	Very Good	80.00-89.99	1	10%
3	Good	70.00-79.99	7	70%
4	Poor	60.00.69.99	2	20%

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5	Very Poor	<59.99	0	0%
Total			**10**	**100%**

The result of the post-test table was shows that students' vocabulary ability was improved. It can be seen from the students' ability to interpret the vocabulary obtained in the Snakes and Ladders game. The writer concluded that the students' vocabulary ability was improved because the students were being able to know the meaning of most of the vocabulary in the Snakes and Ladders game. As Jack C Richard says, to guess successfully from context, learners need to know about 19 out of every 20 words (95%0 of a text, which requires knowing the 3.000 most common words.[73]

Terry (1997) the vocabularies that should be reached by the students of Elementary School are 600 words. For the fourth grade they have to reach 100 words, fifth grade they have to reach 200 words and sixth grade they have to reach 300 words.[74] Means that the students have the ability above 600 words, because students are able to make sentences of nearly 100 words in the game of Snakes and Ladders

1. Is using Snakes and Ladders game as an English teaching media for mentally retarded students able to improve their English vocabulary at SLB (Sekolah Luar Biasa) Negeri 1 Pinrang?

[73]Jack C Richard and Willy A. Reanandya, *Methodology in Language an Anthology of Current Practice* (Cambridge University Press 2002) p. 187

[74]Terry 1997, *Internatioanl Dictionary of Educatio*n. New York. Nichoias Publishing Company,p.113

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In the process of teaching in the classroom, the teacher can use good media to support the teaching learning process. In this case, the teacher has to think the appropriate and effective media that was applied in the teaching learning process. In this research, the writer was used Snakes and Ladders media a teaching media to teach English vocabulary.

Leive and Lents in Arsyad's book suggest four functions of instructional media, particularly visual media, namely:

5. Attention functional of visual media the core that is interesting student's attention to concentrate on the content related to the meaning of the displayed visual of text accompany the subject matter
6. Affective function of visual media can be seen from the student's level of enjoyment when learning or reading the text with picture image or visual symbol can arouse emotions and attitudes of students
7. Cognitive function of visual which related the achievement of subjective to understand and remember information or message contained in images.
8. Compensatory function of learning media seen from the findings that the visual media that provides the context for understanding the text help the student who are weak in reading to organized information in text and remember back.[75]

[75]Azhar Arsyad *Media Pembelajaran"* (Jakarta: PT.Raja Grafindo Persada 2001). P.17

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The design of this game is unique, because it has a square in every numeric and every square has different picture and some of the squares have a snakeor ladder. If people get the snake in their plat, they should go down based on how long the snake, and if the people get the ladder in their playing, they should go up related the length of the ladder.*Sidik* says that the Snake Ladder is a game where is the player should go down if they get a snake and go up if they get a ladder.[76]

Using Snake Ladder in special needs can less stress when studying. As Jack C Richard says Game allows students to: word cooperatively, compete with each other, strategize, think is a less stressful and more productive environment, and allow people to have fun.[77] In other advantages can improve motivation to study and able to improve creativity. It is possible when the people playing this game their brain will work hard to manage the strategy to get the lucky cube. Playing snake ladder will help the brain to be more concentration and understand because without people know they learn by playing and people will be enthusiastic to learn the lesson.

The writer decided to use Snakes and Ladders game as a media to help students improve the vocabulary ability. As Asnawir and Basyiruddin say that Using of media with creative will be enabling to the students for studying to better

[76]Christian Isman, Albertin. (2012). Metode Belajar Dengan Permainan Ular Tangga Yang Dipadukan Dengan Token Ekonomi Untuk Meningkatkan Kemampuan Membaca Permulaan Siswa TK.

[77]Jack C Richard *Methodology in Language an Antholoy ofCurrent Practice* (Cmambridge Universuty Press 2002) p. 255

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and also improve their performance appropriate purpose that they want.[78]The writer has conducted research about students' vocabulary ability by using Snakes and Ladders game. The data has been collected by using two instruments. The first instrument is test and the second instrument is test.

The test is used to measure students' vocabulary ability. The test was given before and after treatment. The treatment was teaching there are two research questions, the first research question is "Is using Snakes and Ladders as an English teaching media for mentally retarded students able to improve their English vocabulary at SLB (Sekolah Luar Biasa) Negeri 1 Pinrang?" to answer this research question, the writer conducted tests, involving pre-test and post-test. The pre-test was given to the students before treatment was held in the first meeting, while the post-test was given after the students done with treatments. Both tests were presented in same level of difficulty.

The result of the test is really good, that the test result shows that the vocabulary ability of the students was improved. The result shows there were no students got very poor classifications. It shows that the most of the students got good classifications. It means that the students vocabulary ability improve after giving the treatment by using Snakes and Ladders game.

The result continuous the research before, the study comes from Syarifah Mawaddah, Luwandi Suhartono dan Wardah. The purpose of this research is to find out the effectiveness, the strengths and the weakness of Snakes and Ladders

[78]Asnawir dan Basyiruddin Usman "*Media Pembelajaran"* (Jakarta: Ciputat Pers 2002) p. 11

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game in teaching speaking to the seventh grade of SMPN 4 Ketapang. Then the journal from Aida Suryani Rusdi Noora Rosa. This journal describe the application of advertisements using the Snakes and Ladders game as a media in teaching vocabulary.[79]

The next study comes from Syarifah Mawaddah, Luwandi Suhartono dan Wardah.[80] The purpose of this research is to find out the effectiveness, the strengths and the weakness of the Snake and Ladder game in teaching speaking to the seventh grade students of SMPN 4 Ketapang in academic year 2013/2014. This research was conducted as a pre-experimental research which the one group pretest-posttest. The result of this journal that the use snake and ladder game is effective in teaching speaking.

The study from *Journal of Community Health Service*[81]. The Covid-19 health protocol (prokes) can be presented in the form of a group game, namely snakes and ladders. The modified snake and ladder game, especially for elementary school students, the modified snake and ladder design produces game media that is communicative and easy to understand, has eye catching visualizations with pictures, interesting and full color, attractive and fun to use as a learning media because it is full of communicative illustrations and can increase students' interest in learning and remembering the lessons that have been given.

[79]Aida Suryani, Rusdi Noor Rosa, 2014; Using A Board Game "Snake and Ladder" In Teaching Vocabulary At Junior High School

[80]Syafirah Mawaddah, Luwandi Suhartono, Wardah. Journal. 2015 Teachng Speaking By Using Snake and Ladder.

[81]Journal of Community Health Service, 2022. Modified Snakes and Ladders Game For Health Promotion About Covid-19 Health Protocols for Elementary School Children

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The next study comes from Muhammad Solihin, in this research entitled "Teaching Vocabulary through computer Game to the fifth year students of SDN 42 Limpomajang". He write that computer game is an appropriate method to teach English in elementary school because the classroom situation to be attractive, interesting and the student enjoy getting the material and alo the students relas during treatment process.[82]

The next study comes from Mustika, in this research entitled "Improving the Students' Vocabulary through Crossword Picture to the fifth Year Students of Madrasah Ibtidaiyah Datok Sulaiman Putra Palopo". She stated that the using of crossword picture in improving the students' vocabulary particularly Noun and teaching technique of vocabulary.[83]

The studies above show that there were continuity between the result of the writer research and the result of the researcher before.

2. What is the student response to the use of Snakes and Ladders game as an English teaching media for mentally retarded students to improve their English vocabulary at SLB (Sekolah Luar Biasa) Negeri 1 Pinrang?

The writer also would like to discuss the research question in this study. The second research question is "What is the student response to the use of Snakes and Ladders game as an English teaching media for mentally retarded students to improve their English vocabulary at SLB (Sekolah Luar Biasa) Negeri

[82]Muhammad Solihin, *Teaching trhough Computer Games to the fifth Year Students of SDN 42 Limpomajang,* p.52

[83]Mustika, *Improving the Students' Vocabulary Through Crossword Picture to the fifth Year Students of Madrasah Ibtidaiyah Datok Sulaeman Palopo,p.57*

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1 Pinrang?" to answer this research question, the researcher distributed questionnaire to the students. The questionnaire containing twelve statements that consist of six positive statements and six negative statements.

The finding indicates the classifications and percentage of students' response toward Snake and Ladders game in learning vocabulary. The table shows that the very good classification has been chosen for 105 time (87.5%), good respond for 10 times (8.3%), moderate 2 time (1.6%), bad responds 1 time (0.8%) and strongly bad respond 2 time (1.6%).

The mean score of students' response was 57,70%, it was interpreted into score as very good response criteria. It means that the students were very good response in teaching and learning English vocabulary by using Snakes and Ladders game. The mean score of all items is negative statement equal 4.7, it indicates that students have tendency to disagree with to the items offered. So, the writer concludes that the students had positive or very good response toward the used of Snakes and Ladders game as an English teaching media for mentally retarded students to improve their English.

It showed that the students enjoy the lesson if the writer used Snakes and Ladders game as an English Teaching media. It means that the students gave very good response in teaching English vocabulary by using Snakes and Ladders game. The students always pay close attention to the lesson and students also response well to vocabulary in teaching. If using Snakes and Ladders game students feel more confident and want to practice their vocabulary often. And the questionnaire

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shows that they were more comfortable learning vocabulary with Snakes and Ladders game.

Based on the result of this study, it was found that in using Snakes and Ladders game, it was very helpful for students in learning vocabulary. As it has been proved by this research, the writer expects that the English educators early improved their ways of teaching or lecturing by using Snakes and Ladders game, especially in dealing with English vocabulary subject.

After giving the treatment, the writer gave the questionnaire to the students; the writer knows that the students have very good response to the Snakes and Ladders game in teaching vocabulary. As *Sidik* says that the Snakes and ladders is game with unique design, because it has square in every numeric and every square has different picture and some of the square have a snake or ladder, then the Snakes and Ladders game is a game where is the player should go down if they get a snake and go up if they get a ladder.[84] It was make the students more interested to teach and produced very good response in vocabulary teaching.

As *Yasin Yusuf* says that the Snakes and Ladders is an interactive game that can make students active.[85] It proved by the way the students study about vocabulary by using Snakes and Ladders game. As *Journal Communicative Health Service* they more attractive and more interest about the Snakes and

[84]Christian Isman, Albertin. (2012). Metode Belajar Dengan Permainan Ular Tangga Yang Dipadukan Dengan Token Ekonomi Untuk Meningkatkan Kemampuan Membaca Permulaan Siswa TK

[85]Maisyaroh, Iis, (2014). Penerapan Metode Permainan Ular Tangga (Snake Ladder) Untuk Meningkatkan Hasil Belajar Siswa Pada Mata Pelajaran IPS. Fakultas Ilmu Keguruan Universitas Islam Negeri Syarif Hidayatulloh Jakarta.

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Ladders game show. It modified Snakes and Ladders game design prods game media that is communicative and easy to understand, has eye catching visualization with pictures, interesting and full color, attractive and fun to use as a learning media.[86]

[86]Journal of Community Health Service, 2022. Modified Snakes and Ladders Game For Health Promotion About Covid-19 Health Protocols for Elementary School Children

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CHAPTER V

CONCLUSIONS AND SUGGESTIONS

In this chapter the writer presents two sections, namely conclusion and suggestion. The conclusions based on findings and discussion. The suggestion consists of recommendation for EFL instructor, English Lectures, English Teacher, the students and further researcher.

A. Conclusions

This study examined the used of Snakes and Ladders game as an English teaching media for mentally retarded students at SLB Negeri 1Pinrang. To get the data the writer made observations at school against teacher who teach English for mentally retarded students. After interview with the English teacher who though English for mentally retarded students the writer already knows how the basic ability of the students and what words should be entered in Snakes and Ladders game.

After that the writer gave them an instruction and gave the example how to play the Snakes and Ladders game as an English teaching media. After the writer giving them an instruction, the writer gave them as assignment by using Snakes and Ladders game. While playing the Snakes and Ladders game, the writer controlled the activity of the students and helped the students to make the sentences when they get the word. In the end of playing, the writer gave them feedback.

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By using Snakes and Ladders game the mentally retarded students were happy, enthusiastic and more spirit to learn English. It means that their response is positive. This could happen because the design of the Snakes and Ladders game was colorful, using the numbers and words and also interesting. It can see how they were response. There were advantages of using Snakes and Ladders game as an English teaching media for mentally retarded students. For the first was the mentally retarded students could improve their English vocabulary. For the second, the mentally retarded students could interact with other students and the writer easily, effective and also by using the Snakes and Ladders the mentally retarded students could remember and understand the lesson.

Based on the research finding and discussion, it can be concluded that:

1. The Snakes and Ladders game is helpful to improve students' vocabulary ability. The students' vocabulary ability improved after having treatment trough Snakes and Ladders game. It was proved by seeing the result of the students' pre-test and students post-test. Students who were not be able memorize the vocabulary in pre-test, after having treatment students were able to memorize the vocabulary.
2. The students gave very good response toward Snakes and Ladders game. It was proved by student participation and perception when the writer applied the technique. Student more enthusiastic in learning process and student more aware of their English vocabulary. The result of questionnaireanalysis also showed that students at Junior High School of SLB (Sekolah Luar Biasa) Negeri 1 Pinrang were very good response to

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learning vocabulary by using Snakes and Ladders game. It can be shown by the table above

Table 5.2.1 questionnaires

NO	PERTANYAAN	SS	S	SM	TS	STS
1	I enjoy learning vocabulary using Snakes and Ladders game					
2	The use of Snakes and Ladders game in vocabulary learning is less interesting and boring					
3	I paid close attention to the dice and the interesting numeric.					
4	I did not have enthusiasm when I was asked to be present in learning vocabulary using Snakes and Ladders game					
5	I always respond to the vocabulary in the Snakes and Ladders game.					
6	I feel that the Snakes and Ladders game is not suitable for vocabulary					

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	learning					
7	I started to feel confident in speaking English after learning vocabulary by using the Snakes and Ladders game.					
8	I find difficult to learn vocabulary through Snakes and Ladders game					
9	I want to often use the Snakes and Ladders game to practice my vocabulary skills					
10	I am embarrassed to play Snakes and Ladders with friends					
11	I feel more comfortable learning vocabulary by using the Snakes and Ladders game.					
12	I cannot focus on speaking and memorizing vocabulary in Snakes and Ladders game.					

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The table 5.2.1 is the questionnaire was given to the students. It has 6 positive statements and 6 negative statements. That the student was chosen to answer the second research questions about the students response. As mentally retarded students, the writer given the questionnaire by explained the meaning of each questionnaire point. ,And the result of the questionnaire was :

Table 5.2.2 score of the students' questionnaire

	Sample	**Score's of each item**												**Total**
		1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	
1	NA	5	5	4	5	5	5	5	5	5	3	5	5	57
2	AM	5	5	5	5	5	5	5	5	5	5	4	5	59
3	HM	5	5	5	5	5	5	5	5	4	4	3	5	53
4	AH	5	5	5	5	5	5	5	5	5	5	4	5	59
5	LN	5	5	5	5	5	5	5	4	5	4	5	5	58
6	MA	5	5	5	5	5	5	5	5	5	5	5	5	60
7	NH	5	4	5	5	5	5	5	1	5	5	5	5	55
8	NO	5	5	5	5	5	5	5	5	5	5	5	5	60
9	NHA	5	5	5	5	4	5	5	5	5	5	5	4	58
10	AR	5	4	5	4	5	5	5	5	5	5	5	5	58

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B. Suggestions

1. For EFL lecturers or EFL instructors, English Teacher
   - **a.** Snakes and Ladders game is effective way to be used in teaching vocabulary to improve students' vocabulary ability no exception for the students special needs or mentally retarded students.
   - **b.** EFL lecturers or EFL in structures, English teachers should stimulate the students to memorize the vocabulary such as practice every day especially for mentally retarded students. They need to be reminded every day.
2. Institution

   As a teacher, school also plays key role in integrating students' knowledge through the creation of a program or creative learning media. So, the school has a contribution, too.
3. For the students
   a. The students must study harder to get successful improving their vocabulary ability.
   b. The students should spend their time to practice their English inside and outside the class.
4. For the next researcher, the result of the research is expected to be able to encourage other researchers to conduct research dealing with the Snakes and Ladders game in the same field of subject. Otherwise, they can also study the improvement of vocabulary ability by using other media.
5.

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Appendix 1

Research Instrument

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Pre test

Make sentences from the following words:

1. Accept
2. Accompany
3. Achieve
4. Add
5. Become
6. Beat
7. Begin
8. Believe
9. Call
10. Calculate
11. Carry
12. Catch
13. Celebrate
14. Dance
15. Decide
16. Dedicate
17. Declarate
18. Decorate
19. Earn
20. Eat
21. End
22. Erase
23. Entertain
24. Fall
25. Feel
26. Feed
27. Fight
28. Get
29. Give
30. Go
31. Grab
32. Hack
33. Handle
34. Hang
35. Harvest
36. Identify
37. Ignore
38. Introduce
39. Improve
40. Increase
41. Include
42. Invite
43. Join
44. Judge
45. Jump
46. Justify
47. Keep
48. Kick
49. Kiss
50. Knit
51. Knock
52. Laugh
53. Lead
54. Leave
55. Lend
56. Make
57. Manage
58. Mean
59. Meet
60. Mop
61. Move
62. Need
63. Notify
64. Obey
65. Open
66. Order
67. Observe
68. Offer
69. Paint
70. Pass
71. Pay
72. Peel
73. Persuade
74. Push
75. Put
76. Quote
77. Reach
78. Read
79. Receive
80. Recognize
81. Recommend
82. Save
83. Say
84. Scratch
85. Search
86. See
87. Take
88. Talk
89. Taste
90. Teach
91. Tear
92. Understand
93. Visit
94. Wait
95. Walk
96. Want
97. Wash
98. Write
99. Yell
100. Zoom

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Post Test

Make sentences from the following words:

1. Accept
2. Accompany
3. Achieve
4. Add
5. Become
6. Beat
7. Begin
8. Believe
9. Call
10. Calculate
11. Carry
12. Catch
13. Celebrate
14. Dance
15. Decide
16. Dedicate
17. Declarate
18. Decorate
19. Earn
20. Eat
21. End
22. Erase
23. Entertain
24. Fall
25. Feel
26. Feed
27. Fight
28. Get
29. Give
30. Go
31. Grab
32. Hack
33. Handle
34. Hang
35. Harvest
36. Identify
37. Ignore
38. Introduce
39. Improve
40. Increase
41. Include
42. Invite
43. Join
44. Judge
45. Jump
46. Justify
47. Keep
48. Kick
49. Kiss
50. Knit
51. Knock
52. Laugh
53. Lead
54. Leave
55. Lend
56. Make
57. Manage
58. Mean
59. Meet
60. Mop
61. Move
62. Need
63. Notify
64. Obey
65. Open
66. Order
67. Observe
68. Offer
69. Paint
70. Pass
71. Pay
72. Peel
73. Persuade
74. Push
75. Put
76. Quote
77. Reach
78. Read
79. Receive
80. Recognize
81. Recommend
82. Save
83. Say
84. Scratch
85. Search
86. See
87. Take
88. Talk
89. Taste
90. Teach
91. Tear
92. Understand
93. Visit
94. Wait
95. Walk
96. Want
97. Wash
98. Write
99. Yell
100. Zoom

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Appendix 2

LESSON PLAN (First Meeting)

School **: SLB (Sekolah Luar Biasa) Negeri 1 Pinrang**

Subject **: English Language**

Sample **: Junior High School**

Standard Competence : Understanding and memorizing vocabulary in daily life

Basic Competence : Be able to practice good conversation in daily life

Indicator : Memorizing the vocabulary by using Snakes and Ladders game to measure students vocabulary ability.

Tex : Conversation

Aspect / Skill : Vocabulary

Time Allocation : 2 x 40 minute

Media : Snakes and Ladders Game

Teaching Procedure :

- Pre-Activity

14) The researcher will give greetings

15) The researcher will check list the name of students in class

16) The researcher will invite the students to pray

17) The researcher will give a motivation to each student before teaching the material.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

18) The researcher will give opening game to make the students more interest to study.

- Main Activities

19) The researcher will introduce the Snakes and Ladders game in helping to memorize the vocabulary

20) The researcher will explain to student about what student have learn by playing Snakes and Ladders

21) The researcher will clarify and explain what student have playing the Snakes and Ladders game

22) The researcher will give chance to each student to ask for unclearly material

23) The researcher give feedback to students questions

- Close Activity

24) The researcher will explain and corrects the students' problem mistake in memorizing the meaning of vocabulary

25) The researcher will inform the students what they will do next and still give motivation in learning

26) The teaching invited the students to pray before living the class

Resource and equipment

- Dice
- Snakes and Ladders board

Assessment

The assessment is done by using students' vocabulary

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

LESSON PLAN (Second Meeting)

School **: SLB (Sekolah Luar Biasa) Negeri 1 Pinrang**

Subject **: English Language**

Sample **: Junior High School**

Standard Competence : Understanding and memorizing vocabulary in daily life

Basic Competence : Be able to practice good conversation in daily life

Indicator : Memorizing the vocabulary by using Snakes and Ladders game to measure students vocabulary ability.

Tex : Conversation

Aspect / Skill : Vocabulary

Time Allocation : 2 x 40 minute

Media : Snakes and Ladders Game

Teaching Procedure :

- Pre-Activity

27) The researcher will give greetings

28) The researcher will check list the name of students in class

29) The researcher will invite the students to pray

30) The researcher will give a motivation to each student before teaching the material.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

31) The researcher will give opening game to make the students more interest to study.

- Main Activities

32) The researcher will introduce the Snakes and Ladders game in helping to memorize the vocabulary

33) The researcher will explain to student about what student have learn by playing Snakes and Ladders

34) The researcher will clarify and explain what student have playing the Snakes and Ladders game

35) The researcher will give chance to each student to ask for unclearly material

36) The researcher give feedback to students questions

- Close Activity

37) The researcher will explain and corrects the students' problem mistake in memorizing the meaning of vocabulary

38) The researcher will inform the students what they will do next and still give motivation in learning

39) The teaching invited the students to pray before living the class

Resource and equipment

- Dice
- Snakes and Ladders board

Assessment

The assessment is done by using students' vocabulary

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

LESSON PLAN (Third Meeting)

School **: SLB (Sekolah Luar Biasa) Negeri 1 Pinrang**

Subject **: English Language**

Sample **: Junior High School**

Standard Competence : Understanding and memorizing vocabulary in daily life

Basic Competence : Be able to practice good conversation in daily life

Indicator : Memorizing the vocabulary by using Snakes and Ladders game to measure students vocabulary ability.

Tex : Conversation

Aspect / Skill : Vocabulary

Time Allocation : 2 x 40 minute

Media : Snakes and Ladders Game

Teaching Procedure :

- Pre-Activity

40) The researcher will give greetings

41) The researcher will check list the name of students in class

42) The researcher will invite the students to pray

43) The researcher will give a motivation to each student before teaching the material.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

44) The researcher will give opening game to make the students more interest to study.

- Main Activities

45) The researcher will introduce the Snakes and Ladders game in helping to memorize the vocabulary

46) The researcher will explain to student about what student have learn by playing Snakes and Ladders

47) The researcher will clarify and explain what student have playing the Snakes and Ladders game

48) The researcher will give chance to each student to ask for unclearly material

49) The researcher give feedback to students questions

- Close Activity

50) The researcher will explain and corrects the students' problem mistake in memorizing the meaning of vocabulary

51) The researcher will inform the students what they will do next and still give motivation in learning

52) The teaching invited the students to pray before living the class

Resource and equipment

- Dice
- Snakes and Ladders board

Assessment

The assessment is done by using students' vocabulary

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

LESSON PLAN (Fourth Meeting)

School **: SLB (Sekolah Luar Biasa) Negeri 1 Pinrang**

Subject **: English Language**

Sample **: Junior High School**

Standard Competence : Understanding and memorizing vocabulary in daily life

Basic Competence : Be able to practice good conversation in daily life

Indicator : Memorizing the vocabulary by using Snakes and Ladders game to measure students vocabulary ability.

Tex : Conversation

Aspect / Skill : Vocabulary

Time Allocation : 2 x 40 minute

Media : Snakes and Ladders Game

Teaching Procedure :

- Pre-Activity

53) The researcher will give greetings

54) The researcher will check list the name of students in class

55) The researcher will invite the students to pray

56) The researcher will give a motivation to each student before teaching the material.

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57) The researcher will give opening game to make the students more interest to study.

- Main Activities

58) The researcher will introduce the Snakes and Ladders game in helping to memorize the vocabulary

59) The researcher will explain to student about what student have learn by playing Snakes and Ladders

60) The researcher will clarify and explain what student have playing the Snakes and Ladders game

61) The researcher will give chance to each student to ask for unclearly material

62) The researcher give feedback to students questions

- Close Activity

63) The researcher will explain and corrects the students' problem mistake in memorizing the meaning of vocabulary

64) The researcher will inform the students what they will do next and still give motivation in learning

65) The teaching invited the students to pray before living the class

Resource and equipment

- Dice
- Snakes and Ladders board

Assessment

The assessment is done by using students' vocabulary

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

LESSON PLAN (Fifth Meeting)

School **: SLB (Sekolah Luar Biasa) Negeri 1 Pinrang**

Subject **: English Language**

Sample **: Junior High School**

Standard Competence : Understanding and memorizing vocabulary in daily life

Basic Competence : Be able to practice good conversation in daily life

Indicator : Memorizing the vocabulary by using Snakes and Ladders game to measure students vocabulary ability.

Tex : Conversation

Aspect / Skill : Vocabulary

Time Allocation : 2 x 40 minute

Media : Snakes and Ladders Game

Teaching Procedure :

- Pre-Activity

66) The researcher will give greetings

67) The researcher will check list the name of students in class

68) The researcher will invite the students to pray

69) The researcher will give a motivation to each student before teaching the material.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

70) The researcher will give opening game to make the students more interest to study.

- Main Activities

71) The researcher will introduce the Snakes and Ladders game in helping to memorize the vocabulary

72) The researcher will explain to student about what student have learn by playing Snakes and Ladders

73) The researcher will clarify and explain what student have playing the Snakes and Ladders game

74) The researcher will give chance to each student to ask for unclearly material

75) The researcher give feedback to students questions

- Close Activity

76) The researcher will explain and corrects the students' problem mistake in memorizing the meaning of vocabulary

77) The researcher will inform the students what they will do next and still give motivation in learning

78) The teaching invited the students to pray before living the class

Resource and equipment

- Dice
- Snakes and Ladders board

Assessment

The assessment is done by using students' vocabulary

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

LESSON PLAN (Sixth Meeting)

School **: SLB (Sekolah Luar Biasa) Negeri 1 Pinrang**

Subject **: English Language**

Sample **: Junior High School**

Standard Competence : Understanding and memorizing vocabulary in daily life

Basic Competence : Be able to practice good conversation in daily life

Indicator : Memorizing the vocabulary by using Snakes and Ladders game to measure students vocabulary ability.

Tex : Conversation

Aspect / Skill : Vocabulary

Time Allocation : 2 x 40 minute

Media : Snakes and Ladders Game

Teaching Procedure :

- Pre-Activity

79) The researcher will give greetings

80) The researcher will check list the name of students in class

81) The researcher will invite the students to pray

82) The researcher will give a motivation to each student before teaching the material.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

83) The researcher will give opening game to make the students more interest to study.

- Main Activities

84) The researcher will introduce the Snakes and Ladders game in helping to memorize the vocabulary

85) The researcher will explain to student about what student have learn by playing Snakes and Ladders

86) The researcher will clarify and explain what student have playing the Snakes and Ladders game

87) The researcher will give chance to each student to ask for unclearly material

88) The researcher give feedback to students questions

- Close Activity

89) The researcher will explain and corrects the students' problem mistake in memorizing the meaning of vocabulary

90) The researcher will inform the students what they will do next and still give motivation in learning

91) The teaching invited the students to pray before living the class

Resource and equipment

- Dice
- Snakes and Ladders board

Assessment

The assessment is done by using students' vocabulary

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

LESSON PLAN (Seventh Meeting)

School **: SLB (Sekolah Luar Biasa) Negeri 1 Pinrang**

Subject **: English Language**

Sample **: Junior High School**

Standard Competence : Understanding and memorizing vocabulary in daily life

Basic Competence : Be able to practice good conversation in daily life

Indicator : Memorizing the vocabulary by using Snakes and Ladders game to measure students vocabulary ability.

Tex : Conversation

Aspect / Skill : Vocabulary

Time Allocation : 2 x 40 minute

Media : Snakes and Ladders Game

Teaching Procedure :

- Pre-Activity

92) The researcher will give greetings

93) The researcher will check list the name of students in class

94) The researcher will invite the students to pray

95) The researcher will give a motivation to each student before teaching the material.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

96) The researcher will give opening game to make the students more interest to study.

- Main Activities

97) The researcher will introduce the Snakes and Ladders game in helping to memorize the vocabulary

98) The researcher will explain to student about what student have learn by playing Snakes and Ladders

99) The researcher will clarify and explain what student have playing the Snakes and Ladders game

100) The researcher will give chance to each student to ask for unclearly material

101) The researcher give feedback to students questions

- Close Activity

102) The researcher will explain and corrects the students' problem mistake in memorizing the meaning of vocabulary

103) The researcher will inform the students what they will do next and still give motivation in learning

104) The teaching invited the students to pray before living the class

Resource and equipment

- Dice
- Snakes and Ladders board

Assessment

The assessment is done by using students' vocabulary

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Appendix 3

PRE-TEST

STUDENTS' SCORING TABLE AND STATISTICAL DATA FOR PRE-TEST

No	Sample	Vocabulary Components			Score
		Meaning	Grammatical	Pronunciation	
		1-120	1-120	1-120	
1	NA	71,21	67,42	65,91	68,18
2	AM	63,63	56,06	55,3	58,33
3	HM	75	63,63	56,82	65,15
4	AH	74,24	77,27	65,91	72,47
5	LN	73,48	67,42	64,39	68,43
6	MA	68,18	62,87	61,36	64,14
7	NH	61,36	59,84	63,64	61,62
8	NO	51,51	56,81	59,85	56,06
9	NHA	56,81	57,57	55,3	56,57
10	AR	65,90	67,42	65,91	66,41

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Appendix 4

POST-TEST

STUDENTS' SCORING TABLE AND STATISTICAL DATA FOR POST-TEST

No	Sample	Vocabulary Components			Score
		Meaning	Grammatical	Pronunciation	
		1-120	1-120	1-120	
1	NA	77,27	71,21	69,69	72,73
2	AM	74,24	71,97	68,93	71,72
3	HM	73,48	73,48	68,93	71,72
4	AH	90,15	87,12	81,06	86,11
5	LN	81,06	74,24	70,45	75,25
6	MA	82,58	75,75	73,48	77,27
7	NH	78,03	76,51	74,24	75,25
8	NO	65,15	60,60	62,87	62,88
9	NHA	71,21	71,21	69,69	72,73
10	AR	77,27	74,24	74,24	72,25

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Appendix 5

Data analysis use SPSS

Descriptive Statistic

	N	Minimum	Maximum	Sum	Mean	Std. Dev
Pre	10	56,06	72,47	637,37	63,7374	5,49296
Post	10	62,88	86,11	735,61	73,5606	6,32272
Valid N	10					

Test of Normality

	Kelas	Kolmogorov-Smimov[a]			Hapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
Hasil Belajar Siswa	Pre-test	,137	10	,200*	,950	10	,699
	Post-test	,185	10	,200*	,947	10	,638

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Test Parried Sample T-test

	Paired Differences					T	Dr	Sig.
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair Pre Post	-9,82323	3,61159	1,14209	-12,40681	-7,23966	-8,601	9	,000

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Appendix 6

SCORE OF STUDENTS' QUESTIONAIRE AND STATISTICAL DATA

FOR POST TEST

	Sample	Score's of each item												Total
		1	2	3	4	5	6	7	8	9	10	11	12	
1	NA	5	5	4	5	5	5	5	5	5	3	5	5	57
2	AM	5	5	5	5	5	5	5	5	5	5	4	5	59
3	HM	5	5	5	5	5	5	5	5	4	4	3	5	53
4	AH	5	5	5	5	5	5	5	5	5	5	4	5	59
5	LN	5	5	5	5	5	5	5	4	5	4	5	5	58
6	MA	5	5	5	5	5	5	5	5	5	5	5	5	60
7	NH	5	4	5	5	5	5	5	1	5	5	5	5	55
8	NO	5	5	5	5	5	5	5	5	5	5	5	5	60
9	NHA	5	5	5	5	4	5	5	5	5	5	5	4	58
10	AR	5	4	5	4	5	5	5	5	5	5	5	5	58

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Appendix 7

DOKUMENTASI

The writer explained the material in class

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The students play the Snakes and Ladders game

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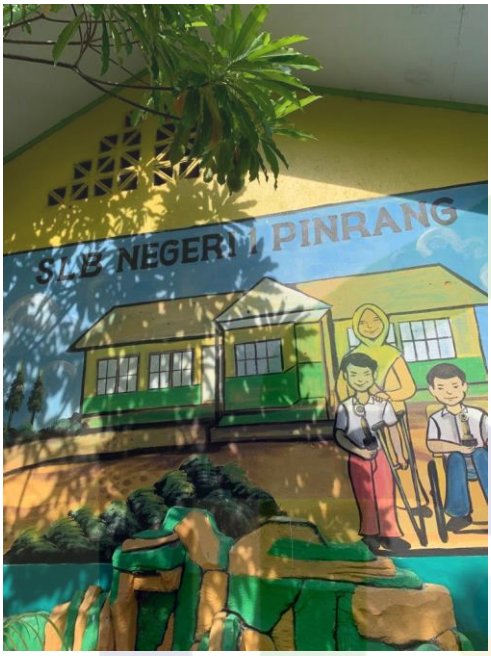
Picture of students and teacher of SLB Negeri 1 Pinrang



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Appendix 8

Surat Keterangan Terjemahan

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
UNIT PELAKSANA TEKNIS BAHASA
Jalan Amal Bakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Fax. (0421) 24404
PO Box 909 Parepare 91100,website: www.iainpare.ac.id, email: mail@iainpare.ac.id

SURAT KETERANGAN
Nomor: B-43/In.39/UPB.10/PP.00.9/02/2023

Yang bertanda tangan dibawah ini,

Nama	: Hj. Nurhamdah, M.Pd.
NIP	: 19731116 199803 2 007
Jabatan	: Kepala Unit Pelaksana Teknis (UPT) Bahasa

Dengan ini menerangkan bahwa berkas sebagai berikut atas nama,

Nama	: Niarmi Hariyanti
Nim	: 19.0213.010
Berkas	: Abstrak

Telah selesai diterjemahkan dari Bahasa Indonesia ke Bahasa Inggris dan Bahasa Arab pada tanggal 14 Februari 2023 oleh Unit Pelaksana Teknis Bahasa IAIN Parepare.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Parepare, 14 Februari 2023
Kepala,

Hj. Nurhamdah, M.Pd.
NIP 19731116 199803 2 007

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Appendix 9

Surat Pernyataan Penelitian

SURAT PERNYATAAN PENELITIAN

Yang bertanda tangan dibawah ini :

Nama	: Niarmi Hariyanti
Tempat, Tgl Lahir	: Bulu, 25 Maret 1995
Alamat	: Jl Martadinata, Kec Watang Sawitto Kab Pinrang
Jenis Kelamin	: Perempuan
Institusi	: Institut Agama Islam Negeri (IAIN) Parepare

Dengan ini menyatakan bahwa saya bersungguh-sungguh dalam melakukan penelitian ini dan akan mentaati serta tidak melanggar peraturan berdasarkan yang tertera dalam undang-undang yang berlaku (pasal 4 ayat 1), dan apabila saya melanggar peraturan tersebut maka saya bersedia menerima konsekuensi berdasarkan peraturan yang telah ditentukan, sesuai dengan peraturan yang berlaku.

Demikian surat keterangan ini dibuat dengan sebenarnya untuk dipergunakan sebagaimana mestinya.

Pinrang, 19 Januari 2023
Yang membuat pernyataan

Niarmi Hariyanti
NIM. 19.0213.010

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Appendix 10

Surat Izin Meneliti

PEMERINTAH KABUPATEN PINRANG
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
UNIT PELAYANAN TERPADU SATU PINTU
Jl. Jend. Sukawati Nomor 40. Telp/Fax : (0421)921695 Pinrang 91212

KEPUTUSAN KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU KABUPATEN PINRANG
Nomor : 503/0696/PENELITIAN/DPMPTSP/12/2022

Tentang

REKOMENDASI PENELITIAN

Menimbang : bahwa berdasarkan penelitian terhadap permohonan yang diterima tanggal 22-12-2022 atas nama NIARMI HARIYANTI, dianggap telah memenuhi syarat-syarat yang diperlukan sehingga dapat diberikan Rekomendasi Penelitian.

Mengingat :
1. Undang - Undang Nomor 29 Tahun 1959;
2. Undang - Undang Nomor 18 Tahun 2002;
3. Undang - Undang Nomor 25 Tahun 2007;
4. Undang - Undang Nomor 25 Tahun 2009;
5. Undang - Undang Nomor 23 Tahun 2014;
6. Peraturan Presiden RI Nomor 97 Tahun 2014;
7. Peraturan Menteri Dalam Negeri Nomor 64 Tahun 2011 sebagaimana telah diubah dengan Peraturan Menteri Dalam Negeri Nomor 7 Tahun 2014;
8. Peraturan Bupati Pinrang Nomor 48 Tahun 2016; dan
9. Peraturan Bupati Pinrang Nomor 38 Tahun 2019.

Memperhatikan :
1. Rekomendasi Tim Teknis PTSP : 2006/R/T.Teknis/DPMPTSP/12/2022, Tanggal : 22-12-2022
2. Berita Acara Pemeriksaan (BAP) Nomor : 0696/BAP/PENELITIAN/DPMPTSP/12/2022, Tanggal : 22-12-2022

M E M U T U S K A N

Menetapkan :

KESATU : Memberikan Rekomendasi Penelitian kepada :

1.	Nama Lembaga	: INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE
2.	Alamat Lembaga	: JL. AMAL BAKTI NO. 08 SOREANG, PAREPARE
3.	Nama Peneliti	: NIARMI HARIYANTI
4.	Judul Penelitian	: THE USE OF SNAKES AND LADDERS AS ENGLISH TEACHING MEDIA FOR MENTALLY RETARDED SLB (SEKOLAH LUAR BIASA) NEGERI 1 PINRANG
5.	Jangka waktu Penelitian	: 1 Bulan
6.	Sasaran/target Penelitian	: SECOND YEAR OF SLB NEGERI 1 PINRANG
7.	Lokasi Penelitian	: Kecamatan Watang Sawitto

KEDUA : Rekomendasi Penelitian ini berlaku selama 6 (enam) bulan atau paling lambat tanggal 22-06-2023.

KETIGA : Peneliti wajib mentaati dan melakukan ketentuan dalam Rekomendasi Penelitian ini serta wajib memberikan laporan hasil penelitian kepada Pemerintah Kabupaten Pinrang melalui Unit PTSP selambat-lambatnya 6 (enam) bulan setelah penelitian dilaksanakan.

KEEMPAT : Keputusan ini mulai berlaku pada tanggal ditetapkan, apabila dikemudian hari terdapat kekeliruan, dan akan diadakan perbaikan sebagaimana mestinya.

Diterbitkan di Pinrang Pada Tanggal 22 Desember 2022

Ditandatangani Secara Elektronik Oleh :
ANDI MIRANI, AP.,M.Si
NIP. 197406031993112001
Kepala Dinas Penanaman Modal dan PTSP
Selaku Kepala Unit PTSP Kabupaten Pinrang

Biaya : Rp 0,-

Balai Sertifikasi Elektronik

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Appendix 11

Surat Keterangan Meneliti

SURAT KETERANGAN PENELITIAN
Nomor: 421.2/06-UPT SLBN1/I/2023

Yang bertanda tangan dibawah ini Kepala SLB (Sekolah Luar Biasa) Negeri 1 Pinrang menerangkan bahwa :

NAMA	: NIARMI HARIYANTI
N I M	: 19.0213.010
JENIS KELAMIN	: PEREMPUAN
ALAMAT	: Jl MARTADINATA, KEC WATANG SAWITTO, KAB PINRANG
PROGRAM STUDY	: TADRIS BAHASA INGGRIS

Benar telah melakukan penelitian dengan judul "The Use of Snakes and Ladders As English Teaching Media for Mentally Retarded Students to Improve Students' Vocabulary of SLB (Sekolah Luar Biasa) Negeri 1 Pinrang"

Demikian surat keterangan ini dibuat dengan sebenarnya untuk dipergunakan sebagaimana mestinya.

Pinrang, 19 Januari 2023
Diketahui oleh
Kepala Sekolah,

Kasmawati, S.Pd .M.M
NIP. 19661231 200502 2 003

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Appendix 12

Letter of Acceptance

LETS
Journal of Linguistics and English Teaching Studies
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Homepage : https://jurnal.stainmajene.ac.id/index.php/lets
Contact: +6285342027771 Email: lets@stainmajene.ac.id

Letter of Acceptance
No. 02/ LETS-STAIN-MJN/II/2023

Dear Niarmi Hariyanti, Maghdahalena Tjalla, Arqam, Ambo Dalle, Abdul Haris Sunubi

On behalf of **LETS: Journal of Linguistics and English Teaching Studies** , we are pleased to inform you that our reviewers and editors have been accepted and recommended your manuscript entitled "*The Use of Snakes and Ladders as English Teaching Media for Mentally Retarded Students to Increase Their English Vocabulary"* for publication in the forthcoming issue (Vol.4 No. 2 June 2023).

We congratulate you for your achievement, the technical details about the publication will be informed later. We encourage more quality submissions from you and your colleagues in future.

Thank you for choosing to publish in our journal.

Best Regards,

Nur Fadilah Nurchalis
Editor in chief

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PAREPARE
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The Use of Snakes And Ladders Game As English Teaching Media for Mentally Retarded Students to Improve Students' Vocabulary of SLB (Sekolah Luar Biasa) Negeri 1 Pinrang

Niarmi Hariyanti, Maghdahalen Tjalla, Arqam, H. Ambo Dalle, Abdul Haris Sunubi
Institut Agama Islam Negeri (IAIN) Parepare
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Abstract
Intellectually disable students, often referred to a mentally retarded, presented unique challenges in their academic pursues. Their cognitive limitation phrases, and numerical concept, and resulted in difficulties in social interactions, communication, and comprehension. To address these challenges, one effective teaching strategy was the utilization of Snakes and Ladders game as a tool for vocabulary development. This study employed a quantitative research design, with a sample of 10 intellectually disabled students enrolled in Junior High School at SLB (Sekolah Luar Biasa) Negeri 1 Pinrang during the 2022-2023 academic year serving as the research subject. The data collection instrument utilized in this study consisted of both a vocabulary test and a questionnaire administered to the participants. The study aimed to assess the efficacy of using the Snakes and Ladders game as an instructional tool for vocabulary development in intellectually disable students. The result of the study indicated a significant difference in the mean scores of the pre-test (63.32) and pot-test (73.56) administered to the students of the junior high school at SLB (Sekolah Luar Biasa) Negeri 1 Pinrang. The T-test showed a significant value (2-tailed) of 0.000, which was greater than 0.5, and the P-value (0.000) was lower than the significance (alpha (α)=0.05). this led to the acceptance of the null hypothesis, H1. The researcher concluded that the utilization of the Snakes and Ladders game was effective in improving the vocabulary ability of the students and received positive responses from them in the process of learning English vocabulary. Based on the data analysis, the researcher determined that the Snakes and Ladders game effectively enhanced the vocabulary ability and elicited favorable responses from the junior high school students at SLB (Sekolah Luar Biasa) Negeri 1 Pinrang

Keywords; *English Vocabulary, Snakes and Ladders game, Students' Response*

I. INTRODUCTION

This chapter adorer what were studied, what the signs are, what the goals are, the importance of the analysis, the scope and limitation, the meaning of key words, and why this researcher is doing so. Some points are displayed by the researcher to respond to those heading.

A. Background

Vocabulary is one of language elements that need to be acquired by English learn. Vocabulary is important to learn for the students; because we can construct or organize our ideas is the sentence, process of some information through mastery vocabulary.[87] So vocabulary is the mental work in inventing ideas, students can't express their ideas if low of vocabulary.

Basically there are many methods to teaching the vocabulary of the students which are applied by teachers in an English language classroom with the intention of enriching their students vocabulary, such us memorize vocabularies list and teach them how to use vocabulary in the sentence. When the researcher discussed with

[87]Satina *Improving English Vocabulary Through Logical Game at the Sixth Year Students of Elementary School of 20 Cimpu,p.1*

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the English teacher of SLB Negeri 1 Pinrang, it was said that most of the students get difficulties in exploring their idea in some aspect reading, speaking and writing. One of the reasons was the student's lack of vocabulary, Trough then the writer had an idea to make an experimental study about how to teach vocabulary simple but meaningful.

Mentally reatrded students are students who have intellectual disability. Mental disabilities refer to students' dificulties in understanding sentences, word, and numbers as they have low view. The inability makes them hard to write sentences, read and speak. Therefore, they have difficulty to interact with other people in their cicle or internal environtment such as their families, teachers, and classmates, considering this, teacher should have special approaches to make them understand the sentences and communicative with others using their limited ability.

When the writer discussed with the English teacher of SLB Negeri 1 Pinrang, it was said that most of student get difficulties in exploring their ideas in some aspect reading, speaking and writing. One of the reasons was the student lack of vocabulary. Through that discussion then the writer had an idea to make an experimental study about how to teach vocabulary simple but meaningful. Teaching vocabulary through real things in the real situation make the students' interesting in learning vocabulary. because they just learn through their direct experience. If the real object cannot be shown by the teacher, the teacher can use picture of the real object.

In fact, students of junior high school sometimes they face boredom. So that teacher need one of method can get students interested for study. So, the writer want to find another way to enriching the students vocabulary by using Snakes and Ladders game. Through Snakes and Ladders game, describe that the students will be easy to understand and interest to learn vocabulary.

Providing teaching on mentally retarded certainly cannot be arbitrary and must be adaptive, especially providing English language teaching. As we know that the mentally retarded students have problem in understanding the sentences. They have trouble in writing or speaking. As *Tin Suharmini* says that mentally retarded students is difficult to do interaction with their environment.[88] So, for teaching them the English teacher should have the attractive media like using visual media or audio-visual media. Visual media is media that consist about picture and often sentences.

Now days, visual media for teaching mentally retarded is various; flash card, picture, or image and now in millennium era, the teacher try to modified Snakes Ladders as English media teaching for mentally retarded students.[89] The teacher believes that this media is not only help mentally retarded students to get the lesson, but also it can improve their social skill. So, the used Snake sand Ladders game to the students able to enjoy the learning.

Beside it has unique design, Snakes and Ladders is able to create interesting communication both of students and teacher or students to students.[90] Snake Ladder is chosen as media teaching English in SLB-BC Sasanti Wijaya Surabaya because the teacher believes that Snakes and Ladders is able to rise up their motivation in learning English. Also Snakes and Ladders is one of effective media to teach English

[88]Triyani, Thesis, 2013: Interaksi Soaial Anak Tuna Grahita di SDN Kepuhan Bantul (SD Inklusif)

[89]Iin, 2019; English Teacher For Mentally Retarded Students In SLB-BC Sasanti Wijaya Surabaya

[90]Milawati, Nurasmi Kurni, 2012; Meningkatkan Kemampuan Membilang Melalui Permainan Ular Tangga Bagi Anak Tunarungu. Jurnal Ilmiah Pendidikan Khusus, Vol. No.2. p. 329-337

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because the design of the game is of colorful, there is simple word, and also it is designed based on the students need and it can be used in several lesson with different material. In addition Snakes and Ladders can help the mentally retarded students to train their soft skill and their social communication skill.

Based on regulation in law no, 20 of 2003 in article 37 that English is a mandatory charge at every level of communication and every school should offer it in their curriculum. From that statement it means that English is not only fro general school but also in special school (SLB).[91] The system and facilities in general school and special school are different. Special school (SLB) requires extra effort and treatment as the school educate students with special needs.

The school has different education system, infrastructure and learning method. For example, the maximum capacity of classrooms is five students, the classroom sizes fifteen square meters, there should be guiding block facilities, and the school provide ramps for wheelchairs students.[92]In addition to infrastructure. The teaching approach should adjust the students' special needs, for example teacher use a light color background when teaching students with mentally retarded. The aim is to help them focus on the teaching materials or lesson taught.[93]

Based on minister ministry of education and culture No. 157 of 2014 the concerning special education is school that built for specials students like blind, deaf, speechless, mentally retarded or intellectual disability, disable, harmonized, learning difficulties, being victims of narcotics and abnormalities students. One of the categories of children with special needs that are often encountered is intellectual disability or mental retarded. Which is a child who has a weak grasp or has mental retardation? Children with mental retardation usually have disabilities in several ways, such as self-care, self-help, communication, environmental adaption, and other abilities.[94]

Finally, base on the researcher observation found that there are some difficulty faced by English teacher when teach the students about speaking, understanding meaning and their soft communication skill. The researcher found that the teacher never provide learning trough Snake Ladder. So that is why the researcher decided to do a research using Snakes and Ladders as teaching media in that school.

B. Problem Statements

Based on the previous explanation about mentally retarded students, they are student who have intellectual disability, mental disabilities refer to students' difficulties in understanding sentences, words, and numbers. They also have difficulty to interact with other people in their cycle. Considering this, the writer decided to use Snakes and Ladders as teaching media at SLB Negeri 1 Pinrang. The researcher hope they will be know how to speak in daily, especially in their cycle such as their home, school, and their daily activity.

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[91]UU.Nomor 20 Tahun 2003 pasal 37

[92]The Education Minister's Regulation No. 33 tahun 2008

[93]Fahmi Feisal Erwin, Kriteria Interior Ruang Pembelajaran Siswa SDLB-C Yang Sesuai Dengan Karakteristik Siswa Tunagrahita Ringan 9 Studi Kasus SDLB Pembina Tingkat Nasional Bagian C Malang). Journal Fakultas Universitas Brawijaya.

[94]Sugino, 2013; Meningkatkan Kemampuan Mengenal Nilai Mata Uang Bagi Anak Tunagrahita Ringan Kelas VII di SLB Negeri Tanjung Pinang, Jurnal Ilmiah Pendidikan Khusus.Vol. 1 No. 2.p.198-209

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C. Research Questions

Based on the background and the problem statement, the writer formulates research questions as follows:

1. Is using Snakes and Ladders game as an English teaching media for mentally retarded students able to improve their English vocabulary at SLB (Sekolah Luar Biasa) Negeri 1 Pinrang?
2. What is the student response to the use of Snakes and Ladders game as an English teaching mediator mentally retarded students at SLB (Sekolah Luar Biasa) Negeri 1 Pinrang?

D. The Objective and significance of the Research

1. The Objective of the Research

Based on the formulation of the problem, the objective of this research is:

1. To determine wheter Snakes and Ladders game as an English teaching media for mentally retarded students able to improve their English vocabulary at SLB (Sekolah Luar Biasa) Negeri 1 Pinrang
2. To find out what the students' response to the use of Snakes and Ladders game as an English teaching media for mentally retarded students is

2. Significance of the Research

The significance of this research can be seen both a theoretical and practical point of view, as describe below.

1. For the teacher, it is hoped that this research will refer to the media for teachers to facilitate teaching media for mentally retarded students, that the teacher will be able to gain more knowledge of teaching English at school, and that will help students to transfer the material about vocabulary thought the Snakes and ladders.
2. For the researcher, it is hoped that the result of this research can give a piece of evidence that Snakes and Ladders is appropriate media that can use in teaching-learning English (vocabulary) for mentally retarded students. The second, this study gives academic information for future research, especially in using Snakes and Ladders to facilitate student's vocabulary learning.
3. For the reader, it is hoped that study will provide more information about the advantages and the students' response to using the Snakes and Ladders as a media teacher.
4. The result of the study will be useful for the department to provide new ways to teach English.

The result of the study may help other researchers in clarifying the use of Snakes and Ladders as one of the media to improve the students' vocabulary especially mentally retarded students.

E. Scope of the Research

The scope of this study is the use of Snakes and Ladders as an English teaching media for mentally retarded students. The limitation of use here is the procedures of using Snakes and Ladders as a teaching media for mentally retarded students. In this study; the researcher analyzes the procedure of Snakes and Ladders as teaching media for mentally retarded in teaching English.

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The scope of the research will be restricted the teaching vocabulary trough Snakes and Ladder it is under the applied linguistic discipline. The writer was conducted this research to.

5. By discipline, this research will be limited the teaching to the field of applied daily activity which talk about the teaching subjects in term of communication.
6. By content, this research was emphasized on communication which would be able to speak. The researcher will give vocabulary about daily activity and the writer was played the Snakes and Ladders with the students. They will have the number of columns that the Coolum have word to make the sentence. The last they will make the sentence from the word.
7. By activity, the writer was explained about speaking activity, Snakes and Ladders as a learning strategy to the students.
8. By location, the writer was conducted at SLB (Sekolah Luar Biasa) Negeri 1 Pinrang. The object of this research will be the mentally retarded students of second year of SLB Negeri 1 Pinrang.

F. Definition of key terms

The writer write down some key-term definitions in order to help readers understand this study easily and to make the equally commendable as the researcher

1. Mentally retarded

   Mentally retarded are children who have intellectual disability.[95] In Indonesia, Intellectual disability is called as *tunagrahita.* Based on AAMD (American Association on Mental Deficiency), mental retarded is divided three types: weight, average and heavy. In this study the researcher will be focus on light level or mentally retarded student. In this level their brightness and their social adaptation are blocked, but they have the ability to develop in an academic area. They are able to work and able to adapt in social and thesis IQ is about 50-70. Although they have an IQ low, they still able to learn English language.
2. Visual Media

   Visual media is one of media that can enjoy using vision. Usually visual media use picture or sentences to pour the idea. Some people believe that visual media can helps student's difficulties in learning. It is valuable instructional tools that cal help make learning more effective and interesting. In this study, the researcher defines visual media as the way in whist English teachers plan teaching-learning to deliver material effectively in order to attract students to learn English.
3. Snake and Ladder

   Snake and ladder is one of traditional games that made from board that is played by two people or more. The hope of Snakes and Ladders is square that is contained about numeric and picture. Usually, Snakes and Ladders is played using dice and thins as a player that stand on the board. Now days, Snakes and Ladders able to play in outdoor place. For the design of Snakes and Ladders were more interested and more easily then usually. For example,

[95]Jumaris, Martini. (2018) Anak Berkebutuhan Khusus: Bogor, Ghalia Indonesia.p.196

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the media will be colorful and there is numeric, picture and word that related with the lesson than key term

Some the mentally retarded can learn the material with playing the fun game. In this research, Snakes and Ladders is teaching media that used as teaching English for mentally retarded students. For the design, it likes a general design:using board as foundation, using numeric and colorful and also there are pictures and word based on the lesson that teacher teaches.

4. Students' Response

Response is measurable, cognitively dependent variable based on perceptual reactions and verbal statements of belief.[96] In this research, the indication of students' response will be seen though teachers' media. According to Rosenberg and Hocland[97], the observable dependent variables of the cognitive portion are visual reactions and verbal statements of belief. This research would show an example of the student's reaction trough the students' opinion on the Snakes and Ladder as English teaching media.

II. REVIEW OF RELATED LITERATURE

In this part, the writer provides previous related research findings and theories about Snakes and Ladder, which is divided into three sub-parts. The first is previous related research findings. It provides some studies which are done in the same interest with what the research did. The second sub-part is some pertinent ideas. It talks about theories which related to this study. The third is conceptual framework. It decribes about the the mind map of this research. It is generally believed that theories lead to problem solving. Some theories about speaking and Snake Ladderin teachingmentally retarded students.

A. Previous Related Studies

A data from previous studies already have been conducted in correlation with this research. The first study seems to be from *Af'idahSifa'ul*.[98] This paper is journal about how to improve the speaking ability in teaching descriptive text. In order to get accurate result of this study shows that Snakes and Ladders are easy to use as a medium to teach descriptive speech. In addition, Snakes and Ladders is able to help teacher to improve their speaking skill and also it is motivate students in speaking descriptive text while in class.

The second study comes from journal Aida Suryani, Rusdi Noora Rosa[99] This journal describe the application of advertisements using the "Snake and Ladder" board game as a medium in teaching vocabulary. Advertisement is one of the functional text media used to offer a product to the public. By using this fuctional text students can learn to write a product that will be promoted.

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[96]Rosenberg and Hovland. (1960). *Attitude Organization and Change: an Analysis of Sonsistency among Attitude Components,* Yale University Press, New Haven, p.118

[97]Azwar. (2012). *Sikap Manusia Teori dan Pengukurannya* (2nd ed.) Yogyakarta:Pustaka Pelajar,p.86

[98]Af'idahSifa'ul, Journal, 2015; The Use of Snake Ladder and Ladders Game asA Medium to Instructor Speaking Descriptive Text to Tenth Grade of SMK Muhammadiyah 01 Gresik. The University of Negeri Surabaya.

[99]Aida Suryani, Rusdi Noor Rosa, 2014; Using A Board Game "Snake and Ladder" In Teaching Vocabulary At Junior High School

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The third study comes from Syarifah Mawaddah, Luwandi Suhartono dan Wardah.[100]The purpose of this research is to find out the effectiveness, the strengths and the weakness of the Snake and Ladder game in teaching speaking to the seventh grade students of SMPN 4 Ketapang in academic year 2013/2014. This research was conducted as a pre-experimental research which the one group pretest-posttest. The result of this journal that the use snake and ladder game is effective in teaching speaking.

The fourth study comes from *Journal of Community Health Service*[101]. The Covid-19 health protocol (prokes) can be presented in the form of a group game, namely snakes and ladders. The modified snake and ladder game, especially for elementary school students, the modified snake and ladder design produces game media that is communicative and easy to understand, has eye catching visualizations with pictures, interesting and full color, attractive and fun to use as a learning media because it is full of communicative illustrations and can increase students' interest in learning and remembering the lessons that have been given.

The fifth study comes from *Al-Urwatul Wutsqo, Journal Ilmu Kesilaman dan Pendidikan.*[102].this study to determine how the effectiveness the game of Snakes and Ladder in training children's ability to recognize numbers in group. The results showed that Snake and Ladder proved effective in training children's ability to recognize number. The study has also ever been conducted by *Milawati, Nurasmi Kurnia*.The research used quantitative design and the result is Snake Ladder is able to improve counting skill for mentally retarded.

B. Some Pertinent Ideas

Nature of Vocabulary

i. Definition of Vocabulary

Vocabulary is one aspect of the language to be learned when people learn a language. Vocabulary is important for anyone who is learning the language in listening, speaking, writing, and reading in addition to grammar. The students of a foreign language will speak fluently and accurately, and it can be easily write, or understand what he read or heard if he has enough vocabulary and have the ability to use it accurately. SH Burton said, without the vocabulary that much, it is impossible to use the English language correctly and clearly.[103] According to Collier, when a student has mastered the basic grammatical patterns of the language, the next task is to master the vocabulary, at least the vocabulary he needed.[104]

Vocabulary plays an important part in learning to read. As beginning readers, children use the word they have heard to make sense of the words they see in print. Consist, for example, what happens when a beginner reader come to the word dig in book. As she begin in figure out the sounds represented by the letters d,

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[100]Syafirah Mawaddah, Luwandi Suhartono, Wardah. Journal. 2015 Teachng Speaking By Using Snake and Ladder.

[101]Journal of Community Health Service, 2022. Modified Snakes and Ladders Game For Health Promotion About Covid-19 Health Protocols for Elementary School Children

[102]Al-Urwatul Wutsqo, Jurnal Ilmu Keislaman dan Pendidikan. 2021. The Effectiveness of Using The Snakes and ladders Game media on The Ability of Children In recognizing Numbers In RA Islamic Kindergarten Al-Ihya.

[103]S.H Button, *Mastering English Language,* (London: The Machmillan Press Limited, 1982). P.98

[104]Collier Macmillan, *The Key to English Vocabulary,* (London Collier Macmillan Limited, 1971), p.1

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I, g, the reader many times. Beginner reader has much more difficult time to read word that are not already part of their oral vocabulary.

Vocabulary is one of important aspect in learning foreign language and vocabulary is central to language and of ethical importance to the typical language learner. With unlimited vocabulary anyone will also has a limited understanding in terms of speaking without mastering vocabulary. Vocabulary is one of the problems confronted by English language learners. Because of the limited vocabulary, the learner can't communicate to others clearly[105]

Terry (1997) the vocabularies that should be reached by the students of Elementary School are 600 words. For the fourth grade they have to reach 100 words, fifth grade they have to reach 200 words and sixth grade they have to reach 300 words.[106]

Game As a Media

c. Game

Definition of game

h) Game is form of play or sport with rules
i) Game is sports, esp., athletics competition
j) Game is single part of match in tennis, etc
k) Game is children activity when they play with toys, pretend to be else, etc
l) Game is activity or business
m) Game is secret plan or trick
n) Game is animal or bird hunted for sport or food[107]

A game I instruct playing, usually undertaken of enjoyment and sometimes used as an educational tool. Game are distinct from work, which is usually carried out for remuneration and from art, which is more often an expression of aesthetic or ideological element.

Game is player contest that have interaction me other by followed certain rules to get certain purpose. Game allows students to: word cooperatively, compete with each other, strategize, think is a less stressful and more productive environment, and allow people to have fun.[108]

In this item is help as a refreshing for the participants who have been active discuss the problem or the discussion item. So that they want to relax by holding building vocabularies that involves all participant. Such game hope the participant lead this game for example, everyone should be mentioned, one will be punished. Do not forget, learning a new language should a fun and challenging experience. So when you take challenge to learn a new language, enjoy it. Have fun smile a lot, make a new friend, talk a lot and play a lot of game.

d. Media

There are some definitions of media according some researchers. Game puts of media as source. Definition of media as component of learning sources that can stimulated student to learn.

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[105]Erniwati S, *Increasing the Students Vocabulry through ESA Method at the SMP Muhammadiyah 1 Makassar,* (Makassar: UNM 2010) p.1

[106]Terry 1997, *Internatioanl Dictionary of Educatio*n. New York. Nichoias Publishing Company,p.113

[107]Oxford Learner's Pocket Dictionary New Edition (new York, 2000) p.175

[108]Jack C Richard *Methodology in Language an Antholoy ofCurrent Practice* (Cmambridge Universuty Press 2002) p. 255

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Association for education and communication technology (AEFT) defines media that is all the form of utilized to process of information channeling. While education association (NEA) defines that media is an art of thing which can be manipulated, seen, listened, and can be read with instrument which is use appropriately in teaching learning process, so it can be influence of instructional program.[109]

Azhar Arsyad defines media is graft tools, photography or electronic to catch, process and arrange visual information or verbal information.[110] So, we can concludes that media of tools which is can be help people in their life likes to learning and teaching.

Using of media with creative will be enabling to the students for studying to better and also improve their performance appropriate purpose that they want.[111]

Teaching Vocabulary Through game

There are a lot of ways that can used in teaching vocabulary. They are aimed at making the students to increase their vocabulary easily. In this matter, the game I one of the techniques that can be used assisting the students enjoyable to learn vocabulary. It is expected that trough this technique the students are hoped to be able to know and memorize the words meaning after playing the game.

Snakes and ladders facilitate the students to learn about counting, life, interaction and socialization. A ladder provides a short cut to a square nearer the finish and a snake obliges a player to a square nearer the start. Snakes and Ladders game is a simple board with counters and dice. On certain square on the board are numbered of ladders connecting two squares to a square of a high number. It also has snakes leading from a high numbered square down to one of a lower number I one of media for teaching vocabulary. That can make students relax and enjoy for study.

Vocabulary Test Scoring Rubric

According to Mertle, rubrics are rating scales as opposed to checklist that are used with performance assessments.[112] They are formally defined as scoring guides, consisting of specific reestablishes performance criteria, used in evaluating students work on performance assessments. Rubric are typically the specific form of scoring instrument used when evaluating students performances or products resulting from a performance task. Brookhart says, scoring rubric are descriptive scoring schemes that are developed by teachers or other evaluators to guide the analysis of the products or processes of students' efforts.[113] There are two types of rubric; holistic and analytic.

Holistic rubric requires the teacher to core the overall process or product as a whole, without judging the component parts separately. In contrast, with analytic

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[109]Asnawir dan Basyiruddin Usman "*Media Pembelajaran"* (Jakarta: Ciputat Pers 2002) p. 11

[110] Azhar Arsyad *Media Pembelajaran"* (Jakarta: PT.Raja Grafindo Persada 2001). P.3

[111]Asnawir dan Basyiruddin Usman "*Media Pembelajaran"* (Jakarta: Ciputat Pers 2002) P.19

[112] Mertle, C.A. 2001, *Designing Scoring Rubrics for Your Classroom.* Practical Assessment, Research & Evaluation. P10

[113] Brookhart 1999, *Testing a Theory about the Role of Classroom Assessment in Students Motivation and Achievement.* P.409

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rubric, the teacher scores to obtain a total score Moskal and Nitko in Mertler.[114] In this research the scoring rubric including a pre test and post test Daily Activity contained 30 multiple choice items measuring recognition of 30 words. The total score of each test was 1 point. The pronounce test contained 10 sentences with possible maximum score is 5. The result of the test is taken from the sum of written and spoken test divided by 8.

The Nature of Snakes and Ladders

i. Describing Snakes and Ladders

Snake Ladder is a game that used the board as the base of the material that is played by two or more people. The snake ladder is created in the 2nd century before Masehi and Hindu is the first time who played this game. Based on Hinduism, a snake that is on the board means the wrong decision. In 1892, a game of the Snake Ladder was famous in England and in 1943 the name of this game was changed to be *chutes and ladder* by Milton Bradley in the USA. Since 1943, this game began to sell in public.[115]

In Indonesia, the snake ladder is one of the traditional games that able to play in pairs or groups. The design of this game is unique, because it has a square in every numeric and every square has different picture and some of the squares have a snake or ladder. If people get the snake in their plat, they should go down based on how long the snake, and if the people get the ladder in their playing, they should go up related the length of the ladder.*Sidik* says that the Snake Ladder is a game where is the player should go down if they get a snake and go up if they get a ladder.[116]

Snakes and Ladders is a board game usually played by children in which players move counters along a board, gaining an advantages by moving up pictures of ladders of disadvantages by moving down pictures of snakes. A children luck based board game played on a numbered grid, the aim of which is to proceed to the end, and in which ladders aid progress and snakes impede it.

a. The excess and the lack of Snakes and Ladders game
   1) Excess
      The game has many kinds, so there are many vocabulary contained in the games. Every player always fill violent in play the games because to reach the finish box, sometimes every player was get the snakes which is the player must come back to the box that the tail of the snakes placed and sometimes the player get ladder which is the player was turn to the top of the ladder.
   2) Lack
      The game just can play by 4 or 5 players, and it takes a long time to finish the game.
b. Total player in Snakes and Ladders game
   The total player in Snakes and Ladders game are variety, it can be play by 4 or 5 player.
c. Step or way to play the Snakes and Ladders game

[114] Moskal and Nitko, 2011. *Educational Assessment of Students.* Pearson Higher Ed.p.172

[115] Milton Bradley 1943, *Chutes and Ladders Board Games.* USA,p.39

[116] Christian Isman, Albertin. (2012). Metode Belajar Dengan Permainan Ular Tangga Yang Dipadukan Dengan Token Ekonomi Untuk Meningkatkan Kemampuan Membaca Permulaan Siswa TK.p.89

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In applying the game there some steps or the procedure that must be taken into account, the following are the step.

11) To begin, each player clicks on the dice to determine who will go first. The player who rolls the highest number go first.
12) Each player takes turns clicking on the dice and their token advance the number of squares corresponding to the number rolled. The game begins from square one.
13) Every square has a number and word that students get from the dice, and the students was make a sentence according to their own word
14) If the token lands at the bottom of a ladder. The students were slide up the ladder and get the high position.
15) If the token lands on a snake's head, the player were slide down to the snake's tail, that was make the students far from finish.
16) If a token lands on square occupied by another player, the token on that square is sent back to the first square.
17) The player who lands on square 100 with as exact roll of the dice is declared as the winner. If the number rolled exceeds the final square, the player must moved back the number of exceeding squares. For example, if a player rolls a 5 while on square 97, the player move two squares forward and then moves two squares backwards to square 98.
18) The player who makes a good sentence by the word was given a gift by the writer.
19) The player who makes wrong sentence was given the punishment
20) The player who gets the winner was given a gift from the writer.

d. Total of vocabulary in Snakes and Ladders game

In Snakes and Ladders game, there are many kinds of vocabulary are contained, but it depends on the kinds of the board. For example, there are Snakes and Ladders game that was start from 1 until 100, and there was from 1 until 50. In teaching vocabulary using the Snakes and Ladders game, the write was use the 100 kinds of Snakes and Ladders board game which is use a picture, number, and word in every square on the board of Snakes and Ladders board. So it contained about 100 vocabularies in the game.

e. Advantages of using snake ladder in special need

The advantages of using Snake Ladder in special needs can less stress when studying. In other advantages can improve motivation to study and able to improve creativity. It is possible when the people playing this game their brain will work hard to manage the strategy to get the lucky cube. Playing snake ladder will help the brain to be more concentration and understand because without people know they learn by playing and people will be enthusiastic to learn the lesson.

Students' Response

Response is the answer as one of the key souls can be interpreted as a memory picture of observation has stopped, just an idea. Based on the *Indung A. Shaleh*[117], response is an activity that caused of stimulus. *Steven M. Chaffe* response is divided to three types[118]. There are cognitive response, affective response, and cognitive response. Cognitive response is an answer that is closely

[117]Indung A Sholehdkk. (1982). Pengantar Psikologi Umum, Surabaya. Usaha Nasional, Edisi 1 p.78
[118]Jalaluddin Rakhmat, Psikologi Komunikasi, (1999). Bandung. Remaja Rosdan Karya.p.18

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linked to a person's knowledge and fact. This answer occurs when there is a shift in the undertaking of interpretation of the audience. Then, the affective response is an answer that related to emotion. For example as described, emotion is a conscious mental reaction (as rage or fear) subjectively perceived as a strong feeling, as well as an attitude; a role assumed for a particular reason and a judgment of something.

10. Mentally Retarded Students

Definition of Mentally Retarded Students

Mentally retarded student is a human who have a problem in intellectual. *Kustawan* says that mental retarded are people who have IQ under mean and unable to behavior adaption in their process development.[119] People who have IQ under mean are also have an obstacle in academics. To follow the learning in academics, the mentally retarded need modification curriculum based on their special necessary. A society called mentally retarded as a mentally hand capped, idiot, and intellectual disabilities.

Mentally retarded is one condition that marked by the function of intellectual is under mean and the social skill is decreased. The factor above causes mental retarded difficult in process learning and also difficult to adaption in social. Based on the research before that mentally retarded is able to identify before 18 years old, but I their opinions, mentally retarded is a syndrome of delayed or disorder brain development that is evident before the age of eighteen. People who have mentally retarded are difficult to learn and understand the information. So to reach it their skills needed to adapt quickly and adequately to environmental charges.[120]*Somantri* says that mental retarded is condition while the development of their intelligence is being an obstacle, so that why the intellectual is not development optimally.[121] Someone who has low brightness under mean is including a mentally retarded.

Conceptual framework

Figure 3.1 Conceptual Framework

[119]Kustawan D. (2006).Bimbingan dan Konseling bagi Anak Berkebutuhan Khusu.Jakarta Timur.PT. Luxima Metro Media.p.55

[120]Ainsworth, P. & Baker, P. C. (2004).Understanding Mental Retardation. From https://site.ebrry.com

[121]Somantri, Sutjihati (2006). Psikologi Anak LuarBiasa, Bandung. Refika Aditama,p.107

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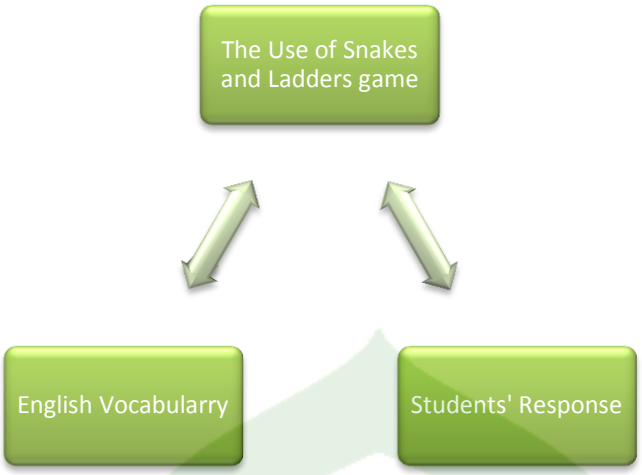

The conceptual framework in this research are systematically explained that the input of this research, the writer used Snakes and Ladders game as the independent variable of this research and students' vocabulary as depended variable. The teaching material has been set in the lesson plan. The process of the research, the writer conducted in the classroom by giving treatment to the students with by focus with playing the Snakes and Ladders game. Then, the students have vocabulary by the squares of Snakes and Ladders game. After that, the students used the vocabulary to make a sentence and speak in front of the class. The output of this research is Students' Vocabulary achievement and the writer evaluated the students by looking at the use of students' vocabulary while speaking at Sekolah Luar Biasa Negeri 1 Pinrang.

Hypothesis

Based on the conceptual framework, this research was to know where the teaching media through of Snakes and Ladders game as an English teaching media for mentally retarded students was improve or not. To find out the answer, the writer put forward the hypothesis, namely:

1. Null Hypothesis (Ho) there is no significance differences the students' vocabulary who will be taught through Snakes and Ladders game before and after learning process.
2. The Alternative there is significance difference the students' vocabulary that will be taught through Snakes and Ladders game before and after learning process.

III. RESEARCH METHOD

A. Research Design

The researcher applied true-experiment design involved one group pre-test and one group post-test design. The researcher used one class and then divided it into two groups which one both the treatment applied. The design illustrated as follow.

Table 3.1 research design (Sugiono 2008)

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Group	Pre-Test	Treatment	Post-Test
E	O_1	X	O_2
C	O_3	-	O_4

Where:

E : Group Experiment
C : Group Control
$O_{1,4}$: Pre-Test
$O_{2,4}$: Post-Test
X : The Treatment

B. Research Variable

This research is consist of two variable, namely;

1. Independent variable was Snakes and Ladders game
2. Dependent variable was students' ability mastery vocabulary

C. Population and Sample

1. Population

The population of this research was the junior high school of SLB (Sekolah Luar Biasa) Negeri 1 Pinrang. The researcher conducted at SLB Sekolah Luar Biasa Negeri 1 Pinrang in academic year 2022-2023. Total number of population was 10 students and population was gather in one class.

2. Sample

In this research, the writer applied random sampling technique there was10 students of SLB (Sekolah Luar Biasa) Negeri 1 Pinrang taken as a sample

D. Instrument of the Research

The instrument of the research was vocabulary test. It aimed to find out the students' ability in remembering words. The test consists of pre-test and post-test. The pre-test intended to see the students' ability in learning vocabulary material before the treatment and post-test intended to see the result of the treatment on students' vocabulary.

In this research the writer was using pre-test by using 100 words and the students was make sentences from the following words:

1. Accept	26. Feed	51. Knock	76. Quote
2. Accompany	27. Fight	52. Laugh	77. Reach
3. Achieve	28. Get	53. Lead	78. Read
4. Add	29. Give	54. Leave	79. Receive
5. Become	30. Recognize	55. Lend	80. Go
6. Beat	31. Recommend	56. Make	81. Grab
7. Begin	32. Hack	57. Manage	82. Save
8. Believe	33. Handle	58. Mean	83. Say

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9. Call	34. Hang	59. Meet	84. Scratch
10. Calculate	35. Harvest	60. Mop	85. Search
11. Carry	36. Identify	61. Move	86. See
12. Catch	37. Ignore	62. Need	87. Take
13. Celebrate	38. Introduce	63. Notify	88. Talk
14. Dance	39. Improve	64. Obey	89. Taste
15. Decide	40. Increase	65. Open	90. Teach
16. Dedicate	41. Include	66. Order	91. Tear
17. Declarate	42. Understand	67. Observe	92. Invite
18. Decorate	43. Join	68. Offer	93. Visit
19. Earn	44. Judge	69. Paint	94. Wait
20. Eat	45. Jump	70. Pass	95. Walk
21. End	46. Justify	71. Pay	96. Want
22. Erase	47. Keep	72. Peel	97. Wash
23. Entertain	48. Kick	73. Persuade	98. Write
24. Fall	49. Kiss	74. Push	99. Yell
25. Feel	50. Knit	75. Put	100. Zoom

E. Procedure of Collecting Data

The procedure of collecting data chronologically performed as follow:

1. Pre-test

   Pre-test conducted at the first meeting, the aim for this test was to recognize students ability before having next treatment and the result compared with the result post-test after learning process or treatment finished.

2. Treatment

   In this treatment there were six meetings. In the first meeting, the writer introduced the vocabulary description by used language that the students understand or sign language. And while the writer gave explanation, the writer also gave example about the vocabulary that they are used every day in their daily activity or easy vocabulary to the students. After that, the writer gave the chance to the students to mention one easy word for every student. Then, the writer also introduced the Snakes and Ladders game to the students and explained how to play it. And the lesson plan that the writer conducted in teaching were;

   School : SLB (Sekolah Luar Biasa) Negeri 1 Pinrang
   Subject : English Language
   Sample : Junior High School
   Standard Competence : Understanding and memorizing vocabulary in daily life
   Basic Competence : Be able to practice good conversation in daily life
   Indicator : Memorizing the vocabulary by using Snakes and Ladders game to measure students' vocabulary ability.
   Text : Conversation

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Aspect / Skill : Vocabulary
Time Allocation : 2 x 40 minute
Media : Snakes and Ladders Game

Teaching Procedure :

- Pre-Activity
  1) The writer gave greetings
  2) The writer checked list the name of students in class
  3) The writer invited the students to pray
  4) The writer gave a motivation to each student before teaching the material.
  5) The writer gave opening game to make the students more interest to study.
- Main Activities
  6) The writer introduced the Snakes and Ladders game in helping to memorize the vocabulary
  7) The writer explained to student about what student have learn by playing Snakes and Ladders
  8) The writer clarified and explain what student have playing the Snakes and Ladders game
  9) The writer gave chance to each student to ask for unclearly material
  10) The writer gave feedback to students questions
- Close Activity
  11) The writer explained and corrects the students' problem mistake in memorizing the meaning of vocabulary
  12) The writer informed the students what they will do next and still give motivation in learning
  13) The teaching invited the students to pray before living the class

Resource and equipment

- Dice
- Snakes and Ladders board

Assessment

The assessment is done by using students' vocabulary

The second meeting the writer played Snakes and Ladders with the students, and they played by the rule that the writer explained before. The students got word by the game, and they used their word to make a sentence by their daily activity. The Snakes and Ladders game was used by the writer as follow;

Figure 3.5.2.1 the board of Snakes and Ladders game

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As the figure shows, the figure has the square and every square has a number and word. It also has the picture of the Snakes and Ladders and colorful. The word of the square was used to make a sentence by the students.

Every meeting or each material delivered in 90 (2 x 45 minutes). There were some steps in teaching vocabulary by using Snakes and Ladder game. The first, the writer gave greeting for the students. The second, the writer checked list the name of students in class. The third, the writer gave a motivation to each students before teaching the material. The fourth, the writer gave the material about the topic. The fifth, the writer gave the example about the material orally. The sixth, the writer gave chance to each students to asked for unclearly material. The seventh, the writer instructed to the students to play the Snakes and Ladders game. The eight, the writer instructed the students to speak in front of their friends by using their words in the game.

3. Post-test

After giving the treatment, the students given a set of vocabulary test to know students' ability, the vocabulary test was aims to the way to the students build the sentence by using the words of the Snakes and Ladders. The students played the game Snakes and Ladders and which word they get, they make a sentence by their own words. The researcher looked for the students keywords and memorized vocabulary. The post-test ran for 90 minutes. The result of pre-test and

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post-test calculated in order to measure whether or not the students in remember the vocabulary.

In this research the writer was using post-test by using 100 words and the students was make sentences from the following words:

26. Accept	26. Feed	51. Knock	76. Quote
27. Accompany	27. Fight	52. Laugh	77. Reach
28. Achieve	28. Get	53. Lead	78. Read
29. Add	29. Give	54. Leave	79. Receive
30. Become	30. Recognize	55. Lend	80. Go
31. Beat	31. Recommend	56. Make	81. Grab
32. Begin	32. Hack	57. Manage	82. Save
33. Believe	33. Handle	58. Mean	83. Say
34. Call	34. Hang	59. Meet	84. Scratch
35. Calculate	35. Harvest	60. Mop	85. Search
36. Carry	36. Identify	61. Move	86. See
37. Catch	37. Ignore	62. Need	87. Take
38. Celebrate	38. Introduce	63. Notify	88. Talk
39. Dance	39. Improve	64. Obey	89. Taste
40. Decide	40. Increase	65. Open	90. Teach
41. Dedicate	41. Include	66. Order	91. Tear
42. Declarate	42. Understand	67. Observe	92. Invite
43. Decorate	43. Join	68. Offer	93. Visit
44. Earn	44. Judge	69. Paint	94. Wait
45. Eat	45. Jump	70. Pass	95. Walk
46. End	46. Justify	71. Pay	96. Want
47. Erase	47. Keep	72. Peel	97. Wash
48. Entertain	48. Kick	73. Persuade	98. Write
49. Fall	49. Kiss	74. Push	99. Yell
50. Feel	50. Knit	75. Put	100. Zoom

a. Technique of Data Analysis

In this research, the writer collected the data of the students' vocabulary after giving pre-test and post-test through quantitative analysis. The data analyzed by employing the following procedures:

5. Scoring the result of the students' test

$$Score := \frac{\text{Students correct vocabulary}}{\text{Total Item}} \text{ x } 5$$

6. Classifying the score of the students
   The data classified into six classifications by referring the scoring system as follow:

Table 3.2 scoring classification of vocabulary (Depdiknas 2002:112)

No	Classification	Score

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1	Excellent	≥9.50
2	Very good	8.00 – 9.49
3	Good	6.50 – 7.99
4	Fairly good	5.00 – 6.49
5	Poor	3.50 - 4.99
6	Fairly poor	3.49

7. Criteria of testing hypothesis

To test the hypothesis, the writer obtained p-value at level of significance α = 0.05 or non independent sample. The criteria of testing hypothesis are:

c. If p-value ≥ α = 0.05, H_0 is accepted, H_1 is rejected. it means that there is no significance difference between students before and after learning process.
d. If p-value ≤ α = 0.05, H_0 is rejected, H_1 is accepted. it means that there is a significance difference between students before and after learning process.

8. Analyzing the data of students respond by using Likert Scale

Table 3.3 likert scale

Positive Statement		Negative Statement
Score	Category	Score
5	Strongly Agree	1
4	Agree	2
2	Disagree	4
1	Strongly Disagree	5

This writer used 6 positive and 6 negative statements in the questionnaire.

1. I enjoy learning vocabulary using Snakes and Ladders game
2. The use of Snakes and Ladders game in vocabulary learning is less interesting and boring
3. I paid close attention to the dice and the interesting numeric.
4. I did not have enthusiasm when I was asked to be present in learning vocabulary using Snakes and Ladders game
5. I always respond to the vocabulary in the Snakes and Ladders game.

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6. I feel that the Snakes and Ladders game is not suitable for vocabulary learning
7. I started to feel confident in speaking English after learning vocabulary by using the Snakes and Ladders game.
8. I find difficult to learn vocabulary through Snakes and Ladders game
9. I want to often use the Snakes and Ladders game to practice my vocabulary skills
10. I am embarrassed to play Snakes and Ladders with friends
11. I feel more comfortable learning vocabulary by using the Snakes and Ladders game.
12. I cannot focus on speaking and memorizing vocabulary in Snakes and Ladders game.

Therefore the highest score was 48 and lowest was 12. For each score classification, the interval score was based on the following table.

Table 3.4 the classification score for the questionnaire

Score	Classification
49-60	Very Good Respond
37-48	Good Respond
25-36	Bad Respond
12-24	Strongly Bad Respond

FINDINGS AND DISCUSSIONS

Findings

1. Students' vocabulary ability

The data was collected by administrating the test. The test done twice namely pre-test that was given before the treatment and post-test was given after treatment. The data collection was analyzed by SPSS Statistic v21 application.

a. The result of pre-test

There were pre-test was given by the writer before giving the treatment for the students. The result of the pre-test was:

Table 4.1 the result of pre-test

No	Classification	Score	Frequency	Percentage
1	Excellent	90.00<	0	0%
2	Very Good	80.00-89.99	0	0%
3	Good	70.00-79.99	1	10%

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4	Poor	60.00.69.99	6	60%
5	Very Poor	<59.99	3	30%
Total			**10**	**100%**

Table 4.1 above shows that the result of pre-test, the result shows that there were one out of 10 students (10%) students classified as good classification, there were six out of 10 students (60%) students classified as a poor classification, there were out of 10 students (30%) students classified as very poor classification, there were no students classified as excellent and very good.

The table above shows that the students' vocabulary ability before giving the treatment is bad. This can be noticed when the writer gave the pre-test. Students do not understand the vocabulary displayed and they unable to used vocabulary in making sentences. The result of the table show that the most of the students got poor classification.

b. The result of post-test

After the writer gave the treatment the writer also gave the post-test to know is vocabulary ability of the students improve or not after giving the treatment by using Snakes and Ladders game.

Table 4.2 the result of post-test

No	Classification	Score	Frequency	Percentage
1	Excellent	90.00<	0	0%
2	Very Good	80.00-89.99	1	10%
3	Good	70.00-79.99	7	70%
4	Poor	60.00.69.99	2	20%
5	Very Poor	<59.99	0	0%
Total			**10**	**100%**

Table 4.2 above shows the result of the test shows that where one out of 10 students (10%) students classified as very good classification, there were seven out of 10 students (70%) students classified as good classification, there were two out of 10 students (20%) students classified as poor classification, and there is no student classified as excellent and very poor.

The table above was shows that the vocabulary ability of the students was improved. It was proven when the writer gave a post test to the student; they understand the vocabulary in the game and also can make a sentence by the word. The figure shows there is no students got very poor classification and it shows that the most of the students got good classifications. It means that the students

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vocabulary ability improve after giving the treatment by using Snakes and Ladders game.

c. Descriptive Statistic

The table bellow shows the descriptive statistic of the research by using SPSS that consist of Pre-test and post-test.

Table 4.3 descriptive statistics

	N	Minimum	Maximum	Sum	Mean	Std. Dev
Pre	10	56,06	72,47	637,37	63,7374	5,49296
Post	10	62,88	86,11	735,61	73,5606	6,32272
Valid N	10					

Table 4.3 shows the result of data analysis by using SPSS that consist of Pre-test and post-test, based on the table above, it can be described the pre-test total sample was 10 students, the minimum score is 56.06. The maximum was 72.47, the sum or total score was 637.37, the mean score was 63.32 and the standard deviation was 5.49.

The post test has total sample was 10 students. The minimum score was 62.88 and the maximum score was 86.1, the sum or total scores from all samples were 735.61,the mean score was 73.56 and the standard deviation was 6.32.

d. Test of Normality

The table bellow shows the test of normality of the research that consist of Pre-test and post-test to known that the significance value (sig) for all data on the Kolmongorov-Smirnov.

Table 4.4 test of normality

	Kelas	Kolmogorov-Smimov[a]			Hapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
Hasil Belajar Siswa	Pre-test	,137	10	,200*	,950	10	,699
	Post-test	,185	10	,200*	,947	10	,638

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the output of the table 4.4 above, it was known that the significance value (sig) for all data on the Kolmongorov-Smirnov test (0.200;0,200) and the Shapiro-Wilk test (0.699;0.638) is greater than 0.5, it can be concluded that the data distribution of the study is normal.

Test normality is must before analyze the paired sample t-test and independent sample t-test. Based on the data and the

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conclusions above that the research data is normality distributed, then we can use parametric statistic (paired samplet-test and sample t-test) to analyze the research data.

e. Test Parried Sample T-test

The table below was shown the parried sample T test known that there were influence of learning vocabulary by using Snakes and Ladders game or not.

Table 4.5 paired sample test

	Paired Differences					T	Dr	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair Pre Post	-9,82323	3,61159	1,14209	-12,40681	-7,23966	-8,601	9	,000

Based on the output pair that shown in the table above, the significance values were 0.000 greater than 0.05. So, it means thatthere are difference the mean score between pre-test and post-test, it can be concluded that there was influence of learning vocabulary by using Snakes and Ladders media toward students' achievement.

f. Hypothesis Testing

In testing the hypothesis, the writer applied an independent test at the level of significance alpha (α) (0.05). The result of the calculation was shown as follow:

Table 4.6 the t-test of the students' ability

Variable	P-value	A
Vocabulary test	0.012	0.05

Table 4.6 shows the P-value (0.012) was lower than significance value (α) – (0.05). the analysis showed that the alternative hypothesis (h_1) was accepted. It means that Snakes and Ladders game improved the students' vocabulary ability of the second year students of Junior High School SLB (Sekolah Luar Biasa) Negeri 1 Pinrang.

2. Students' Response

Response means to say or to do something as a reaction to something that has been said or done. Students' response describes the cognitive and affective relationship between a student

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and particular classes of subject matter. Response can hold a students' attention, encourage effort and support learning.

a. The Classification of Students' Response

The writer not only wanted to know the vocabulary ability was improved or not. But the writer also wanted to know the students response about the media that the writer used to teaching vocabulary. The table below was shown the classification category of the students' response.

Table 4.7 the classification of students' response

Category	Range
Very Good Respond	49-60
Good Respond	37-48
Bad Respond	25-36
Strongly Bad Respond	12-24
Total	

Table 4.7 above shows the classification of Students' response toward Snakes and Ladder game as an English teaching media in teaching vocabulary. The gayest classification is Very Good with the interval scores 49 to 60. The classification of Good respond with interval score 37 to 48. The classification of Bad Respond with interval score 25 to 36 and the classification of Strongly Bad Respond with interval score 12 to 24.

b. The Percentage of Students' Response

After the writer gave treatment to the students and the writer gave pre-test and post-test, the writer also gave questionnaire to the students. The questionnaire given to know the students response of the teaching media there was Snake and Ladders game. This result of the students' response score was tabulated as follow.

Table 4.8 the percentage of students' response

Category	Score	Frequency	%
Very Good	5	105	87.5%
Good	4	10	8.3%
Moderate	3	2	1.6%
Bad	2	1	0.8%
Strongly Bad	1	2	1.6%
Total		**120**	**99.8%**

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Table 4.8 indicates the classifications and percentage of students' response toward Snake and Ladders game in learning vocabulary. The table shows that the very good classification has been chosen for 105 times (87.5%), good response for 10 times (8.3%), moderate 2 times (1.6%), bad response 1 time (0.8%) and strongly bad response 2 times (1.6%).

The classification of students' response shows that the students has very good response with 105 frequency, it shows there were more than 87.5% students has good response and only 2,4% students response is bad. It can be concluded that the used of Snake and Ladders game as an English teaching media for mentally retarded students was interested for the students teaching vocabulary in junior high school of SLB (Sekolah Luar Biasa) Negeri 1 Pinrang.

By this result, the writer knows that the student has very good response to the Snakes and Ladders game in teaching vocabulary. As Sidik says that the Snakes and ladders is game with unique design, because it has square in every numeric and every square has different picture and some of the square have a snake or ladder, then the Snakes and Ladders game is a game where is the player should go down if they get a snake and go up if they get a ladder. It was make the students more interested to teach and produced very good response in vocabulary teaching.

c. The Mean Score of Students' Response

Table 4.9 the mean score of Students' response

Total Respondent	Total Score	Mean
10	577	57.70

Table 4.9 shows that the mean score of students' response was 57.70%, it was interpreted into score as very good response criteria. It means that the students were very good response in teaching and learning English vocabulary by using Snakes and Ladders.

Discussions

1. Is using Snakes and Ladders game as an English teaching media for mentally retarded students able to improve their English vocabulary at SLB (Sekolah Luar Biasa) Negeri 1 Pinrang?

In the process of teaching in the classroom, the teacher can use good media to support the teaching learning process. In this case, the teacher has to think the appropriate and effective media that was applied

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in the teaching learning process. In this research, the writer was used Snakes and Ladders media a teaching media to teach English vocabulary.

Leive and Lents in Arsyad's book suggest four functions of instructional media, particularly visual media, namely:

> Attention functional of visual media the core that is interesting student's attention to concentrate on the content related to the meaning of the displayed visual of text accompany the subject matter
> Affective function of visual media can be seen from the student's level of enjoyment when learning or reading the text with picture image or visual symbol can arouse emotions and attitudes of students
> Cognitive function of visual which related the achievement of subjective to understand and remember information or message contained in images.
> Compensatory function of learning media seen from the findings that the visual media that provides the context for understanding the text help the student who are weak in reading to organized information in text and remember back.[122]

The design of this game is unique, because it has a square in every numeric and every square has different picture and some of the squares have a snakeor ladder. If people get the snake in their plat, they should go down based on how long the snake, and if the people get the ladder in their playing, they should go up related the length of the ladder.*Sidik* says that the Snake Ladder is a game where is the player should go down if they get a snake and go up if they get a ladder.[123]

Using Snake Ladder in special needs can less stress when studying. As Jack C Richard says Game allows students to: word cooperatively, compete with each other, strategize, think is a less stressful and more productive environment, and allow people to have fun.[124] In other advantages can improve motivation to study and able to improve creativity. It is possible when the people playing this game their brain will work hard to manage the strategy to get the lucky cube. Playing snake ladder will help the brain to be more concentration and understand because without people know they learn by playing and people will be enthusiastic to learn the lesson.

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[122]Azhar Arsyad *Media Pembelajaran"* (Jakarta: PT.Raja Grafindo Persada 2001). P.17

[123]Christian Isman, Albertin. (2012). Metode Belajar Dengan Permainan Ular Tangga Yang Dipadukan Dengan Token Ekonomi Untuk Meningkatkan Kemampuan Membaca Permulaan Siswa TK.

[124]Jack C Richard *Methodology in Language an Antholoy ofCurrent Practice* (Cmambridge Universuty Press 2002) p. 255

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The writer decided to use Snakes and Ladders game as a media to help students improve the vocabulary ability. As Asnawir and Basyiruddin say that Using of media with creative will be enabling to the students for studying to better and also improve their performance appropriate purpose that they want.[125]The writer has conducted research about students' vocabulary ability by using Snakes and Ladders game. The data has been collected by using two instruments. The first instrument is test and the second instrument is test.

The test is used to measure students' vocabulary ability. The test was given before and after treatment. The treatment was teaching there are two research questions, the first research question is "Is using Snakes and Ladders as an English teaching media for mentally retarded students able to improve their English vocabulary at SLB (Sekolah Luar Biasa) Negeri 1 Pinrang?" to answer this research question, the writer conducted tests, involving pre-test and post-test. The pre-test was given to the students before treatment was held in the first meeting, while the post-test was given after the students done with treatments. Both tests were presented in same level of difficulty.

The result of the test is really good, that the test result shows that the vocabulary ability of the students was improved. The result shows there were no students got very poor classifications. It shows that the most of the students got good classifications. It means that the students vocabulary ability improve after giving the treatment by using Snakes and Ladders game.

The result continuous the research before, the study comes from Syarifah Mawaddah, Luwandi Suhartono dan Wardah. The purpose of this research is to find out the effectiveness, the strengths and the weakness of Snakes and Ladders game in teaching speaking to the seventh grade of SMPN 4 Ketapang. Then the journal from Aida Suryani Rusdi Noora Rosa. This journal describe the application of advertisements using the Snakes and Ladders game as a media in teaching vocabulary.[126]

The next study comes from Syarifah Mawaddah, Luwandi Suhartono dan Wardah.[127] The purpose of this research is to find out the effectiveness, the strengths and the weakness of the Snake and Ladder game in teaching speaking to the seventh grade students of SMPN 4 Ketapang in academic year 2013/2014. This research was conducted as a pre-experimental research which the one group pretest-posttest. The result of this journal that the use snake and ladder game is effective in teaching speaking.

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[125]Asnawir dan Basyiruddin Usman "*Media Pembelajaran"* (Jakarta: Ciputat Pers 2002) p. 11

[126]Aida Suryani, Rusdi Noor Rosa, 2014; Using A Board Game "Snake and Ladder" In Teaching Vocabulary At Junior High School

[127]Syafirah Mawaddah, Luwandi Suhartono, Wardah. Journal. 2015 Teachng Speaking By Using Snake and Ladder.

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The study from *Journal of Community Health Service*[128]. The Covid-19 health protocol (prokes) can be presented in the form of a group game, namely snakes and ladders. The modified snake and ladder game, especially for elementary school students, the modified snake and ladder design produces game media that is communicative and easy to understand, has eye catching visualizations with pictures, interesting and full color, attractive and fun to use as a learning media because it is full of communicative illustrations and can increase students' interest in learning and remembering the lessons that have been given.

The next study comes from Muhammad Solihin, in this research entitled "Teaching Vocabulary through computer Game to the fifth year students of SDN 42 Limpomajang". He write that computer game is an appropriate method to teach English in elementary school because the classroom situation to be attractive, interesting and the student enjoy getting the material and alo the students relas during treatment process.[129]

The next study comes from Mustika, in this research entitled "Improving the Students' Vocabulary through Crossword Picture to the fifth Year Students of Madrasah Ibtidaiyah Datok Sulaiman Putra Palopo". She stated that the using of crossword picture in improving the students' vocabulary particularly Noun and teaching technique of vocabulary.[130]

The studies above show that there were continuity between the result of the writer research and the result of the researcher before.

3. What is the student response to the use of Snakes and Ladders game as an English teaching media for mentally retarded students to improve their English vocabulary at SLB (Sekolah Luar Biasa) Negeri 1 Pinrang?

The finding indicates the classifications and percentage of students' response toward Snake and Ladders game in learning vocabulary. The table shows that the very good classification has been chosen for 105 time (87.5%), good respond for 10 times (8.3%), moderate 2 time (1.6%), bad responds 1 time (0.8%) and strongly bad respond 2 time (1.6%).

The mean score of students' response was 57,70%, it was interpreted into score as very good response criteria. It means that the students were very good response in teaching and learning English vocabulary by using Snakes and Ladders game. The mean score of all items is negative statement equal 4.7, it indicates that students have tendency to disagree with to the items offered. So, the writer concludes that the students had positive or very good response toward the used of

[128]Journal of Community Health Service, 2022. Modified Snakes and Ladders Game For Health Promotion About Covid-19 Health Protocols for Elementary School Children

[129]Muhammad Solihin, *Teaching trhough Computer Games to the fifth Year Students of SDN 42 Limpomajang,* p.52

[130]Mustika, *Improving the Students' Vocabulary Through Crossword Picture to the fifth Year Students of Madrasah Ibtidaiyah Datok Sulaeman Palopo,p.57*

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Snakes and Ladders game as an English teaching media for mentally retarded students to improve their English.

It showed that the students enjoy the lesson if the writer used Snakes and Ladders game as an English Teaching media. It means that the students gave very good response in teaching English vocabulary by using Snakes and Ladders game. The students always pay close attention to the lesson and students also response well to vocabulary in teaching. If using Snakes and Ladders game students feel more confident and want to practice their vocabulary often. And the questionnaire shows that they were more comfortable learning vocabulary with Snakes and Ladders game.

Based on the result of this study, it was found that in using Snakes and Ladders game, it was very helpful for students in learning vocabulary. As it has been proved by this research, the writer expects that the English educators early improved their ways of teaching or lecturing by using Snakes and Ladders game, especially in dealing with English vocabulary subject.

After giving the treatment, the writer gave the questionnaire to the students; the writer knows that the students have very good response to the Snakes and Ladders game in teaching vocabulary. As *Sidik* says that the Snakes and ladders is game with unique design, because it has square in every numeric and every square has different picture and some of the square have a snake or ladder, then the Snakes and Ladders game is a game where is the player should go down if they get a snake and go up if they get a ladder.[131] It was make the students more interested to teach and produced very good response in vocabulary teaching.

As *Yasin Yusuf* says that the Snakes and Ladders is an interactive game that can make students active.[132] It proved by the way the students study about vocabulary by using Snakes and Ladders game. As *Journal Communicative Health Service* they more attractive and more interest about the Snakes and Ladders game show. It modified Snakes and Ladders game design prods game media that is communicative and easy to understand, has eye catching visualization with pictures, interesting and full color, attractive and fun to use as a learning media.[133]

CONCLUSIONS AND SUGGESTIONS

Conclusions

[131]Christian Isman, Albertin. (2012). Metode Belajar Dengan Permainan Ular Tangga Yang Dipadukan Dengan Token Ekonomi Untuk Meningkatkan Kemampuan Membaca Permulaan Siswa TK

[132]Maisyaroh, Iis, (2014). Penerapan Metode Permainan Ular Tangga (Snake Ladder) Untuk Meningkatkan Hasil Belajar Siswa Pada Mata Pelajaran IPS. Fakultas Ilmu Keguruan Universitas Islam Negeri Syarif Hidayatulloh Jakarta.

[133]Journal of Community Health Service, 2022. Modified Snakes and Ladders Game For Health Promotion About Covid-19 Health Protocols for Elementary School Children

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This study examined the used of Snakes and Ladders game as an English teaching media for mentally retarded students at SLB Negeri 1Pinrang. To get the data the writer made observations at school against teacher who teach English for mentally retarded students. After interview with the English teacher who though English for mentally retarded students the writer already knows how the basic ability of the students and what words should be entered in Snakes and Ladders game.

After that the writer gave them an instruction and gave the example how to play the Snakes and Ladders game as an English teaching media. After the writer giving them an instruction, the writer gave them as assignment by using Snakes and Ladders game. While playing the Snakes and Ladders game, the writer controlled the activity of the students and helped the students to make the sentences when they get the word. In the end of playing, the writer gave them feedback.

By using Snakes and Ladders game the mentally retarded students were happy, enthusiastic and more spirit to learn English. It means that their response is positive. This could happen because the design of the Snakes and Ladders game was colorful, using the numbers and words and also interesting. It can see how they were response. There were advantages of using Snakes and Ladders game as an English teaching media for mentally retarded students. For the first was the mentally retarded students could improve their English vocabulary. For the second, the mentally retarded students could interact with other students and the writer easily, effective and also by using the Snakes and Ladders the mentally retarded students could remember and understand the lesson.

Based on the research finding and discussion, it can be concluded that:

1. The Snakes and Ladders game is helpful to improve students' vocabulary ability. The students' vocabulary ability improved after having treatment trough Snakes and Ladders game. It was proved by seeing the result of the students' pre-test and students post-test. Students who were not be able memorize the vocabulary in pre-test, after having treatment students were able to memorize the vocabulary.
2. The students gave very good response toward Snakes and Ladders game. It was proved by student participation and perception when the writer applied the technique. Student more enthusiastic in learning process and student more aware of their English vocabulary. The result of questionnaireanalysis also showed that students at Junior High School of SLB (Sekolah Luar Biasa) Negeri 1 Pinrang were very good response to learning vocabulary by using Snakes and Ladders game. It can be shown by the table above

Table 5.2.1 questionnaires

NO	PERTANYAAN	SS	S	SM	TS	STS

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1	I enjoy learning vocabulary using Snakes and Ladders game					
2	The use of Snakes and Ladders game in vocabulary learning is less interesting and boring					
3	I paid close attention to the dice and the interesting numeric.					
4	I did not have enthusiasm when I was asked to be present in learning vocabulary using Snakes and Ladders game					
5	I always respond to the vocabulary in the Snakes and Ladders game.					
6	I feel that the Snakes and Ladders game is not suitable for vocabulary learning					
7	I started to feel confident in speaking English after learning vocabulary by using the Snakes and Ladders game.					
8	I find difficult to learn vocabulary through Snakes and Ladders game					
9	I want to often use the Snakes and Ladders game to practice my vocabulary skills					
10	I am embarrassed to play Snakes and Ladders with friends					
11	I feel more comfortable learning vocabulary by using the Snakes and Ladders game.					
12	I cannot focus on speaking and memorizing vocabulary in Snakes and Ladders game.					

The table 5.2.1 is the questionnaire was given to the students. It has 6 positive statements and 6 negative statements. That the student was chosen to answer the second research questions about the students response. As mentally retarded students, the writer given the questionnaire by explained the meaning of each questionnaire point. ,And the result of the questionnaire was :

Table 5.2.2 score of the students' questionnaire

	Sample	**Score's of each item**												**Total**
		1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	
1	NA	5	5	4	5	5	5	5	5	5	3	5	5	57

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2	AM	5	5	5	5	5	5	5	5	5	5	4	5	59
3	HM	5	5	5	5	5	5	5	5	4	4	3	5	53
4	AH	5	5	5	5	5	5	5	5	5	5	4	5	59
5	LN	5	5	5	5	5	5	5	4	5	4	5	5	58
6	MA	5	5	5	5	5	5	5	5	5	5	5	5	60
7	NH	5	4	5	5	5	5	5	1	5	5	5	5	55
8	NO	5	5	5	5	5	5	5	5	5	5	5	5	60
9	NHA	5	5	5	5	4	5	5	5	5	5	5	4	58
10	AR	5	4	5	4	5	5	5	5	5	5	5	5	58

Suggestions

1. For EFL lecturers or EFL instructors, English Teacher
   a. Snakes and Ladders game is effective way to be used in teaching vocabulary to improve students' vocabulary ability no exception for the students special needs or mentally retarded students.
   b. EFL lecturers or EFL in structures, English teachers should stimulate the students to memorize the vocabulary such as practice every day especially for mentally retarded students. They need to be reminded every day.
2. Institution
   As a teacher, school also plays key role in integrating students' knowledge through the creation of a program or creative learning media. So, the school has a contribution, too.
3. For the students
   c. The students must study harder to get successful improving their vocabulary ability.
   d. The students should spend their time to practice their English inside and outside the class.
4. For the next researcher, the result of the research is expected to be able to encourage other researchers to conduct research dealing with the Snakes and Ladders game in the same field of subject. Otherwise, they can also study the improvement of vocabulary ability by using other media.

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Appendix 13

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RIWAYAT PENDIDIKAN NONFORMAL & KEGIATAN ILMIAH:

1. 1st English Education International Conference
2. Virtual International Conference "Post Pandemic: Reconstruction for Future Education"

RIWAYAT PEKERJAAN:

1. Master of Ceremony
2. Henna Artist

RIWAYAT ORGANISASI:

1. MISPALA (Mahasiswa Islam Pecinta Alam)
2. PMII (Pergerakan Mahasiswa Islam Indonesia)

KARYA PENELITIAN ILMIAH YANG DIPUBLIKASIKAN:

1. The Use of Snakes and Ladders as English Teaching Media for Mentally Retarded Students to Increase Their English Vocabulary

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