Developing Snake and Ladder Game to Teach Vocabulary on Recount Text for Eighth Grade Students at MTs Syekh Subakir 2 Sumberasri

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A B S T R A C T

The purpose of this research is to create a snake and ladder game to educate eighth grade students at Mts Syekh Subakir 2 Sumberasri vocabulary on recount texts. The R&D Method was used by the researcher to conduct this study. So research and development methods are methods that produce, develop and test the effectiveness of a product. The design and creation of snake and ladder media resulted in a media validation questionnaire from experts as proof that snake and ladder media in this study is suitable for use as a medium for teaching recount text vocabulary to eighth grade students of Syekh Subakir 2 Sumberasri. This research was conducted to find problems experienced by eighth grade students in English lessons and provide solutions to these problems. In eighth grade Syekh Subakir 2 Sumberasri, the researcher found a problem with students, namely a lack of vocabulary knowledge, which hindered the learning process. Therefore, the researcher created snake and ladder game media as an English learning media so that students were motivated to learn vocabulary.

Introduction

Foreign languages, particularly English, are extremely crucial in both daily life and knowledge. People from all around the world communicate and share ideas via the medium of English, therefore if the Indonesian does not study English well, the Indonesian will be left behind in knowledge of other countries. In learning English, one must master four skills, namely writing, reading, listening, and speaking. These four skills are interrelated, so the more vocabulary you understand, it will be easier to master the four skills. Lack of vocabulary knowledge, students are afraid to actively use English. Therefore, students must master a lot of vocabulary so that students can be actively involved in using English (Maduwu, 2016). Therefore, to improve the quality of education, it is necessary to use media to support the learning process (I. Rahayu, 2015). The learning material used here assists students in making the learning process more enjoyable and engaging, as well as arousing students' interest in learning vocabulary, so that during the learning process, students are not frightened to use English while also not becoming bored with studying English. According to (C. A. P. Rahayu & Kristanto, 2018) The learning material used here assists students in making the learning process more enjoyable and engaging, as well as arousing students' interest in learning vocabulary, so that during the learning process, students feel confident to use English while also not becoming bored with studying English. Learning aids are included in individual external factors, namely instrumental factors (Dysha Firmannisa, 2019) Therefore, it can be concluded that the media is a tool used to receive verbal and visual messages to motivate students in improving the learning process. As a result, learning media is critical to supporting the learning activities of eighth-grade students at MTs Syekh Subakir 2 Sumberasri.

The researcher conducted a needs analysis and found several factors that contributed to the eighth graders of MTs Syekh Subakir 2 Sumberasri being reluctant to use English and bored while learning it. These factors included the teacher never using fun media during the process of learning English, the students feeling confused in choosing words to communicate in English, and the students rarely applying it in daily life due to their lack of confidence and motivation to use English. In addition, the instructor in eighth grade English at MTs Syekh Subakir 2 Sumberasri has never utilized any media, therefore the students rapidly get bored and uninspired. To solve these problems, learning media is needed. Media can be used as learning media or applied to all subjects, the researcher will make is designed so that students are more interested and excited in the process of learning English, especially learning vocabulary. The use of media can also affect student learning outcomes.

Vocabulary is a very important factor in learning English so if students do not have sufficient vocabulary knowledge, the process of learning English can be hampered. During the observation process in the eighth grade sheik Subakir 2 Sumberasri researchers found problems that students experienced when learning English, namely a lack of vocabulary knowledge which hindered the learning process and the teacher had never used any media so students also felt they had no motivation to learn vocabulary. According to (Nahdlatul & Blitar, 2023) learning vocabulary is boring and difficult for students to memorize in large numbers, therefore strategies are needed to motivate students such as making learning media. Therefore, researcher have created learning media while playing so that students are motivated to learn vocabulary. The game of snakes and ladders is effective in increasing the ability to recognize English vocabulary in students. This snake and ladder game can be used as a means of learning languages, especially English, so that students don't get bored and don't feel burdened. Learning while playing with children's games is also effective for remembering lessons that have been delivered by the teacher. Based on the study's backdrop, the researcher is interested in undertaking research and development titled "Developing Snake And Ladder Game To Teach Vocabulary On Recount Text For Eighth Grade Student At Mts Syekh Subakir 2 Sumberasri" .

Research Method

The ADDIE method was used by the researcher to conduct this study. According to(Cahyadi, 2019), one of the models for learning system design that showed how simple learning system phases are to complete is the ADDIE model. The development process in this study involved making and modifying instructional materials. A conceptual framework for the creation of instructional materials has been created during the design phase. The conceptual framework is made into teaching aids and material development products during the development stage, ready for implementation in accordance with the objectives. The ADDIE model R&D method was chosen in this study's research methods since it is one of the models with a simpler procedure while still being fully functional. The five steps in the ADDIE model can demonstrate if the researcher created learning resources are workable or not. The snake and ladder game is the medium that the researcher created. This media was created by the researcher with the intention of teaching media for ten female students and fifteen male students in eighth grade students at MTs Syekh Subakir 2 Sumberasri.

The five steps of the ADDIE research and development process are analysis, design, development, implementation, and evaluation(Sugiyono, 2015).
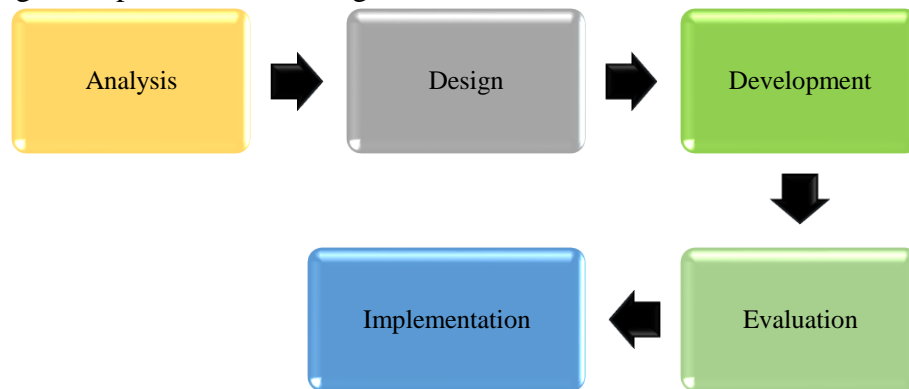
The following is the process for creating the ADDIE model:

Figure 1. ADDIE STEPS

The product was generated utilizing the following research approaches, according to the specified research and development model: 1) The researcher analysed all the problems that triggered the development of the media. After analyzing the issue, the researcher must consider if the intended product is appropriate. 2) The researcher determined the product, product design, develops the product design, selects complementary materials that are suitable for the product, and determines the assessment method. 3) At the development stage the researcher validated the learning media snake and ladder game to language experts, material experts, and media experts. 4) At the implementation stage, the snake and ladder game media was implemented for eighth grade students at MTs Syekh Subakir 2 Sumberasri. 5) The final version of the product was created during the assessment stage based on recommendations, comments, and feedback from students, teachers, and validators. The researcher collected data for this study through questionnaires, interviews, and observation. The numbers in the previous percentage calculation were computed using information acquired from questionnaire replies. This questionnaire was calculated using the following formula:

$$P = \frac{f}{N} \times 100\%$$

Description:

P = Feasibility percentage

f = Collected Score

N = Expected Score

The researcher employed three references at this stage of validity: instrument validity, content validity, and media validity. In addition, when obtaining data for analysis, Researcher have used qualitative and quantitative data analysis methods, including the use of a Likert scale. Has used a Likert Type Scale Attitudes, views, and perceptions of social phenomena are measured using a Likert Scale. This is how the likert table should be interpreted:

Table 1. **Likert Scale Analysis**

No	Symbol	Information	Score
1.	SS	Strong Agree	4
2.	S	Agree	3
3.	TS	Do Not Agree	2
4.	STS	Strongly Disagree	1

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At this phase, the data from observations, interviews, and field notes was analyzed qualitatively. Based on field notes, interviews, and observations, the qualitative approach generates descriptions or justifications. The last issues are assessed using quantitative ("quantity") research, which generates numerical data that may be converted into meaningful statistics. The results of quantitative analysis approaches were calculated utilizing the questionnaire that was processed using Microsoft Excell quantitative analysis. The computed results are then compared to the predefined standards. The following table summarizes the value assessment criteria:

Table 2. Percentages Assessment Criteria

| No	Score Percentages	Criteria
1.	0 – 20	Very Bad
2.	21 – 40	Bad
3.	41 – 60	Sufficient
4.	61 – 80	Good
5.	81 – 100	Very Good

Score Interpretation Criteria (Arikunto, 2012)

Result and Discussion

As a result of this study, the Snake and Ladder Board Game was created for use in teaching eighth-grade students at MTs Syekh Subakir 2 Sumberasri terminology related to recount texts. The use of board games beside gotten a more enjoyable experience according to (Ratminingsih, 2018) the use of board games also made it easier for students to achieve learning goals. Products have been given to students to use as learning media in the classroom or to study independently with the help of a guide book. This product helped students to be more active in class and helped students memorize vocabulary in recount text material. Production of snake media ladders using a square-shaped board measuring 50cm x 50cm and on the surface of the board has been divided into 100 small squares measuring 2cm x 2cm which is colored red, yellow and green. Then on the surface of the board has also been given a blue up and down arrow symbol. Then the card design it has been made from buffalo paper measuring 6cm x 6cm which is divided into 3 colors red, yellow, and green according to the color of the board. Each card contained past tense vocabulary (V2) from recount text material which students must translate into Indonesian and students must also mention (V1) the vocabulary. Each color card contains a different vocabulary, green cards contain regular verbs, yellow cards contain irregular verbs, and red cards contain simple past tense sentences. The visualization is as follows:
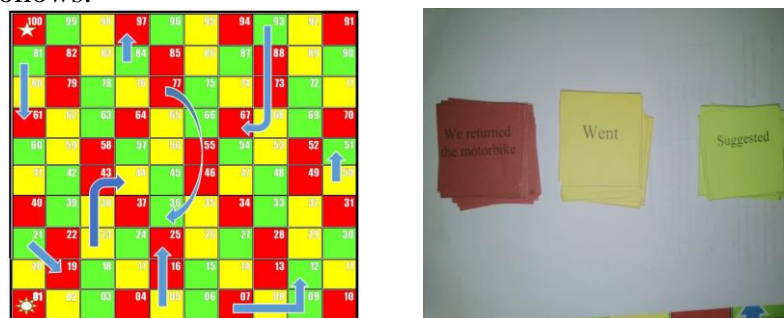
Pictures 1. Design media and vocabulary cards

At this point, the researcher decided on the size of the book, the cover, and the contents. This guidebook has used A5 size paper and a white cover with a snake and ladder illustration. The contents of this guidebook consist of a brief explanation of recount text material, procedures for using media, game rules, and answer keys from the vocabulary on the cards. The visualization is as follows:
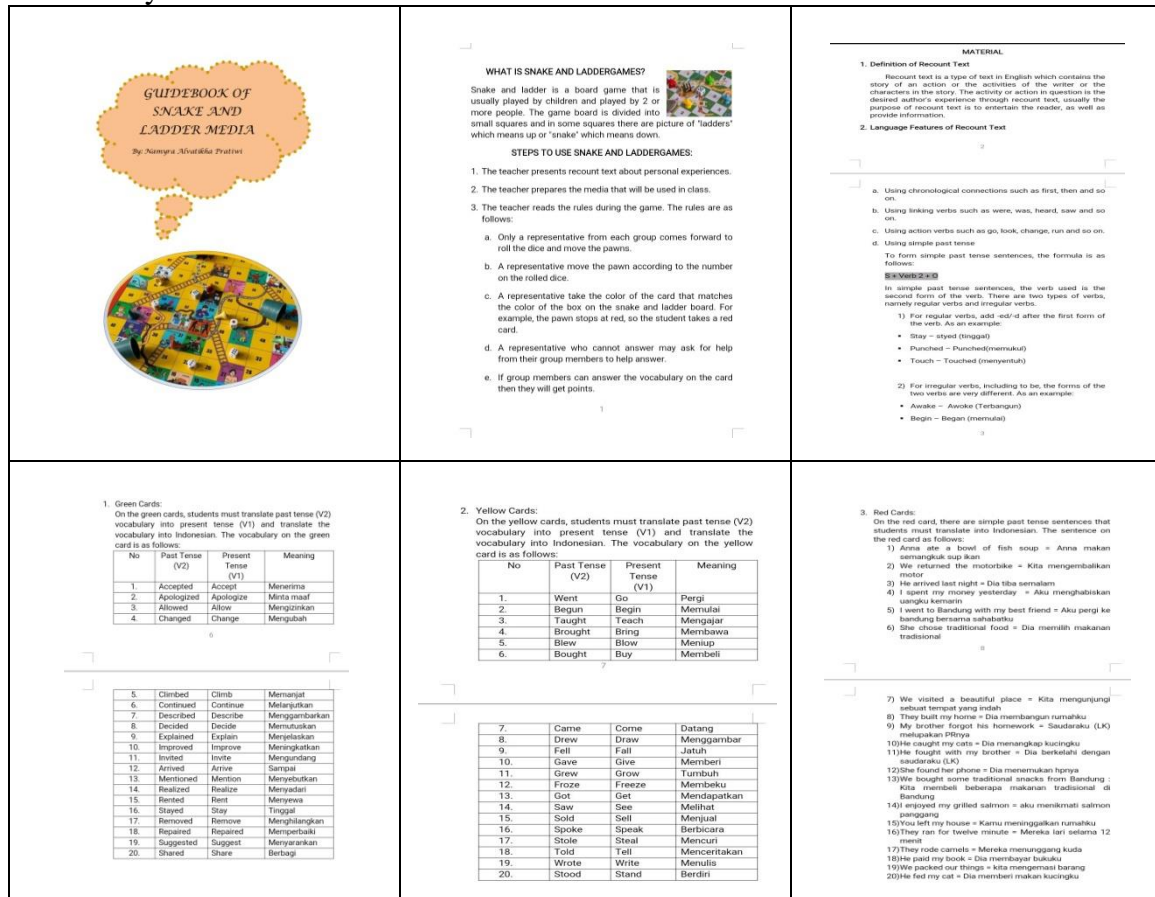
Pictures 2. Design Guide book

The following are the stages of media use:
1. Students read the guide book
2. Students were divided into three groups.
3. The student rolls the dice and then moves the pawn according to the number on the dice.
4. Take the card according to the color of the pawn stops.
5. Interpret the vocabulary on the paper.
6. Students (member representatives) get points according to the vocabulary that can be guessed.
7. The group that loses / has the fewest points, gets a penalty.
8. The group who succeed in interpreting all the vocabulary will get a prize.

Result of Validity and Reliability

The validity of an instrument is a measure of its precision or durability in measuring the thing being measured (Yusup, 2017). If the correlation number exceeds the standard value, the inquiry is valid. Microsoft Excell is used to assess the validators' answers. Using SPSS, the reliability test was conducted. SPSS was used to conduct the

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reliability analysis (Arikunto, 2018). The correlation table for the questionnaires used to gauge student responses is shown below:

Table 3. The validity of the student response questionnaire

Statement	Person Correlation R Hitung	R Tabel	Categori
1.	0,247	0,396	Valid
2.	0,386	0,396	Valid
3.	0,268	0,396	Valid
4.	0,237	0,396	Valid
5.	0,265	0,396	Valid
6.	0,355	0,396	Valid
7.	0,188	0,396	Valid
8.	0,230	0,396	Valid
9.	0,068	0,396	Valid
10.	0,110	0,396	Valid
11.	0,331	0,396	Valid
12.	0,239	0,396	Valid

Based on the table given above, the results of the R count more than R table calculation are considered valid. The total score for the 25 respondents is 0.396. Based on the conclusions of the researcher, the data can be considered valid. During the reliability test, the following results were obtained:

Table 4. Reliability Statistics

Reability Statistic	
Cronbach's Alpha	N of Items
0.619	12

Based on the results of the reliability test in the table above, Cronbach's alpha is $0.619 > 0.60$. It can be concluded that the instrument is declared reliable.

Result of Expert Judgment

Lecturer was undertaken instrument validation, content validation, and media validation to establish whether media are suitable and prepared for evaluation by a professional in validations. The Likert Scale, with its four levels of agreement (strongly agree 4 points, agree 3 points, disagree 2 points, and very disagree 1 point), was utilized for the analysis. After the results of the tests come in, adjustments are made per the advice of experts. The instrument validation spreadsheet looks like this:

Table 5. Instrument Validation

No	Statement	Collected Score	Expected Score	Presentage
1.	The media validation questionnaire's evaluation part is in accordance with the needs.	4	4	100%
2.	The use of rating scales is simple to grasp.	4	4	100%
3.	contents of sequential media validation questionnaire	3	4	75%
4.	The media expert's evaluation tool is appropriate for use.	3	4	75%

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5.	The assessment portion of the media validation questionnaire is simple to grasp.	4	4	100%
6.	The directions for completing the media validation questionnaire are simple.	3	4	75%
7.	The language used in the assessment aspect of media validation is appropriate	3	4	75%
8.	The number of assessment factors is adequate for media validation.	3	4	75%
9.	The media validation questionnaire is simple to comprehend.	3	4	75%
10.	The media validation questionnaire is usable.	3	4	75%
	Total	**33**	**40**	**82,5%**
	Category		**Very Good**	

The formula that has been used in calculating this questionnaire:

$$P= \frac{f}{N} \times 100\%$$
$$= \frac{33}{40} \times 100\%$$
$$= 82,5\%$$

According to the table above, the instrument validation rate is 82.5%. The instrument validation results were 82,5% "Very Good" based on the percentage of assessment criteria in Chapter III.

Table 6. Material Validation

No	Statement	Collected Score	Expected Score	Presentage
1.	The material's compatibility with the fundamental competencies	4	4	100%
2.	The material's appropriateness with basic competency	4	4	100%
3.	The material's compatibility with the learning objectives	4	4	100%
4.	The material's compatibility with the theme being taught	4	4	100%
5.	Conformity with the concept of the material being studied	3	4	75%
6.	Suitability with learning materials	3	4	75%
7.	The material's compatibility with the learning theory	3	4	75%
8.	Complete scope of activities	3	4	75%
9.	Difficulty level based on the material.	3	4	75%
10.	The manual's wording is clear and easy to understand.	4	4	100%
11.	The guidebook is presented according to the material	4	4	100%
12.	The activities in the guidebook are easy to understand	4	4	100%
	Total	**43**	**48**	**89,5%**
	Category		**Very Good**	

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The formula that has been used in calculating this questionnaire:

$$P = \frac{f}{N} \times 100\%$$
$$= \frac{43}{48} \times 100\%$$
$$= 89,5\%$$

According to the table above, the instrument validation rate is 89.5%. The instrument validation results were 89.5% "Very Good" based on the percentage of assessment criteria in Chapter III.

Table 7. Media Validation

No	Statement	Collected Score	Expected Score	Presentage
1.	The materials used in the media are practical, economical and durable	4	4	100%
2.	Selection of contrasting and attractive colors	3	4	75%
3.	Views are presented interesting	3	4	75%
4.	Setting the square layout on the appropriate media	3	4	75%
5.	The balance of the proportions of symbols on the media	3	4	75%
6.	The resulting media is easy to operate	4	4	100%
7.	The resulting media is easy to understand	3	4	75%
8.	Media compatibility with learning	4	4	100%
9.	Complete scope of activities	3	4	75%
10.	The difficulty level on the card color corresponds to the material	4	4	100%
11.	The manual's wording is clear and easy to understand.	3	4	75%
12.	The guidebook is presented according to the media	3	4	75%
13	The activities in the guidebook are easy to understand	3	4	75%
	Total	**43**	**52**	**82,6%**
	Category		**Very Good**	

The formula that has been used in calculating this questionnaire:

$$P = \frac{f}{N} \times 100\%$$
$$= \frac{43}{52} \times 100\%$$
$$= 82,6\%$$

According to the table above, the instrument validation rate is 82.6%. The instrument validation results were 82,6% "Very Good" based on the percentage of assessment criteria in Chapter III.

Discussion

Another crucial ability after grammar and pronunciation is vocabulary. To improved their ability in learning English, students must acquire a large amount of vocabulary (Wangge & Sariyyah, 2019). According to (Putri, 2020), the first thing that must be mastered in order to learn a language is vocabulary because vocabulary is the key to learning English, the researcher decided to use the snake and ladder game to teach vocabulary to the eighth grade students of Syekh Subakir 2 Sumberasri. Someone who

has a large vocabulary can comprehend a sentence with ease. According to (Priyastuti et al., 2020) recount text was a text that recounted an event or experience that happened in the past, for example, such as a vacation experience, childhood experience, or the experience of meeting an idol artist. In the recount text tenses used is the simple pas tense [S+V2+O]. Therefore, in this study, the researcher used V2 on vocabulary cards found in snake and ladder media.

A media validation questionnaire from experts has been developed as evidence that the snakes and ladders media used in this study is appropriate to be used as a medium for teaching recount text vocabulary to class VIII students of Syekh Subakir 2 Sumberasri. Gain from validator instruments is 82.5%; gain from validator materials is 89.5%; and gain from media validator is 82.6%. The children in Syekh Subakir 2 Sumberasri's class eight are driven to learn English as a result of this media, which is another outcome of the growth of this medium. The validity of the student response questionnaire data collected after using the snakes and ladders medium in table 3 may attest to this.

Conclusion

The percentage of validity based on the results of the questionnaire calculation from instrument experts was 82.5%, from material experts 89.5%, from media experts 82.6%. So it shows that the snake and ladder game media is very valid and can be used to teach vocabulary in recount text at MTs Syekh Subakir 2 Sumberasri.

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