

## **CHAPTER IV**

### **RESEARCH FINDING AND DISCUSSION OF RESEARCH**

This Chapter presents the result and discussion of research. The data collected from the interview and observation, which is discuss based on the theory and concept from the previous chapter, this chapter is presented on the research problem stated in the first chapter.

#### **A. Research Finding**

In this section, the researcher will explain about the result of the use snake and ladder game in teaching vocabulary at the seventh grade of SMPN 3 Sampang, the response of the use of snake and ladder game in teaching vocabulary at the seventh grade of SMPN 3 Sampang.

To obtain the data related to the use of snake and ladder game in teaching vocabulary at the seventh grade of SMPN 3 Sampang, the researcher observed the English learning process at the seventh grade of SMPN 3 Sampang. The researcher conducted this researcher 11 to 25 March. It was conducted three meeting, the first meeting was on 11 Marc, the second is on 18 March and the third is on 25 March 2020.

In the use of snake and ladder game in teaching vocabulary at the seventh grade of SMPN 3 Sampang such as Pre-teaching, whils-teaching and post-teaching snake and ladder game in teaching vocabulary.

## **1. The Use of Snake And Ladder Game in Teaching Vocabulary at The Seventh Grade of SMPN 3 Sampang**

### **A. The first meeting**

The first meeting of the first research was conducted on wednesday 11 March 2020. At SMP Negeri 3 Sampang which consist of five classes that is: Class A with thirty students, class B with thirty students, class C with twenty nine students, class D with thirty students, and class E with twenty eight students. But the researcher only studied one class, namely in class VII-B with thirty students. This research was started at 08.30 o'clock until 09.30. These observations were made during the learning process. This aims to determine student activities while in the classroom, how active students are in following the English learning process. This initial observation was carried out to find out what the obstacles faced by grade VII students during the learning process of English. After the initial observation, it was found that the obstacles faced by students were the lack of learning media during the teaching and learning process.

## **B. The second meeting**

It was the second teaching of this researcher. It was conducted by the research on 18 March 2020. It was started at 08.30 o'clock until 09.30. In this case the researcher and English teacher at the seventh grade did it together at the classroom, they did it actively in teaching vocabulary by using snake and ladder game in teaching vocabulary at the seventh grade of SMPN 3 Sampang.

Based on the three steps in teaching and learning process of teaching vocabulary, each step will be explained the researcher as follow.

### **1) Pre-teaching**

It is the first section of teaching and learning process before the English teacher teaches in the classroom. It is showed by:

- a.** The teacher opened the study by saying salam, for example: Assalamualaikum Wr Wb.
- b.** The English teacher begins the lesson by praying together with the students.
- c.** The English teacher checked the students name list

- d.** The English teacher told the student about what material will be studied together
- e.** The English teacher give motivation
- f.** The English teacher told the purpose of teaching learning process

Based on the description above, this is the first step when an English lesson, way above a regular manner or way every English teacher wanted to start the lesson. After starting the first stage of farther teacher immediately start the second stage.

## 2) While-teaching

- a.** The teacher ask the vocabulary in the book with the picture
- b.** Writing text in a book to the blackboard
- c.** Discuss together
- d.** The teacher asked the meaning of a word that has been written in the blackboard
- e.** The teacher give assessment about vocabulary
- f.** And the teacher asks the student work in the blackboard

Once teacher use a way of teaching the first, then an English teacher that went on to stage two, and those steps have

been listed above, with the stage number two teachers directly provide a task well the task is done in groups or individually and welcome step forward. After that teacher asked the student to discuss together so that his student could understand and know everything. Once the second phase is completed, then the teacher immediately begin the third stage.

### 3) Post-teaching

- a. The English teacher concluded the material.
- b. The English teacher invited student to pray together.
- c. The English teacher closed by salam. Asslamualaikum Wr Wb.

The above is stage of English teachers in SMP Negeri 3 Sampang on stage number three or the last, in which the teacher closes the material begin taught, the teacher then invites all his disciples to pray together to close the lesson.

### C. The third meeting

It is the third meeting of this research. It was conducted by the researcher on 25 March 2020, it also started at 08:30 o'clock until 09:30, the second meeting in teaching vocabulary by using snake and ladder game in teaching vocabulary at the seventh grade

of SMPN 3 Sampang also had three steps in the teaching learning process. Base on the step in teaching learning process of English vocabulary each step will be explained by the researcher as follow.

### **1.) Pre-teaching**

- a.** The teacher opened the study by saying salam, for example: Assalamualaikum Wr Wb
- b.** The English teacher begins the lesson by praying together with the students
- c.** The English teacher checked the students name list
- d.** The English teacher, give motivation and apperception

On the third day, the study came back to SMP Negeri 3 Sampang to continue the research. Where on the third day, each teacher when it want start the lesson certainly invite all students for pray together, then it live a motivational teacher to student.

### **2.) While-teaching**

- a.** The English teacher informed to the student about the topic which is study that the topic is same with the first meeting about vocabulary from name of the thing in the classroom

- b.** The English teacher asked the student about some of vocabulary
- c.** The English teacher group share, each group of five people The English teacher group share, each group of five people
- d.** The English teacher told the group leader ahead to take as much as the first snake and ladder
- e.** The English give time to memorize the material about vocabulary specially the name of thing in the public with picture in the book and was given five minute
- f.** After that the student have already, the teacher write vocabulary in the whiteboard
- g.** The English teacher explain about snake and ladder game
- h.** The English teacher give example about snake and ladder game
- i.** The English teacher play the game with all studets

### **3.) Post-teaching**

- a.** The English teacher give conclusion about the material

- b. The English teacher invited student to pray together
- c. The English teacher closed by salam, Assalamualaikum  
Wr Wb.

From the step above direct teacher concludes a matter that has been discussed together, so that all groups or all students can understand the material given the teacher. After that the teacher immediately close the lesson by asking students to pray together to close on the second day of the lesson.

Based on the third meeting in learning vocabulary is using the snake and ladder game in teaching vocabulary at the seventh grade of SMPN 3 Sampang. The teacher taught using snake and ladder game was well carried out. So that the material of subject was easier to be understand. The teacher gives explanation about the material well and clearly although some of student are still confused. The teacher has given explanation about the material.

### **1. The Student Response to The Use of Snake and Ladder Game in Teaching Vocabulary at The Seventh Grade of SMPN 3 Sampang**

In this case the researcher will discuss the student response to the use of snake and ladder game in teaching vocabulary at the seventh grade of SMPN 3 Sampang can be known based on the result of observation, documentation and interview, The researcher did the



interview to the English teacher and the student at the seventh grade of SMPN 3 Sampang. And the documentation is teaching learning process with the use of snake and ladder game.

Based on the result of observation interview and documentation that done by the researcher, the student response are very good and active, all student are very happy and interesting when the teacher use snake and ladder game and not fell boring, so that the researcher could conclude that by using this snake and ladder game student fell happy and fell more comfortable with the lesson the teacher will fell happy and will be more enthusiastic to provide new learning materials.

The researcher asked to the student's response when the teacher used "snake and ladder game". The teacher answered it

"The student responses when the teacher used snake and ladder game are very well, not fell boring and interested to join teaching learning process"

Based on the English teacher statement above, the researcher can conclude that the student responses when the teacher use snake and ladder game are very well and the student can active because the student is interested to join teaching learning process. And the researcher can conclude again that if the student fell comfortable with

the strategy or lesson given a teacher, then the teacher should be the spirit of giving a more interesting strategy or provide a lesson that not makes the student bored to understand it.

Out how well "snake and ladder game" encourage the student English vocabulary the teacher said: Snake and ladder game can success, the learning English vocabulary because when the teacher used snake and ladder game the student can memorize vocabulary more easier and not fell boring beside the student can memorize vocabulary more easier.<sup>1</sup>

Based on the teacher statement above the researcher can concluded that snake and ladder can development of memorize the student's vocabulary because the student fun and interested when use snake and ladder game.

The student responses when the researcher asked the student about the feeling when join teaching learning process:

The student said that: I am very happy and not fell boring because the teacher uses game in my class so we can study and memorize the vocabulary easy.<sup>2</sup>

Other student said: The game is very interesting when I join the material in learning vocabulary<sup>3</sup>

Based on research result or response from the student on, as my research in could conclude that every student must have a sense of saturation with every lesson, but the student would feel happy if the teacher gives a material that is easy to understand by student,

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<sup>1</sup> Direct to Mrs. Sukowati, S.Pd at 25<sup>th</sup> March 2020

<sup>2</sup> Direct to Nurmala at 25<sup>th</sup> March 2020

<sup>3</sup> Direct to Septian at 25<sup>th</sup> March 2020

according to the result of research that the student feel happy and easy to understand when giving a material with method that is learning English through vocabulary snake and ladder game where each student with lessons using these game do not feel tired but more comfortable and relaxed so that the student easily memorize vocabulary and understand the materials.

The student responses when the researcher asked to the student's like when used snake and ladder game in teaching learning process:

The student said that: I like when teacher used snake and ladder game because the learning is enjoyable easy to memorize vocabulary and fun, all of my friend in my class happy to study about vocabulary specially the name of the thing in the classroom.<sup>4</sup>

The other student said: I like so much when the teacher use the game to memorize vocabulary because all of student spirit to join the material and memorize easy.

Based on except conducted by researcher with student above. Researcher could take conclusion in which each student will feel comfortable when student get material with the varies ultimately student feel comfortable in learning depend on teacher who taught him and dependent on teacher who provide such materials with the game, student will feel tired and bored when the teacher is delivering the material to convey granted, essentially just read on the material does not think of student, whether these student will easily understand.?

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<sup>4</sup> Direct to Fadia at 25<sup>th</sup> March 2020

Every teacher should have any question or thought so, because with every teacher will feel more concerned with understanding the student or the teacher is not vain in teaching, so every teacher must provide a strategy of varying so that student feel comfortable and can blend with the material being taught teacher, and the student will easily understand the material provide by the teacher.

## **2. The benefit of Teacher Using of Snake and Ladder Game in Teaching Vocabulary at The Seventh Grade of SMPN 3 Sampang**

From the first meeting to the last the researcher found some benefit, firstly the students got a new vocabulary while learning process the use snake and ladder game. Secondly, the students can interaction with their friends used English. And also the student can develop learning materials in the classroom, of course in English lesson. They were more active while learning process when the teacher uses snake and ladder game. In additional when interviewing, the students stated that they felt happy studying with snake and ladder game, beside that they found a new vocabulary.

From the questions of interview, the researcher identified the advantages the use of snake and ladder game in teaching vocabulary. According to all of student interviews they like snakes and ladders game in teaching learning process. They found a new vocabulary. Learning and playing with snake and ladder game were more effective

for teaching vocabulary in English class. On the other hand snake and ladder game could be recommendation for English teacher for teaching vocabulary because snakes and ladders game was not difficult to use.

From the result of student interview, the researcher concluded that snake and ladder game could apply for teaching vocabulary in English class, because a hundred percent of students selected answer “likes when the teacher use snake and ladder game in teaching learning process” different with the teacher do not use snake and ladders game is not more effective.

## **B. Discussion**

In this discussion section, the researcher about the use of snake and ladder game in teaching vocabulary at the seventh grade at SMPN 3 Sampang, the student response to use of snake and ladder game in teaching vocabulary at the seventh grade at SMPN 3 Sampang. and the benefit of teacher using of snake and ladder game in teaching vocabulary at the seventh grade of SMPN 3 Sampang

Vocabulary at the seventh grade students of SMPN 3 Sampang.

1. The Use of Snake and Ladder Game in Teaching Vocabulary at The Seventh Grade of SMPN 3 Sampang.

In teaching learning process of English, a teacher need a game, in the classroom will be fun and interesting than before. There were many books that have been published about a game, there is on game that has been implemented by the English teacher at the seventh grade student in SMPN 3 in teaching learning process of English, especially in vocabulary subject. This game was snake and ladder which explained.

The teacher got the student to write some of the vocabularies and got the student to find new vocabulary related with the picture that they got from the book and teacher. The vocabulary was based on the book which has been prepared previously by the teacher.

The English teacher use snake and ladder game in order that her student can be more active and not feel boring in teaching learning process in the classroom although vocabulary was easier for the student, before the teacher implement how to use the game well by using snake and ladder game in class, then the teacher explained how to use the game by using snake and ladder in the classroom.

The steps taken by the teacher in learning to use this game:

1. Making groups of 3-4 students.
2. After that the teacher gives instrument to each group.

3. Do “hompimpa” to who will be the first player, the second player, so on.
4. The first player can become the main player.
5. If the player lands on the ladder, they must mention the vocabulary related to the public place and it cannot be the same. Likewise, if they land on a snake, they must mention the vocabulary that has been learned in the material. With the teacher while monitoring students while playing.

When in the exercise turned out that student can be finish well then we can take a conclusion that it was a successful teacher giver the lesson because student can quickly and easily understand the material given teacher. Therefore the teacher can be a success if the student can easily understand and can accept the material comfortably and not feel bored, so that the learning process in the process runs smoothly and ended with a comfortable and happy.

The use of snake and ladder game in teaching vocabulary got positive respond. It can make the student fun and interesting in their learning process of vocabulary. The student feel enjoy in following the teaching and learning process.

2. The Student Response to The Use of Snake and Ladder Game in Teaching Vocabulary at The Seventh Grade of SMPN 3 Sampang

The student response to the use of snake and ladder in teaching vocabulary at the seventh grade of SMPN 3 Sampang can be known based on the result of observation, documentation, and interview to the English teacher and the student that is done by the researcher, start from first meeting to two meeting. The student response to the lesson given by the teacher is very good, because the material snake and ladder in memorizing English vocabulary that the student can get more new vocabulary for using such a way that the student will not feel tired and bored, but on the contact.

That the student will feels more comfortable and are interested in following the lesson until finish. If the student was already likes the material provided by the teacher, the student will be easily understand the material, and it will be easier to increase the spirit of learning. If all that was achieved, then we can conclude that these material can already mastered by the student and teacher that we can say has been successful in conveying the material because the teacher can make all student are very happy to follow the game and are interested in joining the learning process with snake and ladder game.

Based on the result of interview that is done by the researcher to the English teacher and the student. The student responses are good and active. The researcher is interviewed to the teacher about the student response are well, all of students like the play snake and ladder



game. When the researcher interviewed to the student said that they can memorize the vocabulary easily, get new knowledge, get new vocabulary, and feel happy join learning processes.

When we can conclude that the learning process can already be said to be a success, why not? Because in the processes of teaching and learning has been feel equally comfortable in it. Examples as the teacher and the student. If between teachers and student has been equally active then the learning process and can we say has been successful with the declare of student as describe above, we as teachers should be fanny but the teacher does not to end in giving a new strategy for the good of their student, but teacher should be spirit large to find a strategy that the student are also more passion to follow the lesson.

1. The benefit of Teacher Using of Snake and Ladder Game in Teaching Vocabulary at The Seventh Grade of SMPN 3 Sampang

The benefit when the teacher use snake and ladder game in teaching learning process on of them the students got a new vocabulary while learning process the use snake and ladder game and the students can interaction with their friends used English. Based on the result of interview, snakes and ladders game could be used as a

game for teaching vocabulary in English class because the students felt happy when learning process.

Every student was asked whether they got problems when learning process with use snake and ladder game. Every student had the same opinion. They did not get problems when they learnt with use snake and ladder game in learning process. They did not get a trouble when learning with the game. According to all of student interviews they like snakes and ladders game in teaching learning process. They found a new vocabulary. Learning and playing with snake and ladder game were more effective for teaching vocabulary in English class.