

**IMPROVING STUDENTS VOCABULARY MASTERY BY USING  
BOARD GAME “SNAKES AND LADDERS” AT EIGHTH GRADE OF  
MTSN 1 NATUNA**



A Thesis

Submitted to the Sultan Abdurrahman State  
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To fulfill one of the requirements for obtaining  
a Bachelor of Education Degree (S.Pd)

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I hereby declare that my thesis entitled *Improving Students Vocabulary Mastery by Using Board Game "Snakes and Ladders" at Eighth Grade of MTSN 1 Natuna* is truly my work with the direction of the supervisory commission and has not been submitted in any form to any university. Sources of information derived or quoted from published or unpublished works of other authors have been mentioned in the text and listed in the bibliography at the end of this thesis.

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## CHAPTER I

### INTRODUCTION

#### A. Background of The Research

In the era of globalization, language plays a crucial role in facilitating communication between countries. By using language to communicate, collaboration and various programs can run well. Countries can also share ideas about science, culture, economics, and more if they can understand each other's language. To overcome language differences, an international language that is widely accepted has been adopted, That language is English. Out of the 4000 to 5000 languages spoken around the world, English is the one that is used the most everywhere spoken, is undoubtedly the most utilized.<sup>1</sup>

The English language has a very important role for everyone, from children to adults.<sup>2</sup> Learning a foreign language is an important thing that must be learned by someone, namely in mastering vocabulary.<sup>3</sup> Vocabulary is an important thing that must be considered in learning English. Vocabulary is an important skills to master when learning English, as

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<sup>1</sup> Karademir, C. A., & Gorgoz, S. (2018). English Teachers' Problems Encountered in Teaching Four Basic Language Skills. *International Education Studies*, 12(4), 1913-9039.

<sup>2</sup> Sujarwo, S., Asdar, A., Jubhari, Y., Sasabone, L., Syukriady, D., & Achmad, M. (2023). Pelatihan Motivasi Berbahasa Inggris Untuk E-Comer Menghadapi Revolusi Industri 4.0. *Community Development Journal: Jurnal Pengabdian Masyarakat*, 4(2), 2849-2855.

<sup>3</sup> Efendi, M., & Amri, M. (2023). Pengaruh Media Quiz Wordwall Terhadap Penguasaan Kosakata Bahasa Mandarin Pada Siswa Kelas XI IPS SMA Khadijah Surabaya 2022/2023. *Jurnal Pendidikan Bahasa Mandarin UNESA*, 1(1), 55-61.

without an understanding of vocabulary it is difficult to speak or write fluently.<sup>4</sup> Vocabulary is an important element in learning English.

Vocabulary is one of the aspects in language learning that can support students to master the language with four basic skills.<sup>5</sup> Because if students have mastered a lot of vocabulary then the students can use English and the students masters the four skills. The four basic skills are speaking, writing, listening, and reading.

To achieve the English learning process, especially in vocabulary learning in the classroom, there is a need for learning media. Learning media is one of the means that can support teachers in delivering lesson content so that students can have interest and interest in the material being taught.<sup>6</sup> Learning media is often defined as the means, ways, and strategies used to facilitate communication and interaction between teachers and students in a more effective teaching and learning process.<sup>7</sup>

Learning media play an important role in influencing the success of the teaching and learning process, especially in improving students' understanding and motivation. One of the media that can be used to help

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<sup>4</sup> Fahira, H., Syafitri, W., & Putri, H. P. (2024). The Effect of Using Board Game Towards Students' Vocabulary Mastery at 8th Grade at MTsN 6 Agam. *Jurnal Pendidikan Tambusai*, 8(1), 11193-11201.

<sup>5</sup> Sulistianingsih, E., Febriani, R., & Pradjarto. (2019). The Effect on Interactive Board Games (IBG) on Vocabulary Achievement. *Journal of The Association for Arabic and English*, 5(2), 2549-9017.

<sup>6</sup> Wulandari, A. P., Salsabila, A. A., Cahyani, K., Nurazizah, T. S., & Ulfiah, Z. (2023). Pentingnya media pembelajaran dalam proses belajar mengajar. *Journal on Education*, 5(2), 3928-3936.

<sup>7</sup> Yusup, A. H., Azizah, A., Rejeki, E. S., Silviani, M., Mujahidin, E., & Hartono, R. (2023). Literature Review: Peran media pembelajaran berbasis augmented reality dalam media sosial. *Jurnal Pendidikan Indonesia: Teori, Penelitian, dan Inovasi*, 3(5).

achieve the vocabulary learning process is by using Board Game media. Board game is learning media based on game.<sup>8</sup> With the existence of game-based learning media, it can't make the students feel bored in class and make the students feel happy when learning. According to Putri, Board Game Media is a form of educational media that contains game elements and is played in groups.<sup>9</sup>

The findings above are very similar to those of the writer's. The writer conducted an observation and an interview to find out the condition of the English class at MTSN 1 Natuna. Based on the observation, the writer obtained information from the English teacher, who explained :

“At MTsN 1 Natuna, students are so many shortcomings in learning English. First, students are lack of understanding English lessons. So, I personally feel a very difficult problem where I have to teach them from scratch such as memorizing vocabulary. While the demands of the curriculum and syllabus that we must follow. From the curriculum outcomes, students are required to be able to master 4 components, namely listening, reading, speaking, and writing. Secondly, students in border areas, especially in Sedanau, have a very low interest in learning English. So, teachers have to be extra in

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<sup>8</sup> Yuniarta, T. N. H. (2018). LEARNING MEDIA DEVELOPMENT OF BOARD GAME “THE LABYRINTH OF TRIGONOMETRY” IN TRIGONOMETRY MATERIALS FOR THE 10th GRADE SENIOR HIGH SCHOOL. *Satya Widya*, 34(2), 88-100.

<sup>9</sup> Maryanti, E., Egok, A. S., & Febriandi, R. (2021). Pengembangan Media Board Games Berbasis Permainan Tradisional Egrang Batok untuk Siswa Sekolah Dasar. *Jurnal Basicedu*, 5(5), 4212-4226.

finding methods in teaching so that students like and enjoy English lessons.”(interview with teacher, 25 December 2024)

This statement describes the challenges faced by English teachers on Sedanau Island. Where there is a lack of competence and low motivation. Making it difficult for students to understand the lesson, especially in terms of vocabulary mastery. If students are not motivated to learn, they will find it difficult to understand the lessons and their have low vocabulary mastery.

Teachers can guide students in developing students' abilities through supportive approaches such as using media or using games when teaching. One of the games that can be used is board games. Septiani states the use of snakes and ladders in the learning process has a positive impact on students' ability in vocabulary. It helps students understand better when learning vocabulary . This method strengthens students' ability to master vocabulary.<sup>10</sup> Rahmawati states that using media that attracts students attention, namely the snakes and ladders board game, can build students interest and improve their vocabulary.<sup>11</sup>

Based on the above, researcher want to conduct research at the school. Due to the difficulty of accessing the internet and frequent power outages on Sedanau Island, the researcher used conventional learning media

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<sup>10</sup> Septiani, D., Nurmahanani, I., & Ruswan, A. (2022). Pengaruh Media Pembelajaran Ular Tangga Terhadap Penguasaan Kosakata Bahasa Inggris Siswa Sekolah Dasar. *Syntax Literate; Jurnal Ilmiah Indonesia*, 7(10), 18033-18051.

<sup>11</sup> Rahmawati, S., Mandarani, V., & Megawati, F. (2023). The Effect of Gamification in Board Game to Improve Students' English Vocabulary. *Journal of English Education and Teaching*, 7(3), 526-543.

to investigate the learning process in the classroom. The learning media used was a board game (snakes and ladders) so that students can master English vocabulary in the eighth grade of MTSN 1 Natuna. With the title : **Improving Students Vocabulary Mastery by Using Board Game "Snakes and Ladders" at Eighth Grade of MTSN 1 Natuna.**

### **B. Formulation of the Problem**

Based on the background of the problems above, the problem formulations in this research are:

1. How are the students' vocabulary mastery before using board game (snakes and ladders) learning media?
2. How are the students' vocabulary mastery after using board game (snakes and ladders) learning media?
3. Is there a significant improvement in students' vocabulary mastery before and after using board game (snakes and ladders) learning media?

### **C. Objective and Significance of the Research**

Based on the problem formulation above, the objectives of this research are as follows:

1. To find out how the students' vocabulary mastery before using board game (snakes and ladders) learning media.
2. To find out how the students' vocabulary mastery after using board game (snakes and ladders) learning media.

3. To find out how much the improvement of students' vocabulary mastery before and after using board game (snakes and ladders) learning media.

The purpose of writing this research provides benefits for researchers, students, and teachers is as follows:

- a. Students

This research supports students in improving their English vocabulary acquisition, in a engaging and interactive way through the utilization of board game media.

- b. Teachers

This research assists teachers in creating and developing innovative lessons that have the potential to increase effectiveness in teaching vocabulary.

- c. Researcher

The researcher gained deeper insight into how effective the use of learning media is in helping students master vocabulary.

#### **D. Previous Studies**

The title of this research is “Improving Students Vocabulary by Using Board Game “Snakes and Ladders” at 8<sup>th</sup> of MTsN 1 Natuna”. This is related to previous research conducted by:

*First*, result review by Sitanggang, Tampubolon, Sinambela (2023).

The purpose of this research is to explore the vocabulary and language structure of students taught with the board game method and compare them with the vocabulary and language structure of students taught without the method.<sup>12</sup>

Aimed to investigate students' mastery of vocabulary and language structure taught through the board game method and to compare it with those who were taught without the method. The findings revealed that the implementation of board games in the classroom had a positive effect on students' engagement and motivation in learning English. Students who learned through game-based media demonstrated better vocabulary retention and greater accuracy in sentence construction compared to those who were taught using traditional methods. These results indicate that interactive learning media such as board games can enhance both the cognitive and affective aspects of language learning by combining enjoyable activities with meaningful vocabulary practice.

This research has similarities, namely aiming to improve student vocabulary mastery using board game media, but using different research methods. In this research used quasi-experimental design research, while the researcher will use a quantitative method which is experimental research with a pre experimental design one group pretest-posttest design.

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<sup>12</sup> Sitanggang, V. N., Tampubolon, S., & Sinambela, E. (2023). The Effect of Board Game on Students Vocabulary and Grammar Mastery in Senior High School. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, 11(1), 560-571.

Furthermore, the research by Sitanggang highlights the pedagogical value of integrating games into language instruction, showing that students not only improve their vocabulary knowledge but also develop greater confidence and enthusiasm in using English during classroom activities. This supports the notion that language learning should be both enjoyable and effective, especially for secondary-level students who tend to lose interest in conventional learning approaches. Therefore, the findings of this research serve as an important reference and support for the current research, demonstrating that the use of board games can be an effective strategy to enhance students' vocabulary mastery and overall English language proficiency.

**Second**, result review by Rahmawati, Mandarani, Megawati (2023). This research aims to determine whether there is a difference between the learning outcomes of English vocabulary improvement in descriptive text learning for students before and after the gamification method is applied.<sup>13</sup>

which aimed to examine whether there were significant differences in students' English vocabulary mastery in descriptive text learning before and after the application of the gamification method. The results of their research indicated that gamification contributed positively to students' vocabulary development. Learners who engaged in gamified activities showed stronger motivation, higher participation, and better retention of

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<sup>13</sup>Rahmawati, S., Mandarani, V., & Megawati, F. (2023). The Effect of Gamification in Board Game to Improve Students' English Vocabulary. *Journal of English Education and Teaching*, 7(3), 526-543.

vocabulary items compared to their performance prior to the implementation. This demonstrates that embedding game-like elements in language learning can make the process more interactive and enjoyable while simultaneously strengthening vocabulary comprehension and memory.

This research has similarities, namely aiming to improve student vocabulary mastery using board game media, but using different research methods. The method applied in this research is a quantitative approach. This research uses an experimental design that includes an experimental group. An experimental research consists of analyzing the impact of a planned manipulation on one other variable, known as the experimental treatment, while the researcher will use a quantitative method which is experimental research with a Pre experimental Design one group pretest-posttest design.

Moreover, the research by Rahmawati and her colleagues emphasized that gamification not only improves students' cognitive achievement but also strengthens their emotional engagement during learning. The incorporation of elements such as points, rewards, and friendly competition was shown to foster a classroom environment that encourages enthusiasm and collaboration among students. This finding aligns with communicative teaching principles, which stress the importance of using language in meaningful and authentic contexts. Through such interactive and game-based learning experiences, students

become more confident and motivated to use English actively, resulting in improved vocabulary acquisition.

In addition, the researchers highlighted the critical role of teacher creativity in planning and implementing game-based learning activities. The success of gamified instruction depends on how effectively teachers design the learning environment, select suitable materials, and align game components with instructional goals. These insights are relevant to the current research, which also seeks to prove that engaging learning media—like board games—can enhance students' English vocabulary mastery in a fun yet educational manner. Therefore, the research by Rahmawati, Mandarani, and Megawati (2023) provides valuable theoretical support and empirical evidence for this research, reinforcing the idea that game-based methods can serve as a powerful pedagogical tool in language learning.<sup>14</sup>

**Third**, result review by Christopher, Harnadi, Prasetya (2021). This research aims to develop and create a board game that is interesting, and have high replay ability so that students' vocabulary increases.<sup>15</sup>

Whose primary goal was to design and develop an engaging board game with strong replay value to enhance students' vocabulary mastery. The purpose of their research was to create a learning medium that not only

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<sup>14</sup> Rahmawati, S., Mandarani, V., & Megawati, F. (2023). The Effect of Gamification in Board Game to Improve Students' English Vocabulary. *Journal of English Education and Teaching*, 7(3), 526-543.

<sup>15</sup> Christopher, K., Harnadi, B., & Prasetya, F. X. (2021). Developing and Creating Board Game as a Media to Learn English Vocabulary for Senior High Student. *Journal of Business and Technology*, 1(2), 35-42.

supports students' understanding of vocabulary but also maintains their enthusiasm and motivation to learn. The researchers argued that an effective educational board game should integrate enjoyment with learning objectives, allowing students to repeatedly participate in the game while unconsciously reinforcing their language skills. In their research, the developed board game was implemented and tested in real classroom situations to evaluate its effectiveness in promoting vocabulary learning and retention among junior high school learners.

This research has similarities, same using board game media, but using different research methods. In the research Christopher, the development of creating board game media was carried out, while the researcher to find out whether students' vocabulary skills improved after the program.

Furthermore, the findings of Christopher et al. (2021) highlight the pedagogical benefits of board games in language learning. They discovered that using board games encourages active learning, increases student participation, and fosters collaboration among peers. The interactive nature of board games—through elements like turn-taking, competition, and task-solving—creates a learning atmosphere that stimulates motivation and communication. Students are encouraged to use English vocabulary meaningfully within a contextual setting, which enhances both retention and application in real communication.

In addition, the research also reported that incorporating board games into the classroom could reduce students' anxiety in learning English. The game-based learning environment offers a sense of enjoyment and relaxation, helping students become more confident in expressing themselves in English. This aligns with the affective aspect of language learning, which emphasizes that a positive and enjoyable learning experience can lead to better academic outcomes.

In conclusion, the research conducted by Christopher, Harnadi, and Prasetya (2021) provides valuable theoretical and empirical insights for the current research. Their work demonstrates that board games can serve as innovative and effective media for vocabulary learning, and it motivates further research to investigate the impact of such media on improving students' English language proficiency.

**Fourth**, result review by Sari, Dewi (2021). This research aims to create a board game called Vocal (Vocabulary Adventure Land) as a tool and to see its impact in improving students' vocabulary skills in vocabulary teaching at the elementary school level. Vocabulary teaching at primary school level.<sup>16</sup>

Whose research aimed to design and develop a board game called *VOCAL (Vocabulary Adventure Land)* as a learning tool to enhance students' vocabulary mastery at the elementary school level. The purpose

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<sup>16</sup> Sari, A. P., & Dewi, S. U. (2021). Vocal (Vocabulary Adventure Land) Board Game Learning Media for Elementary School Students. *LinguA-LiterA: Journal of English Language Teaching Learning and Literature*, 4(1), 1-14.

of this research was not only to create an engaging and educational medium but also to examine how the use of such a game could contribute to students' understanding and retention of English vocabulary. The researchers highlighted that vocabulary learning plays a fundamental role in early language education because it serves as the building block for communication and further language development. To address this, they designed *VOCAL* by combining game-based features such as challenges, rewards, and colorful visuals that encourage young learners to participate actively while enjoying the learning experience.

This research has similarities, same using board game media, but using different research methods. In the research Sari, use design Development (R&D). The method applied in this research was quasi-experimental to collect data, while the researcher to find out whether students' vocabulary skills improved after the program.

The findings of Sari and Dewi's research revealed that the *VOCAL* board game successfully created an enjoyable and stimulating classroom environment that encouraged active learning. Students were more motivated to participate in vocabulary activities, and their retention improved due to repeated practice in a fun and meaningful context. The researchers also pointed out that game-based learning helps reduce the anxiety and monotony that often occur in traditional classroom settings, making the learning process more interactive and less stressful for students.

As a result, learners developed stronger confidence in using new vocabulary in both spoken and written communication.

Additionally, the research highlighted the importance of developing innovative and creative teaching materials, especially in early language learning. The *VOCAL* board game was proven to increase students' engagement, focus, and motivation, which are essential factors for effective vocabulary acquisition among young learners. These findings indicate that incorporating play-based media can significantly improve students' vocabulary skills while making learning more meaningful and enjoyable.

Therefore, the research by **Sari and Dewi (2021)** provides valuable theoretical and practical insights for the current research. It supports the idea that interactive board game media can be an effective alternative in vocabulary instruction and serves as a strong reference for exploring how such media can enhance English vocabulary learning outcomes in different educational contexts.

***Fifth***, result review by Purnama, Putri (2022). The purpose of this research was to understand the meaningful impact of implementing a scrabble game on students' vocabulary achievement.<sup>17</sup>

aiming to examine the effectiveness of using the *Scrabble* game as a learning tool to improve students' vocabulary achievement. The primary

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<sup>17</sup> Purnama, D., & Putri, R. F. (2022). The Effect of Using Scrabble Games towards Students' Achievement in Vocabulary. *Indonesian Journal of ELT and Applied Linguistics*, 1(2), 71-76.

goal of their research was to investigate whether incorporating this type of board game could significantly enhance students' understanding, retention, and application of English vocabulary. The researchers believed that *Scrabble* provides students with an enjoyable yet educational experience where they can construct meaningful words, practice spelling, and expand their vocabulary through interactive gameplay. By engaging students in forming words from letter tiles, the activity encourages them to think critically, recall vocabulary, and use it in context, which in turn promotes deeper learning and active participation.

This research has similarities, same using board game media, but using different research methods. In the research Purnama use method a quantitative research, and conducted using an experimental design with two classes. while the researcher to find out whether students' vocabulary skills improved after the program.

In their findings, Purnama and Putri (2022) emphasized the pedagogical benefits of using *Scrabble* in the classroom. The game not only helped students expand their vocabulary but also fostered collaboration, motivation, and active engagement during learning sessions. Through competition and teamwork, students became more confident and interested in learning English. The researchers also noted that game-based learning encourages students to think strategically and make meaningful use of language, which strengthens both vocabulary recall and communicative ability.

Furthermore, *Scrabble* was found to create a positive learning environment where students felt less anxious and more enthusiastic about vocabulary learning. This interactive approach transformed what might otherwise be a repetitive task into an enjoyable and dynamic activity. As a result, students retained new words better and were able to apply them more effectively in speaking and writing tasks. The research thus supports the integration of enjoyable, student-centered learning media in English vocabulary teaching, aligning with the communicative language teaching approach.

Therefore, the findings of Purnama and Putri (2022) strongly support the present research's framework. Their research demonstrates that using board games like *Scrabble* can be an effective and innovative method for improving vocabulary acquisition, increasing motivation, and fostering a more interactive learning atmosphere. While their focus was on *Scrabble* specifically, the current research expands upon this idea by exploring how other types of board games may also enhance students' vocabulary development through active and meaningful engagement.

## **E. Hypothesis**

Based on the theoretical framework, the discussion that has been done before, and the explanations that have been presented, the hypotheses for this research are:

- a. Ho : There is no improvement of students vocabulary mastery by using board game (snakes and ladders) as learning media
- b. Ha : There is a significant improvement of students vocabulary mastery after using board game (snakes and ladders) as learning media

## **F. Systematic Discussion**

This thesis consists of five chapters, subchapters, and the descriptions reviewed in each section based on the research developed as follows:

### **Chapter I: Introduction**

Chapter 1 contain the research background, problem formulation, problem limitation, research objectives and relevance, definition of terms, and relevant research are all covered in this chapter. Each of these components is designed to provide a clear and comprehensive understanding of what the research is about and how it will be conducted.

The background of the research outlines the reasons behind conducting the research, explaining the context of the issue and highlighting the importance of exploring new methods to improve vocabulary learning through interactive media like board games. This section also identifies the gap between current learning conditions and the expected outcomes in vocabulary acquisition. The problem statements specify the research

questions that guide the research, while the scope and limitation section clarifies the boundaries of the research to maintain focus and relevance.

Next, the objectives of the research describe the aims of the research, emphasizing both theoretical contributions to language learning and practical implications for classroom application. The significance of the research explains the potential benefits for various stakeholders, such as students, teachers, and future researchers, by demonstrating how the findings can enhance teaching and learning effectiveness.

Additionally, the definition of key terms ensures that readers have a clear understanding of important concepts and terminologies used throughout the research. The review of related studies summarizes and analyzes previous research connected to the topic, positioning the current research within the broader academic discussion. Overall, Chapter I functions as the introductory framework that establishes the direction, purpose, and relevance of the research, forming a solid basis for the following chapters.

## **Chapter II: Theoretical Framework**

Chapter II in this chapter, the theoretical framework, including learning strategies, board game (snakes and ladders) procedures, hypotheses, operational variables, and vocabulary mastery, are included in this chapter. Each topic is described in depth to provide a strong conceptual basis and a clearer understanding of how these elements relate to one another within the research.

The section on learning strategies focuses on various approaches that can be applied to enhance students' ability to learn vocabulary effectively. It explores theories related to cognitive, affective, and metacognitive strategies and explains how integrating interactive activities, such as educational games, can create a more dynamic and enjoyable learning environment. Through these strategies, students are expected to be more motivated, active, and engaged in the learning process.

The discussion about board game (Snakes and Ladders) procedures explains how the game is designed and used in the classroom. This part includes the steps, rules, and implementation process of the game as a medium for teaching vocabulary. It also highlights how using games in the learning process can increase students' enthusiasm, participation, and cooperation while reinforcing vocabulary knowledge through play-based learning.

The hypotheses section outlines the statements that will be tested in the research. These hypotheses are based on previous studies and theoretical frameworks, aiming to determine whether the use of the *Snakes and Ladders* board game significantly affects students' mastery of vocabulary.

Furthermore, the operational variables section provides clear explanations of the main variables in the research. The independent variable refers to the use of board game media, while the dependent variable refers to students' vocabulary mastery. Defining these variables operationally helps ensure accuracy and consistency during data collection and analysis.

Lastly, the section on vocabulary mastery elaborates on what it means to master vocabulary, why it is essential in language learning, and the different aspects that influence vocabulary development—such as meaning, form, and context of use. It also discusses how engaging learning media, particularly games, can support students’ vocabulary retention and make language learning more meaningful.

Overall, Chapter II provides the theoretical framework that connects relevant theories with the research focus. It serves as the basis for understanding the rationale behind the chosen methodology and supports the investigation into the effectiveness of using the *Snakes and Ladders* board game in improving students’ vocabulary achievement.

### **Chapter III: Research Methodology**

Chapter III in this chapter, the methods used, data collection, data processing, and research design, research location and time, population and sample size, research object, and data analysis approach are all covered in this research methodology chapter. Each of these sections is presented systematically to provide a clear picture of how the research was implemented from beginning to end.

The research design section outlines the framework used in this research, explaining the type of research, the variables examined, and the approach for collecting and analyzing data. This research adopts a quantitative approach with a pre-experimental design using a one-group pretest–posttest model. The purpose of this design is to assess students’

progress in vocabulary mastery after being taught through the *Snakes and Ladders* board game as a learning medium.

The section on research location and time provides information on where and when the research took place, including the name of the institution and the duration of data collection. Meanwhile, the population and sample section explains the total number of participants involved and the sampling technique used to select representative respondents who reflect the target group of the research.

The object of the research section clarifies the main focus of the research, which is to evaluate the effectiveness of board game media in improving students' vocabulary mastery. This part also defines the research's independent and dependent variables to ensure a clear understanding of what aspects are being measured.

The data collection methods describe the tools and techniques used to gather the necessary information. In this research, data were collected through vocabulary tests (pretest and posttest), observation, and documentation. The data processing section details the steps taken to score, organize, and tabulate the data before statistical analysis was conducted.

Finally, the data analysis procedure explains the techniques used to interpret and test the data collected. Both descriptive and inferential statistical analyses are applied to determine whether there is a significant improvement in students' vocabulary achievement after learning with the *Snakes and Ladders* board game.

Overall, Chapter III serves as the methodological backbone of this research. It provides a comprehensive explanation of how the research was designed, implemented, and analyzed systematically to ensure the reliability, validity, and accuracy of the research findings.

#### **Chapter IV: Data Presentation and Analysis**

Chapter IV in this chapter, researcher showcase the outcomes of the collected data and employs numerous techniques for handling the data. The outcomes of data processing are a reaction to the establishment of research issues. In this research, information the presentation and analysis incorporate data from follow-up survey.

The data presentation section includes the results obtained from the pretest and posttest given to the students. These results are organized to show the comparison between students' vocabulary mastery before and after the use of the *Snakes and Ladders* board game. The presentation aims to reveal whether there is a noticeable improvement in students' vocabulary achievement as a result of the learning treatment.

The data analysis section elaborates on the statistical procedures used to process and interpret the data. Both descriptive and inferential analyses are applied to evaluate the students' learning outcomes. Descriptive statistics, such as the mean, percentage, and standard deviation, provide an overview of the score distribution, while inferential statistics are used to test the hypothesis and determine if the differences between pretest and posttest scores are statistically significant.

In addition to the test results, this chapter also presents findings from follow-up observations and questionnaires that provide additional insights into students' attitudes, motivation, and engagement during the learning process. These qualitative data complement the quantitative results and help to give a more comprehensive understanding of the effectiveness of the *Snakes and Ladders* board game as a learning medium.

Overall, Chapter IV serves as the section where all research findings are analyzed and interpreted based on the collected data. It connects the statistical outcomes with the theoretical framework and research objectives, showing how the implementation of the *Snakes and Ladders* board game positively influences students' vocabulary mastery and learning enthusiasm.

## **Chapter V: Conclusion**

Chapter V in this chapter, the researcher presents conclusions and suggestions regarding the matter that the researcher researched above. In short, the research findings are presented in full and in accordance with the research problem. As a continuation of the research, the researcher provides suggestions to develop the theory and practice studied.

In this chapter, the researcher restates the main outcomes of the research to show how the *Snakes and Ladders* board game influenced students' vocabulary mastery. The results reveal the effectiveness of using this game-based learning medium in enhancing students' vocabulary

knowledge and their motivation in the learning process. These findings underline the importance of implementing creative learning strategies in language classrooms to make learning more engaging and effective.

Additionally, this chapter also offers several recommendations for teachers, students, and future researchers. For teachers, it is suggested to apply interactive learning media such as *Snakes and Ladders* to stimulate students' interest and participation in learning English vocabulary. For students, the researcher recommends active involvement in using educational games to improve their understanding and long-term retention of new vocabulary.

For future researchers, this research can be used as a reference to conduct similar research using different approaches, populations, or variables to gain a more comprehensive perspective on the influence of board games in English language learning. Further studies could also combine quantitative and qualitative methods to explore students' responses and experiences more deeply.

In conclusion, this chapter provides a complete summary of the research findings, discusses their implications, and presents useful suggestions for educators and future researchers to improve the teaching and learning of vocabulary through innovative and enjoyable media.

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