

USING SNAKE AND LADDER TO IMPROVE MALAYSIAN STUDENTS ENGLISH VOCABULARY

Tiyas Saputri¹, Edi Pujo Basuki², Djuwari³, Mujad Didien Afandi⁴, Novi Rahmania Aquariza⁵, Agista Putri Setianingsih⁶, Ziyada Wulan Wulidha⁷, Silvi Nur Hidayati⁸, Faella Nur Oktaviani⁹
1,2,3,4,5,6,7,8,9) Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan,

Universitas Nahdlatul Ulama Surabaya

email: tiyass@unusa.ac.id

Abstrak

Belum terdapat aktivitas rutin pengajaran bahasa Inggris untuk meningkatkan kemampuan bahasa Inggris di Madrasah Tahfidz Darul Qur'an Wal Hadith Bukit Badong, Malaysia. Bahkan, pembelajaran pelajaran lainnya di sana masih menggunakan cara tradisional, tidak ada sentuhan teknologi. Hal ini berakibat pada motivasi santri yang rendah dalam pembelajaran bahasa Inggris dan berpengaruh pada tercapainya tujuan belajar bahasa Inggris terutama dalam hal penguasaan kosakata Bahasa Inggris. Tujuan pengabdian masyarakat ini adalah: 1) untuk meningkatkan penguasaan media pembelajaran berbasis teknologi dalam pembelajaran bahasa Inggris, 2) untuk meningkatkan motivasi santri dalam pembelajaran bahasa Inggris, 3) untuk meningkatkan penguasaan kosakata Bahasa Inggris. Media pembelajaran yang akan digunakan pada pengabdian masyarakat internasional ini adalah media pembelajaran yang menarik dan mudah dipahami yaitu papan ular tangga digital. Kegiatan dimulai dengan kegiatan webinar via Zoom meeting di Madrasah Tahfiz Darul Quran Wal Hadith Bukit Badong Malaysia. Setelah webinar, dilanjutkan dengan pendampingan terkait media aplikasi pembelajaran tersebut. Target mitra sasaran tersebut yaitu santri di madrasah tersebut. Kegiatan ini dilakukan di sebuah Madrasah Tahfiz Darul Quran Wal Hadith Bukit Badong Malaysia. Metode pengumpulan data dilakukan dengan cara observasi, tes dan interview. Data dikumpulkan melalui observasi kelas saat proses belajar mengajar online, pemberian tes dan juga hasil rekaman. Analisis data dilakukan melalui mendeskripsikan data hasil observasi dan interview serta menghitung nilai rata-rata perolehan hasil tes. Hasil dari kegiatan pengabdian kepada masyarakat ini menunjukkan bahwa penggunaan papan permainan ular tangga digital dapat meningkatkan penguasaan media pembelajaran berbasis teknologi dalam pembelajaran bahasa Inggris santri dan ustadz/ustadzah/guru, motivasi santri dalam belajar bahasa Inggris, dan kosakata Bahasa Inggris santri.

Kata kunci: Papan Ular dan Tangga Digital, Kosakata Bahasa Inggris, Santri

Abstract

There are no routine English teaching activities to improve English language skills at Madrasah Tahfidz Darul Qur'an Wal Hadith Bukit Badong, Malaysia. In fact, learning other lessons there still uses traditional methods, there is no touch of technology. This results in low student motivation in learning English and influences the achievement of English learning goals, especially in terms of mastering English vocabulary. The objectives of this community service are: 1) to improve mastery of technology-based learning media in learning English, 2) to improve students' motivation in learning English, 3) to improve mastery of English vocabulary. The learning media that will be used in this international community service is an interesting and easy to understand learning media, namely the digital snake and ladder board. The activity began with a webinar via Zoom meeting at Madrasah Tahfiz Darul Quran Wal Hadith Bukit Badong Malaysia. After the webinar, it continues with an assistance regarding the learning application media. The targets are students at the madrasah. This activity was carried out at a Tahfiz Darul Quran Wal Hadith Madrasah, Bukit Badong, Malaysia. Data collection methods were carried out by means of observation, test and interview. Data were collected through classroom observations during the online teaching and learning process, giving tests and also recording results. Data analysis was carried out by describing data from observation and interview and calculating the average value of the test results. The results of this community service activity show that the use of the digital snake and ladder board game can improve mastery of technology-based learning media in learning English, students' English learning motivation, and English vocabulary.

Keywords: Digital Snake and Ladder Board, English Vocabulary, Students

PENDAHULUAN

Learning English in schools is still a priority for development, because English is the international language most often used when talking to foreigners who are not from the same country. Mastering

English can open up many good opportunities in the world of education, one of which is the form of teaching English. At Madrasah Tahfidz Darul Qur'an Wal Hadith Bukit Badong, Malaysia, there are no routine English language teaching activities to improve English language skills. In fact, learning other lessons there still uses traditional methods, there is no touch of technology. This was obtained from pre-observation data and interviews with ustadz (teachers) at the madrasah, teachers used traditional and monotonous learning methods when teaching other subjects, which resulted in low student motivation. Every sector of life needs to combine advanced technology in the industrial era 4.0 and society 5.0, including education. Teachers must be proficient in the latest technology to stay abreast of changes in the profession and avoid being left behind. When technology is mastered, teaching will become simpler for teachers and learning will become much more fun and interesting, which will motivate students even more.

Students' low motivation in learning English influences the achievement of English learning goals. Motivation is the effort that drives someone to do something (Dauyah & Yulinar, 2018). Internal motivation comes from within the individual while external motivation comes from outside (Authar et al., 2022). Motivation will encourage someone to try harder to achieve success in what they do. In the context of learning English as a foreign language, motivation plays a very important role, especially in determining the success of the learning process itself. In this case, motivation provides positive energy and the students' will achieve success in what they are studying.

Motivation in learning English cannot be separated from two things; namely the attitudes and affective conditions of students which can directly influence the efforts made by students in learning a foreign language. These attitudes and affective conditions are the driving factors that encourage students to put more effort into learning, so that the goal of learning English can be achieved. Therefore, it is necessary to socialize English language learning using a touch of technology in the madrasah. There are many new things related to learning that can be developed at the madrasah. Things that can be developed are English language learning to improve English language skills, especially in the area of vocabulary and increasing ability in mastering learning technology. With a technology-based form of English language learning packaging, English language learning will be able to be creative, innovative, interesting and easy to learn. Besides, It is highly advised to use the game in English learning to develop skills that feel rather complex (Ajeng, 2021).

The problem that partners have is the need to learn English using digital-based learning media that is interesting and can be understood easily. Basically, Pondok Pengajian Warga Emas Bukit Badong or Madrasah Tahfiz Darul Quran Wal Hadith Bukit Badong Malaysia focuses its students on the science of recitation, tahfiz and as a center for disseminating religious knowledge, especially to the community and local residents. Madrasah Tahfiz Darul Quran Wal Hadith Bukit Badong is located at 300B, Jalan Kartimun, KG. Bukit Badong 45600 Bestari Jaya, Selangor, Malaysia. Madrasah Tahfiz Darul Quran Wal Hadith Bukit Badong Malaysia is a place of recitation with a garden concept. This madrasah provides facilities such as modern cottages with complete facilities, surau and study hall. Every day there are Bible studies, public lectures and inaugural lectures. With community service activities that will be carried out at the madrasah, the chairman and proposing team will provide insight into English, especially regarding vocabulary and mastery of technology related to English language learning.

The target partners are the general public, namely the students at Madrasah Tahfiz Darul Quran Wal Hadith Bukit Badong Malaysia. It is hoped that student motivation will increase and teachers can master the snake and ladder learning application media well so that it can be applied to all students. The problem at Madrasah Tahfiz Darul Quran Wal Hadith Bukit Badong Malaysia is the absence of English language learning using digital-based learning media and the students' low motivation in learning English, resulting in a lack of English vocabulary mastery. Therefore, it is necessary to first identify the extent of students' learning motivation in learning English and its causes.

The first step in learning English is for students to get familiar with the meanings of the language's words. They must therefore master a lot more vocabulary (Rohayati & Rizkyanti, 2019). Relevance with this, knowing the language begins with learning the various vocabulary of the language being studied (Kasanah et al., 2022). The students' ability to comprehend what they read and hear in class and to effectively communicate with others depends on their vocabulary. They may find learning vocabulary in English lessons to be entertaining or boring. If they merely listen to the teacher while they lecture in front of the class, the learning process will become tedious; but, if they participate, it will be exciting. Their participation in learning engaging in activities will increase their capacity to learn.

It is also necessary to increase mastery of technology in the field of education for both students and teachers, especially in terms of the use of technology-based application media using the snake and

ladder application media in learning English. The aims of this community service are: 1) to increase mastery of technology-based learning media in learning English, 2) to increase students' motivation in learning English. Apart from that, this community service activity is carried out to support the Independent Learning - Independent Campus policy which provides students with the opportunity to take credits outside the study program and encourages universities to continue to innovate learning in the Industry 4.0 era and the Society 5.0 era. Apart from that, this is also an effort to strengthen institutional capacity in achieving Main Performance Indicators (IKU) for higher education, especially IKU 2 (Students Gain Experience Outside Campus), IKU 3 (Lecturers Doing Activities Outside Campus) and IKU 5 (Lecturers' work results are used by the community or receive international recognition).

The problem at Madrasah Tahfiz Darul Quran Wal Hadith Bukit Badong Malaysia is the absence of English language learning using digital-based learning media and the students' low motivation in learning English, resulting in a lack of mastery of English vocabulary. From the problems above, the chairman of the proposer together with the implementing team have a solution to this problem. First, identify the extent of the students' learning motivation in learning English both before and after treatment in the form of learning English using the snake and ladder learning application media. This was done using a questionnaire about students' motivation in learning English. Second, there is an increase in mastery of technology in the field of education for both students and ustadz (teachers), especially in terms of the use of technology-based application media using the snake and ladder application media in learning English. For this reason, the chief proposer together with the implementing team took the initiative to hold a webinar via Zoom meeting entitled "The Socialization of Using of Snake and Ladder Board to Improve English Vocabulary for Students in Malaysia". The following is a picture of the atmosphere at Madrasah Tahfiz Darul Quran Wal Hadith Bukit Badong.



Figure 1. The atmosphere at Madrasah Tahfiz Darul Quran Wal Hadith Bukit Badong

The aims of this community service are: 1) to improve mastery of technology-based learning media in learning English, 2) to improve students' motivation in learning English, 3) to improve mastery of English vocabulary. Apart from that, this community service activity was carried out to support the Independent Learning - Independent Campus policy which provides students with the opportunity to take credits outside the study program and encourages universities to continue to innovate learning in the Industry 4.0 era and the Society 5.0 era. Apart from that, this is also an effort to strengthen institutional capacity in achieving Main Performance Indicators (IKU) for higher education, especially IKU 2 (Students Gain Experience Outside Campus), IKU 3 (Lecturers Doing Activities Outside Campus) and IKU 5 (Lecturers' work results are used by the community or receive international recognition). The target participants are all students at Madrasah Tahfiz Darul Quran Wal Hadith Bukit Badong Malaysia.

METODE

The media used in this international community service is a digital snake and ladder board game. This board game is an effective, easy, and fun way for students to learn and practice students' communication skills (Arfani & Sulistia, 2019). With the board game, students can grow their motivation. In the past, snake and ladder is a traditional game which many people have been familiar with this classic game including children (Setiawan & Mitra Zuana, 2018). Nowadays, snake and ladder board game is created electronically into an application of a game which is called a digital snake and ladder board game. It is one of the interesting games that can be used in teaching vocabulary. It is not only an enjoyable game, but also facilitates the students to learn about counting, life interaction and socialization. Widiastuti (2020) stated that students are encouraged to connect and

communicate in a fun environment by incorporating games into learning activities. The digital snake and ladder board game encourages children to participate in healthy pursuits that stretch their minds and impart social skills. Furthermore, it will help students master English vocabulary, so that it will make it easier for students to achieve mastery of the four skills in English (writing, reading, speaking, listening) (Latifah et al., 2023). Therefore, it will motivate students to increase their English vocabulary. In this game, implicitly the senior high school students can learn about up and down 85 in life or about joys and troubles. It can be used as a media to build and reinforce student's vocabulary mastery at first grade senior high school as well as develop their ability to socialize with their friends by playing and working together in a team or group.

In the digital snake and ladder board game, it is beginning with square number 1, which extends from the bottom left corner up to square number 10 in the lower right corner, squares on the board are tallied from right to left beginning with square number 11 on the second line until square number 20, and so on until square number 100 in the upper left corner. Pictures with a message and a good deed are on the packages. Order or good deeds typically use a ladder to ascend to the higher box, whilst bad deeds usually descend through the snake into the lower box. Every player starts with a piece in the first box, which is typically the box in the lower left corner, and then rolls the dice once every two turns. Depending on how many dice eyes show, the pawn is moved. Immediately after landing at the bottom of a ladder, the player can move to the opposite end of the stairs. when coming to rest in a box at the snake's bottom. The first player reaches the final box wins the round. When a player rolls six on the dice, they typically get another turn; if not, the turn passes to the next player (Taka, 2019). As a result, the next section contains detailed instructions for how to use the digital snake and ladder board game to teach vocabulary. The advantages of this board game is it can improve motivation to study and improve creativity. It is possible when the people playing this game their brain will work hard to manage the strategy to get the lucky cube. Playing snake ladder will help the brain to be more concentration and understand because without people know they learn by playing and people will be enthusiastic to learn the lesson (Hariyanti et al., 2013). It can motivate the students in learning new vocabulary because of its attractive appearance and sophisticated form (Fitriana & Maro, 2018). The content can improve not only children's vocabulary size but also vocabulary comprehension due to the picture existence. In addition, the children can learn individually or cooperatively since the games is designed interactively. The digital snake and ladder board game can be seen in the picture below:

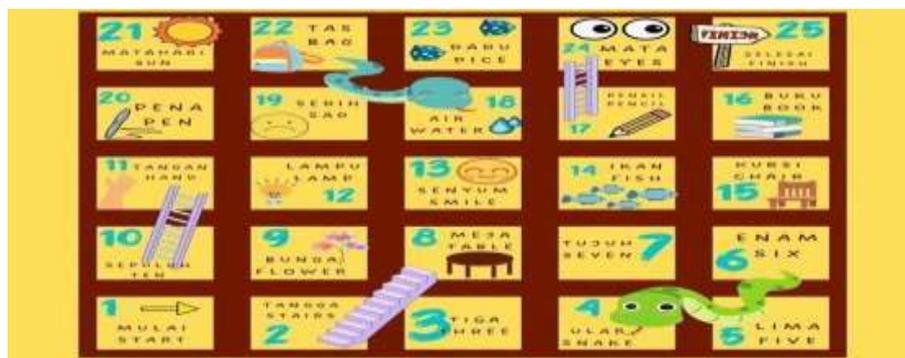


Figure 2. The picture of digital snake and ladder board game

The activity of the community service began with a webinar via Zoom meeting entitled "The Socialization of Using Digital Snake and Ladder Board to Improve English Vocabulary for Students in Malaysia" at Madrasah Tahfiz Darul Quran Wal Hadith Bukit Badong Malaysia. After the webinar, it would be continued with facilitating assistance regarding the learning application media. The target partners are 30 students at the madrasah. The stages of the community service were shown below:

Preparation stage

1. The team conducts a survey.
2. The team interviewed the Islamic boarding school regarding learning and methods.
3. The team coordinates with the Islamic boarding school regarding the agenda and technical implementation of the webinar.

Implementation stage

During the webinar, the technical implementation was carried out as follows:

1. The teacher explains the rules of the game.
2. The students start playing together according to the instructions the teacher has given.

3. The students read the vocabulary they have acquired, then record it.
4. The students are given instructions to remember the vocabulary for each number on the snake and ladder board.
1. ladder board.
5. Then the students are directed to play on an online application called hangman, where they will name the letters one by one and then guess them.

Evaluation stage

1. Communicating with the management at Madrasah about the monitoring and evaluation.
2. Discussing the MOU agreement between the two parties.
3. Providing solutions and making a book about vocabulary.

Data collection methods were carried out through observation, test and interview. Data were collected through classroom observations during the online teaching and learning process and also recorded results. The team of this community service observed the implementation of using digital snakes and ladders board game from beginning until the end and write the observation data using field notes. This observation was carried out to find out the mastery of technology-based learning media in English language learning. They wrote the data descriptively. The students were also given test about English vocabulary. Then they were also interviewed by the researchers using voice note in Whatsapp and asked five questions involving: 1. "Do you have any passions and desires to succeed in English vocabulary mastery after using digital snake and ladder board game?", 2. "Do you have an encouragement and a need to learn English using digital snake and ladder board game?", 3. "Do you have any hopes and aspirations in the future to learn English using digital snake and ladder board game?", 4. "Do you think using digital snake and ladder board game to learn English vocabulary is an interesting learning activity?", 5. "Do you think using digital snake and ladder board game can create a conducive learning environment?".

Data analysis was carried out by describing data from observation and interview and calculating the average value of the test results. Based on observation data collected, the team analyzed the field notes data descriptively. Based on the interview data, the team also described the data descriptively and made a summary. Based on the test (pre-test and post-test), the team calculated the average value of the test results.

HASIL DAN PEMBAHASAN

According to the observation data in the form of field notes, during the webinar, there is an increase of the students' mastery of technology-based learning media in English language learning. Not only the students about also the teachers can create and operate the digital snake and ladder board game themselves. Compared to the past, they used traditional learning media but now they could use the digital one. Therefore, there is an improvement of the students' and teacher's mastery of technology-based learning media in English language learning of vocabulary.

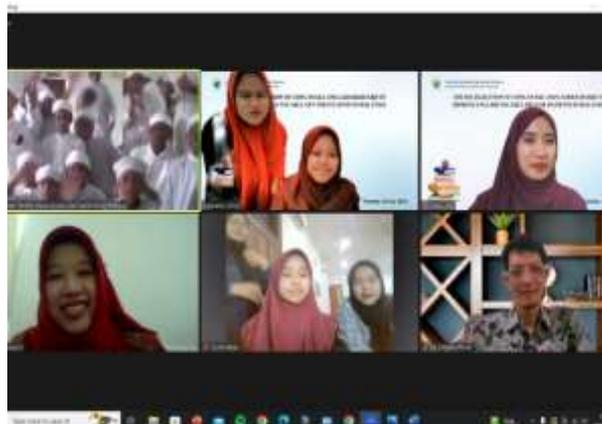


Figure 3. The webinar of "The Socialization of Using Digital Snake and Ladder Board to Improve English Vocabulary for Students in Malaysia"

According to the interview data involving five questions taken from Whatsapp voice note, it can be obtained that after asking the first question, "Do you have any passions and desires to succeed in English vocabulary mastery after using digital snake and ladder board game?", all students answered "Yes, I do". It means that they have passions and desires to succeed in English vocabulary mastery

after using digital snake and ladder board game. After asking the second question, “Do you have an encouragement and a need to learn English using digital snake and ladder board game?”, all students answered “Yes, I do”. It means that they have an encouragement and a need to learn English using digital snake and ladder board game. After asking the third question, “Do you have any hopes and aspirations in the future to learn English using digital snake and ladder board game?”, all students answered “Yes, I do”. It means that they have hopes and aspirations in the future to learn English using digital snake and ladder board game. Even most of them stated that they hope they could master English well and this media could be routinely used. After asking the fourth question, “Do you think using digital snake and ladder board game to learn English vocabulary is an interesting learning activity?”, all students answered “Yes, I do”. It means that they think that using digital snake and ladder board game to learn English vocabulary is an interesting learning activity and they were happy to carry out this activity. After asking the fifth question, “Do you think using digital snake and ladder board game can create a conducive learning environment?”, all students answered “Yes, I do”. It means that they think that using digital snake and ladder board game can create a conducive learning environment. It could be made a summary that all of them were motivated to learn English vocabulary using digital snake and ladder board game.

According to pre-test and post-test, there was an improvement of the students’ English vocabulary mastery. It can be seen from the table below:

Table 1. Pre-Test and Post-Test Score

Student	Pre-test score	Post-test Score	Means (Average)
1.	70	90	80
2.	60	100	80
3.	70	90	80
4.	60	100	80
5.	60	100	80
6.	50	100	75
7.	60	100	80
8.	70	90	80
9.	70	90	80
10.	60	100	80
11.	70	100	85
12.	50	100	75
13.	60	100	80
14.	50	100	75
15.	70	90	80
16.	50	100	75
17.	60	100	80
18.	70	100	85
19.	50	100	75
20.	60	100	80
21.	50	90	70
22.	60	100	80
23.	70	80	75
24.	50	100	75
25.	60	80	70
26.	50	90	70

27.	60	90	75
28.	70	100	85
29.	50	100	75
30.	60	100	80
31.	60	100	80
32.	60	100	80

From the table above indicated that there was an improvement of the Malaysian students' English vocabulary after having treatment using digital snake and ladder. It can be seen from the result of pre-test and post-test score.

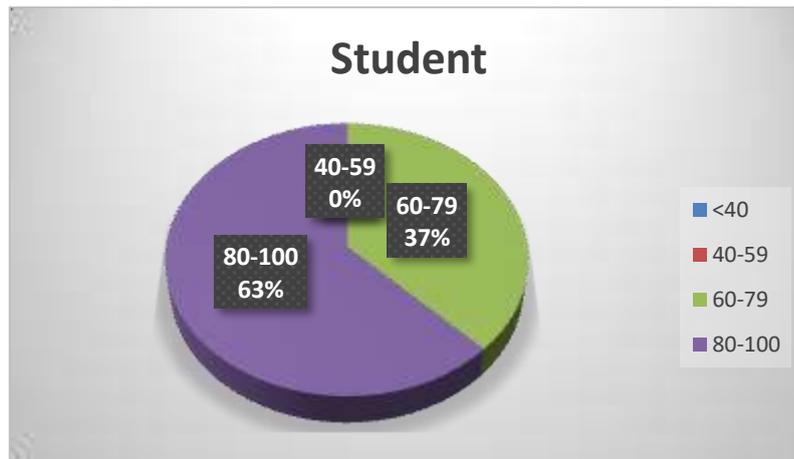


Figure 4. Recapitulation of Students' Pre-Test and Post-Test Score

From the figure above, it indicated that 0% student obtained score <40 and 0% student obtained score 40-59. There was 37% of the students obtained score range 60-79. Moreover, there was 63% of the students obtained score range 80-100. It means that there was an improvement of students' English vocabulary mastery.

The result of community service was the students' mastery of the snake and ladder English learning application media in the madrasah was improved as either or the teachers'. This is obtained from the results of obtaining questionnaires from students. This is certainly supported by observations in the field by directly observing the students' and teachers' practices through field notes. It can be concluded that the students' or teacher's mastery of technology in learning English using digital snake and ladder application media was improved. Furthermore, based on the result of pre-test and post-test score, the students' English vocabulary mastery was improved. At last, the students' English learning motivation was also increased. After the community service activity entitled "The Socialization of Using Snake and Ladder Board to Improve English Vocabulary for Students in Malaysia" was carried out, the next step was to monitor and evaluate the development of English learning using the snake and ladder board. This monitoring and evaluation was based on the observations whether there was an improvement in mastery of technology-based learning media in learning English, students' English learning motivation, and students' English vocabulary mastery. Until now, monitoring and evaluation is still being carried out on the students and teachers at Madrasah Tahfiz Darul Quran Wal Hadith Bukit Badong, Malaysia through communication on WhatsApp media with Dai Aiman (their ustadz/teacher/principal). If necessary, English language learning assistance using the snake and ladder application would be carried out again to improve the quality of education for students and teachers at the school.

SIMPULAN

The results of this community service activity were **the students' mastery of the snake and ladder English learning application media in the madrasah**, students' English learning motivation, and the students' English vocabulary mastery were improved. In other words, digital snake and ladder game board can improve mastery of technology-based learning media in learning English, students' English learning motivation, and students' English vocabulary. The next community service activity in

terms of helping improve technology-based English language learning is by facilitating assistance with technology-based English language training using other applications so that it is varied which can certainly be beneficial for students and teachers at Madrasah Tahfiz Darul Quran Wal Hadith Bukit Badong, Malaysia.

UCAPAN TERIMA KASIH

The author would like to thank Universitas Nahdlatul Ulama Surabaya for providing support in the implementation of the community service program and the completion of this article. The author is also grateful for the willingness of the leader of Madrasah Tahfiz Darul Quran Wal Hadith Bukit Badong, Malaysia.

DAFTAR PUSTAKA

- Ajeng, S. (2021). Efforts To Improve The Ability To Speak English Through The Game "Snake And Ladder" In Grade Vii-A Students At Smpn 3 Ngimbang.
- Arfani, S., & Sulistia, A. (2019). Teaching Speaking Using A "Snake And Ladder" Board Game: A Teacher Story. *Research And Innovation In Language Learning*, 2(1), 65. <https://doi.org/10.33603/Rill.V2i1.1642>
- Authar, N., Saputri, T., & Djuwari, D. (2022). Students' Perception: Coffee Shop As Joyful Learning Space In Improving English Speaking Skill.
- Dauyah, E., & Yulinar, Y. (2018). Faktor-Faktor Yang Mempengaruhi Motivasi Belajar Bahasa Inggris Mahasiswanon-Pendidikan Bahasa Inggris. *Jurnal Serambi Ilmu*, 30(2), 196. <https://doi.org/10.32672/Si.V30i2.761>
- Fitriana, D., & Maro, R. K. (2018). Teaching Vocabulary Through Snake And Ladder Board Game In The Tenth Grade Of Sma Muhammadiyah 1 Malang.
- Hariyanti, N., Tjalla, M., Dalle, H. A., & Haris, A. (2013). The Use Of Snakes And Ladders Game As English Teaching Media To Improve Mentally Retarded Students' Vocabulary.
- Kasanah, U., Zaini, M., Efendi, N., Wijayanto, A., & Setyowati, E. (2022). Development Of Smart Snake And Ladder Media In Mastery Of English Vocabulary Grade Iii At Sdi Babussalam Pandean Durenan Trenggalek. *Journal Corner Of Education, Linguistics, And Literature*, 1(4), 216–226. <https://doi.org/10.54012/Jcell.V1i4.45>
- Latifah, N., Saifuddin, A., & Widiarini, W. (2023). Developing The Snake And Ladder Game As Media For Teaching Vocabulary At Ma Al Khoiriyah. *Jurnal Ilmiah Mandala Education*, 9(3). <https://doi.org/10.58258/Jime.V9i3.5506>
- Rohayati, T., & Rizkyanti, A. S. (2019). The Use Of Snakes And Ladders Games In Teaching Vocabulary. *Project (Professional Journal Of English Education)*, 2(6), 797. <https://doi.org/10.22460/Project.V2i6.P797-805>
- Setiawan, I., & Mitra Zuana, M. M. (2018). Teaching Vocabulary Using Modified Snakes And Ladders Game. *Alsuna: Journal Of Arabic And English Language*, 1(2), 87–95. <https://doi.org/10.31538/Alsuna.V1i2.86>
- Taka, S. D. (2019). Teaching Speaking By Using Snake And Ladder Board Game. *Ideas: Journal On English Language Teaching And Learning, Linguistics And Literature*, 7(2). <https://doi.org/10.24256/Ideas.V7i2.1021>
- Widiastuti, R., & Endahati, N. (2020). The Efforts To Improve Writing Skill Of Secondary School Students By Using Snake And Ladder Game. *Eltics : Journal Of English Language Teaching And English Linguistics*, 5(1). <https://doi.org/10.31316/Eltics.V5i1.531>