

**TEACHING VOCABULARY THROUGH  
SNAKES AND LADDERS BOARD GAME AT THE  
SEVENTH YEAR OF SMPN 2 BAJO**



**THESIS**

**Submitted to the English Language of S1 Tarbiyah Department of State  
College for Islamic Studies of Palopo in Partial Fulfillment of  
Requirement for Sarjana Pendidikan (S.Pd.) Degree  
In English Language Education**

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**ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTMENT  
THE STATE COLLEGE FOR ISLAMIC STUDIES  
(STAIN) PALOPO  
2014**

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## THESIS APPROVAL

This thesis entitled “*Teaching Vocabulary Through Snakes and Ladders Board Game at the Seven Year of SMPN 2 Bajo*”, Which is written by **Besse Kartika, Reg. Number. 09. 16. 3. 0119**, English S1 study program of Tarbiyah Department of State College For Islamic Studies Palopo, and has been examined and defended in MUNAQASYAH session which is carried out on **Friday, 21<sup>th</sup> 2014 M**, Coincide with **Rabiul Akhir 20<sup>th</sup> 1435 H**, and it was authorized and acceptable as partial fulfillment of requirement for Sarjana Pendidikan (S.Pd) degree in English language teaching.

Palopo, 21<sup>st</sup> February, 2014 M.  
20 Rabiul Akhir 1435 H.

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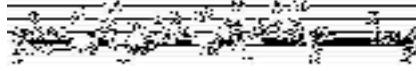
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## ACKNOWLEDGEMENT



Alhamdulillah Rabbil Alamin, all Praises to almighty Allah, because of his blessing and guidance so the writer can finish this thesis, although in a simple form and the writer realizes that there are still many lackness. The writer expects constructive critical and suggestion from the readers for the improvement and perfection. Shalawat and Taslim convey to the great prophet Muhammad Saw. His family, his friends and all of the people that still do his commands of Allah and avoid his prohibitions.

The writer realizes that this thesis could not be finished without helping from others; the writer would like to express her deepest thanks to:

1. Prof. Dr. H. Nihaya M., Hum. The chief of STAIN Palopo, who has thought, educated, helped, advised and guided the writer during her study in STAIN Palopo.
2. Drs. Hasri, M.A. The Head of Tarbiyah Department of the States College for Islamic Studies Palopo.
3. Jufriadi, S.S., M.Pd. The head of English study program of Tarbiyah Department of the State College for Islamic Studies Palopo.
4. Dr. Dahlan, M.Hum. as both the first consultant and as the academic advisor of the writer and Madehang, S.Ag., M.Pd. as the second consultant.

5. Special thanks to my beloved parents Palonggang and Rosmina. My beloved husband Imran umrah as well as my parents in law H.Umar and Hj.Rahmah my brothers and sisters for their loving, pray, support, for me to be successful.
6. For Headmaster, all teacher and the staffs of SMPN 2 Bajo for their written permission to research in their school.
7. All students of English study program especially BIG-A, B, and C (Ang.2009). who have given the researcher support and spirit.
8. My best friends, Ayu Anita Bakri, Hatifa, Desi Anriani, and Hijrah Kalsum who have been always together while in happiness, jokes, laugh during the curriculum in STAIN Palopo, thanks for everything.
9. Organisation PRAMUKA STAIN Palopo, thanks about all help and supports.

Finally, the writer pray to the God, ALLAH SWT gives regard to all of the people who have helped the writer. And the writer hopes this thesis can be usefull and give contribution for all readers.

February 7<sup>th</sup> 2014

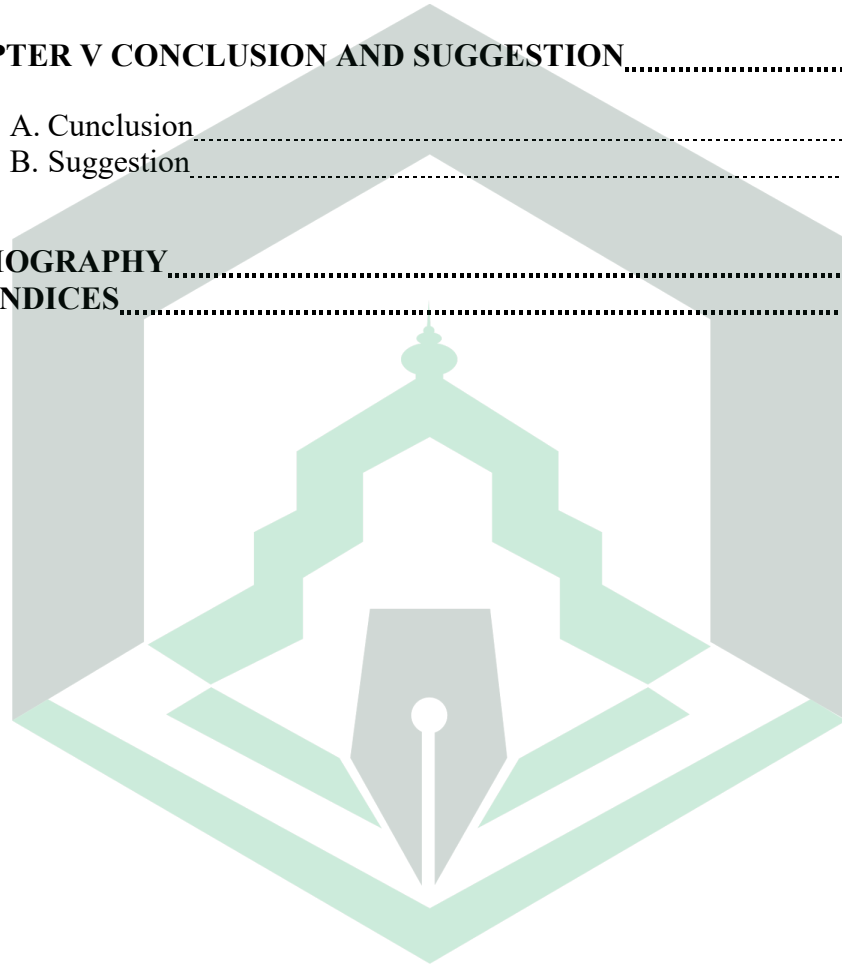
**The writer**

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## ABSTRACT

Besse Kartika, 2014. *Teaching vocabulary through snakes and ladders board game at the seventh years of SMPN 2 Bajo*. Thesis, English study program of Tarbiyah department in the State College for Islamic Studies (STAIN) Palopo. This thesis supervised by Dr.Dahlan, M.Hum as the first supervisor and Madehang, S.Ag.,M.pd as the second supervisor.

Key words: Teaching, Vocabulary and Snake and Ladder Board Game

This thesis deals with teaching vocabulary through snakes and ladder board game at the seventh year of SMPN 2 Bajo. The objective of the research is to know the effectiveness of Snake and Ladder board Games in teaching vocabulary. This research was conducted at one of Private Junior SMP 2 Bajo in 2013/2014 academic year.

Based on the problem statement above, the research found that the use of Snake and Ladder Board Game can foster the students' vocabulary at the seventh year of SMPN 2 Bajo. The researcher collected data by pre-test and post-test. This research was focused on the seventh of SMPN 2 Bajo 2013/2014 academic year. Based on population the researcher took 15 students as sample. The sampling technique is purposive sampling.

Having analyzed the data, it was found out that the students vocabulary through snakes and ladders board game at the seventh year of SMPN 2 Bajo. There was a significant difference between the result of the pre-test and post-test. Where the mean score of post-test is 7.71, which was greater than the mean score of the pre-test 4.9, from the  $t_{test}$  value 6.499 was greater than  $t_{table}$  2.14. It means null hypothesis ( $H_0$ ) was rejected and alternative hypothesis ( $H_a$ ) was accepted. So, it can be said that teaching vocabulary through snakes and ladders board game is effective in the seventh year of SMPN 2 Bajo.

## CHAPTER I

### INTRODUCTION

#### *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 sentences, process of some information through mastery vocabulary.<sup>1</sup> 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 enriching 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 the English teacher of SMPN 2 Bajo, it was said that most of students get difficulties in exploring their idea in some aspect

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<sup>1</sup> Satina, "*Improving English Vocabulari Through Logico Game at the Sixth Year Students of Elementary School of 20 Cimpu*" (unpublished thesis) STAIN Palopo, 2008), p.1.

reading, speaking and writing. One of the reason was the students 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 the 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 objects cannot be shown by the teacher, the teacher can use pictures 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 studying. So, the writer want to find another way to enriching the students vocabulary by using a snakes and ladders board game. Through snakes and ladders board game, describes that the student will be easy to understand and interested to learn vocabulary.

Snake and ladder game is the alternative choice, as a simple media Snake and Ladder Game is quite common for students. Here, the researcher proposes the use of Snake and Ladder Board Game as a method in teaching vocabulary. It is a kind of instructional method centered on the learners. This method is designed as an interesting and simple game. Students are familiar enough with the role how to play this game. Snake and Ladder Games is one of the example of board games. It is a popular game around the world, in Indonesia it is popular with “permainan ular tangga” .

Snake and Ladder facilitates 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 return to a square nearer the start. Snake and Ladder Board game is a simple board with counters and dice. On certain squares on the board are a numbered of ladders connecting two squares to a square of a high number.

Based on her experience, the writer choose the title above because in fact, in learning process at the SMP Negeri 2 Bajo, teacher are like to write of vocabulary in the black board or just practice. According to her, that was make students became passive and nothing gave a feedback between teacher and students.

Based on the problem above, the researcher think that is necessary to find out the other way in teaching english especially to increase students vocabulary, so it is conducted under the topic “ ***Teaching Of Vocabulary through snakes And Ladders Board Game At The seventh Year Of SMP Negeri 2 Bajo***”

### ***B. Problem Statement***

Based on the explanation in the background above, the writer would like to formulate of the researcher question as follow:

Is snakes and ladders board game effective to teach vocabulary at the seventh year of SMPN 2 Bajo?

### ***C. Objective of the research***

Realted to the reseach question that set above the research state the objective of research :

To find out students attitude toward snakes and ladders board game to enrich vocabulary at the seventh yeard students of junior high school number 2 Bajo.

### ***D. Scope of research***

The scope of research only restricted to on the discussion about teaching vocabulary of students through snakes and ladders board game for the seventh year studens' of SMPN 2 Bajo.

### ***E. Definition of term***

To get general understand about aim of the tittle research, the researcher will explain definition of term such as follow:

1. Teaching is the act, practice, occupation, or profession of a teacher<sup>2</sup>.
2. vocabulary is very important thing to back our English where vocabulary is as one of component of language so that no more language exist without words.
3. Snakes and ladders is a children's game in which players move counters along a board, gaining an advantage by moving up pictures of ladders or a disadvantage by moving down pictures of snakes.

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<sup>2</sup> [Http://www.thefreedictionary.com/teaching-definition](http://www.thefreedictionary.com/teaching-definition). (accesses on February 2014).

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### *A. Previous Studies on Related Research*

There are related researches which makes the writer eager to hold the research. Those are :

1. Muhammad Solihin. in this research entitled “Teaching Vocabulary through computer Games to the fifth year students of SDN 42 Limpomajang”. The write that computer games is an appropriate method to teach English in elementary school because the classroom situation to be attractive, interesting and the students enjoy getting the material and also the students relax during treatment process.<sup>1</sup>

2. 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 use of using crossword picture in improving the students’ vocabulary particulary Noun and teaching tecnique of vocabulary.<sup>2</sup>

Based on the above study, it can be inferred that there are many kinds of teaching technique of vacabulary. Each methods can be applied in any ways as long as it is suitable for the students. Mustika, according to her research, in the

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<sup>1</sup> Muhammad Solihin, *Teaching Vocabulary through Computer Games to the fifth Year Student of SDN 42 Limpomajang*, Thesis S1, (Palopo: STAIN, 2011), p. 52.

<sup>2</sup> Mustika, *Improving the Students’ Vocabulary thorough Crossword Picture to the fifth Year Students of Madrasah Ibtidaiyah Datok Sulaeman Palopo*, Thesis S1, (Palopo: STAIN, 2011), p. 57.



development of vocabulary by using a picture crossword was effective and Muhammad Solihin also said that using computer games is one of the way to teaching vocabulary which can be used to change the pace of a lesson and so maintain motivation. However, in this study the researcher will apply one method or medium of learning with using snakes and ladders board game to teach, especially for junior high school level. So teaching through snakes and ladders board game will be easy without racking students brain to remember vocabulary. Beside that according to the author that the snakes and ladder board game will be increased motivation the students' to learn English.

### ***B. Vocabulary***

Vocabulary concern many aspect must be taken into account when a student want to be success in language learning:

#### **1. The Concept of Vocabulary**

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 numbers 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 how learners speak, listen, read, and write. Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achive 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 and unsimplified materials and process different kinds of oral and writing text, as well as the kinds of strategies learners use in understanding, and remembering word.<sup>3</sup>

Vocabulary is a part of language learning that need continuing growth and development by both native and non native speakers long after grammar and pronunciation elementary school from until junior high School. In language teaching preparation program in our country, more and attention being given to improve some technique for teaching vocabulary. An additional 3,000 to 5,000 word is suggested for learners continuing to tertiary education studies.<sup>4</sup>

There are many concept about vocabulary, some of them:

- a. Vocabulary is the words used by a people or by a 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.
- c. Vocabulary is the words of a language.
- d. Vocabulary is the sum scope of one's expression technique as in the arts.<sup>5</sup>

Vocabulary is one important aspect in learning a foreign language and vocabulary is central to language and of critical importance to the typical language learner. With unlimited vocabulary anyone will also has a limited understanding in

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<sup>3</sup> Jack C Richards and Willy A Renandya, *Methodology in Language Teaching*, (USA: Cambridge University Press, 2002), p. 462.

<sup>4</sup> *Ibid.*, p. 256.

<sup>5</sup> Fuad Mas'ud, *Upgrading Students Vocabulary through Weekly Vocabulary Program in STAIN Palopo*, (unpublished thesis , STAIN Palopo, 2008), p. 5.

terms of speaking, reading, listening, and writing. It is true that it might be impossible to learn a language without mastering vocabulary. Vocabulary is one of the problems confronted by English language learners. Because of the limited vocabulary, the learners can't communicate to others clearly.<sup>6</sup>

## 2. The 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 student 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's impossible to use the English language correctly and clearly.<sup>7</sup> 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.<sup>8</sup>

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

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<sup>6</sup> Erniwati S, *Increasing the Students Vocabulary through ESA Method at the SMP Muhammadiyah 1 Makassar*, (unpublished thesis, Makassar: UNM, 2010), p. 1.

<sup>7</sup> S. H. Burton, *Mastering English Language*, (London: The Macmillan Press Limited, 1982), p. 98.

<sup>8</sup> Collier Macmillan, *The Key to English Vocabulary*, (London: Collier Macmillan Limited, 1971), p. 1.

writing. Second, word knowledge also comes 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 or ever use them ourselves as we speak and write.<sup>9</sup>

“Vocabulary is one of the components of language and is one exist without words. Words are signs 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”.<sup>10</sup>

Vocabulary is an important thing in learning language. It would be impossible to learn a language without knowing vocabulary. Vocabulary is one of the components of language and that is language exists without 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 teachers to help their students in mastering vocabulary.

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<sup>9</sup> Fran Lehr, M. A., Lehr, *Vocabulary*, Online: [www. Preal. Org](http://www.Preal.Org), (Accessed on Augusts 25<sup>th</sup>, 2010).

<sup>10</sup> Pieter A Napa, *Vocabulary Development Skill*, (Yogyakarta: Kanisius, 1991), p. 6.

Schmitt gave the definition of vocabulary as follows. 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.<sup>11</sup>

Longman dictionary of contemporary English defines. Vocabulary means all the words 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.<sup>12</sup>

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 so that no more language exist without words. We also can't do more if we have less vocabulary.

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<sup>11</sup> Schmitt, *Vocabulary Learnings Strategies*, (Cambridge: University Press, 1997), p. 23.

<sup>12</sup> Longman, *Dictionary of Contemporary English*, (2<sup>nd</sup> Ed; Harlow: Longman Group, 1987), p. 177.

### 3. 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 meet them but which will probably not be able to produce.<sup>13</sup>

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 are often misused.

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<sup>13</sup> Jeremy Harmer, *The Practice of English Language Teaching*, (New York: Longman Publishing, 1992), p. 5.

This misuse – though slight and unintentional – may be compensated by facial expressions, tone of voice, or hand gestures.<sup>14</sup>

Vocabulary refers to the words 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. Consider, for example, what happens when a beginner reader comes to the word *dig* in book. As she begins to figure out the sound represented by the letters *d, i, g*, the reader recognizes that the sound makes up a very familiar word that she has heard and said many times. Beginner readers have a much more difficult time to read words that are not already part of their oral vocabulary.

#### 4. The Importance of Learning Vocabulary

Vocabulary is considered as the most important part of learning a language. It is impossible for the students to read, write and speak a foreign language without having enough knowledge of the vocabulary. Learning the new vocabulary does not only mean memorizing the form of the word but also understanding its meaning. Vocabulary is central to language and of critical importance to typical language

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<sup>14</sup> Hernawati Ali, *The Interest and the Classroom Participation of the First Grade Students of SLTP Bonerata Makassar in Learning Vocabulary By Using Card*, (unpublished thesis, Makassar: UNM, 2000), p. 10.

learner without a sufficient vocabulary; one of it can't 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, learners 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 learners 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 consequence of this that they will find difficulties in learning the skills of the language. Therefore, schools 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.<sup>15</sup> 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.

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<sup>15</sup> John Carol and Margaretha MC Keown, *The Important of Vocabulary*, Online: Accessed on September 20<sup>th</sup> 2012.



## 5. 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 important parts of speech. Noun is word used as abstract. Since we need names of thing communicating with others does the book include names 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 like; sick, hot, bad, color, good, etc.

#### 2) 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 most usual position is before the noun it modifies, but it fills other position as well as sad, happy, lazy, difficult, smart, etc.

### 3) Verb

Verb like the noun, the verb has the grammatical properties of person, number, and gender, which require agreement with the subject. The verbs are the most difficult word to master in the target language. They have to be learned along with the changes in forms 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.<sup>16</sup>

#### b. Word families

A word family comprises the base word plus its inflexion and its most common derivatives.

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. Conversion : she upped and left (preposition to verb)
4. Clipping : email = electronic mail, flu (influenza)

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<sup>16</sup>Prof. Dr. BasoJabu. dkk, *Teaching And Learning Languages In Contemporary Society (Proceeding Of International On Language Education (ICOLE)*, (published by language center state university of Makassar December 2009) p. 214.

d. Multi-word units

Most well-known multi-words units are in the form of phrasal verb or idioms.

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

e. Collocations

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

f. Homonyms

Homonyms are word that share the same form but have unrelated meaning.

Examples: well, left, fair.

Vocabulary divides into four divisions, of which refers to the four language skills:

- 1) Speaking vocabulary is the words that come readily to the tongue when giving a speech.
- 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, moreover.
- 4) Listening vocabulary is the words which rarely use but they understood, practical, English language teaching when they heard.<sup>17</sup>

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<sup>17</sup> Amelia Arifin, *Improving Students' Vocabulary By Using Word Wall In The Seventh Year Of SMP NEGERI 2 SULI* (Unpublished thesis STAIN Palopo, 2011) p.2

## 6. Principle of learning vocabulary

Wallace in Indah Lestari (2010:7) indicates the main principles of teaching and learning vocabulary as follows:

### 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 aims, 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. That student 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 vocabulary though will relate to the aims of course and the objectives of individual lessons. It is also possible for the teachers, 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.<sup>18</sup>

## 7. Vocabulary identification

### 1. Procedure

- a) Read the vocabulary list as the students repeat and record it.
- b) Check that 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 lightning.” The student says, “thunder.”
- c) Play the weather forecast and instruct the student 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, forecasts contain other fairly predictable vocabulary and structures: future tense and expression, quantity expressions, probability expressions, and numbers. In English, forecast provide good example of common future contractions not often treated by text book:

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<sup>18</sup> Indah Lestari, *Improving the Ability of the Fifth Years Students Of SD KARTIKA WIRABUANA IX in Memorizing Vocabulary By Using Game* (Unpublished thesis UNCOK, Palopo, 2010).p. 8

”Once students have become familiar with the weather term, the other items can continue to provide listening challenges. On one day, focus the class 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 recordings 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 forecaster’s speed of delivery. You may wish to have the class predict the forecast before 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 systems, climates and weather condition around the world.

c) If you are not in an 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 and weather daily. Another source of foreign radio receptions is foreign business. While I was teaching English in Madagascar,

businesses gave me recordings and print-outs of news, weather, sports transmitted to their offices daily.<sup>19</sup>

#### 8. Strategy of Memorizing Vocabulary

In general, the strategy refers to the students memorize of vocabulary involving the relationship between words delivered with studied words 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 words or methods using physical action when learning a word, something that is easy to do, but should be considered carefully. Among the various methods of keyword mentions traits or new words that conveyed orally is also one of the effective strategies to improve students' vocabulary. So such a method would be easier to memorize 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 students and to help them achieve higher levels of proficiency. In the Schmitt study, for example, up to 76% of students reporting they use oral and written repetition as consolidation

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<sup>19</sup> Janie Duncan, *Technology Assisted Teaching Techniques*, (published by pro lingua associates, 1987).p .70-72.

methods, making them able to memorize and this method is most often used.<sup>20</sup> Cognitive method involves using several types of study aids, 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 efforts are most relevant and useful to them.

A vocabulary usually develops with age, and serves as a useful and fundamental tool for communication and acquiring knowledge. Vocabulary also a core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write.<sup>21</sup>

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

#### 9. Testing Vocabulary

According to Penny, Ur (1996), there are many different types of vocabulary-testing techniques.

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<sup>20</sup> Schmitt, *Op., Cit*, p. 23.

<sup>21</sup> Jack C Richards and Willy A. Renandya, *Methodology in Language an Anthology of Current Practice* (Cambridge University Press 2002), P.255.



### Example 1

Choose the letter of the item which is the nearest in meaning to the word in italics.

He was *reluctant* to answer:

- a) Unprepared b) Unwilling c) Refusing d) Slow

### Example 2

Choose the feller of the definition:

- a) Ready and willing. b) Tense and excited. c) Tending to talk. d) In high sprits

### Example 3

Draw lines connecting the pairs of opposites.

A	B
Brave	Awake
Female	Expensive
Cheap	Succeed
Asleep	Cowardly
Fair	Male

#### Example 4

Which of the prefixes in column A can combine with which of the words in column B? write out the complete words.

A	B
Over	Human
Trans	National
Super	Flow
Inter	Infect

#### Example 5

Underline the odd one out: goat, horse, cow, spider, sheep, dog, cat, etc.

#### Example 6

For each of following words, write a sentence that makes its meaning clear.

1. Wealth 2. Laughter 3. Decision 4. Brilliant

#### Example 7

The teacher dictates the word from example 6, the students write down

### Example 8

(The teacher dictates the mother tongue equivalents of the words in example 6, the student write down the target language versions)<sup>22</sup>.

### C. *Game As a Media*

#### 1. *Game*

##### a. Definition of game

- 1) Game is form of play or sport with rules.
- 2) Game is Sports, esp. athletics competitions.
- 3) Game is Single part of match in tennis, etc.
- 4) Game is children activity when they play with toys, pretend to be else, etc.
- 5) Game is activity or business.
- 6) Game is secret plan or trick.
- 7) Game is animal or bird hunted for sport or food.<sup>23</sup>

A game is instruct playing, usually undertaken for enjoyment and sometimes used as an educational tool. Games 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. Games allow students to: word cooperatively, compete with each other, strategize, think in a different way, compare and share knowledge, learn from mistake, work is a less stressful and more productive environment, and allow people to have fun.

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<sup>22</sup> *Ibid*, p.35-37

<sup>23</sup> *Oxford Learner's Pocket Dictionary New Edition* (new York, 2000) p.175

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 involve all participants. Such game hopes 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 games.

Element of game as follow:

a. 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 games such as chess may be traced primarily through the development and evolution of its game pieces.

Many game tools are tokens, meant to represent other things. 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 utilise any obvious tool; rather, their interactivity is defined by the environment. Games with the same or similar rules may have different gameplay if the environment is altered. For example, hide-and-seek 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.

b. Rules

Whereas games 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 results in a "new" game. For instance, baseball can be played with "real" baseballs or with wiffballs. 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 games 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 rights may include when they may spend resources or move tokens. Common win conditions are being first to amass a certain quota of points or tokens, having the greatest number 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 interesting because there is hesitation because the first we did know who will be the winner and the loser.

Game as educational aid has surplus as follows:

- 1) Game is thing that interest to be done, uncertain. Game will be interesting since it more complete and challenge.
- 2) The game can lead the student learn actively.

### 1. Media

There are some definitions of media according some researches. Gagne puts of media as source. Definition of media as component of learning source that can stimulate student to learn.

Association for education and communication technology (AECT) defines media that is all the form of utilized to proses of information channelling. While education association (NEA) defines that media is an art of things 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.<sup>24</sup>

Prof. Dr. Azhar Arsyad M.A. defines media is graft tools, photography or electronic to catch, process and rearrange visual information or verbal information.<sup>25</sup> So, we can concludes that media is 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 student for studying to better and also improve their performance appropriate purpose that they want.<sup>26</sup>

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<sup>24</sup> Asnawir dan Basyiruddin Usman, "*Media Pembelajaran*" (cet.1: Jakarta: ciputat pers,2002).p.11

<sup>25</sup>Prof.Dr.Azhar Arsyad.M.A "*Media Pembelajaran*" (Jakarta: PT. Raja Grafindo Persada 2007).p.3

<sup>26</sup>Asnawir dan Basyiruddin Usman, *op.cit.*p.11

a. The function of 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.<sup>27</sup>

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 student 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).
- 3) Greater student interest (the way lesson are not boring).
- 4) All the sense of student can be enable.
- 5) More attract attention and interest student to learning.
- 6) Can evoke the world theory with reality.<sup>28</sup>

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

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<sup>27</sup>*Ibid.*, p. 21

<sup>28</sup>*Ibid.*, p.24

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 accompanying the subject matter.

2) 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 student.

3) Cognitive function of visual which related the achievement of objective 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 student who are weak in reading to organized information in text and remember back.<sup>29</sup>

b. Kinds of media

Classified media into four kinds namely:

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, sociodrama, pantomime, and so on.

4) Audio, audio aids just can be listened, for example: photograph recorder, tramples electronic, radio and so on.<sup>30</sup>

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<sup>29</sup>Prof.Dr.Azhar Arsyad. *Op.cit.p.17*



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

1. Traditional media
  - a) Silent visual which is projected:
    1. Opaque projection
    2. Overhead projection
    3. Slider
    4. Filmstrip
  - b) Visual not projected
    1. Picture, poster
    2. Picture
    3. Charts, graphic, diagram
    4. Show
  - c) Audio
    1. Record
    2. Cassette, reel, cartridge
  - d) Multi-media show
    1. Slide + voice (tape)
    2. Multi-image
  - e) Dynamics visual with projected
    1. Film
    2. Television
    3. Video
  - f) Printed
    1. Text book
    2. Module
    3. Workbook
    4. Scientific newspaper
    5. Hand out
  - g) Player
    1. Puzzle
    2. Simulation
    3. Board player
  - h) Regalia
    1. Model
    2. Specimen (sample)
    3. Manipulate (map, doll)

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<sup>30</sup>Rahma Bulan, "The Effectiveness of Using Picture in Teaching Vocabulary at SDN 91 Walenrang" (STAIN Palopo: 2007).p.7-9

2. Modern media
  - a) Media base of telecommunication
    1. Teleconference
    2. Study of far distance
  - b) Media base of microprocessor
    1. Computer-assisted instruction
    2. Computer player
    3. Interactive
    4. Hypermedia
    5. Compact (video) disc<sup>31</sup>

#### ***D. Teaching Vocabulary Through Game***

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

Snake and Ladder facilitates 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 return to a square nearer the start. Snake and Ladder Board game is a simple board with counters and dice. On certain squares on

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<sup>31</sup> Prof.Dr. Azhar Arstad,*op.cit.*p.33-35

the board are a number 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. This is one of the media for teaching vocabulary, that can make students relax and enjoy for study.

### ***E. The concept of Snakes and ladders board game***

In this case, concept snakes and ladders board game classified into two kinds. There are:

#### **a. Definition Of Snakes And Ladders Board Game**

Snakes and Ladders is a board game usually played by children in which players move counters along a board, gaining an advantage by moving up pictures of ladders or a disadvantage by moving down pictures of snakes<sup>32</sup>. A children's 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 ladder games**

##### **1. Excess**

The games 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 will get snakes which is the player must come back to

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<sup>32</sup> [Http://www.oxforddictionaries.com/definition/english/snakes-and-ladders](http://www.oxforddictionaries.com/definition/english/snakes-and-ladders).(accesses February 2014).

the box that the tail of the snakes placed and sometimes the player get ladder which is the player will turn to the top of the ladder.

## 2. Lack

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

### c. Total of Player In Snakes And Ladder Games

The total of player in snakes and ladder board games are variety, it can be play by 4 or 5 player.

### d. Step Or Way To Play The Snakes And Ladder Games

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

- 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 the dice and their tokens advance the number of squares corresponding to the number rolled. The game begins from square one.

- 3.If the token lands at the bottom of a ladder, the player must answer a question to climb on the ladder. The question is displayed by the teacher and the player must answer the question. If the player answers correctly, his token slides up the ladder. If the player cannot answer the question, the token remains at the bottom of the ladder.

4.If the token lands on a snake's head, the player must answer the question. If the player answers correctly, he does not slide down the snake. If the player answers incorrectly, his token slides all the way down to the snake's tail.

5.If a player rolls a 6, he gets an extra turn. If the player's token lands at the bottom of a ladder or on a snake's head, he must follow the rules for each square before clicking on the dice again.

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 an exact roll of the dice is declared the winner. If the number rolled exceeds the final square, he must moved back the number of exceeding squares. For example, if a player rolls a 5 while on square 97, he moves two squares forward and then moves two squares backwards to square 98.

#### e. Kinds Of Snakes And Ladder Games

##### 1. Food Snakes and Ladders

The students play snakes and ladders (up the ladders, down the snakes), when they land on a 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 stay on that square and its the next player's turn.<sup>33</sup>

##### 2. Parts of the body - snakes and ladders

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<sup>33</sup>([http://www.eslprintables.com/games\\_worksheets/board\\_games/snakes\\_and\\_ladders/Food\\_Snakes\\_and\\_Ladders\\_194730/](http://www.eslprintables.com/games_worksheets/board_games/snakes_and_ladders/Food_Snakes_and_Ladders_194730/))

This is "Snakes and Ladders" game with parts of the body. Students can play it in pairs. When they stop at one of the squares, they have to say the name of that part of the body. If they stop and the bottom of the ladder, they go up to the top of the ladder. If the stop at the head of the snake, they go down to the end of the tail. It's a very fun game.<sup>34</sup>

### 3. Professions - Snakes and Ladders

This is "Snakes and Ladders" game with professions vocabulary. Students can play it in pairs. When they stop at one of the squares, they have to say the name of that profession. If they stop and the bottom of the ladder, they go up to the top of the ladder. If the stop at the head of the snake, they go down to the end of the tail.<sup>35</sup>

- a. Snakes and ladders – Animals
- b. Time Snakes and Ladders
- f. Total of Vocabulary in Snakes And Ladder Games

In snakes and ladder board games, there are many kinds of vocabulary are contained, but it depends on the kinds of the boards. For example, there are snakes and ladder board games that was start from 1 until 100, and there was from 1 until 50. In teaching vocabulary using the snakes and ladder board games, the researcher will use the kinds of snakes and ladder board games which is use a picture or word in

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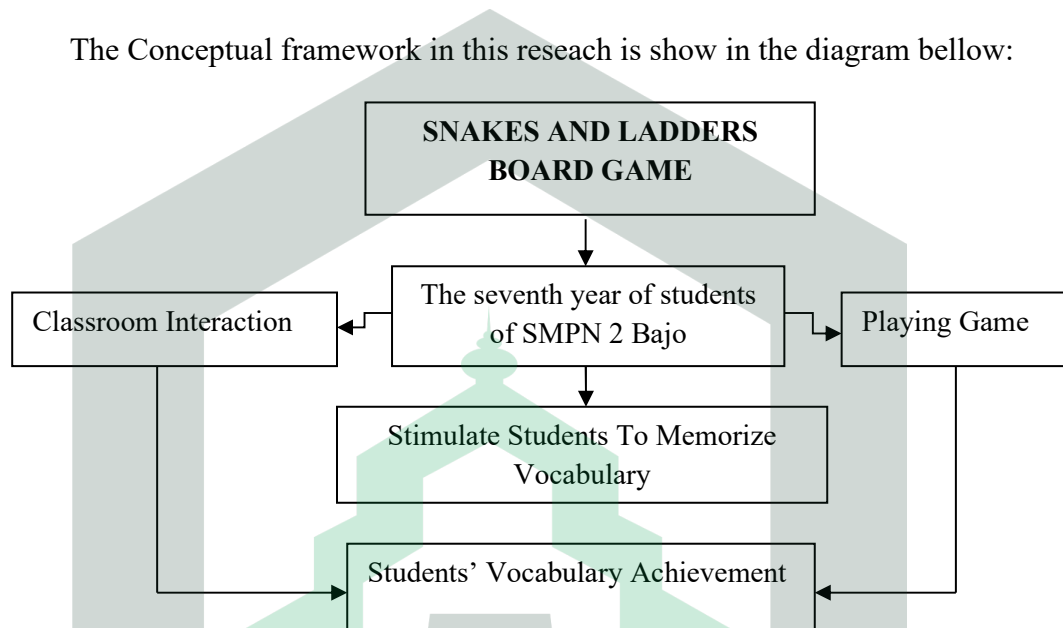
<sup>34</sup>([http://www.eslprintables.com/games\\_worksheets/board\\_games/snakes\\_and\\_ladders/Parts\\_of\\_the\\_body\\_snakes\\_and\\_375461/](http://www.eslprintables.com/games_worksheets/board_games/snakes_and_ladders/Parts_of_the_body_snakes_and_375461/))

<sup>35</sup>([http://www.eslprintables.com/games\\_worksheets/board\\_games/snakes\\_and\\_ladders/Professions\\_Snakes\\_and\\_Ladde\\_507945/](http://www.eslprintables.com/games_worksheets/board_games/snakes_and_ladders/Professions_Snakes_and_Ladde_507945/))

every box on the board of snakes and ladder board. So it contained about 100 or 50 vocabulary per board games.

### ***F. Conceptual Framework***

The Conceptual framework in this research is shown in the diagram below:



The researcher used snakes and ladders board game in teaching vocabulary to the student of SMPN 2 Bajo in 2013/2014 academic year. It is hoped snakes and ladders board game can stimulate the students to memorize vocabularies because they study by playing game. It can make students active in the classroom. The purpose of this game is to improve the students' vocabulary.

### ***G. Hypothesis***

Snakes and ladders board game is effective way to improving students vocabulary of the second year student.

There is two hypothesis of this research, there are:

1.  $H_0$  = Snakes and ladders board game is not effective in teaching vocabulary at the seventh years of SMPN 2 Bajo in 2013/2014 academic year.
2.  $H_a$  = Snakes and ladders board game is effective in teaching vocabulary at the seventh years of SMPN 2 Bajo in 2013/2014 academic year.



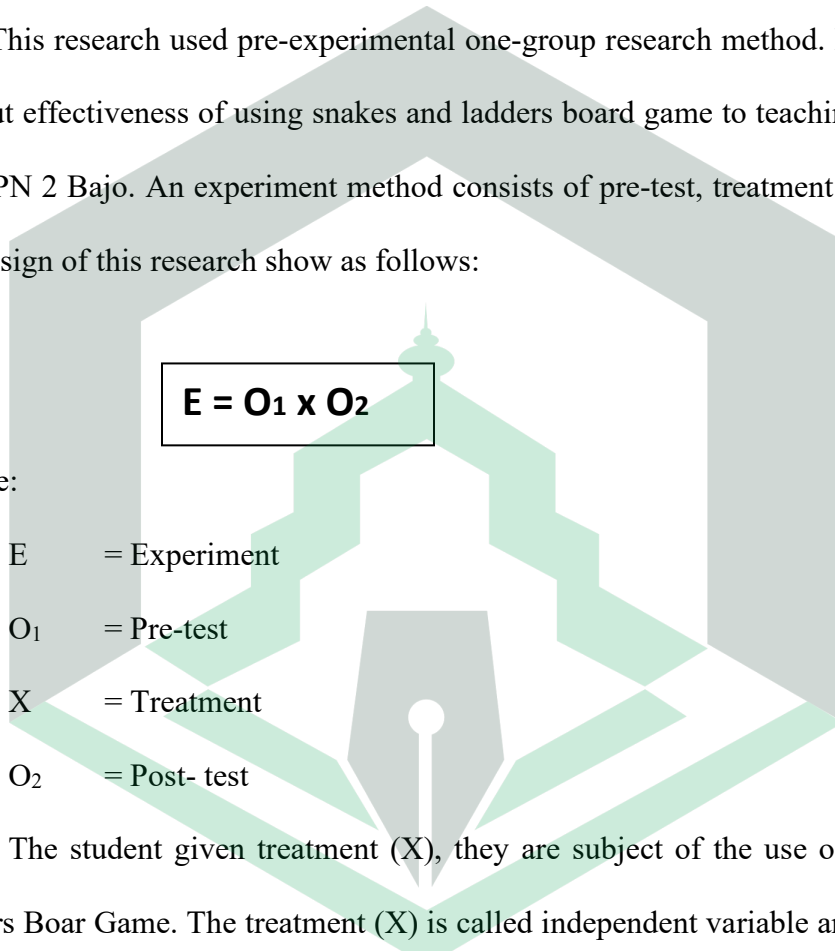


## CHAPTER III

### RESEARCH METHOD

#### *A. Design of the research*

This research used pre-experimental one-group research method. It was used to find out effectiveness of using snakes and ladders board game to teaching vocabulary at SMPN 2 Bajo. An experiment method consists of pre-test, treatment and post-test. The design of this research show as follows:


$$E = O_1 \times O_2$$

Where:

- E = Experiment
- O<sub>1</sub> = Pre-test
- X = Treatment
- O<sub>2</sub> = Post- test

The student given treatment (X), they are subject of the use of Snakes And Ladders Boar Game. The treatment (X) is called independent variable and is expected can effective the variable (students' vocabulary achievement) or the result of teaching. In order to know how the treatment (X) affected students' variable achievement, the respondents give will be given pre-test (O<sub>1</sub>). After that, the researcher gives treatment. After giving treatment, post-test (O<sub>2</sub>) will be given at the end meeting.

### ***B. Research Variable***

This research is consist of two variables, namely:

1. Independent variable was snakes and ladders board game.
2. Dependent variable was students' ability mastery of vocabulary.

### ***C. Population and Sample***

#### **1. Population**

Based on the scope of problem, the researcher was took the population from the seventh year of SMPN 2 Bajo which consisted of 15 students in 2013/2014 academic year.

#### **2. Sample**

Total sampling technique is collection of sample based on purpose of the research and characteristic from the subject of the research. In choosing the sample of this research, the researcher took 15 students as sample in this research. The researcher used purposive sampling technique to take the sample.

### ***D. Instrument of the Research***

In this case, researcher was using pre-test and post-test.

1. Pre-test consists of noun, adjective and verb vocabulary. The aim of pre-test is to know students ability to master vocabularies before treatments.

2. Post-test is consists of noun, adjective and verb vocabulary. The aim of post-test is to find out the students ability in mastering vocabulary, where the researcher gave some list of questions to be answer.

### ***E. Procedure of Collecting Data***

To collect the data, the researcher uses some procedure as follow:

#### 1. Giving pre-test

The Pre-test has before treatment first the writer distributed test to every student, the test was mastering vocabulary. It took 45 minutes to finish test.

#### 2. Giving treatment

##### a. The first treatment

The researcher explained to the student about used snakes and ladder board game to teaching vocabulary.

##### b. The second treatment

The researcher taught word about “parts of body” to the students’ by using snakes and ladders board game.

##### c. The third treatment

The writer taught word about “adjective” to the students’ by using snakes and ladders board game.

##### d. The fourth treatment

The writer taught word about “verb” to the students’ by using snakes and ladders board game.

e. The fifth treatment

The writer taught word about “noun” to the students’ by using snakes and ladders board game.

3. Giving post-test

The writer distributed post-test to students’. This test is to know effectiveness of using snakes and ladders board game in teaching vocabulary for students. It took 45 minute too to do the test.

#### ***F. Technique of Data Analysis***

To analyze the data, the writer used the following steps:

1. Scoring the students’ correct answers of pre test and post test.

$$\text{Score} = \frac{\text{students' correct answer}}{\text{total number}} \times 10$$

Scoring the students’ vocabulary test based on criteria below:

<b>Classification</b>	<b>Score</b>
Excellent	9,6 – 10
Very Good	8,6 - 9,5
Good	7,6 - 8,5

Fairly Good	6,6 - 7,5
Fairly	5,6 - 6,5
Fairly Poor	3,6 - 5,5
Poor	0,0 - 3,5

2. Looking for D (Difference) between score variable I ( X ) Per-test and score variable II ( Y ) post-test.

$$D = X - Y$$

Where :

D = Difference

X = Pre-test

Y = Post-test

Classifying the students' scores based on the following classification:

- a. Excellent = 9.5 – 10 is classified as excellent
- b. Very Good = 8.6 – 9.5 is classified as very good
- c. Good = 7.6 – 8.5 is classified as good
- d. Fairly Good = 6.6 – 7.5 is classified as fairly good

- e. Fairly = 5.6 – 6.5 is classified as fairly
- f. Fairly Poor = 3.6 – 5.5 is classified as fairly poor
- g. Poor = 0 – 3.5 is classified as poor

3. Looking for mean from difference by using the following formula:

$$M_D = \frac{\sum D}{N}$$

Where:

- $M_D$  = Mean Difference
- $\sum D$  = Total Difference
- $N$  = Total Number of Students.

1. To find out the standard deviation from differences, the following formula:

$$SD_D = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2}$$

Where:

- $SD_D$  = Standard Deviation from Difference
- $\sum D$  = Total Difference
- $N$  = Total Number of Students

2. To find out the standard error from mean of differences, the following formula:

$$SE_{M_D} = \frac{SD_D}{\sqrt{N-1}}$$

Where :

- $SE_{M_D}$  = Standard Error from Mean of Differences
- $SD_D$  = Standard Deviation from Differences

$N-1$  = Degree of Freedom (df)

3. Looking for “ $t_0$ ” by using the following formula :

$$t_0 = \frac{M_D}{SE_{M_D}}$$

Where:

$t_0$  = Test of Observation

$M_D$  = Mean Difference

$SE_{M_D}$  = Standard Error from Mean of Difference

4. Criteria of hypothesis acceptability, the following formula:

$H_0 \geq H_a$  = Reject null hypothesis

$H_0 \leq H_a$  = Receive null hypothesis

Notation:  $t_t = t \text{ table}^1$ .

For the easily in analyzing data, the researcher used program SPSS statistic (versi.17).

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<sup>1</sup>Sudjiono Anas, *Pengantar Statiditik Pendidikan*, (Jakarta : PT. Raja Grafindo Persada, 2007), p. 305 – 313.

## CHAPTER IV

### FINDING AND DISCUSSION

This chapter presents about research finding and discussion. On the finding of the writer reveals the description of the result of data analyzes about the effectiveness of Snakes and Ladders board game in teaching vocabulary at the seventh years students of SMPN 2 Bajo.

#### ***A. Findings***

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

##### **1. The analysis of test**

In vocabulary test, the writer used several form of test namely, noun, adjective, and verb. There are items which consist in 30 vocabularies.

The next table shows about the students' result of vocabulary test in pre-test and post-test.



Table 4.1

The score of students' vocabulary in pretest

No	Students	Total Correct Answer	Score
1	001	13	4,3
2	002	14	4,6
3	003	11	3,6
4	004	24	8
5	005	17	5,6
6	006	21	7
7	007	19	6,3
8	008	14	4,6
9	009	10	3,3
10	010	9	3
11	011	14	4,6
12	012	12	4
13	013	9	3
14	014	17	5,6
15	015	18	6

On the table 4.1 shows that there were students got unexpected score. The highest score is 8 and the lowest score is 3. The percentage excellent nobody got this category. Its means that the percentage students' vocabulary skill is still low.

Table 4.2  
Frequency distribution and percentage in pretest

No	Classification	Score	Frequency	Percentage
1	Excellent	9,6 – 10	-	-
2	Very Good	8,6 - 9,5	-	-
3	Good	7,6 - 8,5	1	6,7%
4	Fairly Good	6,6 - 7,5	1	6,7%
5	Fairly	5,6 - 6,5	4	26.6%
6	Fairly Poor	3,6 - 5,5	6	40%
7	Poor	0,0 - 3,5	3	20%
Total			15	100%

Based on the table 4.2 above shows there were 15 students, only 1 student (6,7%) who was got “good” classification, there was 1 student (6,7%) got “fairly good” classification, 4 students (26,6%) got “fairly” classification, 6 students (40%) got “fairly poor” classification, 3 students (20%) got “poor” classification, and no one got excellent and very good. It’s mean that the students were low of vocabulary before giving treatment.

Table 3  
The students' result in post-test

No	Students	Total Correct Answer	Score
1	001	21	7
2	002	23	7,7
3	003	17	5,7
4	004	28	9,3
5	005	19	6,3
6	006	27	9
7	007	21	7
8	008	22	7,3
9	009	25	8,3
10	010	27	9
11	011	20	6,7
12	012	18	6
13	013	27	9
14	014	24	8
15	015	28	9,3

The table 4.3 above showed that students' result from in post-test was increase. In the post-test the highest score was got 9,3 and the lowest score was 5,7. Nobody was got "Excellent" this category. If we can see the score in pre-test, and

score of students' in post test was more highest. This is indicated that the student's vocabulary is increased after treatment by using snakes and ladders board game.

Table 4.4  
Frequency distribution and percentage in post-test

No	Classification	Score	Frequency	Percentage
1	Excellent	9,6 – 10	-	-
2	Very Good	8,6 - 9,5	5	33,3%
3	Good	7,6 - 8,5	3	20%
4	Fairly Good	6,6 - 7,5	4	26,7%
5	Fairly	5,6 - 6,5	3	20%
6	Fairly Poor	3,6 - 5,5	-	-
7	Poor	0,0 - 3,5	-	-
Total			15	100%

On the table 4.4 above indicates that there were 5 students (33.3%) got “very good” classification, where 3 students (20%) got “good” classification, there were 4 (26,7%) got “fairly good” classification, 3 student (20%) got “fairly” classification. No one was in “excellent, fairly poor and poor” classification. It’s means that using Snakes and Ladders board game effective in teaching vocabulary students’.

Table 4.5  
The Students' result and mean score in pre-test and post-test

No	Students	The result of vocabulary test	
		Pre-test ( X )	Post-test ( Y )
1	001	4,3	7
2	002	4,6	7,7
3	003	3,6	5,7
4	004	8	9,3
5	005	5,6	6,3
6	006	7	9
7	007	6,3	7
8	008	4,6	7,3
9	009	3,3	8,3
10	010	3	9
11	011	4,6	6,7
12	012	4	6
13	013	3	9
14	014	5,6	8
15	015	6	9,3
<b>Total</b>		<b>73,5</b>	<b>115,6</b>
<b>Mean</b>		<b>4,9</b>	<b>7,707</b>

The table above showed the total score and mean score of pre test and post-test and post-test. In pre-test mean score was 4.9 and in post-test, the mean score was 7,707.

Table 4.6  
The result of vocabulary test in pre-test and post-test

No	Students	The result of Vocabulary test		$D^2 = (X - Y)$	$D = (X - Y)^2$
		Pre-test (X)	Post-test (Y)		
1	001	4,3	7	-2,7	7,29
2	002	4,6	7,7	-3,1	9,61
3	003	3,6	5,7	-2,1	4,41
4	004	8	9,3	-1,3	1,69
5	005	5,6	6,3	-0,1	0,01
6	006	7	9	-2	4
7	007	6,3	7	-0,7	0,49
8	008	4,6	7,3	-2,7	7,29
9	009	3,3	8,3	-5	25
10	010	3	9	-6	36
11	011	4,6	6,7	-2,1	4,41
12	012	4	6	-2	4
13	013	3	9	-6	36
14	014	5,6	8	-2,4	5,76
15	015	6	9,3	-3,3	10,89
<b>N = 32</b>		<b><math>\sum X_1 = 73,5</math></b>	<b><math>\sum X_2 = 115,6</math></b>	<b><math>\sum D = -42,1</math></b>	<b><math>\sum D^2 = 1772,41</math></b>

From the table 6 above, the researcher used program SPSS to find out the mean score.

Table 4.7  
Statistics Descriptive

Descriptives				
			Statistic	Std. Error
x	Mean		4.90	.385
	95% Confidence Interval for Mean	Lower Bound	4.07	
		Upper Bound	5.73	
	5% Trimmed Mean		4.83	
	Median		4.60	
	Variance		2.220	
	Std. Deviation		1.490	
	Minimum		3	
	Maximum		8	
	Range		5	
	Interquartile Range		2	
	Skewness		.568	.580
	Kurtosis		-.338	1.121
	y	Mean		7.71
95% Confidence Interval for Mean		Lower Bound	7.02	
		Upper Bound	8.39	
5% Trimmed Mean			7.73	
Median			7.70	
Variance			1.545	
Std. Deviation			1.243	
Minimum			6	
Maximum			9	
Range			4	
Interquartile Range			2	
Skewness			-.121	.580
Kurtosis			-1.394	1.121

Based on the means score variable X and Y is 4.90 and 7.71, standard error of means score is 0,385 and 0,321, and the means score of standard deviation is 1,490 and 1,243.

After that, researcher finding t table ( $t_t$ ) using SPSS programs as follows:

$$Df = N - 1$$

$$Df = 15 - 1$$

$$Df = 14$$

Table 4.8

T-Test

		Paired Differences					t	df
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference			
					Lower	Upper		
Pair 1	x - y	2.807	1.673	.432	3.733	1.880	6.499	14

Based on the result above, sign of ( $t_o = 6.499$ ), that is standard differences as big as 6,499. The researcher gave interpretation as the steps hypothesis and based on the table “ $t_{table}$ ” standard of signification 0,05 (5%) with  $df = 14$  the present of  $t_{table} = 2,14$  and with standard signification 1% present 2,98 this the value of the  $t_{test}$  is greater than  $t_{table}$  ( $6.529 \geq 2,14$ ). It means that there is significance between post-test and pre-test of using snakes and ladders board game in teaching vocabulary before



and after treatment. In other that using snakes and ladders board game is effective in teaching vocabulary.

From the result above, the writer give interpretation that “ $t_o$ ” is bigger than “ $t_t$ ” ( $t_o > t_t$ ). This is indicated than  $H_o \geq H_a$  so, null hypothesis is reject, therefore using snakes and ladder board game is effective in teaching vocabulary at the junior high school.

### **B. Discussion Of The Data Analysis**

Based on the result of the data analysis above shows that snakes and ladders board game can improve students’ vocabulary it can be seen on the table before and after treatment (different result between pre-test and post-test). The result of t table ( $t_t$ ) with significant 5 % we got 2,14 and  $t_o$  with significant 1 % we got 2,98.

Based on  $t_o$  and  $t_t$  which got in pre-test and post-test the researcher gives interpretation “ $t_o$ ” is bigger than “ $t_t$ ” it is showed as follows:

$6,499 \geq 2,14$
-------------------

Since “ $t_o$ ” is greater (or equal to) than “ $t_t$ ” the score of students’ vocabulary before and after treatment is snakes and ladders board game. It means that the using snakes and ladders board game is effective in teaching vocabulary at the seventh year of SMPN 2 Bajo.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. *Conclusion*

Based on finding and discussion of the data analysis in the previous chapter, the researcher concluded that the students' vocabulary through snakes and ladders board game to the seventh year student of SMPN 2 Bajo. There was significant difference between the result of the pre-test and post-test. Snakes and ladders board game is effective in teaching vocabulary at the seventh year students of SMPN 2 Bajo. It can be proven by the students' result in pre-test and post test with mean score 2,14 (before giving treatment) and 6.499 in the post-test (after giving treatment). So, "t<sub>o</sub>" is bigger than "t<sub>t</sub>" ( $t_o > t_t$ ).

The result shows that the null hypothesis was rejected because there was significant difference of before giving treatment and after giving treatment by using snakes and ladders board game. So, the writer conclude that snakes and ladders board game was effective in teaching vocabulary at the seventh year students of SMPN 2 Bajo.

## ***B. Suggestions***

Based on the research findings, the writer would like to give some suggestions as follows:

1. To develop students' motivation and interest in learning English vocabulary, the teacher may apply snakes and ladders board game media as one of the best ways of instrument in learning process.
2. In teaching, the teacher should be able to create any kinds of teaching innovation in the area of both teaching technique and teaching media or take every chance for choosing and adopting various teaching methods.
3. The students should realize that they are the actor of learning, so they should become the center of learning in doing all activities during the teaching and learning process. Teacher is not the only source of learning, students have to be active and creative to develop their learn. They need to study by them selves so that they become autonomous and active learners.
4. In this suggested to the teacher who want to teach in English class, especially in vocabulary class to use snakes and ladders board game media, since this media has been proved to improve the students' vocabulary.

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## CURRICULUM VITAE



Besse kartika was born as the last child from a happy and simple family on 11<sup>th</sup> october 1991 in Bailing (Bajo Barat). Her father's name is Palonggang and her mother's name is Rusmina. She is the last child from the 2 brothers and 3 sisters.

She started her study at the Elementary School (SD) numbers 361 Bailing in 1997 and graduated in 2003 and continued it in Junior High School (SLTP) numbers 2 Bajo. In 2006 she graduated it and then continued her study in Senior High School SMAN 1 Bajo and she graduated in 2009. After that, she continued her study at the State College For Islamic Studies (STAIN) Palopo and taking English Department. She finished her study at the State College for Islamic Studies (STAIN) Palopo in 2014.

In the end of her study at the State College for Islamic Studies (STAIN) Palopo, she wrote a thesis entitled "*Teaching vocabulary through snakes and ladders board game at the seventh year of SMPN 2 Bajo*"

**DAFTAR HADIR MENGIKUTI SEMINAR**  
**MAHASISWA JURUSAN TARBIYAH STAIN PALOPO**  
**TAHUN AJARAN 2013/2014**

---

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**A. NAMA : BESSE KARTIKA**  
**B. NIM : 09.16.3.0119**  
**C. JURUSAN : TARBIYAH**

**II. FREKUENSI MENGHADIRI SEMINAR:**

<b>NO</b>	<b>HARI/ TANGGAL</b>	<b>JUDUL DRAFT SKRIPSI</b>	<b>TANDA TANGAN</b>
1.	Rabu, 23 Januari 2013		
2.	Rabu, 23 Januari 2013		
3.	Rabu, 23 Januari 2013		
4.	Rabu, 23 Januari 2013		
5.	Rabu, 23 Januari 2013		
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Palopo, Februari 2013  
Ketua Jurusan Tarbiyah

Drs. Hasri, M.A  
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## Lampiran 1

### Rencana Pelaksanaan Pembelajaran

(RPP)

Nama Sekolah : SMP Negeri 2 Bajo

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VII/II

Tema pembelajaran : parts of body

Alokasi waktu : 90 menit

Pertemuan : ke 1

A. Standar kompetensi :

Mendengarkan

2. Mengungkapkan dan Memahami kosa kata dalam tema tertentu.

Kompetensi dasar :

Merespon makna dalam tema tertentu.

B. Indikator

1. Menyusun kosa kata yang berkaitan dengan tema.

2. Memahami makna kosakata yang berkaitan dengan tema.

C. Tujuan pembelajaran

Pada akhir pembelajaran siswa dapat:

1. Menyusun kosa kata yang berkaitan dengan tema.

2. Memahami makna kosakata yang berkaitan dengan tema

D. Materi pembelajaran

Kosa kata yang berhubungan dengan “ parts of body”

Hair	Hand	Thigh
Nose	Pinger	Calf
Eye	Neil	Knee
Lip	Elbow	Foot
Neck	Arm	Stomach

E. Metode pembelajaran

Audio lingual method

F. Langkah-Langkah Kegiatan

1) Kegiatan awal:



1. Tanya jawab berbagai hal terkait kondisi siswa
2. Memotivasi siswa untuk belajar
3. Menuliskan tujuan yang akan di capai

2) Kegiatan inti:

a. Eksplorasi

Dalam kegiatan eksplorasi guru:

1. Memberi pertanyaan singkat untuk memancing respon siswa dan menggali sejauh mana pengetahuan siswa sebelumnya terhadap materi yang di ajarkan

b. Elaborasi

Dalam kegiatan elaborasi yaitu :

- 1 Melakukan tanya jawab tentang berbagai hal terkait dengan parts of body
2. Membahas kosa kata yang berhubungan dengan parts of body
3. Guru melengkapi kosa kata yang kurang tepat yang telah dituli siswa

c. Konfirmasi

Dalam kegiatan konfirmasi guru :

1. Menanyakan kesulitan siswa yang di hadapi siswa selama PBM.
2. Menyimpulkan materi
3. Siswa berpartisipasi dalam menyimpulkan materi pelajaran.

3) Kegiatan akhir

1. Menanyakan kesulitan siswa selama PBM
2. Menugaskan siswa untuk menghafal kosa kata yang berkaitan dengan parts of body
3. Karakter yang di harapkan:
4. Dapat di percaya (trustworthines)
5. Rasa hormat dan perhatian (respect)

G. Alat/ Sumber Belajar

6. Gambar atau benda yang berkaitan dengan materi ajar

## H. Penilaian

No	Indikator	Teknik	Bentuk instrument	Contoh instrument
1.	Menyusun kosa kata yang berkaitan dengan tema.	Tes tertulis	Unjuk kerja	Hair Nose Eye Lip neck
2.	Memahami makna kosakata yang berkaitan dengan tema	Tes lisan	Unjuk kerja	

## I. Instrumen Penilaian

Hair : Rambut	Hand : tangan	Thigh : paha
Eye : Mata	Elbow: siku	Knee: lutut
Nose : Hidung	Arm: pergelangan tangan	Foot: kaki

## J. Pedoman penskoran

Bobot / skor	Good (67-75)	Very good (76-89)	Excellent (90-100)
Listening			
Writing			
Speaking			

Tetekang, 2013

Mengetahui,

Kepala SMP Negeri 2 Bajo  
mata pelajaran

Guru

## Rencana Pelaksanaan Pembelajaran

(RPP)

Nama Sekolah : SMP Negeri 2 Bajo

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VII/II

Tema pembelajaran : Adjective

Alokasi waktu : 90 menit

Pertemuan : ke 2-3

### d. Standar kompetensi :

Mendengarkan

2. Mengungkapkan dan Memahami kosa kata dalam tema tertentu.

Kompetensi dasar :

Merespon makna dalam tema tertentu.

### B. Indikator

1. Menyusun kosa kata yang berkaitan dengan tema.

2. Memahami makna kosakata yang berkaitan dengan tema.

### C. Tujuan pembelajaran

Pada akhir pembelajaran siswa dapat:

1. Menyusun kosa kata yang berkaitan dengan tema.

2. Memahami makna kosakata yang berkaitan dengan tema

### D. Materi pembelajaran

Kosa kata yang berhubungan dengan " Adjective"

Absent	Glad	Cheap
Generous	Rich	Public
Happy	Shy	Wide
Clever	Late	Wrong
Fluent	Cruel	Warm

### E. Metode pembelajaran

Audio lingual method

### F. Langkah-Langkah Kegiatan

K. Kegiatan awal:

4. Tanya jawab berbagai hal terkait kondisi siswa
5. Memotivasi siswa untuk belajar
6. Menuliskan tujuan yang akan di capai

L. Kegiatan inti:

M. Eksplorasi

Dalam kegiatan eksplorasi guru:

N. Memberi pertanyaan singkat untuk memancing respon siswa dan menggali sejauh mana pengetahuan siswa sebelumnya terhadap materi yang di ajarkan

O. Elaborasi

Dalam kegiatan elaborasi yaitu :

P. Melakukan tanya jawab tentang berbagai hal terkait dengan Adjective

Q. Membahas kosa kata yang brhungan dengan Adjective

R. Guru melengkapi kosa kata yang kurang tepat yang telah dituli siswa

S. Konfirmasi

Dalam kegiatan konfirmasi guru :

T. Menanyakan kesulitan siswa yang di hadapi siswa selama PBM.

U. Menyimpulkan materi

V. Siswa berpartisipasi dalam menyimpulkan materi pelajaran.

W. Kegiatan akhir

X. Menanyakan kesulitan siswa selama PBM

Y. Menugaskan siswa untuk menghafal kosa kata yang berkaitan dengan Adjective

Z. Karakter yang di harapkan:

AA. Dapat di percaya (trustworthines)

BB.Rasa hormat dan perhatian (respect)

G. Alat/ Sumber Belajar

CC.Dasar-dasar penguasaan bahasa inggris

H. Penilaian

No	Indikator	Teknik	Bentuk instrument
1.	Menyusun kosa kata yang berkaitan dengn tema.	Tes tertulis	Unjuk kerja
2.	Memahami makna kosakata yang berkaitan dengan tema	Tes lisan	Unjuk kerja

--	--	--	--

### I. Instrumen Penilaian

Absent : Hadir	Glad : Gembira	Cheap : Murah
Generous : Dermawan	Rich : Kaya	Public : Umum
Happy : Gembira	Shy : Malu	Wide : Lebar
Clever : Pintar	Late : Terlambat	Wrong : Salah
Fluent : Lancar	Cruel : Kejam	Warm : Hangat

### DD. Pedoman penskoran

Bobot / skor	Good (67-75)	Very good (76-89)	Excellent (90-100)
Listening			
Writing			
Speaking			

Tetekang, 2013

Mengetahui,

Kepala SMP Negeri 2 Bajo  
mata pelajaran

Guru

## Rencana Pelaksanaan Pembelajaran

(RPP)

Nama Sekolah : SMP Negeri 2 Bajo

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VII/II

Tema pembelajaran : Noun

Alokasi waktu : 90 menit

Pertemuan : ke 4-5

e. Standar kompetensi :

Mendengarkan

2. Mengungkapkan dan Memahami kosa kata dalam tema tertentu.

Kompetensi dasar :

Merespon makna dalam tema tertentu.

B. Indikator

1. Menyusun kosa kata yang berkaitan dengan tema.

2. Memahami makna kosakata yang berkaitan dengan tema.

C. Tujuan pembelajaran

Pada akhir pembelajaran siswa dapat:

1. Menyusun kosa kata yang berkaitan dengan tema.

2. Memahami makna kosakata yang berkaitan dengan tema

D. Materi pembelajaran

Kosa kata yang berhubungan dengan "Noun"

Bag	Blood	Jail
Bowl	Corn	Zoo
Car	Dress	Fly
Meat	City	Ant
Salt	House	Cat

E. Metode pembelajaran

Audio lingual method

## F. Langkah-Langkah Kegiatan

Kegiatan awal:

7. Tanya jawab berbagai hal terkait kondisi siswa
8. Memotivasi siswa untuk belajar
9. Menuliskan tujuan yang akan di capai

Kegiatan inti:

Eksplorasi

Dalam kegiatan eksplorasi guru:

Memberi pertanyaan singkat untuk memancing respon siswa dan menggali sejauh mana pengetahuan siswa sebelumnya terhadap materi yang di ajarkan

Elaborasi

Dalam kegiatan elaborasi yaitu :

Melakukan tanya jawab tentang berbagai hal terkait dengan Noun

Membahas kosa kata yang brhungan dengan Noun

Guru melengkapi kosa kata yang kurang tepat yang telah dituli siswa

Konfirmasi

Dalam kegiatan konfirmasi guru :

Menanyakan kesulitan siswa yang di hadapi siswa selama PBM.

Menyimpulkan materi

Siswa berpartisipasi dalam menyimpulkan materi pelajaran.

Kegiatan akhir

1. Menanyakan kesulitan siswa selama PBM
2. Menugaskan siswa untuk menghafal kosa kata yang berkaitan dengan Noun

Karakter yang di harapkan:

1. Dapat di percaya (trustworthines)
1. Rasa hormat dan perhatian (respect)

### G. Alat/ Sumber Belajar

Dasar-dasar penguasaan bahasa Inggris

### H. Penilaian

No	Indikator	Teknik	Bentuk instrument
1.	Menyusun kosa kata yang berkaitan dengan tema.	Tes tertulis	Unjuk kerja
2.	Memahami makna kosakata yang berkaitan dengan tema	Tes lisan	Unjuk kerja

### I. Instrumen Penilaian

Bag : Tas	Blood : Darah	Jail :Penjara
Bowl : Mangkok	Corn : Jagung	Zoo :Kebun Binatang
Car: Mobil	Dress: Pakaian	Fly : Lalat
Meat : Daging	City: Kota	Ant : Semut
Salt : Garam	House: Rumah	Cat : Kucing

### Pedoman penskoran

Bobot / skor	Good (67-75)	Very good (76-89)	Excellent (90-100)
Listening			
Writing			
Speaking			

Tetekang, 2013

Mengetahui,





Rencana Pelaksanaan Pembelajaran  
(RPP)

Nama Sekolah : SMP Negeri 2 Bajo

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VII/II

Tema pembelajaran : Verb

Alokasi waktu : 90 menit

Pertemuan : ke 6-7

A. Standar kompetensi :

Mendengarkan

2. Mengungkapkan dan Memahami kosa kata dalam tema tertentu.

Kompetensi dasar :

Merespon makna dalam tema tertentu.

B. Indikator

1. Menyusun kosa kata yang berkaitan dengan tema.

2. Memahami makna kosakata yang berkaitan dengan tema.

### C. Tujuan pembelajaran

Pada akhir pembelajaran siswa dapat:

1. Menyusun kosakata yang berkaitan dengan tema.
2. Memahami makna kosakata yang berkaitan dengan tema

#### f. Materi pembelajaran

Kosakata yang berhubungan dengan “verb”

Cut	Hear	Accept
Eat	Learn	Reply
Feel	Pay	Send
Buy	Sell	Cry
Come	Sweep	Call

#### g. Metode pembelajaran

Audio lingual method

#### h. Langkah-Langkah Kegiatan

##### EE. Kegiatan awal:

10. Tanya jawab berbagai hal terkait kondisi siswa
11. Memotivasi siswa untuk belajar
12. Menuliskan tujuan yang akan di capai

##### FF. Kegiatan inti:

##### GG. Eksplorasi

Dalam kegiatan eksplorasi guru:

##### HH. Memberi pertanyaan singkat untuk memancing respon siswa dan menggali sejauh mana pengetahuan siswa sebelumnya terhadap materi yang di ajarkan

##### II. Elaborasi

Dalam kegiatan elaborasi yaitu :

##### JJ. Melakukan tanya jawab tentang berbagai hal terkait dengan verb

##### KK. Membahas kosakata yang berhubungan dengan verb

##### LL. Guru melengkapi kosakata yang kurang tepat yang telah dituli siswa

##### MM. Konfirmasi

Dalam kegiatan konfirmasi guru :

##### NN. Menanyakan kesulitan siswa yang di hadapi siswa selama PBM.

##### OO. Menyimpulkan materi

##### PP. Siswa berpartisipasi dalam menyimpulkan materi pelajaran.

##### QQ. Kegiatan akhir

##### RR. Menanyakan kesulitan siswa selama PBM

##### SS. Menugaskan siswa untuk menghafal kosakata yang berkaitan dengan Noun

##### TT. Karakter yang di harapkan:

- UU. Dapat di percaya (trustworthines)
- VV. Rasa hormat dan perhatian (respect)

i. Alat/ Sumber Belajar

WW. Dasar-dasar penguasaan bahasa inggris

j. Penilaian

No	Indikator	Teknik	Bentuk instrument
1.	Menyusun kosa kata yang berkaitan dengn tema.		
2.	Memahami makna kosakata yang berkaitan dengan tema		

k. Instrumen Penilaian

Cut : Memotong	Hear : Mendengarkan	Accept : Menerima
Eat : Makan	Learn : Belajar	Reply : Membalas
Feel : Merasa	Pay : Membayar	Send : Mengirim
Buy : Membeli	Sell : Menjual	Cry : Menangis
Come : Datang	Sweep : Menyapu	Call: Memanggil

XX. Pedoman penskoran

Bobot / skor	Good (67-75)	Very good (76-89)	Excellent (90-100)
Listening			
Writing			

Speaking			
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Tetekang, 2013

Mengetahui,

Kepala SMP Negeri 2 Bajo  
mata pelajaran

Guru





**KEMENTERIAN AGAMA**  
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Lamp : 1 (Satu) Rangkap  
Hal : **Pengesahan Draft Skripsi**

03 Oktober 2013

Kepada Yth.  
Bapak Ketua STAIN Palopo  
di-  
Palopo

*Assalamu Alaikum Wr. Wb.*  
Yang bertanda tangan di bawah ini :

Nama : Besse kartika  
NIM : 09.16.3.0119  
Jur/Prodi : Tarbiyah/Bahasa Inggris  
Judul Skripsi : **“Teaching vocabulary through snakes and ladders board game at the seventh years of SMP Negeri 2 Bajo”**

Mengajukan permohonan kepada Bapak, kiranya berkenan mengesahkan draft/judul skripsi kami sebagaimana judul tersebut di atas.

Demikian dan atas perkenaan Bapak, kami ucapkan terima kasih.

*Wassalamualaikum Wr. Wb.*

Pembimbing I

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**Besse Kartika**  
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Pembimbing II

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**Drs. Hasri, M.A.**  
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Wakil Ketua Bidang Akademik dan Kelembagaan

**Sukirman, S.S., M.Pd.**  
NIP. 19670516 200003 1 002



## Soal post-test permainan ular tangga

1. Apa bahasa inggris dari “bersih” ?  
Jika benar maju 2 langkah jika salah tetap ditempat!
2. Apa bahsa inggris dari “perpustakaan”?  
Jika benar maju 3 langkah, jika salah mundur 2 langkah!
3. Apa bahasa inggris dari lalat?  
Jika benar maju 2 langkah jika salah mundur 3 langkah!
4. Apa lawan kata dari present?  
Jika benar maju 2 langkah, jika salah mundur 2 langkah!
5. Apa bahasa inggris dari kepala sekolah?  
Jika benar maju 2 langkah jika salah mundur 3 langkah!
6. Apa bahasa inggris dari belajar?  
Jika benar maju 2 langkah, jika salah mundur 2 langkah!
7. Apa arti dari meat?  
Jika benar maju 2 langkah, jika salah mundur 2 langkah!
8. Sebutkan 3 kosakata yang berhubungan dengan parts of body!  
Jika benar maju 2 langkah, jika salah mundur 2 langkah!
9. Apa bahasa inggris dari menyapu?  
Jika benar maju 2 langkah, jika salah mundur 2 langkah!
10. Sebutkan bagian-bagian tangan dalam basa inggris!  
Jika benar maju 2 langkah, jika salah mundur 2 langkah!
11. Sebutkan bahasa inggris dari hadir!  
Jika benar maju 2 langkah, jika salah mundur 3 langkah!
12. Apa arti dari knee?  
Jika benar maju 2 langkah jika salah tetap ditempat!
13. Apa bahasa inggris dari menggambar?  
Jika benar maju 3 langkah, jika salah mundur 4 langkah!

14. Apa bahasa inggris dari berenang?  
Jika benar maju 2 langkah, jika salah mundur 3 langkah!
15. Apa bahasa inggris dari rambut ?  
Jika benar maju 2 langkah, jika salah mundur 2 langkah!
16. Apa bahasa inggris dari menangis?  
Jika benar maju 3 langkah, jika salah m undur 2 langkah!
17. Apa bahasa inggris dari dermawan?  
Jika benar maju 4 langkah, jika salah mundur 2 langkah!
18. Apa bahasa inggris dari cermin?  
Jika benar maju 2 langkah, jika salah mundur 3 langkah !
19. Apa arti dari spoon?  
Jika benar maju 3 langkah, jika salah mundur 4 langkah !
20. Apa arti dari wrong?  
jika benar maju 2 langkah, jika salah mundur 2 langkah!
21. Apa arti dari clever?  
Jika benar maju 2 langkah, jika salah mundur 2 langkah!
22. Apa arti dari glad?  
Jika benar maju 2 langkah, jika salah mundur 3 langkah!
23. Apa bahasa inggris dari garam?  
Jika benar maju 2 langkah, jika salah mundur 3 langkah!
24. Apa arti dari jail?  
Jika benar maju 2 langkah, jika salah mundur 3 langkah!
25. Apa bahasa inggris dari memanggil ?  
jika benar maju 2 langkah, jika salah mundur 4 langkah!
26. Apa bahasa inggris dari merasa?  
Jika benar maju 4 langkah, jika salah mundur 4 langkah!
27. Apa arti dari menulis?  
Jika benar maju 3 langkah, jika salah mundur 2 langkah!
28. Apa arti dari rich?



Jika benar maju 4 langkah, jika salah mundur 4 langkah!

29. Apa bahasa Inggris dari dapur?

Jika benar maju 2 langkah, jika salah mundur 2 langkah !

30. Apa bahasa Inggris dari ruang kelas?

Jika benar maju 3 langkah, jika salah mundur 2 langkah!









### Kunci jawaban post-test

No	English	Indonesia	No	English	Indonesia
1	Swim	Berenang	16	Zoo	Kebun Binatang
2	Wash	Mencuci	17	Kitchen	Dapur
3	Play	Bermain	18	Hospital	Rumah Sakit
4	Past	Puasa	19	Store	Toko
5	Veil	Kerudung	20	Accident	Kecelakaan
6	Mother	Ibu	21	Expensive	Mahal
7	Salt	Garam	22	Fried Rice	Nasi Goreng
8	Snake	Ular	23	Warm	Hangat
9	Wallet	Kelelawar	24	Kind	Baik Hati
10	Sing	Menyanyi	25	High	Tinggi
11	Speech	Berpidato	26	Polite	Sopan
12	Public	Umum	27	Send	Mengirim
13	Narrow	Sempit	28	Sick	Sakit
14	True	Benar	29	Buy	Membeli
15	Milk	Susu	30	River	Sungai



### Kunci jawaban SOAL pre-test

No	English	Indonesia	No	English	Indonesia
1	Child	Anak	16	Jail	Penjara
2	Farmer	Petani	17	Kitcen	Dapur
3	King	Raja	18	Library	Perpustakaan
4	Cup	Cangkir	19	Shop	Toko
5	Dress	Pakaian	20	Town	Kota
6	Iron	Setrika	21	Cheap	Murah
7	Salt	Garam	22	Clean	Bersih
8	Skin	Kulit	23	Warm	Hangat
9	Tooth	Gigi	24	Hot	Panas
10	Nail	Kuku	25	Tall	Tinggi
11	Kind	Baik hati	26	Wet	Basah
12	Public	Umum	27	Send	Mengirim
13	Narrow	Sempit	28	Eat	Makan
14	True	Benar	29	Buy	Membeli
15	Reply	Membalas	30	Drink	Minum

