The Use of Snakes and Ladders Game as English Teaching Media to Improve Mentally Retarded Students' Vocabulary

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Abstract

Mentally retarded students are students who have intellectual disability. Mental disabilities refer to students' difficulties in understanding sentences, word, and numbers as they have low view. Therefore, they have difficulty to interact with other people, understand the sentences and communicative with others. One technique that is suitable for teaching the vocabulary for mentally retarded students is Snakes and Ladders game. The research is quantitative research. The subject of this research was Junior High School of SLB (Sekolah Luar Biasa) Negeri 1 Pinrang in 2022-2023 academic years consisting of 10 students. In this research there were 10 samples that had mentally retarded. The instrument used in this research was vocabulary test and researcher gives the questionnaire by asking them about the question. The researcher using Snakes and Ladders a media in teaching vocabulary for mentally retarded students. The finding of this research showed the mean score of pre-test was 63.32. While the mean of post-test was 73.56. This showed that there was significant different between pre-test and post-test as the T-test showed the significance values (2-tailed) were 0.000 greater than 0.5. The result of P-value (0.000) was lower than level of significance (alpha (α)=0.05). It means that H_1 was accepted. The researcher concludes that: (1) The use of Snakes and Ladders game improve the vocabulary ability of the junior high school of SLB (Sekolah Luar Biasa) negeri 1 Pinrang.; (2) The students gave good respond toward Snakes and Ladders game in learning English Vocabulary. Based on the data analyzed the researcher concluded that the use of Snakes and Ladders game improve the vocabulary ability and gain very good respond from junior high school of SLB (Sekolah Luar Biasa) Negeri 1 Pinrang.

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

1. Introduction

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

Providing teaching on mentally retarded certainly cannot be arbirary and must be adaptive, especially providing English language teaching. As we know that the mentally retarded students have problem in understanding the sentences. They have trouble in writing or speaking. As *Tin Suharmini*says that mentally retarded students is difficult to do interaction with their environment.[1] So, for teaching them the English teacher should

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

have the attractive media like using visual media or audio-visual media. Visual media is media that consist about picture and often sentences.

Now days, visual media for teaching mentally retarded is various; flash card, picture, or image and now in millennium era, the teacher try to modified Snakes Ladders as English media teaching for mentally retarded students.[2] The teacher believes that this media is not only help mentally retarded students to get the lesson, but also it can improve their social skill. So with using Snakes Ladders the students able to enjoy the learning. Meanwhile, Snakes and Ladders is the game that uses board that in the board contain some of line what from square. In the square of Snake Ladder there is one picture, numeric, snake as sign of down, ladder as sign of up, and sometimes there are picture that design based on the material lesson. This objective is to interest students to be more enthusiastic to learn lesson.

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

This study focuses on these ability of the students. This study intends to answer the following two research questions: 1) Is using Snakes and Ladders game able to increase students' vocabulary at SLB (Sekolah Luar Biasa) Negeri 1 Pinrang? 2) What is the student response to the use of Snakes and Ladders game as a teaching Englis at SLB (Sekolah Luar Biasa) Negeri 1 Pinrang?

2. Method

This study intends to determine students vocabulary by using Snakes and Ladders game, and the student' reponse in study. This study used quantitative method, notably descriptive and corelational approaches, to meet the stated objectives. This study's sample consisted of the Junior Hidg School of SLB (Sekolah Luar Biasa) Negeri 1 Pinrang throughout 2022/2023 academic year. The sample is 10 students of mentally retarded students. The researcher will apply true-experiment design involved one group pre-test and one group post-test design. The researcher will use one class and then divide it into two groups, which one both the treatment will be applied. Two types of instruments were utizied in order to collect the necessary data for this study. There is pre and post ttest to determine is Snakes and Ladders game able to improve the students' vocabulary and the second instrument is questionare to determine the students response in teaching English vocabulary by using Snakes and Ladders game.

3. Result

This section discusses the finding of the research and their interpretation, these finding are organized according to the problem statements describe in the introduction arguments and futher interpretation of the result are provided in the discussion section.

3.1 Findings
3.1.1 Students Vocabulary

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[2]Iin, 2019; English Teacher For Mentally Reatrded Students In SLB-BC SasantiWijaya Surabaya

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

Table 1. The result of pre-test

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

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

Table 2. The result of post-test

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

Table 2 above shows the result of the test shows that where one out of 10 students (10%) students classified as very good classification, there were seven out of 10 students (70%) students classifiesd as good classification, there were two out os 10 students (20%) students classified as poor classification, and there is no student classified as excellent and very poor.

Table 3. Descriptive Statistic

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

Table 3 shows the result of data analysis by using SPSS that consit of Pre-test and post-test, baed on the figue above, it can be described the pre-test total sample wa 10 students, the minumun score is 56.06. The maximum was 72.47. the sum or total acore was 637.37. the mean score was 63.32 ande the tandard deviation wa 5.49

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

Table 4. Test of Normality

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

[*]. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

Based on the output in the table 4. above, it is known that the significance value (sig) for all data on the Kolmongorov-Smirnov test (0.200;0,200) and the Shapiro-Wilk test (0.699;0.638) is greater than 0.5, it can be concluded that the data distribution of the study is normal.

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

Table 5. Test Paried Sample T-test

	Paired Differences					T	Dr	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair Pre Post	-9,823 23	3,61 159	1,14 209	-12,406 81	-7,239 66	-8,60 1	9	,000

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

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

Table 6. The t-test of the students' ability

Variable	P-value	A
Vocabulary test	0.012	0.05

Table 6 shows the P-value (0.012) was lower than significance value (α) – (0.05). the analysis showed that the alternative hyphothesis (h_1) wa accepted. It means that

Snakes and Ladders media can improve the students' vocabulary ability of the second year studens of Junior High School SLB (Sekolah Luar Biasa) Negeri 1 Pinrang.

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

Table 7. The Classification of Students' Responds

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

Table above shows the classification os Students' respond toward Snakes and Ladder media in teaching vocabulary. The gihest classification is Very Good wuth the interval scores 49 to 60. The classification of Good respond with interval score 37 to 48. The classification of Bad Respond with interval score 25 to 36 and the classification os Strongly Bad Respond with interval score 12 to 24.

Table 8. The Percentage of Students' Responds

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

Table 8. indicates the classifications and percentage of students' respond toward Snake and Ladders game in learning vocabulary. The table shows that the very good classification has been choosen for 105 time (87.5%), good respond for 10 times (8.3%), moderate 2 time (1.6%), bad responds 1 time (0.8%) and strongly bad respond 2 time (1.6%).

Table 9. The Mean Score of Students' Responds

Total Respondent	Total Score	Mean
10	577	57.70

Table 9 shows that the mean score of students' respond was 57,70%, it was interpreted into score as very good repond criteria. It means that the students were very good respond in teaching and learning English vocabulary by using Snakes and Ladders.

3.2 Discussion

In this section, the researcher discusses the result of the data analysis in according with the scope of this research. This discussion in invited to know the students ability and respond in learning English Vocabulary at Junior High School of SLB (Sekolah Luar Biasa) Negeri 1 Pinrang by using Snakes and Ladders game. In the proses of teaching in the classroom, the teacher can use good media to support the teaching learning process. In this case, the teacher has to think the appropriate and effective media that will be applied in the teaching learning process. In this research, the researcher will use Snakes and Ladders media a teaching media to teach English vocabulary.

Snake Ladder is a game that used the board as the base of the material that is played by two or more people. The snake ladder is created in the 2nd century before Masehi and Hindu is the first time who played this game. Based on Hinduism, a snake that is on the board means the wrong decision. In 1892, a game of the Snake Ladder was famous in England and in 1943 the name of this game was changed to be *chutes and ladder* by Milton Bradley in the USA. Since 1943, this game began to sell in public.[3]

In Indonesia, the snake ladder is one of the traditional games that able to play in pairs or groups. The design of this game is unique, because it has a square in every numeric and every square has different picture and some of the squares have a snakeor ladder. If people get the snake in their plat, they should go down based on how long the snake, and if the people get the ladder in their playing, they should go up related the length of the ladder.*Sidik* says that the Snake Ladder is a game where is the player should go down if they get a snake and go up if they get a ladder.[4]

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

The researcher decided to used Snakes and Ladders media to help students improve the vocabulary ability. Researcher has conducted research about tudents' vocabulary ability by using Snakes and Ladders media. The data has been collected by using two instruments. The first instrument is test and the second instrument is test. The test is used to measure students' vocabulary ability. The test was given before and after treatment. The treatment was teaching there are two research questions, the first researche question is "Is using Snakes and Ladders able to increase students' vocabulary at SLB (Sekolah Luar Biasa) Negeri 1 Pinrang?" to answer this research question, the researcher conducted tests, involving pre-test and post-test. The pre-test was given to the students before treatment was held in the first meeting, while the post-test was given after the students done with treatment. Both test were presented in same level of difficultiy.

The researcher also would like to discuss the research question in this study. The second research question is "What is the student response to the use of Snakes and Ladders as a teaching Englis at SLB (Sekolah Luar Biasa) Negeri 1 Pinrang?" to answer this research question, the researcher distributed questionare to the students. The

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[3]Fatkhan.web.id, Minggu 01 January 2022 at 03.33 PM

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

questionare containing twelve statements that consist of six positive statements and six negative statements.As has showed in findings that before doing treatments the students had the ppoor ability. It proved by the result of pre-test, the result shows that there were one out of 10 students (10%) students classified as good classification, there were six out of 10 students (60%) students classified as a poor classification, there were out of 10 students (30%) tudents classified as very poor classification, there trhee is no students classified as excellent and very good.

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The mean score of students' respond was 57,70%, it was interpreted into score as very good repond criteria. It means that the students were very good respond in teaching and learning English vocabulary by using Snakes and Ladders. The mean score of all items is negative statement equal 4.7, it indicates that students have tendency to disagree with to the items offered. So, the researcher concludes that the students had positive or very good respond toward the used of Snakes and Ladders media in teaching vocabulary. It showed that the mean score os ftudents' respond was 47.70, it was interpreted into score as very good critea. It means that the students gave very good respond in teaching English vocabulary by using Snakes and Ladders game. The improvement of students' vocabulary ability is certainly have reason. There are some reason that affect the improvement experienced by students in vocabulary. Students' vocabulary ability is also influenced by students' responds, without students' respond, the learning process will not be effective.

Based on the result of this study, it was found that in using Snakes and Ladders game, it was very helpful for students in learning vocabulary. As it has been proved by this resrach, the researcher expects that the English educators eagerly improve their

ways of teaching or lecturing by using Snakes and Ladders game, especially in dealing with Englih vocabulary subject.

4. Conclutions

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

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