THE COMBINATION OF SNAKE AND LADDER MEDIA AND SPELLING BEE GAME IN TEACHING ENGLISH VOCABULARY AT EIGHT GRADE IN MUHAMMADIYAH JUNIOR HIGH SCHOOL KABUPATEN SORONG

THESIS

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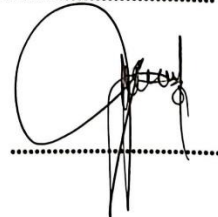
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Tittle : The combination of snake and ladder media and spelling bee game in teaching english vocabulary at eight grade in muhammadiyah junior high school kabupaten sorong.

As a result of this thesis,I declare that the thesis not a work that has been submitted to obtain and academic degreein a University,and in my knowledge there is no literature work that has been written and published by the other researchers,except in the writing referenced in the references.

Sorong, November 14st 2025

My Sincerely

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EXAMINERS RATIFICATION SHEET

MOTTO:

"Cast all your anxiety on Him,because He cares for you". (Kitab 1 Petrus 5 : 7)

Having many dreams means you need to have a lot of courage. You have to be able to step out of your comfort zone. And of course,you need to be brave enough to make decisions. (Leoni, 2025)

DEDICATION

Dedication this thesis is dedicated to :

1. I give thanks to Lord Jesus for his grace and mercy,who always listens to my prayers. Through his grace, i am able to finish writing my thesis.

2. My beloved mother (Ema Moom) and my father (Lewi Fadimpo) who give me love,support,motivation,advices,and everlasting prayer.

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7. My lecturers of English Education Department who guide,advice and support me.

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Sorong, 14 April 2025

The Researcher

Leoni Marlina Fadimpo

ABSTRACT

Leoni Marlina fadimpo/148820321032, 2025.*The Combination Of Snake And Ladder Media And Spelling Bee Game In Teaching English Vocabulary At Eight Grade In Muhammadiyah Junior High School Kabupaten Sorong*. Thesis English Education Department Faculty of Language, Social and Sport, University of Education Muhammadiyah Sorong,April 2025.

This study aimed to determine the effectiveness of the combination of Snakes and Ladders media and Spelling Bee games in learning English vocabulary in class 8A of SMP Muhammadiyah Aimas, Sorong Regency. The study used the one-group pre-test post-test (pre-experiment) method. Data collection was carried out by providing an initial test (pretest) and a final test (posttest) in the form of multiple-choice questions. The study was also included in quantitative research, with a research sample of 23 students in class 8A. The data analysis technique used descriptive statistical data analysis, and the researcher used SPSS version 22 to calculate the research data. The results showed an average pretest score of 76.09, while the posttest score was 83.69. With an n-gain value of 0.31, it means that the use of Snakes and Ladders media with Spelling Bee was effective in increasing students' vocabulary. In addition, the results of the alternative hypothesis test (Ha) showed that Ha was accepted because the n-gain test score was more than 0.3, while the null hypothesis (H0) was rejected. The implications of this study were to increase students' vocabulary and help the development of pronunciation and spelling of English words. Students were expected to learn well, leading to an increase in their vocabulary mastery when the Snakes and Ladders game was combined with a Spelling Bee. The research on combining Snakes and Ladders and Spelling Bee to teach English vocabulary showed that both games increased student engagement, strengthened vocabulary, and boosted confidence. Snakes and Ladders helped with focus, while the Spelling Bee increase spelling and pronunciation. However, the class became noisy due to students' enthusiasm, especially when losing or getting close to winning.

Keywords: Vocabulary, Snakes and ladders media, Spelling bee games.

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CHAPTER I

INTRODUCTION

1.1 Background

Vocabulary was the main capital for a person to be able to compose or create new sentences and also helped master other fields. Vocabulary referred to the total number of words in a language, including those added to a subject or book to expand its meaning. According to Nurgiyantoro (2014), vocabulary was defined as a language's abundance of words. Understanding vocabulary was essential to understanding a text, and vocabulary played a crucial part in language learning for those who were learning a language. Expanding one's vocabulary was one of the most crucial components of learning a foreign language. The primary tool for crafting or coming up with new sentences was one's vocabulary, which also aided in mastering other subjects. For someone to speak and acquire a language, they had to master the vocabulary of the language. The importance of vocabulary lay in students' knowledge of words so that they could develop their language.

According to Hatch and Brown, referenced in Sutresno (2017), vocabulary was the foundation for creating the language needed to communicate. In other words, learning vocabulary should have been prioritized when learning English because vocabulary was essential for language growth. A well-mastered vocabulary allowed one to apply concepts and understand other basic abilities. Junior high school students learned the basics of English so that they could pick up basic words or objects from their environment. Therefore, it was expected that the students could understand simple English used in their daily situations. When students

learned English, vocabulary knowledge was the main prerequisite for the skills they had to acquire because it was the most important skill for them.

Similarly, the definition of vocabulary according to the research of Nurul Vivianti et al. (2023) stated that vocabulary was important in learning English in junior high school. Of course, this could not be separated from the importance of vocabulary because the right vocabulary would affect how students learned to speak, read, listen, and write. Learning vocabulary was important for English learners to become experts in learning the language, especially for those learning English (Pusparini and Ningrum, 2020). Therefore, to communicate with others, students had to understand and pronounce English vocabulary correctly. Realizing this, the researcher decided to examine vocabulary because, according to the researcher, vocabulary was a bridge to connect or help everyone when expressing opinions. Mastering a large vocabulary also helped a person choose the most appropriate term to express a concept or meaning.

Vocabulary was an important element in language activities related to the delivery of ideas, thoughts, information, and opinions by the speaker to the interlocutor (Taringan in Hoerudin, 2023). Vocabulary was certainly a fundamental concept that was crucial to the process of learning the English language. Vocabulary was defined as a collection of words that had meanings or as a group of words that could stand alone and have meanings. As such, vocabulary acquisition was a process that every learner had to fully own. The most crucial aspect of studying at school was developing one's vocabulary, which was necessary for students to do better in speaking activities. Strong vocabulary knowledge increased linguistic

proficiency as well. The importance of vocabulary-based language learning could be attributed to several major factors. First, vocabulary knowledge was connected to teaching sentence structure; second, vocabulary knowledge was connected to words that were frequently used in daily life and third, vocabulary knowledge was connected to teaching sentence structure,(Rachmawati, 2021).

However, it was often found that many students could not speak, or understand the content of reading and writing in English because of a lack of vocabulary or even not knowing what vocabulary they should say and use. Several studies had found that many students left school with minimal English skills. One of them was research by Salam and Nurnisa (2021), which stated that the factors causing the lack of vocabulary were, according to the results of their research, difficulties in vocabulary, such as pronunciation, spelling, memorizing long syllables, and understanding the meaning of words. This also made them unable to listen properly to what was conveyed or said by native speakers or other speakers who used English, even by their teachers, who conveyed information, instructions, or lessons in class.

The problem of English vocabulary was cited from a study by Salawazo et al. (2020) entitled 'Analysis of Students' Vocabulary in Vocabulary Learning.' This study analyzed students' vocabulary in learning English at SMP Swasta Yayasan Pangeran Antasari, Medan, during the 2018/2019 school year. The results revealed that students' difficulties or problems in vocabulary in learning English were related to difficulties in pronouncing words. Grammatical forms were also another cause of difficulty, where students found it difficult to identify written and spoken forms

because they were different in the English language system. Other results showed that students easily forgot the vocabulary they had just learned.

Based on the observation of the situation at SMP Muhammadiyah Aimas, Sorong Regency, specifically in class VIIIA, there were several obstacles in the vocabulary learning process. In the first stage, the vocabulary learning process taught by the teacher was still lecture-based. The teacher did not use interactive media that would engage students' activeness during the learning process. The teacher only gave assignments to do without explaining them to the students. The teacher used the same method in each class to teach vocabulary. Students were also still not good at pronouncing words or sentences in English. What often happened was the habit of students still frequently playing during the teaching and learning process, which made them not focus on the material delivered by the teacher. This happened every time they learned English subjects. Secondly, students became bored and lost interest in the vocabulary learning process due to the learning method used by the teacher. This caused students' lack of mastery of English vocabulary and English subjects in general. In addition, based on the results of student interviews, most students also revealed that they were not interested in learning English because they considered the subject difficult to follow.

To solve the difficulties faced by junior high school students in class VIIIA above, the researcher decided to use a media for learning English. The media used was a snakes and ladders game combined with a spelling bee game. The snakes and ladders game was a media that was often played by children using dice to determine how many square steps had to be taken from start to finish in order to win. The

board used was a square image and contained images of snakes and ladders (Imaliyah, 2018). It was hoped that the existence of snakes and ladders media, combined with English learning materials, would make it easier for students to learn in a fun atmosphere, such as learning while playing, so that it could increase students' interest in studying English materials (Widowati, 2014). The snakes and ladders media was a learning media developed based on traditional games, and it was adjusted to the characteristics of students in order to achieve learning objectives as an introduction to information for students. The snakes and ladders media was designed to use alphabets so that it could provide knowledge and experience to students, as well as practice pronunciation and help students take responsibility for solving spelling challenges on this teaching media.

The Spelling Bee Game was a game with rules where the player had to speak the words or mention the letter of the word. The Spelling Bee Game was an oral competition that was usually done in high school (Rizqyah Ananda Bagustian, 2022). Spelling Bee was one of the interesting games to teach vocabulary and spelling that could help students learn vocabulary, especially noun vocabulary. Spelling Bee could be used as an alternative activity in teaching vocabulary.

The snakes and ladders media with the spelling bee game was an interesting media and game for teaching English vocabulary because it allowed students to learn while playing. The combination of snakes and ladders media and spelling bees was a game tool or media that created an interactive experience by adding letters to the snakes and ladders design on each manila paper as well as spelling challenges. Students played on the snakes and ladders board and had to spell the words given

by the researcher if they stopped at certain boxes, so that students' mastery of vocabulary and pronunciation increased. In this way, students not only competed to reach the finish line, but also increased their language skills, pronunciation of words and sentences, and of course, increased their English vocabulary through playing.

However, as we all knew, the snakes and ladders media with the spelling bee was familiar. And of course, there had been many researchers who had examined the two media. The first research was conducted by Khomsin and Rahimmatussalisa (2021) with the title "The Effectiveness of Snakes and Ladders Media to Improve the Ability to Recognize English Vocabulary in Early Childhood." The results showed that the Snakes and Ladders game media had been effective in improving the ability to recognize English vocabulary in early childhood. The second research was conducted by Pipit Rantika (2019) with the title "Improving Students' Vocabulary Mastery through Spelling Bee." The results showed a significant increase in English learning outcomes in grade seven. This was indicated by the average test results given in the cycle increasing. The difference between the previous research and the current research was that the current researcher used both media in teaching vocabulary to students. Because, according to the researcher, the combination of two media could more effectively increase vocabulary, as well as affect the pronunciation of students' words in English.

Based on the explanation above, the researcher became more interested in conducting this research at SMP Muhammadiyah Aimas, Sorong Regency, with the title "The Combination of Snakes and Ladders Media with Spelling Bee in Teaching English Vocabulary at Eighth Grade in Muhammadiyah Junior High School,

Sorong Regency." The combination of the one media and one game made students interact more in the classroom and helped eliminate their boredom during the learning process, so that it affected the improvement of students' vocabulary.

1.2 Formulation of The Problem

Based on the background of the problem above, the problem formulation in this research was: :

"The combination of the snakes and ladders media and spelling bee game effective in teaching English vocabulary in class VIIIA SMP Muhammadiyah Aimas, Sorong Regency?"

1.3 Objective of The Research

The purpose of this research was to determine whether or not the combination of the snakes and ladders media and spelling bee game was effective in teaching English vocabulary in class VIIIA SMP Muhammadiyah Aimas, Sorong Regency.

1.4 Hypothesis of The Research

Hypothesis of the research as follows :

1.4.1 Null Hypothesis (Ho) : The combination of the Snakes and Ladders media and spelling bee game was not effective in improving the vocabulary of students in class VIIIA of SMP Muhammadiyah Aimas, Sorong Regency.

1.4.2 Alternative Hypothesis (Ha) : The combination of the Snakes and Ladders media and spelling bee game was effective in improving the vocabulary of students in VIIIA of SMP Muhammadiyah Aimas, Sorong Regency.

1.5 Significance of The Research

The research results are expected to be useful for english teachers, students, and other researchers:

1.5.1 For English Teachers

The researcher hoped that the results of this study could enrich teachers' media in teaching English vocabulary.

1.5.2 For Students

The results of this study could improve their vocabulary by using the snakes and ladders media with the combination of the spelling bee game.

1.5.3 For Other Researchers

Who were interested in studying related to this research in order to obtain further information from this research to conduct further studies.

1.6 Operational Defenition

1.6.1 Snakes and Ladders Media with Spelling Bee

Snake and Ladder with Spelling Bee game was an interactive learning strategy that blended game aspects with pronunciation and spelling activities for teaching English vocabulary. In this media or game, students played Snake and Ladders while completing vocabulary or spelling problems in English. Each time a student arrived on a square, they had to spell the word or answer a vocabulary-related question. If successful, they continued the game; if incorrect, they faced penalties such as returning to the previous box.

1.6.2 Vocabulary

Vocabulary was words that could stand alone and have meaning or a set of words that had known meanings. Noun vocabulary was a word that showed the name of a place, the name of a person, an idea, and of course, the name of an object. However, in this research, the researcher focused on examining the noun vocabulary around students, such as "things in the classroom, things in the living room, things in the kitchen, and also animals."

CHAPTER II

LITERATURE REVIEW

2.1   Vocabulary

2.1.1 Definition of Vocabulary

Vocabulary was a collection of words that belonged to a language and provided meaning when used. Vocabulary played a very important role in language use because of its direct contribution and influence. Learning vocabulary was the first step to learning a second language. The statement was supported by Rohman (2016), who stated that vocabulary was a collection of words that had meaning and was an important component in learning a language. We used vocabulary to explain ideas, feelings, motivations, and information to others clearly and allowed us to use language.

According to Hebert and Kamil, quoted in Rohmatillah (2014), vocabulary was knowledge of the meaning of words. So, vocabulary was a collection of several words that had meaning and were not only used for speaking but also for writing. The definition of WTY, quoted in Handalas (2019), stated that vocabulary was the number of all words in a language, namely words that were owned, known, and used by someone in listening, speaking, reading, and writing. Jack and Richard (2018) said that vocabulary was a collection of words known by individuals. Vocabulary was a major part of dialect ability and provided many premises for how students listened, spoke, read, and wrote.

Thus, it could be said that vocabulary development had more meaning than the addition of new words. Writing ability was greatly increased by one's vocabulary. Having a large vocabulary was important in the learning process. It

could help students to express, develop, and explain ideas in written language. In using English, a person needed to have a large vocabulary so that it was easy to explain their thoughts in communication. According to Juhendi (in Apriandari, 2019), in his research, he said that vocabulary was an important aspect of language because it was present in every language ability, which included listening, speaking, reading, and writing. Many people realized that their vocabulary was very limited, so they had difficulty in conveying their ideas. To make it easier for children to learn language, it was necessary to understand vocabulary, which was an important part of the learning process of a language. Therefore, it was important for someone to master and continue to increased their language skills (Ulfah et al., 2019).

According to Rusmidah (2013), it was argued that vocabulary teaching played an important role in learning English, which was directed at developing language skills so that students could communicate and discourse in English properly. For this reason, it was necessary to master an adequate amount of vocabulary. Vocabulary mastery was the most basic thing that students had to master in learning English, which was the second language for all students and Indonesian people. According to Fitriyani (Fitriyani & Nulanda, 2017), it was said that vocabulary was 1) language components that contained information about the meaning and use of words in language, 2) the wealth of words owned by a speaker, writer, or language, and 3) a list of words organized like a dictionary but with short and practical explanations. Without having an adequate vocabulary, a student would have difficulty in achieving language competence as expected. The amount of vocabulary mastered by a person, the wider the range of knowledge.

Based on the above definitions and explanations, vocabulary could be considered as words and their meanings that were taught and known by individuals and could be used to facilitate foreign language learning because it was claimed that it could be easily translated from one language to another. Vocabulary played an important role in making students understand English, especially in determining what they wrote in their writing summaries. This was the basic knowledge that students had to have first before mastering English. Vocabulary was one of the most important aspects in learning English as the foundation of speaking, reading, and writing.

2.1.2 Vocabulary Class

According to Ramlan (2015), there were several classes in vocabulary as follows::

1) Nouns

Nouns were words that functioned to name objects and people, either concrete concepts or abstract concepts. Nouns also functioned as subjects, objects, or complements in clauses or as parents, limiters, or pivots in phrases.

2) Verbs

Verbs were words that functioned to show action or process. Verbs were an important part of a sentence that provided information about the action or state of an object. Verbs helped structure a sentence so that it had a clear and complete meaning.

3) Adjectives

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Adjectives were words that gave properties or qualities to nouns. They changed and added to the meaning of an object. They described the quantity, sufficiency, order, quality, or emphasis of a word. For example, tall, beautiful, and big.

4) Adverbs

An adverb was a word that provided information or additional information to a verb, adjective, or an entire sentence. Adverbs could be used to explain manner, degree, place, and time.

5) Pronouns

A pronoun was a word used to replace a noun, person, or place in a sentence. Pronouns served to avoid repetition of words in sentences so that sentences became more effective and varied.

6) Connective words

A conjunction was a word that connected two words, phrases, clauses, or sentences. For example, and, but, and or.

In this research, the researcher focused on the noun vocabulary class. The researcher used nouns to teach because it applied fun learning media, namely the Snakes and Ladders game with the combination of Spelling Bee. The use of nouns was more suitable for students, and nouns were words that were often encountered in the surrounding environment and used in English learning.

2.1.3 Nouns

A noun was a type of word in the English language that was used to refer to any object, whether inanimate or animate. In a broader understanding, nouns could

refer to anything that could be seen, touched, or felt. According to David Crystal (2015) in his book The Cambridge Encyclopedia of the Language, nouns were defined as a category of words that were usually used to refer to entities such as people, places, things, or concepts. Nouns had an important role in sentences because they functioned as the subject or object of a sentence. In line with Alwi et al. (2018), it was stated that noun vocabulary had an important role in language structure because it filled the subject, object, or complement in the sentence, and usually did not have an action aspect. In addition, nouns could also be followed by adjectives or adverbs to provide additional information about the objects mentioned.

According to Hartanto (2020), mastery of noun vocabulary played an important role in developing students' literacy skills. The more nouns that were mastered, the greater the ability of students to understand and produce texts, both for academic purposes and everyday life, as the words we often said in everyday life were nouns. Nouns could be classified into two parts, namely concrete nouns that referred to things that could be recognized by the senses, while abstract nouns referred to things that could only be recognized by the mind; one example was feelings.

Noun vocabulary was the foundation of language learning. By understanding and mastering noun vocabulary, students could identify and name objects around them in both concrete and abstract forms. This helped in building a strong foundation in communication. According to Slamet Riyadi (2020), learning noun vocabulary helped students develop basic communication skills. By

recognizing and mastering the names of objects around them, students would find it easier to construct appropriate sentences and express thoughts clearly, both orally and in writing. Overall, learning noun vocabulary provided many benefits for students' intellectual development, language skills, and thinking skills, both inside and outside the academic context. In this research, the researcher focused on examining the vocabulary of objects, both abstract and concrete, with countable and uncountable noun types.

2.1. 4 Types of Nouns

"Based on the type of noun, nouns were divided into two, namely concrete nouns and abstract nouns. This was supported by the statement of Mujahidah, et al., 2020, which stated as follows:

According to its form, nouns could be categorized into 2 (two) kinds as well, namely:

a) Concrete Nouns (tangible nouns) were nouns that showed the name of objects, anything that had certain properties that could be seen, touched, held, and felt by the five senses. Concrete Nouns (tangible nouns) could be divided into 4 (four) kinds, namely :

b) Proper Nouns (proper nouns) were nouns that showed the names of people, countries, cities, days, months, schools, companies, and other place names. Proper Nouns were always written with a capital letter at the beginning of each word because the word proper came from the Latin word Propritus, which meant belonging to someone or something. In addition, Proper Nouns in their usage could not be accompanied by the articles The, A, and An. For example, Lidya

(person's name); Indonesia (country name); Gaja Mada University (school name); Jakarta (city name); Cocacola (company name); Friday (day name); and so on..

c) Common Nouns were nouns that indicated a general object or other objects that were indeterminate and often encountered in our daily lives. For example, book, teacher, village, country, car, girl, and so on."

d) Collective Nouns (Group Nouns) were nouns that indicated a certain collection or group of objects that constituted a unit or had a compound meaning. For example, a group of animals, a team, a group of students, people, a committee, and a group of warships. Collective Nouns could be people, animals, and things. Some specific words were usually or always used to make collective nouns

e) Countable nouns were nouns that showed the names of objects or people whose numbers could be counted. For example, family, team, car, book, and so on

f) Uncountable nouns were nouns that showed the names of objects that could not be counted by numbers. If calculating them required measures, scales, meters, sizes, and so on. Examples included coffee, food, milk, oil, rice, ink, sugar, and so on.

The differences between countable and uncountable nouns included; first, countable nouns were a collection of nouns that could be counted, while uncountable nouns were a collection of objects that could not be counted. Second, countable nouns did not need to use media to be counted, while uncountable nouns had to use media. Thirdly, each countable noun could be singular or plural, while uncountable nouns could not. Finally, if singular in countable nouns, the suffix 's'

or 'es' was not added, but if plural, the suffix 's' or 'es' was added, while in uncountable nouns there was no addition.

g)   Material Nouns were nouns that denoted raw materials or nouns that came from mining and other raw materials. These nouns usually could not be counted (uncountable nouns), but could only be touched, measured, or weighed. For example, gold, stone, water, sand, silver, oil, wood, paper, iron, sugar, paint, and so on.

h)   Abstract Nouns (intangible nouns) were intangible nouns that could not be seen and could not be felt by the five senses. In general, abstract nouns consisted of verbs that could not be counted (uncountable nouns). For example, love, knowledge, hate, friendship, pleasure, wisdom, honesty, and so on.

According to their number, nouns were classified into 2 types, namely:

1)   Singular nouns (singular nouns) were nouns that showed that the object was single or not more than one. If the noun was singular, then the article 'a, an, or the' or the word 'one' had to be used in the sentence.

2)   Plural nouns were nouns that showed that the object was plural (many) or more than one.

2.2   Snake and Ladder With Spelling Bee

2.2.1 Snake and Ladder

Media was a message container from the source that would be forwarded to the target. The message conveyed could be in the form of a material, instructional message, and the goals that the sender wanted to achieve (Darmawan, 2020).

Learning media was a tool in the form of physical or non-physical aids that were deliberately used as an intermediary between educators and students in understanding learning material to make it more effective and efficient. This way, learning material was more quickly accepted by students as a whole and attracted students' interest in further learning. According to Azhar, learning media was a tool or learning resource in the form of instructional material in the student environment in the learning process so that it could stimulate students to learn (Audie, 2019).

Snakes and ladders was one of the media that could be used by a teacher or educational practitioner to introduce new vocabulary to foreign language learners, especially to young learners. Snakes and ladders media could be used to teach and learn English vocabulary for a variety of topics. Snakes and Ladders was a media played by two or more people using dice and pieces. The media was characterized by pictures of snakes and ladders in boxes on the game board. In line with this explanation, according to Suci Handayani (2016), this media was a fun media, which was played by two or more people. The game board was divided into small squares and some of the squares were depicted with a number of "ladders" and "snakes" that connected them to other squares. This media actually used three pieces of equipment, namely dice, pawns, and snakes and ladders boards. The benefits of the snakes and ladders media could help children develop basic English skills. This media could also help students recognize social values, such as self-recognition, emotional recognition, empathy, sharing, patience, and discipline.

According to Anjelina Wati (2021), Snakes and ladders media was a learning media developed based on the traditional game snakes and ladders, adapted to the

characteristics of students with the aim of achieving learning objectives as a medium of information that would be conveyed to students. Rifki Afandi (2015) stated that using snakes and ladders learning media could increase student learning outcomes by 45%. This showed that the snakes and ladders learning media had an influence on students' understanding. Rahina (2017) also stated that the snakes and ladders learning media was an effective medium for increasing students' absorption and understanding in learning. The Snakes and ladders media was in the form of two-dimensional or printed media, which was designed in the form of square plots with start and finish plots. So, whoever reached the finish plot first, then they were the winner in the game. Not only that, the snakes and ladders designs, of course, usually included snakes and ladders (Yuliana, 2018).

In this snakes and ladders media, if the player's miniature stopped and was on a plot with a snake, then the miniature had to go down following the snake's path. Then, if the miniature player stopped and was on a plot that had stairs, then the miniature player could go up to the next plot according to the flow of the stairs or the number of dice numbers that were obtained. Meanwhile, if the player's miniature stopped and was on a plot where the object vocabulary was written, then the player or student had to say and spell the vocabulary.

According to Selly Anggun Dilla Puspita (2023), the benefits of snakes and ladders games in learning were that they could train students' cognitive skills when adding up the numbers on the dice that came out, provide or transfer knowledge to students through the process of learning while playing, and stimulate the development of thinking, creativity, and language, so that it could foster good

attitudes, mentality, and morals. Because, in the snakes and ladders game, players or students had to patiently queue for their turn to play and were taught to have a humble attitude if they won and accept if they lost.

2.2.2 Spelling Bee

Every student's favorite activity was playing games; there were lots of them, especially for increasing English. One game to help with English language proficiency was the spelling bee game. The spelling bee game involved mentioning the English word's letter (Secretariat, 2020). Making a spelling bee game to teach English could be done in a variety of ways. In addition to stating the letter, the spelling bee game required the word to be pronounced correctly. This allowed the youngster to have impeccable pronunciation knowledge.

Kavaliauskiene said that using games would give something special to both students and teachers. In playing games, students could assess themselves in learning vocabulary, and teachers could assess students in the learning process. The spelling bee game was also a method of student learning, so it helped enrich vocabulary (A. P. Sari et al., 2018). Spelling Bee games were typically utilized by junior or senior high school students who needed to learn how to spell difficult words. The spelling bee game had multiple levels, ranging from beginner to difficult. We utilized the easy level for students because they had limited vocabulary. Students who wanted to use spelling bees as a learning tool for English had to first master the phonemes and alphabet before they could mention a word's letter. They also needed to pronounce it after that. The pupil then needed to commit the term that the teacher had provided to memory.

Since Webster's passing in 1843, the Spelling Bee Game had grown in popularity (Mayasari & Mardi, 2019). According to Kichura, this was a fun game, especially when picking up new words. In this situation, students felt obligated to demonstrate their understanding of the terminology, particularly the noun vocabulary. Playing spelling bee games also helped kids learn vocabulary and pronounce words correctly. Some steps had to be followed in teaching using the spelling bee game, namely applying the spelling bee game. There were five steps to apply the spelling bee game in vocabulary learning, which were (Aniza et al., 2022) :

1.	Students had to be prepared and had to not be afraid

2.	Students had to spell the word themselves without the help of others

3.	If the answer was correct, then the student could continue the game. If it was wrong, then the student was eliminated

4.	Students could not repeat or change answers

5.	The teacher had to determine whether the student's answer was correct or not.

According to Aniza, the disadvantages of learning vocabulary using the spelling bee game were that students would be more active and the class would be noisy. Second, the teacher could not explain more about the learning material because students were too focused on the game.

## 2.2.3	The procedur of teaching using snakes and ladders media with the spelling bee game combination

The teaching step of the combination snakes and ladders media and spelling bee by researchers, was as follows:

Preparation:

1. The researcher prepared a standard snakes and ladders board with numbered boxes, and snakes and ladders with vocabulary design in it

2. Used standard dice to determine the number of steps to be taken

3. There were a minimum of 2 players, or a maximum according to students' needs

4. Assessment (optional) was an assessment where the task was to make sure each spelling bee answer was correct or incorrect

Steps to play:

1. The researcher showed the Snakes and Ladders media with an alphabet design and explained to the students how to use the Snakes and Ladders media with the combination of the spelling bee in the learning process.

2. Before playing, students were divided into several groups and took sequence numbers to play.

3. Each player puts a pawn or dice in the initial box.

4. Students rolled the dice first to start, and moved according to the number of dice faces that appeared

5. Each student had to say the vocabulary first when the dice stopped on one of the squares, after which the student had to spell the vocabulary of the object

6. If the student landed on a square with a ladder, they could only go up the ladder if they answered the word from the spelling bee correctly.

7. If they landed on the head of the snake, they could only avoid going down if they got the word right. If they got it wrong, they would go down as usual

8. If Correct: The student stayed in the position they were in

9. If False:Students had to move back to the previous boxes

10. The first student to reach the last square (usually square 100) by spelling the last word correctly won

2.3   Previous Study

The first research was conducted by Khomsin Rahimmatussalisa (2021) with the title 'The Effectiveness of Snakes and Ladders Game Media to Improve the Ability to Recognize English Vocabulary in Early Childhood.' This study used an experimental method with a one-group pretest-posttest design. Data analysis techniques used the Paired Sample t-test. The results showed that the snakes and ladders game was effective in increasing the ability to recognize English vocabulary in early childhood. These results were evidenced by a very significant difference (P-value = 0.000 < 0.05) in the ability to recognize English vocabulary in the subjects before and after being treated through snakes and ladders.

The second research was conducted by Debi Septiani et al. (2023), with the title 'The Effect of Snakes and Ladders Learning Media on Elementary School Students' Mastery of English Vocabulary.' This study used the type of Quasi Experimental with a research design of Nonequivalent Control Group design. The results of this study showed that students in the experimental class who used snakes and ladders learning media had better results in mastering English vocabulary compared to control class students who received conventional learning. The results

of the N-Gain score showed that the score in the experimental class (0.4038) was higher than the control class score (0.2250).

The following was related to Spelling Bee research conducted by Nurul Vivianti et al. (2023) with the title 'The Effect of Using Spelling Bee Games on Vocabulary Mastery.' The results of the study or independent sample T-test on the pre and post data analyzed showed a significance value of 0.000, which was greater than the significance level (α) used, 0.05. Because to be able to say that significance must be > 0.05, it could be concluded that there was a significant difference in pre-test and post-test scores between the experimental group and the control group. The spelling bee game had an impact on vocabulary growth. Since vocabulary could be best described as the terms learned in a language, teaching vocabulary obviously required more than just introducing new words.

Similarly, all the studies used snakes and ladders and spelling bee media in teaching English vocabulary for elementary and junior high school students. The difference was that this study combined the two media and one game, namely snakes and ladders learning media with spelling bee, in teaching English vocabulary for students of class VIII A. In other words, the difference lay in the combination between the two media.

2.4 Conceptual Framework

In this study, the researchers wanted to know the impact of combining snakes and ladders media with spelling bee in improving the English vocabulary of students in class VIII A at SMP Muhammadiyah Aimas. The conceptual framework underlying this study was given in the following figure:

```
┌─────────────────────────────────────┐
│       Pre Experimental Class        │
└─────────────────────────────────────┘
                  │
                  ▼
        ┌───────────────────┐
        │     Pre-test      │
        └───────────────────┘
                  │
                  ▼
┌───────────────────────────────────────────┐
│                 Treatment                  │
│  Teaching English by using snakes and      │
│  ladders media                             │
│  with a combination of spelling bee game   │
└───────────────────────────────────────────┘
                  │
                  ▼
        ┌───────────────────┐
        │     Post-test     │
        └───────────────────┘
                  │
                  ▼
┌───────────────────────────────────────────┐
│  The effectiveness of snakes and ladders   │
│  media with spelling bee combination in    │
│  teaching vocabulary for class VIIIA       │
│  students                                  │
└───────────────────────────────────────────┘
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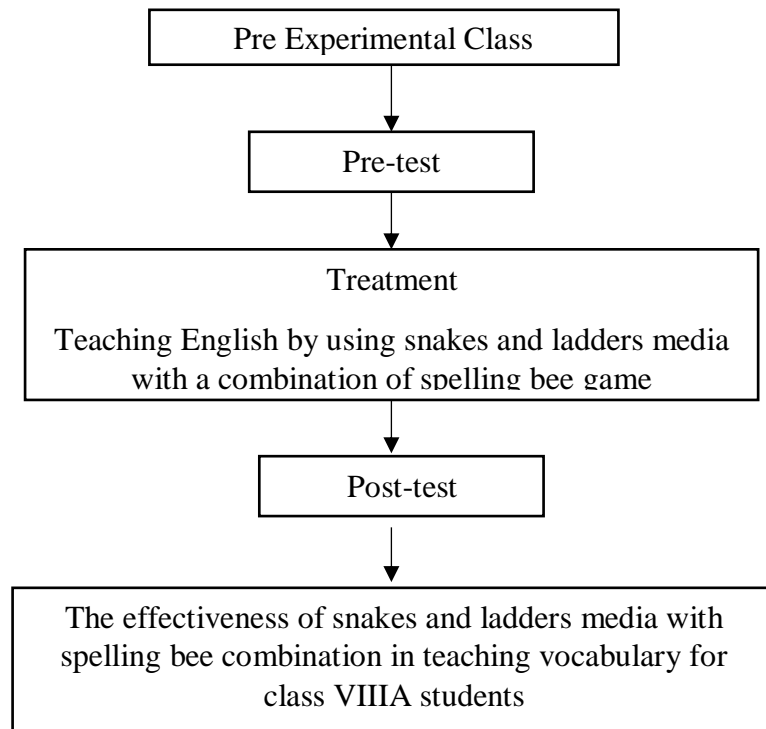
Figure 2. 1   Conceptual Framework

This research aimed to increase the vocabulary and pronunciation of words in English in class VIII A students because they still had a problem, which was a lack of vocabulary, mastery of vocabulary, and pronunciation of words or sentences in English that were still not fluent. Therefore, the researchers conducted research in the Pre-Experiment class VIII A. The researchers used a collection method in the form of pre-test and post-test. By combining these two media and one game in teaching English vocabulary, they sought to find out whether the method had an increase or not. If this method had an increase, it would be a good method for teachers and students in learning vocabulary. In the implementation of the

25

treatment, the researcher acted as a teacher in a game of snakes and ladders with a spelling bee. The following were the treatment steps in the Pre-experimental class:

a.   First,the teacher explain about the material of noun vocabulary and various types of noun vocabulary to students.

b.   After explaining the material, the teacher explain about the snakes and ladders game with spelling bee to the students.

c.   The teacher divides the students into six teams.

d. Each team consisted of 4 students in one team, and there were also teams that consisted of 3 students in one team

e. This game was played by four people, and there were also 3 people.

f. Secondly, the rules of the game: each student had to roll the dice first and start playing at the Start post.

g.   Students played according to the steps of the dice they got, and when they stopped at a certain box, students had to spell the noun vocabulary given by the teacher.

h.   If the student spelled correctly, they would get one point, but if there was an error in the spelling process, the student was deducted the previous point.

i. After finishing playing the game, the teacher invited the students to re-spell the vocabulary together, so that they remained fluent in pronouncing the vocabulary and, of course, always remembered it.

BAB III

RESEARCH METHODOLOGY

The researcher outlined the research methodology in that chapter. It included the population and sample, research design, research variable, research setting, data collection method, research equipment, and data analysis method.

3.1 Research Design

In this research, the researcher used a pre-experimental design. Pre-experimental design is a research method that assesses the impact of a researcher's intervention on students before the actual experiment. The pre-experimental research design was a basic type. Pre-experimental involved observing one or more groups after a treatment that was expected to produce changes. Pre-test and post-test were two types of pre-experimental design. Therefore, to ensure students' vocabulary, the researcher gave an initial pre-test in front of the class. Next, the researcher used the combination of snake and ladder media with the spelling bee game in providing treatment to students. At last, students completed a post-test. The researcher gave a post-test to find out the effect of playing the combination of snake and ladder media with a spelling bee game on their vocabulary.

Table 3. 1   One Group Pretest-Posttest Design

Pretest	Treatment	Posttest
Y1	X	Y2

Where :

Y$_1$: pre-test

X : Treatment

Y$_2$: post-test

3.2 Research Variables

There are two variables in this research, which were the independent variables and dependent variables. Both variables were identified in this study as follows :

a. The independent variable was a variable that depended on or was the result of an antecedent variable, which was called an independent variable. The treatment variable needed to be one independent variable. The experimental manipulation or treatment was administered to one or more groups. The experimental manipulation or treatment was one of the two independent variables in this study. The combination of snakes and ladders media with a spelling bee was the independent variable in this study.

b. The dependent variable was a response or criterion variable that was assumed to be influenced or caused by the state of the independent treatment as well as other independent factors. The vocabulary of eighth grade A students was the dependent variable in this study.

3.3 Setting of The Research

a. Location of this research

The research will conducted at SMP Muhammadiyah Sorong Regency.

b. Time of the research

This research was conducted, starting from 17 february 2025, until 26 february 26 2025

3.4 Population and Sample Research

The research needs to decide the population to collect the data for this research.

a. Population

The population of this research was 8th grade students of SMP Muhammadiyah Aimas Sorong Regency 46 students.

Table 3. 2 Students Population

Level Class	Gender		Amount of Students
	Male	**Female**	
VIII A	9	14	**23**
VIII B	11	12	**23**
Total	**20**	**26**	**46**

b. Sample

The sample data collection technique in this study was purposive sampling. Purposive sampling was sampling with certain considerations, as described by Sugiyono (2016). The researcher took class VIII A as a sample, totaling 23 students, because the vocabulary of students in the class was still lacking, and the use of learning media was still minimal. This made the researcher interested in conducting the research in this class.

3.5   Research Instrument

Research instruments played an important role in the study. According to Sugiyono (2017), research instruments were used as data collection tools, and the instruments commonly used in research were a list of questions asked and given to each respondent who became the research sample during observation. The type of test used was a vocabulary test consisting of a pre-test and post-test. The final test was meant to measure vocabulary after being treated with the combination of snakes and ladders media with a spelling bee. In this research, the researcher used a vocabulary test consisting of 20 items, with the test type being multiple choice and focusing on nouns.

3.6   Technique of Collecting Data

In this research, the researcher collected the data in:

3.6.1 Pre-test

Before giving some information and an explanation of the snake and ladder media with a spelling bee, the researcher gave a pretest consisting of 20 items to the students to assess their previous knowledge of noun vocabulary at the first meeting.

3.6.2 Post-test

A post-test was a test that was given after the learning process was over, as an assessment of the last meeting. This test aimed to measure the impact of the snake and ladder media with a spelling bee in teaching vocabulary. The researcher received a vocabulary test at this step. The researcher gave a post-test consisting of 20 items at the last meeting.

3.7 Technique of Data Analysis

In testing the students' vocabulary, the researcher used a test that consisted of 20 multiple-choice items. The scoring used the formula following the table below:

Table 3. 3   Test Scoring Rubric

Test item	Scoring rule		Amount
	True	False	
Multiple Choice	1	0	20

Guideline assessment: Maximum score = 20

$$\text{Student's score: } \frac{\text{Total score}}{\text{Maximum score}} x100$$

Table 3. 4   Classifications Scoring of Vocabulary Rubric

No	Classification	Range
1	Very Good	90-100
2	Good	70-89
3	Fair	50-69
4	Poor	30-49
5	Very Poor	10-29

Source: According to brown cited in Intan Alfi (2015)

1. Mean

The mean score was the median of the scores. According to Nuryadi, S.Pd., Si., M.Pd. et al. (2017), the average or mean is a lay concept regarding average, representing the center of gravity of a set of data or observations and is sensitive to extreme values. The mean was also used, especially when other statistical techniques, such as hypothesis testing, were carried out on the data. The pre-test and post-test findings were also used to calculate the results. The researcher determined the mean score using the formula below.

$$M = \frac{\Sigma X}{N}$$

Where :

M = Mean of students score

ΣX = Scores for all students combined

N   = Number of students overall

2. N-Gain Test

The N-Gain score test was used to evaluate the effectiveness of a lesson that used pair and group work to improve students' vocabulary mastery. A normalized gain (N-Gain) test was performed to determine whether the cognitive learning outcomes of students had improved following treatment. This increase was determined by comparing the students' pre-test and post-test scores. In line with the explanation above, Dr. Sukarelawa, M.Pd. et al. (2024) stated that the N-Gain Test

was a method commonly used to measure the effectiveness of learning or intervention in improving student learning outcomes. This method provided a strong basis for evaluating the extent to which a learning program had contributed to students' understanding. The N-Gain test was carried out with the help of IBM SPSS 22 software. While the maximum gain score was the score obtained by the student with the highest possible gain score, the actual gain score was the score that the student actually achieved. The following is the formula for the normalized gain score (N-Gain) calculation:

$$N - Gain = \frac{score\ posttest - score\ pretest}{Score\ max - score\ pretest} x100$$

Where :

n-gain : score gain

s post   : post-test mean score

s pre   : pre-test mean score

s max   : maximum test score

Once the N-gain score was known, the results could be analyzed using the N-gain index's interpretation category. According to Hake (1999), the N-gain value is classifield as follows:

Table 3. 5   N-Gain Index Interpretation

N- gain Score	Interpreatation
>0,7	High improvement
0,3 – 0,7	Moderate improvement
<0,3	Low improvement

3. **Hypothesis Testing**

The hypothesis testing is follow :

a. If the n-gain score was greater than 0.3, H0 was rejected, meaning that the combination of snakes and ladders media and spelling bee games was effective in increasing students' vocabulary.

b. If the N-gain score was less than or equal to 0.3, H0 was accepted, which meant that the combination of snakes and ladders and spelling bee media had no influence whatsoever in improving students' vocabulary.

CHAPTER IV

FINDINGS AND DISCUSSION

4.1 Findings

This research started from February 17 to February 26. This analysis provides a thorough description of the percentage of pre-test and post-test, Mean, hypothesis test and N-gain test (Normalized Gain) on pre-test and post-test. In this research, six meetings were conducted. The researcher gave a pre-test at the first meeting to find out the value of students before being given treatment, and the last meeting gave a post-test to see the value after being given treatment.

In the second meeting, the researcher conducted the treatment by teaching vocabulary using snakes and ladders media with spelling bee game. However, before starting the learning activities, the researcher asked how the students were doing and checked the presence of students in the class to ensure that all students or samples used were present. When the learning started, the researcher asked the students about the meaning of vocabulary and nouns. After that, the researcher explained in general the meaning of vocabulary and nouns. The researcher wrote the alphabet A until Z on the board, and told the students to spell their names in order, so that they would not be stiff or nervous in spelling the vocabulary given later in each meeting by the researcher. The nouns taught are things in the classroom, such as table, chair, bag and others. Then, the researcher wrote some vocabulary on the board, so that researchers and students together spelled the vocabulary. After finishing the material, the researcher introduced snakes and ladders media to students and explained the steps of playing because the way to play is different from snakes and ladders in general. The researcher divided the

students into six groups, each member consisting of 3 or 4 students. To ensure that all students understood, the researcher gave questions randomly and told students to re-spell the vocabulary and told students to interpret the vocabulary into Indonesian, in order to increase students' vocabulary and of course they were easy to remember.

In the third meeting, the researcher taught using the same method as the previous one by teaching different noun vocabulary from before, namely animal noun vocabulary, and using the media of snakes and ladders and spelling bee game in teaching. Then, to ensure that all students understood, the researcher asked random questions to the students, and the researcher also invited the students to re-spell the vocabulary together.

In the fourth meeting, the researcher continued to teach the same method as the previous meeting, namely noun vocabulary, more precisely things in the kitchen, such as cooking utensils, spatula, knife, spoon, fork and others. By using snakes and ladders media and spelling bee games. And to make sure all students have understood the material, the researcher asks random questions and invites students together to spell vocabulary related to the material. In order to strengthen and increased their vocabulary of noun vocabulary.

In the fifth meeting, the researcher still used the same teaching method as the previous meeting, namely teaching about Things in the living room, such as sofa, painting, mirror, vase and others. By using snake and ladders media and spelling bee games. To reconfirm students' understanding of the material, the

researcher asked random questions and invited students to spell the vocabulary of the objects together.

4.1.1 The result of Experimental Class

The table formula to classification of frequency and presentage score of pre-test and post-test in experimental class (VIIIA) in the following table:

Table 4.1.1.1 Classification of frequency and percentage score of pre-test and post-test in Experimental Class

No	Classification	Range	Pre-test		Post-test	
			F	P	F	P
1	Very good	90 – 100	7	30,4%	9	39,1%
2	Good	70 – 89	9	39,1%	11	47,8%
3	Fair	50 – 69	2	8,7%	1	4,3%
4	Poor	30 – 49	5	21,7%	2	8,7%
5	Very poor	10 – 29	0	0	0	0
Total			23	100%	23	100%

From Table 4.1.1.1, The percentage of students' vocabulary mastery level in the pre-test and post-test could be seen. In the pre-test percentage, 5 students (21.7%) received bad grades, 2 students (8.7%) received fair grades, 9 students (39.1%) received good grades, and 7 students (30.4%) received very good grades. Meanwhile, in the post-test, 9 students (39.1%) received very good grades, 11

students (47.8%) received good grades, 1 student (4.3%) received a fair grade, and 2 students (8.7%) received bad grades.

The increased in students' pretest and posttest scores above, shows the success of the approach or learning process that is implemented in a good and orderly manner. Because in the teaching process the researcher ensures students to stay focused during the learning process so that the material or vocabulary taught can be remembered and understood well by students. In addition, in an effort to ensure students' memory of the material, the researcher wrote some vocabulary and invited students to spell the vocabulary together. So, in addition to young and fun learning methods, students' involvement in learning allows them in the process of spelling vocabulary in English to become more fluent and certainly can improve their English vocabulary, especially noun vocabulary.

4.1.2 The result of Descriptive Statistics

Table 4.2 Mean Score in Pre-Test & Post-Test

Descriptive Statistics

	N	Mean	Std. Deviation
Pretest	23	76,09	17,053
Postest	23	83,70	14,319
Valid N (listwise)	23		

The pre-test and post-test results of class VIIIA as an experimental class using snakes and ladders media and spelling bee games showed a score range of 45 to 100. The average pre-test score was 76.09, while the post-test results showed an

average score of 83.70, with the same score range of 45 to 100. The number of students in the experimental class was 23.

4.1.3 The result of N-Gain Score

In this study, the average value of the pretest is 76,09 and the average value of the post-test is 83,69. Then, to find out the N-gain score as follows:

$$\text{N} - \text{gain} = \frac{\textbf{83, 70} - \textbf{76, 09}}{100 - 76,09}$$

$$= \frac{\textbf{7,61}}{\textbf{23,91}}$$

$$= 0,31$$

Based on the description above, the N-gain test value was 0.031 or > 0.7, so it was concluded that the N-gain value was in the high improvement category. Thus, it could be concluded that the use of the snake and ladder method combined with the spelling bee game was effective in increasing the vocabulary of class VIIIA students of SMP Muhammadiyah Aimas, Sorong Regency. So, From the data in this study, the N-gain score value was 0.31. Therefore, it could be concluded that the alternative hypothesis (Ha) was accepted and the null hypothesis (Ho) was rejected. This was because the Ha value of 0.31 was greater than the Ho value of 0.7, which meant there was a significant effectiveness in the use of the snake and ladder method and the spelling bee game to teach vocabulary mastery of objects to Class VIII A students of SMP Muhammadiyah Aimas, Sorong Regency.

4.2 Discussion

From the data analysis or previous explanation, the purpose of this research was to determine whether or not there was an effectiveness of snakes and ladders method or media compared to spelling bee in teaching English vocabulary mastery to students of class VIIIA Smp Muhammadiyah Aimas Sorong Regency. To prove this, the research consisted three stages, namely pretest, treatment and posttest.

Based on the results of this study, it was shown that the snakes and ladders method or media with spelling bee was effective for students in learning vocabulary. From the results above, it could be seen that the students' post-test results were higher than the pre-test. This was evidenced by the average value in the pre-test (76.09), and the students showed an increase in the post-test (83.70), indicating a significant difference after being given treatment

In the mean score test, the average pretest value was 76.09, while the average posttest value was 83.70. There was a difference between the average pretest and posttest values. In this study, the type of average score test used was descriptive statistics using SPSS version 22.

Besides, the N-gain score (0.3) > (0.31), so H_0 was rejected and H_a was accepted in accordance with the existing decision-making basis. Therefore, the alternative hypothesis (Ha) was that the combination of snakes and ladders media and the spelling bee game was effective in increased the vocabulary of students in class VIIIA of SMP Muhammadiyah Aimas, Sorong Regency.

In this research, it was also found that the application of the snakes and ladders method and the spelling bee game made it easier for students to master vocabulary, it just requires a lot of patience and courage to dare to appear in front.

Based on the description above, it could be concluded that the snakes and ladders method and the spelling bee game were effective media for learning subjects. Students became more active, happy, enthusiastic, and motivated to learn English vocabulary and learned to establish good social relationships with their peers. In this case, students were more active when the game started, starting from throwing the dice to when one of them jumped into the box where the snake's head was. They also actively asked questions when, during the spelling activity, there were letters they did not know how to pronounce. This was supported by Efendi et al. (2020), whose study utilized the snakes and ladders game in the Discovery Learning model to increase student activity and learning outcomes in biology subjects in grade XII. The results showed an increase in student activity from the less active criteria to the active criteria and an improvement in learning outcomes by 42%. Likewise, the spelling bee game, according to Hadiyansah et al. (2023), significantly improved students' knowledge. The pre-test results showed an average score of 57.8, while post-tests 1 and 2 showed scores of 68.9 and 84.0, respectively. Student activity also increased from 73% to 92% during the fourth meeting.

Students felt happy when playing the snakes and ladders game, because when playing snakes and ladders, they felt like they were participating in a

competition until someone said, "Okay, I have to be able to win." While doing the spelling bee, they tried to remember and understand the spelling correctly, because if both were done correctly, the student got 1 point. Students were also motivated to learn English vocabulary. This was done when the English hour was over; students re-spelled the vocabulary that had been learned. The conclusion was that students felt challenged and happy to learn English. In line with the explanation above, in a study conducted by Tiara Agustina (2024), with the title "The Effect of Using Spelling Bee Game on Students' Vocabulary Mastery at SMPN 23 Pekanbaru", the results showed that this method was effective in improving students' vocabulary mastery. In addition, students felt happy and motivated during learning.

The enthusiasm of the students in question was that when the learning process was finished, students still asked about vocabulary that they didn't know the English, and when they were told, the students immediately took the initiative to spell the vocabulary. In line with the above statement, according to D. Kumala et al. (2020), learning assistance activities using snakes and ladders media provided direct experience to 5th grade elementary school students to learn English material. In addition, the students were very enthusiastic and actively interacted with the mentors during English learning, and the use of this media could improve the understanding of the material by the participants. Likewise with spelling bees, according to Shally Amna et al. (2021), students' enthusiasm in participating in competitions was one of the factors that triggered

students' enthusiasm and interest in learning so that they got much more satisfying learning outcomes.

The social relationships in question were in the Snakes and Ladders game. Of course, they had to be divided into several groups, so students had to work together and respect each other when one of their friends spelled incorrectly. Other students helped them by teaching them, and students also learned to be patient while waiting in line to play obediently. It also increased their self-confidence and care for others. Similar to the statement above, regarding the use of Snakes and Ladders as a medium in the social life of students in the classroom, a study entitled "The Effectiveness of Snakes and Ladders Games for Children's Social and Emotional Development during the Covid-19 Pandemic" by Novia et al. (2021) showed that Snakes and Ladders games were quite effective for children's social and emotional development. This was because Snakes and Ladders contained values of unity and togetherness, encouraged outdoor play, and promoted group interaction. The game stimulated children to work together, respect each other, and practice tolerance. Children also increasingly understood that in social relationships, it was important to show respect, tolerance, cooperation, and care.

Even after class was over, students still wanted to play snakes and ladders. They were very excited to learn English, especially if one of them lost, because they would ask to repeat the game. In this case, it could be concluded that this method or media was effective in increasing or helping students master their English vocabulary.

The novelty of this thesis lay in the combination of Snakes and Ladders and Spelling Bee media, providing significant novelty in learning methods. This approach not only created a more enjoyable learning atmosphere, making students active, enthusiastic, or even motivated to learn, but also stimulated various senses, supporting multisensory learning, and enriching students' cognitive and social skills. Overall, the use of these two media provided a more refreshing and certainly effective learning experience, allowing students to learn in a more interesting way and according to their needs.

The implications of this study were to increase students' vocabulary, as well as to support the development of pronunciation and spelling of English words in students. Students were expected to be able to learn well so that their vocabulary mastery increased when the snakes and ladders game was combined with a spelling bee. With the design of the alphabet in snakes and ladders, combined with the spelling bee, students could easily remember the vocabulary given by the researcher. In addition, the enthusiasm, activeness, and involvement of students were higher because this teaching method was fun, making vocabulary acquisition more easily understood by students. Not only that, their social skills also developed well because during the game process, they played in groups and, of course, had to respect each other.

The research that combined the use of snakes and ladders and spelling bee games in teaching English vocabulary provided several important benefits. First, the combination of these games increased student engagement in the learning process by offering enjoyable and interactive learning experiences. Through a

blend of chance and learning, Snakes and Ladders helped students stay focused and motivated, while the Spelling Bee encouraged students to pay closer attention to correct spelling and pronunciation. In this way, both games effectively strengthened students' vocabulary skills, boosted their confidence in using English, and created a more active and dynamic classroom atmosphere. Additionally, this combination fostered enthusiasm and increased students' long-term learning abilities.

The drawback of this study were that students became more active and the class became noisy because students were so enthusiastic that they liked to shout when they lost or were close to winning but had to go back down because the dice landed on the snake's head.

CHAPTER V
CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the results of the study, the researcher concluded that there was an achievement or effectiveness of using the snakes and ladders method or media with spelling bee to teach vocabulary mastery in class VIIIA of SMP Muhammadiyah Aimas, Sorong Regency. It can be seen from the value of the N-gain score of 0.31> 0.3, which means that the alternative hypothesis (Ha) is accepted and the null hypothesis is rejected. That means, the treatment is effective using a combination of snakes and ladders media and spelling bee to teach vocabulary mastery in class VIIIA of SMP Muhammadiyah Aimas, Sorong Regency, so the alternative hypothesis is accepted.

According to the researcher, the combination of snakes and ladders media and spelling bee games to teach vocabulary is a media that makes it easier for students to learn and is good for improving vocabulary, as well as students' enthusiasm for learning English. Students are given the opportunity to acquire and

increase vocabulary in different ways while having fun, and of course students play an active role in the learning process in the classroom by using the snakes and ladders method or media and spelling bee games.

5.2 Suggestion

Referring the conclusion above,the researcher would like to propose some suggestions,they are as follow :

1. **For Teacher**

The snakes and ladders and spelling bee methods are recommended for English teachers, especially for teaching in junior high schools. By using this media or method, students become enthusiastic about learning and are active and enthusiastic in the learning process. In addition, the learning atmosphere becomes fun and makes students feel happy.

2. For Students

Students were expected to always participate in the learning process and not be afraid or lazy, especially in English language learning. Students needed to develop motivation and maintain a positive attitude when the teacher explained the material. They were also encouraged to be more active in learning English.

3. Other Researcher

The researcher hoped that future researchers would conduct studies related to the use of Snakes and Ladders media and Spelling Bee games in teaching

speaking. Based on the results of the study, the use of Snakes and Ladders media and the Spelling Bee game was effective in teaching vocabulary. Therefore, future researchers could conduct research in different fields by using a quantitative design or classroom action research and by combining Spelling Bee with other media or games in teaching speaking.

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APPENDICES

APPENDIX 1

INSTRUMENT OF VOCABULARY TEST

(Pre-test)

Name   :

Subjects   :

Class/ Semester   :

Day/Date/Year   :

Time Allocation   :

1. There is a .... in my classrom?

a. Table

b. Cupboard

c. Chair

d. Broo

2. Dani put some pens,some pencils, a ruler, and some erasers in him.....

    a. Pencil case

    b. Clock

    c. Door

    d. Window

3. There are three....

    a. Flags

    b. Sharpeners

    c. Globes

    d. Scissors

4. This tool can erase marker,chalk, or pencil. This is a...

    a. Map

    b. Glue

    c. Eraser

    d. Bag

5. The colour of Indonesia's flag is . . .

    a. Red and blue

    b. Purple and yellow

c. Red and white

d. Green and brown

6. Raga : What animals are there?

Bagas: There are …

a. A cat and a goat

b. A cat and a dog

c. A frog and a cow

d. A cow and a buffalo

7. This animal is_____

a. Crocodile

b. Donkey

c. Cow

d. Kangaroo

8. Based on the picture,what is the name of the animal below? This animal is ….

a. Giraffe

b. Zebra

c. Deer

d. Camel

9. The animals which have long necks are .....

a.

b.

c.

d.

10. Lions and Eagles love to eat ….

    a. Fruit

    b. Grass

    c. Meat

    d. Egg

11. There is a.....

a. Glass and spoon

b. Spoon and fork

c. Fork and plate

d. Plate and cup

12. They can eat soup in a _____

   a. Spatula

   b. Plate

   c. Mug

   d. Bowl

13. We need a _____ to cover this table.

   a. Tablecloth

   b. Kitchen knife

   c. Wok

   d. Colander

14. What is the name of this thing?

a. Dispensers

b. Oven

c. Steamer

d. Frying pan

15. My sister puts vegetable, fruit, and meat into the ...

a. Mixer

b. Freezer

c. Trash can

d. Grater

16. I have a ... in my living room.

a. Ball

b. Television

c. Hat

d. Tea

17. Look at the picture! There is a .... on the wall.

   a. Vase

   b. Calendar

   c. Photo

   d. Newspaper

18. It is a....

a. Carpet

b. Blanket

c. Fan

d. Napkin

19. Look at the picture!

My living room has a_____

   a. Telephone

   b. Clock

   c. Curtain

   d. Door

20. Janet : What is this?

   Jeni   : This is.....

   a. Mirror

   b. Lamp

   c. Cabinet

THE ANSWER KEYS OF PRE-TEST

1.	C	11.	B
2.	A	12.	D
3.	B	13.	A
4.	C	14.	C
5.	C	15.	B
6.	B	16.	B
7.	C	17.	B
8.	C	18.	A
9.	D	19.	A
10.	C	20.	A

APPENDIX 1

INSTRUMENT OF VOCABULARY TEST

(Post-test)

Name   :

Subjects   :

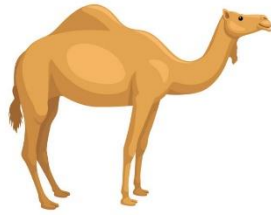Class/ Semester   :

Day/Date/Year   :

Time Allocation   :

1. What is the animal's name?

   a. Squirrel

   b. Giraffe

   c. Pigeons

   d. Kangaroo

2. This animal is_____

    a. Swan

    b. Cat

    c. Chiken

    d. Camel

3. Look at the picture!

What is the animal name?
    a. Pig

    b. Rat
    c. Goose

    d. Zebra

4. She was reading a _____ in the library.

    a. Bookshelf

b. Canteen

c. Drawing book

d. Book

5. Look at the picture below!

What is this?

a. Globe

b. Pencil case

c. Uniform

d. Desk

6. What is the name of the picture below?

a. Stapler

b. Eraser

c. Correction pen

d. Paper

7. What is the object's name?

a. Rug

b. Rabbit

c. Rubber
d. Razor

8. Look at the picture!

This is a _____ it is in the living room.

a. Curtain

b. Carpet

c. Blanket

d. Chair

9. This is a _____

a. Towel

b. Air freshener

c. Lamp

d. Painting

10. Look at the picture below!

Which one is **hat?**

a.

b.

c.

d.

11. Look at the picture

He is _____

a. Fireman

b. Farmer

c. Police

d. Student

12. Look at the picture! What is the name of the tool?

a.   Food cover

b. Napkin

c. Teapot

d. Mug

13. Look at the picture below!

Which one is **buffalo?**

a.

b.

c.

d.

14. Look at the picture bellow!

Which one is **fireplace?**

a.

b.

c.

d.

15. Look at the picture!

Which one is **Grater?**

a.

b.

c.

d.

16. Look at this picture! What is the name of the tool?

a. Fridge   b. Microwave

c. Sink   d. Cutting Board

17. Look at the picture

   Which one is a **Frying pan?**

   a.

   b.

   c.

   d.

18. What is the name of this picture?

   a. Air conditioner   b. Refrigerator

   c. Apron   d. Stove

19. What is the name of this picture?

  a. Trash can

b. Pillow

c. Tablecloth

d. Napkin

20. The name of the animal in the picture is_____

a. Duck   b. Swan

c. Bear   d. Bird

THE ANSWER KEYS OF POST-TEST

1. B	11. D
2. D	12. D
3. B	13. A
4. D	14. A
5. C	15. B
6. C	16. A
7. A	17. A
8. A	18. C
9. D	19. C
10. B	20. B

LESSON PLAN

Rencana Pelaksanaan Pembelajaran (RPP)

Nama Sekolah   : SMP Muhammadiyah Aimas Kabupaten Sorong

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester   : VIII A/2

Materi Pokok   : Vocabulary (Noun)

Alokasi Waktu   : 6x 90 menit (6x pertemuan)

A. Kompetensi Dasar

1. Siswa dapat mengidentifikasi serta paham akan kosakata baru dalam
    bahasa inggris.

2. Siswa mampu menjelaskan arti dan penggunaan kosakata,setelah
    melalui berbagai proses pembelajaran bahasa inggris.

3. Siswa dapat menggunakan kosakata yang tepat dalam konteks yang
    sesuai (lisan maupun tulisan) untuk meningkatkan kefasihan
    berbahasa.

B. Indikator

1. Siswa dengan mudah mengingat kosakata dalam Bahasa Inggris
    terkait kata benda, terutama kosakata benda yang ada di sekitarnya.

2. Siswa dapat mengucapkan kosakata dalam Bahasa Inggris mengenai kata benda benda yang ada di sekitarnya.

C. Tujuan Pembelajaran

1. Menciptakan suasana belajar yang menyenangkan agar siswa dapat memahami metode yang digunakan dengan baik.

2. Siswa dapat menguasai kosakata yang dipelajari dan dapat menggunakan di kehidupan sehari-hari.

Materi : Vocabulary

Teknik pengajaran : Snake and Ladder Media and Spelling Bee game

Media dan Bahan : Ular tangga, Kertas Manila,Pensil,Pensil Warna, Pengaris

Sumber : *https://www.scribd.com/document/670517233/301466-1673323836*

Langkah-langkah pembelajaran:

Pertemuan Pertama		
Langkah langkah pembelajaran	**Deskripsi kegiatan**	**Alokasi Waktu**
Pendahuluan	1. Guru memberikan salam dan menanyai kabar siswa. 2. Guru memeriksa kehadiran siswa 3. Guru menyiapkan kelas sebelum pembelajaran di mulai 4. Guru menjelaskan tentang tujuan serta kompetensi yang akan dicapai dengan cakupan materi serta kegiatan yang akan dilaksanakan.	**5 Menit**
Inti	1. **Guru memberikan tes awal** (pre-test) kepada siswa 2. Setelah memberi pre-test guru menanyakan seputaran vocabulary Noun 3. Guru mengevaluasi bersama siswa soal (pretest) yang sudah di bagikan. 4. Guru mengajak siswa untuk bersama-sama melafalkan Abjad.	**80 Menit**
Penutup	1. Guru dan siswa mengevaluasi kegiatan pembelajaran yang telah dilalui. 2. Guru memotivasi siswa agar berani,aktif,serta santun saat berbahasa inggris dalam setiap pertemuan. 3. Guru menyampaikan kegiatan pembelajaran berikutnya .	**5 Menit**

Pertemuan Kedua		
Langkah-langkah pembelajaran	**Deskripsi Kegiatan**	**Alokasi Wal**
Pendahuluan	1. Guru memberikan salam dan menanyai kabar siswa. 2. Guru memeriksa kehadiran siswa 3. Guru menyiapkan kelas sebelum pembelajaran di mulai **4.** Guru menjelaskan tentang tujuan serta kompetensi yang akan dicapai dengan cakupan materi serta kegiatan yang akan dilaksanakan	**5 Menit**
Inti	**A. Pendahuluan** 1. Guru menjelaskan materi tentang kosakata benda (Noun) dan benda-benda yang ada di ruangan kelas (Thing in the classroom). **B. Penerapan metode Media ular tangga & Spelling Bee** 1. Guru memperkenalkan media ular tangga dengan desain abjad,dan menjelaskan aturan mainnya,karena akan mengkombinasi dengan spelling bee. Serta memperkenalkan kepada siswa kosakata- kosakata benda agar siswa mudah mengingat. 2. Guru dan siswa melafalkan secara bersama sama	**80 Menit**

		kosakata yang diajarkan.		
		3. Setelah itu,guru membagi siswa menjadi 6 kelompok.		
		4. Setiap kelompok terdiri 3 sampai 4 siswa.		
		5. Siswa akan bermain selama 30 menit. Secara berurutan.		
		6. Untuk memulai permainan,Setiap siswa melempar dadu terlebih dahulu,dan mulai bermain di post/kotak start.		
		7. Siswa bermain sesuai dengan mata dadu yang didapatnya, dan ketika berhenti pada kotak tertentu, siswa harus mengeja kosakata kata benda yang diberikan oleh guru.		
		8. Jika siswa mengeja dengan benar akan mendapat satu poin,namun dalam proses ejaan terdapat kesalahan, maka siswa tersebut dikurangi poin sebelumnya.		
		9. jika siswa mendarat di kotak dengan tangga, mereka hanya bisa naik tangga jika berhasil menjawab kata dari spelling bee dengan benar.		
		10. jika mendarat di kepala ular, mereka hanya bisa menghindari turun ke bawah jika berhasil		

Langkah-langkah pembelajaran	Deskripsi Kegiatan	Alokasi Waktu	
	menjawab kata yang di berikan. jika salah, mereka akan turun seperti biasanya. 11. siswa pertama yang mencapai kotak terakhir (biasanya kotak 100) dengan mengeja kata terakhir dengan benar akan menang. **12.** Setelah selesai melakukan permainan, guru mengajak siswa untuk bersama-sama mengeja ulang kosakata tersebut, agar mereka tetap lancar dalam mengucapkan kosakata tersebut dan tentunya selalu mengingatnya.		
Penutup	1. Guru dan siswa mengevaluasi kegiatan pembelajaran yang telah dilalui **2.** Guru menyampaikan kegiatan pembelajan berikutnya.	**5 Menit**	

Pertemuan Ketiga		
Langkah-langkah pembelajaran	**Deskripsi Kegiatan**	**Alokasi Wa**
Pendahuluan	1. Guru memberikan salam dan menanyai kabar siswa. 2. Guru memeriksa kehadiran siswa 3. Guru menyiapkan kelas sebelum pembelajaran di mulai **4.** Guru menjelaskan tentang tujuan serta kompetensi yang akan dicapai dengan cakupan materi serta	**5 Menit**

	kegiatan yang akan dilaksanakan		
Inti	**A. Pendahuluan** 1. Guru menjelaskan materi tentang kosakata benda,Hewan (Animals) kepada siswa. **B. Penerapan metode Media ular tangga & Spelling Bee** 1. Guru dan siswa melafalkan secara bersama sama kosakata yang diajarkan. 2. Setelah itu,guru membagi siswa menjadi 6 kelompok. 3. Setiap kelompok terdiri 3 sampai 4 siswa. 4. Untuk memulai permainan,Setiap siswa melempar dadu terlebih dahulu,dan mulai bermain di post/kotak start. 5. Siswa akan bermain selama 30 menit. Secara berurutan. 6. Siswa bermain sesuai dengan mata dadu yang didapatnya, dan ketika berhenti pada kotak tertentu, siswa harus mengeja kosakata kata benda yang diberikan oleh guru. 7. Jika siswa mengeja dengan benar akan mendapat satu poin,namun dalam proses ejaan terdapat kesalahan, maka siswa tersebut dikurangi poin sebelumnya. 8. jika siswa mendarat di kotak dengan tangga, mereka hanya bisa naik tangga jika berhasil	**80 Menit**	

	menjawab kata dari spelling bee dengan benar.	
	9. jika mendarat di kepala ular, mereka hanya bisa menghindari turun ke bawah jika berhasil menjawab kata yang di berikan. jika salah, mereka akan turun seperti biasanya.	
	10. siswa pertama yang mencapai kotak terakhir (biasanya kotak 100) dengan mengeja kata terakhir dengan benar akan menang.	
	11. Setelah selesai melakukan permainan, guru mengajak siswa untuk bersama-sama mengeja ulang kosakata tersebut, agar mereka tetap lancar dalam mengucapkan kosakata tersebut dan tentunya selalu mengingatnya.	
Penutup	1. Guru dan siswa mengevaluasi kegiatan pembelajaran yang telah dilalui **2.** Guru menyampaikan kegiatan pembelajan berikutnya	**5 Menit**

Pertemuan Keempat		
Langkah-langkah pembelajaran	**Deskripsi Kegiatan**	**Alokasi Waktu**
Pendahuluan	1. Guru memberikan salam dan menanyai kabar siswa. 2. Guru memeriksa kehadiran siswa 3. Guru menyiapkan kelas sebelum pembelajaran di mulai	**5 Menit**

		4. Guru menjelaskan tentang tujuan serta kompetensi yang akan dicapai dengan cakupan materi serta kegiatan yang akan dilaksanakan		
Inti		**A. Pendahuluan** 1. Guru menjelaskan materi tentang benda-benda di ruang tamu (Thing in the living room) pada siswa. **B. Penerapan metode Media ular tangga & Spelling Bee** 1. Guru dan siswa melafalkan secara bersama sama kosakata yang diajarkan. 2. Setelah itu,guru membagi siswa menjadi 6 kelompok. 3. Setiap kelompok terdiri 3 sampai 4 siswa. 4. Untuk memulai permainan,Setiap siswa melempar dadu terlebih dahulu,dan mulai bermain di post/kotak start. 5. Siswa akan bermain selama 30 menit. Secara berurutan. 6. Siswa bermain sesuai dengan langkah dadu yang didapatnya, dan ketika berhenti pada kotak tertentu, siswa harus mengeja kosakata kata benda yang diberikan oleh guru. 7. Jika siswa mengeja dengan benar akan mendapat satu poin,namun dalam proses ejaan terdapat kesalahan, maka siswa tersebut dikurangi poin sebelumnya.	**80 Menit**	

83

		8. jika siswa mendarat di kotak dengan tangga, mereka hanya bisa naik tangga jika berhasil menjawab kata dari spelling bee dengan benar.		
		9. jika mendarat di kepala ular, mereka hanya bisa menghindari turun ke bawah jika berhasil menjawab kata yang di berikan. jika salah, mereka akan turun seperti biasanya.		
		10. siswa pertama yang mencapai kotak terakhir (biasanya kotak 100) dengan mengeja kata terakhir dengan benar akan menang.		
		11. Setelah selesai melakukan permainan, guru mengajak siswa untuk bersama-sama mengeja ulang kosakata tersebut, agar mereka tetap lancar dalam mengucapkan kosakata tersebut dan tentunya selalu mengingatnya.		
Penutup	1. Guru dan siswa mengevaluasi kegiatan pembelajaran yang telah dilalui **2.** Guru menyampaikan kegiatan pembelajan berikutnya.		**5 Menit**	

Pertemuan Kelima		
Langkah-langkah pembelajaran	**Deskripsi Kegiatan**	**Alokasi Waktu**
Pendahuluan	1. Guru memberikan salam dan menanyai kabar siswa. 2. Guru memeriksa kehadiran siswa 3. Guru menyiapkan kelas sebelum pembelajaran di mulai 4. Guru menjelaskan tentang tujuan serta kompetensi yang akan dicapai dengan cakupan materi serta kegiatan yang akan dilaksanakan	**5 Menit**
Inti	**A. Pendahuluan** 1. Guru menjelaskan materi tentang benda-benda di dapur (Thing in the kitching) kepada siswa. **B. Penerapan metode Media ular tangga & Spelling Bee** 1. Guru dan siswa melafalkan secara bersama sama kosakata yang diajarkan. 2. Setelah itu,guru membagi siswa menjadi 6 kelompok. 3. Setiap kelompok terdiri 3 sampai 4 siswa. 4. Untuk memulai permainan,Setiap siswa melempar dadu terlebih dahulu,dan mulai bermain di post/kotak start. 5. Siswa akan bermain selama 30 menit. Secara berurutan. 6. Siswa bermain sesuai dengan langkah dadu yang didapatnya, dan ketika berhenti pada kotak	**80 Menit**

	tertentu, siswa harus mengeja kosakata kata benda yang diberikan oleh guru.		
	7. Jika siswa mengeja dengan benar akan mendapat satu poin,namun dalam proses ejaan terdapat kesalahan, maka siswa tersebut dikurangi poin sebelumnya.		
	8. jika siswa mendarat di kotak dengan tangga, mereka hanya bisa naik tangga jika berhasil menjawab kata dari spelling bee dengan benar.		
	9. jika mendarat di kepala ular, mereka hanya bisa menghindari turun ke bawah jika berhasil menjawab kata yang di berikan. jika salah, mereka akan turun seperti biasanya.		
	10. siswa pertama yang mencapai kotak terakhir (biasanya kotak 100) dengan mengeja kata terakhir dengan benar akan menang.		
	11. Setelah selesai melakukan permainan, guru mengajak siswa untuk bersama-sama mengeja ulang kosakata tersebut, agar mereka tetap lancar dalam mengucapkan kosakata tersebut dan tentunya selalu mengingatnya.		
Penutup	1. Guru dan siswa mengevaluasi kegiatan pembelajaran yang telah dilalui	**5 Menit**	

	2. Guru menyampaikan kegiatan pembelajan berikutnya.		

Pertemuan Keenam		
Langkah langkah pembelajaran	**Deskripsi kegiatan**	**Alokasi Waktu**
Pendahuluan	1. Guru memberikan salam dan menanyai kabar siswa. 2. Guru memeriksa kehadiran siswa 3. Guru menyiapkan kelas sebelum pembelajaran di mulai 4. Guru menjelaskan tentang tujuan serta kompetensi yang akan dicapai dengan cakupan materi serta kegiatan yang akan dilaksanakan**.**	**5 Menit**
Inti	1. Guru memberikan tes akhir (post-test) kepada siswa 2. Setelah memberi post-test guru menanyakan seputaran vocabulary Noun yang telah di pelajari. **3.** Guru mengevaluasi bersama siswa soal (post-test) yang sudah di bagikan.	**80 Menit**
Penutup	1. Guru dan siswa mengevaluasi kegiatan pembelajaran yang telah dilalui.	**5 Menit**

APPENDIX III

STUDENT'S SCORE

Class VIIIA

No	Name	Pre-test	Post-test
1.	Salsabila	45	85
2.	Laras sibori	45	85
3.	Janu tanoy	65	80
4.	Rahima Irwanas	55	70
5.	Dhesta qoriana dewi	55	70
6.	M. rizki anugerah	90	95
7.	Sunarti putri	90	95
8.	Aniela khanza A	100	100
9.	Cinta frenlistnya putri hatulely	85	85
10.	Adinda dwi aryani	80	85
11.	Irma dwi cahyani	85	90
12.	Irza aditia S	80	80
13.	Siti	45	65
14.	Al fikri dakalamo	80	55
15.	Meylisa A mlasmene	95	100
16.	Sholahudin wahid	90	95
17.	Naswa kasan	90	95
18.	Satriyo abimanyu purwo putro	80	90
19.	Esterlina	75	45
20.	Febiana wulan sari	95	85
21.	Juhan	85	90
22.	Ahmad yuda ade satiya	65	100
23.	Gerson gabriel ajami	75	85

APPENDIX 1

INSTRUMENT OF VOCABULARY TEST

(Pre-test) $B = 13$

$$= \frac{13}{20} \times 100 = \boxed{65}$$

Name	: Janu tanoy
Subjects	: ~~MtK~~ bahasa ingris
Class/ Semester	: 8:A
Day/Date/Year	17 Ferbuari 2025
Time Allocation	: 10:57

1. There is a .... in my classrom?

    a. Table

    b. Cupboard

    c. Chair

    d. Broo

2. Dani put some pens, some pencils, a ruler, and some erasers in him.....

a. Pencil case

b. Clock

c. Door

d. Window

3. There are three....

a. Flags

b. Sharpeners

c. Globes

d. Scissors

4. This tool can erase marker, chalk, or pencil. This is a...

a. Map

b. Glue

c. Eraser

d. Bag

5. The colour of Indonesia's flag is . . .

a. Red and blue

b. Purple and yellow

c. Red and white

d. Green and brown

6. Raga : What animals are there?

Bagas: There are …

a. A cat and a goat

b. A cat and a dog

c. A frog and a cow

d. A cow and a buffalo

7. This animal is_____

a. Crocodile

b. Donkey

c. Cow

d. Kangaroo

8. Based on the picture, what is the name of the animal below? This animal is ….

a. Giraffe

b. Zebra

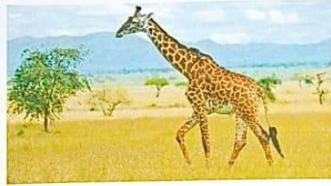c. Deer

d. Camel

9. The animals which have long necks are .....

a.

b.

c.

d.

10. Lions and Eagles love to eat ….

   a. Fruit

   b. Grass

   c. Meat

   d. Egg

11. There is a.....

1 SET

   a. Glass and spoon

   b. Spoon and fork

   c. Fork and plate

   d. Plate and cup

12. They can eat soup in a _____

   a. Spatula

   b. Plate

   c. Mug

   d. Bowl

13. We need a _____ to cover this table.

    a. Tablecloth

    b. Kitchen knife

    c. Wok

    d. Colander

14. What is the name of this thing?

    a. Dispensers

    b. Oven

    c. Steamer

    d. Frying pan

15. My sister puts vegetable, fruit, and meat into the ...

    a. Mixer

    b. Freezer

    c. Trash can

    d. Grater

16. I have a ... in my living room.

a. Ball

b. Television

c. Hat

d. Tea

17. Look at the picture! There is a .... on the wall.

a. Vase

b. Calendar

c. Photo

d. Newspaper

18. It is a....

a. Carpet

b. Blanket

c. Fan

d. Napkin

19. Look at the picture!

My living room has a_____

a. Telephone

b. Clock

c. Curtain

d. Door

20. Janet : What is this?

Jeni   : This is.....

a. Mirror

b. Lamp

c. Cabinet

d. Bookshelf

APPENDIX 1

INSTRUMENT OF VOCABULARY TEST

(Pre-test)

$B = 11$

$= \frac{11}{20} \times 100 = \boxed{55}$

Name	: Dhesta Qopiana dewi
Subjects	: Bahasa ~~Ingris of~~ Inggris
Class/ Semester	: 8A / 2
Day/Date/Year	: Senin, 17, Februari, 2025
Time Allocation	: 10:57

1. There is a .... in my classrom?

    a. Table

    b. Cupboard

    ✗ Chair

    d. Broo

2. Dani put some pens, some pencils, a ruler, and some erasers in him.....

a. Pencil case

b. Clock

c. Door

d. Window

3. There are three....

a. Flags

b. Sharpeners

c. Globes

d. Scissors

4. This tool can erase marker,chalk, or pencil. This is a...

a. Map

b. Glue

c. Eraser

d. Bag

5. The colour of Indonesia's flag is . . .

a. Red and blue

b. Purple and yellow

c. Red and white

d. Green and brown

6. Raga : What animals are there?

Bagas: There are …

a. A cat and a goat

b. A cat and a dog

c. A frog and a cow

d. A cow and a buffalo

7. This animal is_____

a. Crocodile

b. Donkey

c. Cow

d. Kangaroo

8. Based on the picture,what is the name of the animal below? This animal is ….

a. Giraffe

b. Zebra

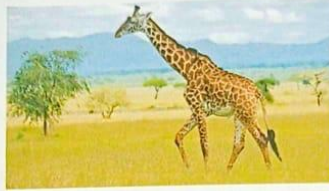c. Deer

d. Camel

9. The animals which have long necks are .....

a.

b.

d.

10. Lions and Eagles love to eat ....

   a. Fruit

   b. Grass

   c. Meat

   d. Egg

11. There is a.....

1 SET

   a. Glass and spoon

   b. Spoon and fork

   c. Fork and plate

   d. Plate and cup

12. They can eat soup in a _____

   a. Spatula

   b. Plate

   c. Mug

   d. Bowl

13. We need a _____ to cover this table.

   a. Tablecloth

   b. Kitchen knife

   c. Wok

   d. Colander

14. What is the name of this thing?

   a. Dispensers

   b. Oven

   c. Steamer

   d. Frying pan

15. My sister puts vegetable, fruit, and meat into the ...

   a. Mixer

   b. Freezer

   c. Trash can

   d. Grater

16. I have a ... in my living room.

a. Ball

b. Television

c. Hat

d. Tea

17. Look at the picture! There is a .... on the wall.

a. Vase

b. Calendar

c. Photo

d. Newspaper

18. It is a....

a. Carpet

b. Blanket

c. Fan

d. Napkin

19. Look at the picture!

My living room has a_____

a. Telephone

b. Clock

c. Curtain

d. Door

20. Janet : What is this?

Jeni : This is.....

a. Mirror

b. Lamp

c. Cabinet

d. Bookshelf

APPENDIX 1

INSTRUMENT OF VOCABULARY TEST

(Pre-test)

$$B = 11$$
$$= \frac{11}{20} \times 100 = \boxed{55}$$

Name	: RAHIMA - IRWANAS
Subjects	: ~~KELAS~~ ~~VII~~ Bahasa inggris
Class/ Semester	: VII 8A . 2
Day/Date/Year	: 17-02-2025
Time Allocation	: 10 : 57

1. There is a .... in my classrom?

a. Table

b. Cupboard

c. Chair

d. Broo

2. Dani put some pens,some pencils, a ruler, and some erasers in him.....

a. Pencil case

b. Clock

X. Door

d. Window

X There are three....

X Flags

b. Sharpeners

c. Globes

d. Scissors

X This tool can erase marker,chalk, or pencil. This is a...

a. Map

b. Glue

c. Eraser

X. Bag

5. The colour of Indonesia's flag is . . .

a. Red and blue

b. Purple and yellow

X. Red and white

d. Green and brown

6. Raga : What animals are there?

Bagas: There are …

    a. A cat and a goat

    b. A cat and a dog

    c. A frog and a cow

    d. A cow and a buffalo

7. This animal is_____

    a. Crocodile

    b. Donkey

    c. Cow

    d. Kangaroo

Based on the picture, what is the name of the animal below? This animal is ….

    a. Giraffe

    b. Zebra

c. Deer

d. Camel

The animals which have long necks are .....

a.

b.

c.

d.

10. Lions and Eagles love to eat ….

   a. Fruit

   b. Grass

   x. Meat

   d. Egg

11. There is a.....

1 SET

   a. Glass and spoon

   b. Spoon and fork

   x. Fork and plate

   d. Plate and cup

12. They can eat soup in a _____

   a. Spatula

   b. Plate

   x. Mug

   d. Bowl

13.) We need a _____ to cover this table.

   a. Tablecloth

   b. Kitchen knife

   c. Wok

   d. Colander

14. What is the name of this thing?

   a. Dispensers

   b. Oven

   c. Steamer

   d. Frying pan

15. My sister puts vegetable, fruit, and meat into the ...

   a. Mixer

   b. Freezer

   c. Trash can

   d. Grater

16. I have a ... in my living room.

a. Ball

X Television

c. Hat

d. Tea

7. Look at the picture! There is a .... on the wall.

a. Vase

X Calendar

c. Photo

d. Newspaper

18. It is a....

a. Carpet
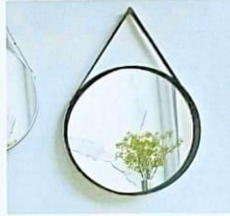
b. Blanket

c. Fan

d. Napkin

19. Look at the picture!

My living room has a_____

a. Telephone

b. Clock

c. Curtain

d. Door

20. Janet : What is this?

Jeni : This is.....

a. Mirror

b. Lamp

X. Cabinet

d. Bookshelf

APPENDIX 1

INSTRUMENT OF VOCABULARY TEST

(Pre-test)

$$B = \frac{11}{20} \times 100 = \boxed{55}$$

Name	:	Laras Sibori
Subjects	:	Bahasa Inggris
Class/ Semester	:	VIIIBA → 2
Day/Date/Year	:	17 - 02 - 2025
Time Allocation	:	1057

1. There is a .... in my classrom?

   a. Table

   b. Cupboard

   c. Chair

   d. Broo

2. Dani put some pens,some pencils, a ruler, and some erasers in him.....

a. Pencil case

b. Clock

c. Door

d. Window

3. There are three....

a. Flags

b. Sharpeners

c. Globes

d. Scissors

4. This tool can erase marker,chalk, or pencil. This is a...

a. Map

b. Glue

c. Eraser

d. Bag

5. The colour of Indonesia's flag is . . .

a. Red and blue

b. Purple and yellow

c. Red and white

d. Green and brown

6. Raga : What animals are there?

Bagas: There are …

a. A cat and a goat

✗ A cat and a dog

c. A frog and a cow

d. A cow and a buffalo

✗ This animal is_____

a. Crocodile

b. Donkey

c. Cow

✗ Kangaroo

✗ Based on the picture,what is the name of the animal below? This animal is ….
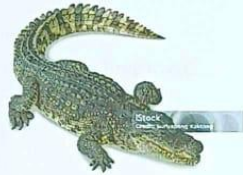

✗ Giraffe

b. Zebra

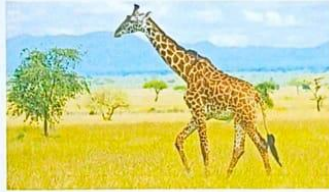c. Deer

d. Camel

9. The animals which have long necks are .....

a.

b.

c.

d.

10. Lions and Eagles love to eat ….

a. Fruit

b. Grass

c. Meat

d. Egg

11. There is a.....

1 SET

a. Glass and spoon

b. Spoon and fork

c. Fork and plate

d. Plate and cup

12. They can eat soup in a _____

a. Spatula

b. Plate

c. Mug

d. Bowl

13. We need a _____ to cover this table.

    a. Tablecloth

    b. Kitchen knife

    c. Wok

    d. Colander

14. What is the name of this thing?

    a. Dispensers

    b. Oven

    c. Steamer

    d. Frying pan

15. My sister puts vegetable, fruit, and meat into the ...

    a. Mixer

    b. Freezer

    c. Trash can

    d. Grater

16. I have a ... in my living room.

a. Ball

b. Television

c. Hat

d. Tea

17. Look at the picture! There is a .... on the wall.

a. Vase

b. Calendar

c. Photo

d. Newspaper

18. It is a....

a. Carpet

b. Blanket

c. Fan

d. Napkin

19. Look at the picture!

My living room has a_____

a. Telephone

b. Clock

c. Curtain

d. Door

20. Janet : What is this?

Jeni : This is.....

a. Mirror

b. Lamp

c. Cabinet

d. Bookshelf

APPENDIX 1

INSTRUMENT OF VOCABULARY TEST

(Pre-test) $B = 13$

$= \frac{13}{20} \times 100$ $= \boxed{65}$

Name	: Ahmad Yuda
Subjects	: B. Inggris
Class/ Semester	: VIII A / II
Day/Date/Year	:
Time Allocation	:

1. There is a .... in my classrom?

a. Table

b. Cupboard

c. Chair

d. Broo

2. Dani put some pens, some pencils, a ruler, and some erasers in him.....

125

a. Pencil case

b. Clock

c. Door

d. Window

3. There are three....

a. Flags

b. Sharpeners

c. Globes

d. Scissors

4. This tool can erase marker,chalk, or pencil. This is a...

a. Map

b. Glue

c. Eraser

d. Bag

5. The colour of Indonesia's flag is . . .

a. Red and blue

b. Purple and yellow

c. Red and white

d. Green and brown

6. Raga : What animals are there?

Bagas: There are …

a. A cat and a goat

✗ A cat and a dog

c. A frog and a cow

d. A cow and a buffalo

✗7. This animal is_____

a. Crocodile

✗ Donkey

c. Cow

d. Kangaroo

8. Based on the picture, what is the name of the animal below? This animal is ….

a. Giraffe

b. Zebra

✗ Deer

d. Camel

✗ 9. The animals which have long necks are .....

a.

✗

c.

d.

X 10. Lions and Eagles love to eat ....

    a. Fruit

    b. Grass

    c. Meat

    X Egg

11. There is a.....

1 SET

    a. Glass and spoon

    X Spoon and fork

    c. Fork and plate

    d. Plate and cup

12. They can eat soup in a _____

    a. Spatula

    X Plate

    c. Mug

    d. Bowl

129

13. We need a _____ to cover this table.

a. Tablecloth

b. Kitchen knife

c. Wok

d. Colander

14. What is the name of this thing?

a. Dispensers

b. Oven

c. Steamer

d. Frying pan

15. My sister puts vegetable, fruit, and meat into the ...

a. Mixer

b. Freezer

c. Trash can

d. Grater

16. I have a ... in my living room.

13. We need a _____ to cover this table.

   a. Tablecloth

   b. Kitchen knife

   c. Wok

   d. Colander

14. What is the name of this thing?

   a. Dispensers

   b. Oven

   c. Steamer

   d. Frying pan

15. My sister puts vegetable, fruit, and meat into the ...

   a. Mixer

   b. Freezer

   c. Trash can

   d. Grater

16. I have a ... in my living room.

131

18. It is a....

a. Carpet

b. Blanket

c. Fan

d. Napkin

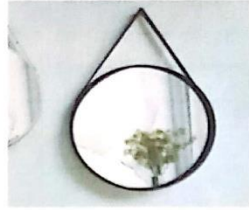19. Look at the picture!

My living room has a_____

a. Telephone

b. Clock

c. Curtain

d. Door

20. Janet : What is this?

Jeni : This is.....

a. Mirror

b. Lamp

c. Cabinet

d. Bookshelf

(post-test)

APPENDIX 1

INSTRUMENT OF VOCABULARY TEST

(Post-test) $B = 16$

$$> \frac{16}{20} \times 100 = \boxed{80}$$

Name : Janu tano7
Subjects : Bahasa Inggris
Class/ Semester : VIII A / 2
Day/Date/Year : 15/03/2025
Time Allocation :

1. What is the animal's name?

   ~~a.~~ Squirrel

   (b.) Giraffe

   c. Pigeons

   d. Kangaroo

2. This animal is_____

a. Swan

b. Cat

c. Chiken

d. Camel

3. Look at the picture!

What is the animal name?
a. Pig

b. Rat
c. Goose

d. Zebra

4. She was reading a _____ in the Class.

a. Bookshelf

135

b. Canteen

c. Drawing book

(d.) Book

5. Look at the picture below!

What is this?

(a.) Globe

b. Pencil case

c. Uniform

d. Desk

6. What is the name of the picture below?

a. Stapler

b. Eraser

c. Correction pen

d. Paper

7. What is the object's name?

a. Rug

b. Rabbit

c. Rubber
d. Razor

8. Look at the picture!

This is a _____ it is in the living room.

a. Curtain

b. Carpet

c. Blanket

d. Chair

9. This is a _____

   a. Towel

   b. Air freshener

   c. Lamp

   (d.) Painting

10. Look at the picture below!

Which one is **hat?**

(a.)   b.

c.   d.

11. Look at the picture

He is _____

a. Fireman

b. Farmer

c. Police

d. Student

12. Look at the picture! What is the name of the tool?

a. Food cover   b. Napkin

c. Teapot   d. Mug

13. Look at the picture below!

Which one is **buffalo?**

a.

b.

c.

d.

14. Look at the picture bellow!
Which one is **fireplace?**

a.

b.

c.

d.

15. Look at the picture!

Which one is **Grater?**

(a.)

b.

c.

d.

16. Look at this picture! What is the name of the tool?

(a.) Fridge

b. Microwave

c. Sink

d. Cutting Board

141

17. Look at the picture

Which one is a **Frying pan?**

a.

(b.)

c.

d.

18. What is the name of this picture?

a. Air conditioner   b. Refrigerator

(c.) Apron   d. Stove

19. What is the name of this picture?

a. Trash can   b. Pillow

c. Tablecloth   d. Napkin

20. The name of the animal in the picture is_____

a. Duck   b. Swan

c. Bear   d. Bird

APPENDIX 1

INSTRUMENT OF VOCABULARY TEST

(Post-test) $B = 14$

$= \dfrac{14}{20} \times 100$

$= 70$

Name	: Dhosta Qoriana dewi
Subjects	: B.inggris
Class/ Semester	: VIII A / Genap
Day/Date/Year	: 15/3/2025
Time Allocation	:

1. What is the animal's name?

   X Squirrel

   b. Giraffe

   c. Pigeons

   d. Kangaroo

144

2. This animal is_____

a. Swan

b. Cat

c. Chiken

d. Camel

3. Look at the picture!

What is the animal name?
a. Pig

b. Rat
c. Goose

d. Zebra

4. She was reading a _____ in the Class.

a. Bookshelf

b. Canteen

c. Drawing book

d. Book

5. Look at the picture below!

What is this?

a. Globe

b. Pencil case

Uniform

d. Desk

6. What is the name of the picture below?

a. Stapler

b. Eraser

c. Correction pen

d. Paper

7. What is the object's name?

a. Rug

b. Rabbit

c. Rubber
d. Razor

8. Look at the picture!

This is a _____ it is in the living room.

a. Curtain

b. Carpet

c. Blanket

d. Chair

9. This is a _____

a. Towel

b. Air freshener

c. Lamp

d. Painting

10. Look at the picture below!

Which one is **hat?**

a.

b.

c.

d.

11. Look at the picture

He is _____

a. Fireman

b. Farmer

c. Police

d. Student

12. Look at the picture! What is the name of the tool?

a. Food cover

b. Napkin

c. Teapot

d. Mug

13. Look at the picture below!

Which one is **buffalo?**

a.

b.

c.

d.

14. Look at the picture bellow!
Which one is **fireplace?**

a.

b.

c.

d.

15. Look at the picture!

Which one is **Grater?**

a.

b.

c.

16. Look at this picture! What is the name of the tool?

a. Fridge

b. Microwave

c. Sink

d. Cutting Board

151

17. Look at the picture

Which one is a **Frying pan?**

a.

b.

c.

d.

18. What is the name of this picture?

a. Air conditioner   b. Refrigerator

c. Apron   d. Stove

19. What is the name of this picture?

a. Trash can   b. Pillow

c. Tablecloth   d. Napkin

20. The name of the animal in the picture is_____

a. Duck   b. Swan

c. Bear   d. Bird

153

APPENDIX 1

INSTRUMENT OF VOCABULARY TEST

(Post-test) $B = 14$

$$= \frac{14}{20} \times 100 = \boxed{70}$$

Name : RAHIMA - IRWANAS
Subjects : Bahasa Inggris
Class/ Semester : VIII 8A . 2
Day/Date/Year : 15/03/2025
Time Allocation : 10:00 - 11:00

1. What is the animal's name?

X. Squirrel

b. Giraffe

c. Pigeons

d. Kangaroo

154

X 2. This animal is_____

X. Swan

b. Cat

c. Chiken

d. Camel

3. Look at the picture!

What is the animal name?
a. Pig

X Rat
c. Goose

d. Zebra

4. She was reading a _____ in the Class.

a. Bookshelf

b. Canteen

c. Drawing book

✗ Book

5. Look at the picture below!

What is this?

a. Globe

b. Pencil case

✗ Uniform

d. Desk

6. What is the name of the picture below?

a. Stapler

b. Eraser

✗ Correction pen

d. Paper

7. What is the object's name?

✗ Rug

b. Rabbit

c. Rubber
d. Razor

8. Look at the picture!

This is a _____ it is in the living room.

✗ Curtain

b. Carpet

c. Blanket

d. Chair

9. This is a _____

    a. Towel

    b. Air freshener

    c. Lamp

    ✹ Painting

10. Look at the picture below!

Which one is **hat?**

✹

b.

c.

d.

11. Look at the picture

He is _____

a. Fireman

b. Farmer

✗ Police

d. Student

12. Look at the picture! What is the name of the tool?

a. Food cover   b. Napkin

c. Teapot   ✗ Mug

159

13. Look at the picture below!

Which one is **buffalo?**

X

b.

c.

d.

14. Look at the picture bellow!
Which one is **fireplace?**

X

b.

c.

d.

✗15. Look at the picture!

Which one is **Grater?**

a.

b.

✗

d.

16. Look at this picture! What is the name of the tool?

a. Fridge

b. Microwave

✗ Sink

d. Cutting Board

17. Look at the picture

Which one is a **Frying pan?**

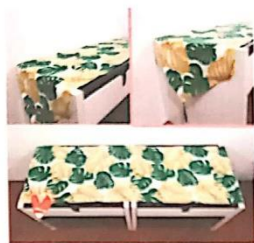
a.

b.

c.

✘

18. What is the name of this picture?

a. Air conditioner

b. Refrigerator

✘ Apron

d. Stove

19. What is the name of this picture?

a. Trash can   b. Pillow

X Tablecloth   d. Napkin

20. The name of the animal in the picture is_____

X Duck   b. Swan

c. Bear   d. Bird

APPENDIX 1

INSTRUMENT OF VOCABULARY TEST

(Post-test) $B = 17$

$= \frac{17}{20} \times 100$

≈ 85

Name	: Laras Sibori
Subjects	: Bahasa Inggris
Class/ Semester	: VIII A / 2
Day/Date/Year	: 15-03-2025
Time Allocation	:

What is the animal's name?

  a. Squirrel

  b. Giraffe

  c. Pigeons

  d. Kangaroo

164

2. This animal is_____

a. Swan

b. Cat

c. Chiken

d. Camel

3. Look at the picture!

What is the animal name?
a. Pig

b. Rat
c. Goose

d. Zebra

4. She was reading a _____ in the Class.

a. Bookshelf

b. Canteen

c. Drawing book

~~d. Book~~

5. Look at the picture below!

What is this?

~~a. Globe~~

b. Pencil case

c. Uniform

d. Desk

6. What is the name of the picture below?

a. Stapler

b. Eraser

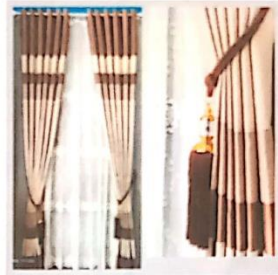a. Correction pen

b. Paper

7. What is the object's name?

a. Rug

b. Rabbit

c. Rubber

d. Razor

8. Look at the picture!

This is a _____ it is in the living room.

a. Curtain

b. Carpet

c. Blanket

d. Chair

9. This is a _____

a. Towel

b. Air freshener

c. Lamp

d. Painting

10. Look at the picture below!

Which one is **hat**?

a.

b.

c.

d.

1. Look at the picture

He is _____

a. Fireman

b. Farmer

~~Police~~

~~Student~~

2. Look at the picture! What is the name of the tool?

a. Food cover   b. Napkin

c. Teapot   ~~Mug~~

13. Look at the picture below!

Which one is **buffalo?**

a.

b.

c.

d.

14. Look at the picture bellow!
Which one is **fireplace?**

a.

b.

c.

d.

25. Look at the picture!

Which one is **Grater?**

a.

b.

c.

d.

26. Look at this picture! What is the name of the tool?

a. Fridge

b. Microwave

c. Sink

d. Cutting Board

17. Look at the picture

Which one is a **Frying pan?**

✗

b.

c.

d.

18. What is the name of this picture?

a. Air conditioner   b. Refrigerator

✗ Apron   d. Stove

19. What is the name of this picture?

a. Trash can   b. Pillow

c. Tablecloth   d. Napkin

20. The name of the animal in the picture is_____

a. Duck   b. Swan

c. Bear   d. Bird

APPENDIX 1

INSTRUMENT OF VOCABULARY TEST

(Post-test) $B > 15$

$= \dfrac{15}{20} \times 100$

$= \boxed{75}$

Name	: Ahmad Yuela
Subjects	: bahasa Inggris
Class/ Semester	: VIII A
Day/Date/Year	:
Time Allocation	:

X. What is the animal's name?

a. Squirrel

b. Giraffe

c. Pigeons

X. Kangaroo

2. This animal is_____

X Swan

b. Cat

c. Chiken

d. Camel

3. Look at the picture!

What is the animal name?
a. Pig

X Rat
c. Goose

d. Zebra

4. She was reading a _____ in the Class.

a. Bookshelf

b. Canteen

c. Drawing book

✗ Book

5. Look at the picture below!

What is this?

a. Globe

b. Pencil case

✗ Uniform

d. Desk

6. What is the name of the picture below?

✗ Stapler

b. Eraser

c. Correction pen

d. Paper

7. What is the object's name?

X. Rug

b. Rabbit

c. Rubber
d. Razor

8. Look at the picture!

This is a _____ it is in the living room.

X Curtain

b. Carpet

c. Blanket

d. Chair

9. This is a _____

    a. Towel

    b. Air freshener

    c. Lamp

    ✗ Painting

10. Look at the picture below!

    Which one is **hat**?

a✗

b.

c.

d.

11. Look at the picture

He is _____

a. Fireman

b. Farmer

c. Police

X. Student

12. Look at the picture! What is the name of the tool?
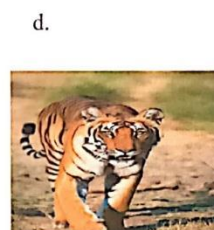

a. Food cover

b. Napkin

c. Teapot

X Mug

13. Look at the picture below!

Which one is **buffalo?**

a.

b.

c.

d.

14. Look at the picture bellow!
Which one is **fireplace?**

a.

b.

c.

d.

15. Look at the picture!

Which one is **Grater**?

✗

b.

c.

d.

16. Look at this picture! What is the name of the tool?

✗ Fridge

b. Microwave

c. Sink

d. Cutting Board

17. Look at the picture

Which one is a **Frying pan?**

✗

b.

c.

d.

18. What is the name of this picture?

✗ Air conditioner   b. Refrigerator

c. Apron   d. Stove

19. What is the name of this picture?

a. Trash can   b. Pillow

✗ Tablecloth   d. Napkin

20. The name of the animal in the picture is_____

a. Duck   ✗ Swan

c. Bear   d. Bird

APPENDIX V

PHOTOS DOCUMENTION

(pre-test process)

(Treatments)

(post-test process)

NO	TANGGAL KONSULTASI	MATERI KONSULTASI	KETERANGAN	PARAF DOSEN
1	9/06/2024	BAB 1		
2	11/07/2024	BAB 1		
3	9/08/2024	BAB 1		
4	25/09/2024	BAB 1,2,3		
5	14/10/2024	BAB 1,2,3		
6	17/10/2024	BAB 3		
7	30/10/2024	BAB 1,2,Dan 3		
8	6/11/2024	The consistency of write		
9				
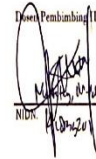
Sorong.........................2024

Dosen Pembimbing I

Nurteteng, M.Pd.
NIDN 1418039201

NO	TANGGAL KONSULTASI	MATERI KONSULTASI	KETERANGAN	PARAF DOSEN
1	13/03/2025	Bab, 4		
2	10/04/2025	BAB, 1,2,3,4,dan5		
3	11/04/2025	Bab,1,2,3,4,5		
4	12/04/2025	Bab,1,2,3,4,5		
5				
6				
7				
8				
9				

Sorong.........................2024

Dosen Pembimbing II

M.Pd., M.Pd.
NIDN

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SURAT KETERANGAN VALIDASI

Yang bertanda tangan di bawah ini :

Nama	: Agus Setiawan, M.Pd.
NIDN	: 1407029201
Jabatan Fungsional	: Lektor/III C
Unit Kerja	: Dosen Program Studi Pendidikan Bahasa Inggris
	FABIO Unimuda Sorong

Menyatakan dengan sesungguhnya telah melakukan validasi Intrument/produk mahasiswa :

Nama	: Leoni Marlina Fadimpo
NIM	: 148820321032

Berupa :

- ☐ Media Pembelajaran
- ☐ Modul atau bahan ajar
- ☐ Model Pembelajaran
- ☑ Instrument Penelitian
- ☐ Lain-lain : ....

Dengan judul :

"The Combination of Snake And Ladder Media And Spelling Bee Game In teaching English Vocabulary at Eight Grade in Muhammadiyah Junior High School Kabupaten Sorong"

Keputusan hasil validasi adalah : Sangat Baik/Cukup Baik*

Demikianlah keterangan validitas ini dibuat sesuai dengan kaidah akademik dan keilmuan serta dapat dipertanggungjawabkan. Selanjutnya agar dapat dipergunakan sebagaimana mestinya.

Mengetahui,	Sorong, 22 — 11 — 2024
Ketua Prodi. Pend. Bahasa Inggris	Validator
Nurteteng, M.Pd.	Agus Setiawan, M.Pd.
NIDN. 1418039201	NIDN. 1407029201

https://pbing.unimudasorong.ac.id

PROGRAM STUDI:
Pendidikan Bahasa Inggris, Pendidikan Bahasa Indonesia, Pendidikan Pancasila dan Kewarganegaraan, PGSD, Pendidikan Jasmani, dan PG PAUD

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Nomor   : 246/I.3.AU/SPm/FABIO/B/2025   Sorong, 13 Februari 2025
Lamp.   : -
Perihal : *Permohonan Izin Penelitian*

Kepada Yth.
Kepala SMP Muhammadiyah Aimas Kabupaten Sorong
Di_
            Tempat

Assalamu'alaikum warohmatullahi wabarokatuh.

Dekan Fakultas Pendidikan Bahasa, Sosial, dan Olahraga Universitas Pendidikan Muhammadiyah (UNIMUDA) Sorong dengan ini mengajukan permohonan kepada Bapak/Ibu, kiranya dapat menerima dan mengizinkan mahasiswa kami:

Nama   : **Leoni Marlina Fadimpo**
NIM   : **148820321032**
Semester   : **VII (Tujuh)**
Program Studi   : **Pendidikan Bahasa Inggris**
Judul Penelitian   :"*The Combination of Snake and Ladder Media and Spelling Bee Game in Teaching English Vocabulary at Eight Grade in Muhammadiyah Junior High School Kabupaten Sorong*".

Untuk melaksanakan Penelitian Skripsi di instansi yang Bapak/Ibu pimpin. Pelaksanaan penelitian direncanakan **mulai tanggal 17 Februari - 26 Maret 2025.**

Demikian permohonan ini kami sampaikan, atas perhatian dan kerjasamanya diucapkan terima kasih.

Wassalamu'alaikum warohmatullahi wabarokatuh.

                                                        Dekan,

                                            Roni Andri Pramita, M.Pd.
                                            NIDN. 1411129001

Tembusan disampaikan Kepada:
1 .Ketua Program Studi Pendidikan Bahasa Inggris;
2. Dosen Pembimbing Skripsi;
3. Yang bersangkutan;

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