

The Effectiveness Of Snakes And Ladders Game Media On Student Learning Outcomes In English Learning For Grade IV On Vocabulary Animal Topic At Mi Al Hikmah Tembalang Semarang Academic Year 2024/2025

Falya Pratiwi Rahmatul Nisa<sup>1\*</sup>, Siti Nur'Aini<sup>2</sup>, Dias Andris Susanto<sup>3</sup>  
University of PGRI, Semarang, Indonesia

[xxluvfly@gmail.com](mailto:xxluvfly@gmail.com), [sitinuraini@upgris.ac.id](mailto:sitinuraini@upgris.ac.id)<sup>2</sup>, [diasandrissusanto@upgris.ac.id](mailto:diasandrissusanto@upgris.ac.id)<sup>3</sup>

Article History:

Submission

Accepted

Published

### Abstract

This study aims to improve students' English vocabulary mastery using the Snakes and Ladders media. The research was conducted with 4th-grade students of MI Al Hikmah Tembalang Semarang during the 2024/2025 academic year, employing a Pretest-Posttest Design. Data collection techniques included observation, pre-test, treatment, and post-test. The results showed that students who were taught using the Snakes and Ladders media experienced a marked improvement in their vocabulary mastery compared to those who received conventional instruction. The experimental group demonstrated a stronger increase in learning outcomes, suggesting that the media provided a more engaging and effective learning experience. Statistical analysis confirmed a significant difference between the two groups, indicating that the use of this media had a positive impact on students' vocabulary acquisition. This study concludes that Snakes and Ladders can serve as an innovative and effective tool for enhancing vocabulary mastery in English. It is therefore recommended that educators integrate such interactive learning media to foster greater student engagement and improve learning outcomes.

**Keywords:** *Vocabulary, Snake and Leaders, 4th-grade students at MI Al Hikmah Tembalang*

### Introduction

Language teaching involves four key components: speaking, listening, reading, and writing. The acquisition of these skills can be challenging if vocabulary is not mastered, as vocabulary serves as a supporting element for learning all four skills. According to Yaumil Akrimah et al (2017), developing one's vocabulary is crucial in learning a foreign language. Whether through reading books or in spoken communication, the definitions of new words are often highlighted, helping learners understand and incorporate them into their language skills. Silviana & Putri (2013).

A language learner's vocabulary is considered the core of language instruction, as it forms the foundation of learning a foreign language. Observations at MI Al Hikmah Tembalang revealed that most students struggled with their vocabulary. They often did not understand the meaning

# The 4<sup>th</sup> Undergraduate Conference on Applied Linguistics, Linguistics, and Literature (ALLURE)

*Vol. 4 (1), March 2026*

*Online ISSN: 2807-8926*

of words spoken by the teacher and faced difficulties with comprehension. Students found it particularly challenging to retain new words, especially nouns, as they tended to forget them quickly, leading to low motivation and a lack of interest in learning. This issue raises the following research questions:

1. To what extent does the vocabulary of animals abilities of class IV students at MI Al Hikmah Tembalang improve before and after being taught using Snakes and Ladders game?
2. How is the significant difference in the vocabulary abilities of class IV students at MI Al Hikmah Tembalang before and after using the Snakes and Ladders game?

Furthermore, research found that the teachers at MI Al Hikmah Tembalang did not provide sufficient motivation for students to learn new vocabulary, often relying primarily on translation tasks. Engaging games or strategies to help students retain vocabulary were not used. According to Rosdiani dan Angga Hidayat (2020), teaching vocabulary can be difficult because some teachers are uncertain about the best practices to follow and lack confidence in emphasizing vocabulary learning effectively. However, vocabulary is essential for communication, and without it, language would not exist, as people would be unable to communicate.

Vocabulary is a fundamental component of language proficiency. According to Harmeler, linguistic structure is merely the skeleton of a language, while vocabulary represents the essential organs that allow communication. Given its importance, language learners should acquire vocabulary before grammar to fully understand the language. Therefore, mastering vocabulary is a necessary first step in achieving proficiency in a foreign language. Dian Fakhira (2022).

One innovative way to teach vocabulary is through games, such as Snakes and Ladders, which can be used to teach animal-related vocabulary. In this game, each square on the board can feature pictures or names of animals, and players must mention the name of the animal or describe its characteristics when they land on a particular square. This interactive method not only engages students but also helps them learn in a fun and memorable way, making it easier for them to retain vocabulary.

The use of Snakes and Ladders encourages students to collaborate and compete in a healthy manner, increasing their interest in learning English. Teachers can use this game to make the classroom atmosphere more lively and engaging. Compared to traditional methods, such as simply writing vocabulary on the board, Snakes and Ladders offers a more meaningful learning experience by actively involving students. This method can significantly help students improve their vocabulary, enhance collaboration, and make language learning more enjoyable. Purba et al (2021).

According to a study by Nahdlatul et al (2021), the Snakes and Ladders game is one of the most popular and effective educational games for enhancing vocabulary acquisition. This game is suitable for teaching at various student levels, including vocabulary learning. Snakes and Ladders, created by Milton Bradley and Charles, is a simple game that helps students master academic vocabulary. In this game, both teachers and students take full responsibility as they collaborate to guess the images or words displayed on each square on the game board. Through

# The 4<sup>th</sup> Undergraduate Conference on Applied Linguistics, Linguistics, and Literature (ALLURE)

Vol. 4 (1), March 2026

Online ISSN: 2807-8926

this activity, students can actively learn and expand their vocabulary in a fun and collaborative environment.

Other researchers, such as Albab (2014), found that the Snakes and Ladders game had been implemented by others in experimental groups. Iswandar implemented the Snakes and Ladders game with an experimental group and proved that it was effectively applied in language learning, especially in achieving vocabulary mastery. After teaching students how to read through the Snakes and Ladders game, the researchers assessed students' vocabulary mastery using a vocabulary mastery test. The results showed that students' scores improved from a pre-test score of 66.66 to a post-test score of 72.73, showing an increase of 6.07 points. However, the score was still below the passing mark.

Another study by Tahmit et al (2019) revealed that class V students at Madrasah Ibtidaiyah Tarbiyatull Athfal Sulmulrbelr were able to enhance their vocabulary mastery by playing the Snakes and Ladders game. Nouns served as test subjects for researchers, and students' interest and enthusiasm for learning vocabulary were heightened by the game. Students' vocabulary skills improved when they played Snakes and Ladders.

Finally Kartini & Kareviati (2021) found that seventh-grade junior high school students in Cimahi enhanced their vocabulary skills by playing the Snakes and Ladders game. In both the pre- and post-tests, the researchers observed a significant improvement in vocabulary skills, with the post-test results showing higher scores than the pre-test. They also mentioned that the interactive nature of the game, where students draw and guess words themselves, helped them memorize vocabulary effectively.

In conclusion, previous studies consistently demonstrate that the *Snakes and Ladders* game has a positive effect on vocabulary mastery across various educational levels. The game fosters an interactive, enjoyable, and collaborative environment that enhances student engagement and retention of vocabulary. However, many of these studies either focus on specific vocabulary categories, different age groups, or do not directly compare the game's effectiveness with traditional teaching methods through robust experimental designs.

The present study addresses this research gap by applying the *Snakes and Ladders* game specifically to fourth-grade students in a primary school setting, using a rigorous Pretest-Posttest Control Group Design. It aims to provide clearer empirical evidence of the game's effectiveness in vocabulary acquisition, particularly within the thematic focus of animal vocabulary. By comparing it directly with conventional teaching methods and analyzing statistical significance, this study contributes a more nuanced understanding of how and to what extent the game can serve as an effective pedagogical tool in the elementary school context.

## Methodology

This study employed both qualitative and quantitative methods to examine the effectiveness of the Snakes and Ladders game in enhancing vocabulary skills among Class IV students at MI Al Hikmah Tembalang. The qualitative approach involved collecting data through observations, interviews, and the analysis of student behavior and experiences during the learning process. The

# The 4<sup>th</sup> Undergraduate Conference on Applied Linguistics, Linguistics, and Literature (ALLURE)

*Vol. 4 (1), March 2026*

*Online ISSN: 2807-8926*

aim of this approach was to understand how students interacted with the Snakes and Ladders game to improve their vocabulary acquisition, particularly focusing on animal-related vocabulary. Additionally, the quantitative approach was used to measure vocabulary improvement through pre-tests, treatment, and post-tests. Statistical analysis was then conducted to compare the results between the group using the Snakes and Ladders game and a control group that received traditional vocabulary instruction.

The participants in this study were Class IV students at MI Al Hikmah Tembalang, who were divided into two groups: one was taught using the Snakes and Ladders game, and the other received instruction through conventional methods. To gather data, a pre-test was first administered to assess the students' initial vocabulary knowledge, focusing on animal-related terms. Following the pre-test, the treatment took place. The treatment involved using the Snakes and Ladders game, which helped students match images of animals with corresponding words or descriptions on the game board. The game was used across multiple sessions to give students sufficient time to engage with and retain the vocabulary. After the treatment, a post-test was administered to measure the vocabulary improvement gained from the game.

To support the quantitative data, qualitative data were collected through observations and interviews. During the game sessions, teachers and researchers observed students' participation, collaboration, and enthusiasm, recording these behaviors to understand how students engaged with the learning process. Interviews with selected students and teachers also provided insights into their experiences and perceptions of using the Snakes and Ladders game as a learning tool. These interviews aimed to understand the students' feelings about the game, their level of interest, and their perceived effectiveness in improving their vocabulary Purba et al., (2021).

The data analysis involved both qualitative and quantitative methods. The pre-test and post-test results were analyzed statistically using paired t-tests or other appropriate statistical tools to assess the improvement in vocabulary knowledge among students. This helped determine if the use of Snakes and Ladders significantly improved students' vocabulary compared to traditional methods Imron (2019). The qualitative data from observations and interviews were analyzed using thematic analysis, where responses were categorized, and patterns in students' behaviors and feedback were identified. The combination of both types of data provided a comprehensive view of how the Snakes and Ladders game could be used as an effective tool for vocabulary learning, enhancing both student engagement and learning outcomes at MI Al Hikmah Tembalang.

## **Result And Discussion**

The findings of the study revealed significant results regarding the students' vocabulary improvements. In the pre-test, the experimental group, which used the Snakes and Ladders game as a learning method, had an average score of 61.25, while the control group, which received traditional vocabulary instruction, scored 62.11. However, after the treatment, the experimental group demonstrated substantial improvement, achieving an average score of 86.00, compared to the control group's average score of 71.05. This significant increase in the experimental group's

# The 4<sup>th</sup> Undergraduate Conference on Applied Linguistics, Linguistics, and Literature (ALLURE)

Vol. 4 (1), March 2026

Online ISSN: 2807-8926

performance indicates that the Snakes and Ladders game had a positive impact on enhancing students' vocabulary abilities.

Further analysis using the Independent Sample T-test showed a significance value of 0.000, which is less than the threshold of 0.05, confirming that the difference in vocabulary improvement between the experimental and control groups is statistically significant. This indicates that the Snakes and Ladders game is an effective tool for improving the English vocabulary of Class IV students, particularly in the context of learning animal-related vocabulary.

TABLE 1. Pre-Test Experiment Scores

Pretest Eksperimen					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	50	3	15.0	15.0	15.0
	55	3	15.0	15.0	30.0
	60	5	25.0	25.0	55.0
	65	5	25.0	25.0	80.0
	70	3	15.0	15.0	95.0
	75	1	5.0	5.0	100.0
	Total	20	100.0	100.0	

TABLE 2. Pre-Test Contol Scores

Pretest Kontrol					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	50	2	10.5	10.5	10.5
	55	2	10.5	10.5	21.1
	60	6	31.6	31.6	52.6
	65	5	26.3	26.3	78.9
	70	3	15.8	15.8	94.7
	75	1	5.3	5.3	100.0
	Total	19	100.0	100.0	

The research findings address the study's key questions: To what extent does the vocabulary of animal-related terms improve among Class IV students at MI Al Hikmah Tembalang before and

# The 4<sup>th</sup> Undergraduate Conference on Applied Linguistics, Linguistics, and Literature (ALLURE)

Vol. 4 (1), March 2026

Online ISSN: 2807-8926

after using the Snakes and Ladders game? The results show a significant improvement in vocabulary knowledge after the game-based intervention. Additionally, the second question, which examines the significant difference in vocabulary abilities before and after the intervention, is also answered affirmatively, with statistical analysis showing a notable increase in the experimental group's scores.

TABLE 3. post-test Eksperimen scores

Statistics		
Posttest Eksperimen		
N	Valid	20
	Missing	0
Mean		86.00
Median		85.00
Std. Deviation		6.806
Variance		46.316
Range		20
Minimum		75
Maximum		95
Sum		1720

# The 4<sup>th</sup> Undergraduate Conference on Applied Linguistics, Linguistics, and Literature (ALLURE)

Vol. 4 (1), March 2026

Online ISSN: 2807-8926

TABLE 4. post-test Contol scores

Statistics		
Posttest Kontrol		
N	Valid	19
	Missing	0
Mean		70.00
Median		70.00
Std. Deviation		5.270
Variance		27.778
Range		20
Minimum		60
Maximum		80
Sum		1330

The process involved selecting the Snakes and Ladders game, a game that teaches vocabulary through images and descriptions, vocabulary discussions, and sentence exercises, which helped students not only understand and remember new words but also apply them in meaningful contexts. This study shows that using Snakes and Ladders makes learning more enjoyable and engaging, while the game also provides students with the opportunity to learn interactively, enhancing their motivation. Further statistical analysis confirmed a significant correlation between pre-test and post-test results, validating the effectiveness of this method. This innovative approach is practical and beneficial for both online and face-to-face learning, with Snakes and Ladders serving as an effective medium for improving students' vocabulary.

In conclusion, the study suggests that the Snakes and Ladders media provides an innovative and effective approach to improving students' vocabulary skills. Given the positive results observed in this study, it is recommended that teachers incorporate such creative, game-based media into their teaching strategies. Doing so could make learning more engaging and effective, helping students retain new vocabulary more easily and enjoy the process of learning English.

Table 5: Results of the Normality Test

One-Sample Kolmogorov-Smirnov Test			
		Posttest Eksperimen	Posttest Kontrol
N		20	19
	Mean	86.00	70.00

# The 4<sup>th</sup> Undergraduate Conference on Applied Linguistics, Linguistics, and Literature (ALLURE)

Vol. 4 (1), March 2026

Online ISSN: 2807-8926

Normal Parameters <sup>a,b</sup>	Std. Deviation	6.806	5.270	
Most Extreme Differences	Absolute	.172	.197	
	Positive	.111	.197	
	Negative	-.172	-.197	
Test Statistic		.172	.197	
Asymp. Sig. (2-tailed)		.125 <sup>c</sup>	.051 <sup>c</sup>	
Monte Carlo Sig. (2-tailed)	Sig.	.542 <sup>e</sup>	.397 <sup>e</sup>	
	99% Confidence Interval	Lower Bound	.529	.384
		Upper Bound	.555	.409

The findings of this study indicate a significant improvement in the vocabulary abilities of the experimental group, which used the Snakes and Ladders game as a learning method. While the pre-test results showed minimal differences between the experimental and control groups, the post-test revealed a substantial increase in the experimental group's vocabulary scores. This suggests that the game-based learning approach, as opposed to traditional methods, effectively enhanced students' ability to learn and retain vocabulary. The significant improvement observed in the experimental group supports the notion that interactive and engaging learning methods can lead to better academic outcomes.

These results align with existing theories of game-based learning, which emphasize the effectiveness of interactive and student-centered teaching methods. By using the Snakes and Ladders game, students not only practiced vocabulary through images, descriptions, and sentence exercises, but they also had the opportunity to apply their knowledge in real-life contexts, making learning more meaningful. The findings also demonstrate that the game-based approach enhanced students' motivation and engagement, which is consistent with educational theories suggesting that active involvement in the learning process promotes better retention and understanding.

In conclusion, the significant vocabulary improvement observed in this study suggests that the Snakes and Ladders game is a valuable tool for enhancing vocabulary acquisition in English. This approach provides an enjoyable, interactive, and effective learning experience, which can be beneficial in both traditional and online classroom settings. Given the positive results, it is recommended that educators incorporate such innovative and creative game-based media into their teaching strategies to improve student engagement and make vocabulary learning more effective.

## Conclusion And Recommendation

# The 4<sup>th</sup> Undergraduate Conference on Applied Linguistics, Linguistics, and Literature (ALLURE)

*Vol. 4 (1), March 2026*

*Online ISSN: 2807-8926*

The foundation of this study is grounded in language acquisition theories that emphasize the importance of vocabulary in learning a new language. According to (El Rusyda & Suparman, 2013), language learning is enhanced through interaction, where learners are engaged in meaningful communication. Games, like Snakes and Ladders, provide opportunities for interactive learning, as they allow students to actively participate in their learning process. Additionally, (Tahmit et al., 2019) posits that social interaction is a key component of cognitive development, and games provide a social context that encourages collaboration and communication. This theoretical framework supports the idea that vocabulary acquisition can be significantly improved through interactive and engaging methods such as games, which offer both cognitive and social benefits.

The research questions driving this study are: to what extent does the vocabulary of animal-related terms improve among Class IV students at MI Al Hikmah Tembalang before and after being taught using the Snakes and Ladders game? Additionally, the study seeks to determine the significant difference in the vocabulary abilities of these students before and after using the Snakes and Ladders game.

This study demonstrates the effectiveness of using Snakes and Ladders media to enhance students' vocabulary learning. The method involves selecting relevant vocabulary and engaging students in the game. Students take turns rolling the dice and moving according to the number rolled, while matching animal images with the corresponding vocabulary. Each student is asked to name the animal shown in the picture and explain its characteristics. This approach has proven effective in improving vocabulary comprehension, particularly nouns, verbs, adjectives, and phrasal verbs, while also developing an understanding of expressions, grammar, and thematic vocabulary related to animals.

The research confirms that this method is effective, with significant improvements observed in the post-test results of students who participated in the Snakes and Ladders game. The students showed enhanced vocabulary retention and motivation, highlighting the combination of games and media-based approaches as a fun and interactive way to support vocabulary acquisition in a more natural and practical context. By using a hands-on approach like this, students are able to engage with the vocabulary in a way that makes learning more enjoyable and meaningful, thus improving their long-term retention.

For teachers, the findings encourage innovation in teaching strategies. Integrating creative games such as Snakes and Ladders can make learning more engaging and relevant to students' everyday experiences. This approach not only fosters active learning but also motivates students to participate in a fun and social environment, which enhances their learning outcomes.

For students, the use of Snakes and Ladders serves as an active tool to learn vocabulary in a way that is both enjoyable and effective. The interactive nature of the game helps students connect with the material more deeply, and the element of competition and collaboration fosters a sense of accomplishment and enjoyment. This makes the learning process more enjoyable, which can significantly boost their motivation to learn.

For researchers, this study opens up opportunities to further explore the use of media-based games in enhancing English teaching effectiveness. Future research could investigate how

# **The 4<sup>th</sup> Undergraduate Conference on Applied Linguistics, Linguistics, and Literature (ALLURE)**

***Vol. 4 (1), March 2026***

***Online ISSN: 2807-8926***

similar game-based learning methods can be applied to other areas of language learning, such as grammar, reading comprehension, or speaking skills. Additionally, further studies could explore the impact of such games on diverse student populations or in different educational contexts to assess the broader applicability of this approach.

# The 4<sup>th</sup> Undergraduate Conference on Applied Linguistics, Linguistics, and Literature (ALLURE)

Vol. 4 (1), March 2026

Online ISSN: 2807-8926

## Acknowledgements

The author expresses profound gratitude to Allah SWT for His blessings and guidance throughout the process of completing this final project. The author also extends sincere thanks to Mrs Siti Nur 'Aini, Mr Dias Andris Susanto, as well as to the English language lecturers at PGRI University Semarang. Mrs Isna Saidatin Kamila, Mrs Umi Lailatul Mufidah, Mr Fauzi for their exceptional guidance and support, Special acknowledgment is given to my beloved parents for their unwavering support. Thanks are also extended to Mrs Zuni and the students of Class IV at MI Al Hikmah Semarang for their contributions to this research.

## References

- Albab, U. (2014). The effectiveness of snakes and ladders game to improve students' mastery of simple past tense in constructing recount texts (a quasi-experimental research of the Eighth Grade Students of SMPN N 2 Demak in the academic year of 2013/2014). *Journal of English Language Teaching*.
- Dian Fakhira, F. I. R. (2022). Identifikasi perkembangan bahasa keaksaraan anak Kelompok A di TK Raudatush Shibyan Ampenan. *Journal of Classroom Action Research*, 2, 160–163.
- El Rusyda, S., & Suparman, U. (2013). Teaching vocabulary through pictionary game to First Grade Students of SMP Al-Kautsar. *English Teaching Forum*, 40(2).
- Imron. (2019). Analisa pengaruh kualitas produk terhadap kepuasan konsumen menggunakan metode kuantitatif pada CV. Meubele Berkah Tangerang. *IJSE – Indonesian Journal on Software Engineering*.
- Kartini, I., & Kareviati, E. (2021). The students' responses toward the implementation of pictionary game in teaching vocabulary to The Seventh Grade Students in one of Junior High School in Cimahi. *Professional Journal of English Education*, 4(3).
- Nahdlatul, U., Surakarta, U., Mercu, U., & Yogyakarta, B. (2021). Efektivitas media permainan ular tangga untuk meningkatkan kemampuan mengenal kosakata bahasa inggris pada Anak Usia Dini Khomsin 1 , Rahimmatussalisa. *Jurnal Pendidikan Anak*, 10(1), 25–33.
- Purba, R., Puspita Dani, E., Maulana, K., & Pelita Nusantara, S. (2021). Improving students' writing skill through instagram stories. *Jurnal Education and Development Institus Pendidikan Tapanuli Selatan*.
- Rosdiani dan Angga Hidayat, N. (2020). Pengaruh derivatif keuangan, konservatisme akuntansi dan intensitas aset tetap terhadap penghindaran pajak. *Journal of Technopreneurshipon Economics and Business Review*, 1(2).
- Silviana, D., & Putri, A. (2013). The use of jigsaw technique and still pictures combination to improve students' vocabulary mastery. *Journal of English Language Teaching*.
- Tahmit, M., Nastiti, N. D., Rahmad, A., & Correspondence, R. (2019). Improving student vocabulary mastery through the pictionary words game in fifth grade of Madrasah Ibtidaiyah Tarbiyatul Athfal Sumurber. *KONTRIBUSIA*, 2(2), 34.

# **The 4<sup>th</sup> Undergraduate Conference on Applied Linguistics, Linguistics, and Literature (ALLURE)**

**Vol. 4 (1), March 2026**

**Online ISSN: 2807-8926**

Yaumil Akrimah, R., Nainggolan, F., & Sinaga, T. (2017). Teaching vocabulary through pictionary game to the First Grade of SMP N 1 Way Tuba. *UNILA Journal of English Teaching*.