

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1. Theoretical Framework

Theories are needed to explain some concepts or terms which are applied to research. The supporting theories are as follows:

2.1.1 Concept of Vocabulary

a. Vocabulary Definition

Vocabulary is important part in learning English that should be mastered by students in order to communicate well. Kamali (2014), states that vocabulary is one of the language components playing a key role in all language skills: listening, speaking, reading and writing. Vossoughi (2009) states that vocabulary is the tool we use to think, to express ideas and feelings, and to learn about the world. Pikulski and Templeton. (2004) define vocabulary as the sum of words that are used and understood by students.

Moreover, Stahl (2005) states that “vocabulary is the knowledge of words and words meanings also puts vocabulary knowledge as the knowledge of a word not only implies how that word fits into the context”. Vocabulary knowledge is not something that can be fully mastered. It is something that expands over the course of a life time. Teaching vocabulary involves looking up words in a dictionary and using the words in a sentence. Vocabulary is acquired accidentally through indirect exposure to words and intentionally through explicit teaching in specific words and

word-learning strategies. In addition, (Richards and Schmidt (2013) argue that a set of lexemes, including single words, compound words and idioms.

b. Kinds of Vocabulary

Vocabulary contains of many types, according to Ahmad (2022), there are seven types of vocabulary that are listening, reading, speaking and writing vocabulary.

1. Noun

A noun is a word used for a place, person, or thing. Everything which has a name and we talk about it is a noun. Everything is donated by a name and that naming word is called a "noun". Often a noun will be the name for something we can touch (**e.g., lamb, pen, table**), but sometimes a noun will be the name for something we cannot touch (**e.g., happiness, determinism, truth**). Example:

- a. **People:** Ali, boy, singer.
- b. **Animals:** Cat, cow, elephant.
- c. **Places:** Karachi, city, street.
- d. **Objects:** Cup, pencil, book.
- e. **Qualities:** Boldness, sorrow.
- f. **Actions:** Writing, listening, running.

2. Verb

A verb shows the happening or state of something. It is an action word. Verb is the most important part of any sentence. A sentence does not make sense without a verb in it. There are some instants where a one-word answer can

make up for a whole sentence; like, yes or indeed, etc, without the use of verb, but these responses are not used in formal writing. Verbs can also consist of more than one word. Example:

- a. If somebody does something; like: This cat sleeps all day.
- b. If something has done onto someone; like: A stranger patted the stray cat.
- c. The state of someone or something; like: The cat is alive fortunately reading vocabulary
- d. The children were playing in the backyard

3. Adverb

An adverb is a word that modifies a verb, an adjective or another adverb. It provides us with further information about a verb, adjective or another adverb. It tells us in which manner, at what place or time, something happened, or is/was done. Example:

- a. Ali walks swiftly.
- b. That is a really sweet child.

4. Adjective

An adjective is defined a word which gives information about a noun, pronoun, or a noun phrase. It gives additional information about a noun or pronoun. It shows the quality, kind, or degree of a noun. Example:

- a. Sana gave me eight apples.
- b. The mouse is little.

5. Preposition

Prepositions are the words that we put before nouns or pronouns. These denote in what relation the person or thing indicated by it exists, in relation to something else. Example:

- a. The child jumped off the bed.
- b. There is a bee in the jar.
- c. Hani is fond of cheesecakes

6. Conjunction

Conjunctions are simply words that join sentences, clauses and sometimes words. These join together sentences are to make them more compact. Unlike Relative Adverbs and Relative Pronouns, Conjunctions just simply join and perform no other job. Example:

- a. Sara and Hania are sisters.
- b. The teacher is young, but he loves old music

7. Interjections

Interjections are the words or group of words that are used to express and exclaim extreme emotions. These words are always used with an exclamation mark. Interjections do not have any grammatical function in a sentence. Example:

- a. Hurrah!, Alas!, Oh no!, Oh my God!, What! , etc

According to Nation (2001), there are two kinds of vocabulary. They are perceptive and productive vocabulary. Receptive vocabulary refers to the words that native speakers and foreign learners recognize and understand but hardly ever

use it. It is used passively in either listening or reading. Productive vocabulary is utilized actively either in speaking or writing. Listening vocabulary is generally larger than speaking vocabulary while reading vocabulary is relatively larger than writing vocabulary. Therefore, it can be concluded that vocabulary can be presented in four units. They are listening vocabulary, reading vocabulary, speaking vocabulary, and writing vocabulary. Reading vocabulary consists of the word found by people when they are reading. While listening vocabulary is the words that people hear and understand when they are talking to others or listening to radio and television. Speaking vocabulary includes the words people used in their daily life and conversation. The last is writing vocabulary that consists of the word people use in writing essays, reports, letter, etc.

c. The Importance Vocabulary

Vocabulary is the body of words that make up a language, and the importance of vocabulary in reading comprehension can not be overstated. Without a good working knowledge of words and their meanings, both written and verbal communication will be poorly understood. Teachers and parents can emphasize reading and verbal interaction with children to help them build a strong working vocabulary.

Thornbury (2002) states that vocabulary means a large collection of items. He adds that learning vocabulary is important because it enriches someone's knowledge of words. This implies that. The success of the learner in learning a language depends on not only the size of vocabulary but also vocabulary building. Furthermore, Cameron (2001) believes that building a useful vocabulary is central

to the learning of a foreign language at primary level. Building vocabulary means both understanding the meanings of words and learning to decode those words. Thus, the students can also enlarge their vocabulary mastery by using vocabulary building.

To show how important vocabulary is, Bromley (2004) states that vocabulary holds some important roles in teaching learning process. They are as follows:

1. Promoting fluency

Students who recognize and understand many words read more quickly and easily than those with smaller vocabularies.

2. Boosting comprehension

Vocabulary knowledge strongly influences comprehension. On a component analysis of comprehension, word meanings were found to make up 74% of comprehension.

3. Improving achievement

A large vocabulary means a large of conceptual knowledge which makes academic learning easier. Students with large vocabulary score higher on achievement test than those with small vocabularies.

4. Enhancing thinking and communication

Words are tools for analyzing, inferring, evaluating and reasoning. A large vocabulary allows for communicating in ways that are precise, powerful, persuasive and interesting.

In conclusion, realizing that the knowledge of vocabulary is very important, learners must pay a greater attention to the vocabulary teaching. Teachers can emphasize the importance of vocabulary early in school and continue to provide students with opportunities to build word skills. One way to do this is to pre-teach key words in all subjects. This strategy helps students grasp concepts that contain terms with which they may be unfamiliar. Putting emphasis on root words, prefixes, and suffixes assist students in morphemic analysis, which combines this knowledge with the context to figure out a new word's meaning. Multimedia tools are good ways to expose students to new concepts and enhance their desire to build vocabulary skills. If someone can master vocabulary well, He or she will be able to promote fluency, boost comprehension, improve achievement and enhance thinking and communication.

2.1.2 Vocabulary Mastery

According to Linse et al. (2006), vocabulary is a set of words known by someone. Vocabulary is all about words. In sentence we find noun, verb, adjective etc (Montgomery, 2007). They are a component of word, to be able to make sentence someone has to get the words and vocabulary. Vocabulary is knowledge of knowing the meanings of words and therefore the purpose of a vocabulary test is to find out whether the learners can match each word with a synonym, a dictionary-type definition, or an equivalent word in their own language John (2000). In learning vocabulary automatically, they must know the meaning of words themselves and can use it in sentences.

The vocabulary mastery is not a spontaneous process which is easy to be done. The process of vocabulary mastery begins when someone is still an infant. Basically, the baby's first language comes from the mother tongue. They will master the vocabulary through the simple words by listening to the words which are uttered by someone else. It is known that English vocabulary learning cannot run successfully without English ability (English skills) because both of them are very important in English teaching and learning process.

The students cannot do well in comprehension without large vocabulary, for the passages and questions involve a range of words much wider than that of daily conversation.

To make the discussion clearer, Harmer's opinion can be added. In his book, Harmer (2003) says that there are some aspects that have to be discussed in vocabulary, namely: word meaning (synonym, antonym, connotation, and denotation), extending word use such as idioms, word combination or collocation, and the grammar of words which comprises noun, verb, adjective, and adverb.

1. Meaning

The meaning can be classified according to the form they attach to. It can be classified into three forms: lexical meaning, morphological meaning, and syntactic meaning. Lexical meaning is the meaning that attaches to words as word. For example, the meaning of a building for human habitation that attaches to house is lexical meaning. Morphological meaning is the meaning that attaches to morpheme. Morpheme is the smallest unit that carries information about meaning or function. And the meaning that

attaches to the word arrangement in a sentence is the syntactic meaning. A word meaning can also be defined by its relationship to other words. One should also know the denotation and connotation of a word in order to know the negative or positive meanings that occur in the word.

2. Synonym

The term synonymy derives from Greek: syn- + -nymy. The two parts mean “same and name”. Synonymy deals with sameness of meaning, more than one word having the same meaning, alternatively the same meaning being expressed by more than one word. In other words, synonym is wording whose denotation is the same but has different connotation.

3. Antonym

Antonym is the opposite of meaning. It derives from Greek, “ant-and -nymy”, the two parts mean “opposite + name”. Antonym deals with oppositeness of meaning. Antonyms are not differentiated for formality or dialect or technicality; antonyms occur within the same style, dialect, or register.

4. Denotation

Denotative meaning is called as some terms such as denotational meaning, cognitive meaning, conceptual meaning, ideational meaning, referential meaning, or proportional meaning. This is called can be denoted referential, conceptual, or ideational because the meaning refers to a certain referent, concept, or idea from reference. Denotative meaning is also called cognitive meaning because the meaning concerns with consciousness or knowledge.

5. Connotation

Connotation is more complicated than denotation. Connotation is feeling and emotion that occurs within a word. Thus, it can be said that connotation is denotative meaning which is stretched. In other words, connotation is the feeling and emotion associated with a meaning.

6. Kinds of Noun

a. Common Noun

A common noun is a noun referring to a person, place, or thing in a general sense. Common here means 'shared by all.'

- 1) The class is studying grammar.
- 2) The nearest town is 60 miles away.
- 3) She is a good girl.

b. Proper Noun

A proper noun represents the name of a specific person, place, or thing.

Proper nouns are always written with a capital letter at the beginning.

- 1) Jawaharlal Nehru was the first prime minister of India.
- 2) India is a democratic country.
- 3) Hari is a good boy.

c. Collective Noun

A collective noun is the name of a number of persons or things taken together and considered as one unit, as;

- 1) The flock of geese spends most of its time in the pasture.
- 2) The police dispersed the crowd.

- 3) I saw a fleet of ships in the harbour.

d. Abstract Noun

An abstract noun is a noun which names quality, action, virtue or state, which one cannot perceive through one's five physical senses.

- 1) We all love honesty.
- 2) Cleanliness is next to godliness.
- 3) I love to remember the happy days of childhood.

2.1.3 Definition Games According to Experts

The following are some definitions of game methods according to educational figures.

1. Ersoz (2000) says that game is an activity in which the interaction existed among the contestants with certain rules to gain a special objective.
2. A game is a system where players are involved artificial conflict, here players interact with systems and internal conflicts the game is engineering or artificial (Pratama, 2014).
3. According to Santrock (2007) games are activities fun done for fun. Games are activities carried out for pleasure and have rules.
4. According to Hadfield in Cahyono and Mukminatien (2011), a game is an activity with rules, a goal and an element of fun. As the classroom activities, the element of fun from a game function to interest the learning process. Language games are not activities mainly aimed to break the ice between students or kill time. The game is to be used as practice exercises to help

students get used to and remember grammatical rules and pattern.

2.1.4 Types of Game That Can Be Used in English Subjects

Games can be used in a variety of ways and at various points in a lesson. As a result, various game types have emerged to stimulate and enhance various aspects of language learning. Knowing the necessary characteristics of a kind of game and how it engages the learner can assist in the compliance of games or the creation of new games.

Wright et al. (2004) classified games according to their family type within each of the eight sections which are.

1. Care and Share. ‘Caring and Sharing’ games encompass any games in which learner will be comfortable to share personal information with the other.
2. Do: Move, Mime, Draw, Obey. In response to a read or heard text, the learner is expected to respond nonverbally.
3. Identify: Discriminate, Guess, and Speculate. This game is challenge game, because students should recognize something difficult to make a hypothesis about something that is then compared to the facts.
4. Describe Game. The learner is challenged to describe something to another learner so well, either verbally or in writing, that the other learner can do something.
5. Connect: Compare, Match, Group. The learner is challenged to objectively or subjectively connect, compare, match, or group various pieces of information, such as pictures or texts.

6. Order Game. This game challenge students to organize several information in a subjective or objective sequence of quality and importance, or to arrange texts, pictures, and objects in a formative sequence, also subjectively or objectively.
7. Remember. The learner attempts to recall something and then communicates what he or she recalls.
8. Create. The learner is challenged or invited to use their imagination to create a story, a poem, or other type of material.

One of the games that can be an example is snake and ladders game that goes into connect category. The game makes the students connect all of the information by looking at the picture in the game.

2.1.5 Snakes and Ladders Game

According to Anjani (2012), snakes and ladders are a board game played by two or more children. Within the board game, there are small squares and, in several squares, there are snakes and ladders that are connected to other squares. This game can be used for every learning subject and every class because the students just have to answer questions through the game.

According to Melsi (2015), snakes and ladders is a board game for children that is played by 2 or more people. Board the game is divided into small squares and in some boxes drawn several "ladders" or "snakes" connected to the box other. According to Ratnaningsih (2014), snakes and ladders are a game using dice to determine how many steps should be done by pawns.

Based on the description of the meaning of the snakes and ladders game, it can be concluded that the snakes and ladders game is a type of board game that has 100 tiles divided into 10 rows and 10 columns which are usually played by children with simple rules.



Figure 2. 1 Snake and Ladder Game

2.1.6 Characteristic of Snakes and Ladders Game

According to Alamsyah Said and Budimanjaya (2017) snakes and ladders is a type of interactive game involving children playing an active role in snakes and ladders. What a strong current student activity interaction patterns play the game of snakes and ladders inside learning activities cause this game is very liked by students.

Procedure for implementing the Snakes and Ladders Game Here are the implementation steps. Snakes and ladders game for children aged 3-4 years as explained by Alamsyah Said and Budimanjaya (2017):

- 1) Prepare a snake and ladder game paper along with dice that have eyes six.
- 2) Prepare questions and pictures adapted to the teaching materials to be studied.

2.1.7 The Advantages of Snakes and Ladders

According to Melsi (2015) the advantages and lack of snakes and ladders game media consists of several parts, namely:

- 1) In this game able to train the attitude of students to queue to start the shuffling/game.
- 2) Train students' cognitive when adding up the snake's eyes on the dice go out.
- 3) Practicing cooperation
- 4) Motivating students to continue learning because learning is fun and fun, not something anymore just has to stick to the sheets of test questions.
- 5) Media snake ladder is very effective for reviewing the lessons learned given.

2.1.8 Disadvantages of Snakes and ladders Game

According to Melsi (2015) the disadvantages of snakes and ladders game media consists of several parts, namely:

- 1) Requires preparation ripe to fit the concept learning materials and activities.

- 2) If there are students who tend to get bored quickly then they will lose interest playing.
- 3) The use of snake game media stairs takes a lot of time to explain to children.
- 4) The game of snakes and ladders cannot develop all materials learning.
- 5) Lack of understanding of the rules of games by children can cause a commotion.

2.1.9 Relationship Between Vocabulary Mastery and Snakes and Ladders Game

It is undeniable that there are many students who still have difficulty learning English due to their lack of vocabulary, the researcher thinks that this snake and ladder game can increase or add the students' vocabulary have in everyday life. Vocabulary is an important thing for us to communicate in everyday life. The more vocabulary they have, the easier it will be for students to catch the lesson. Snakes and ladders game is a very innovative and creative method to increase students' willingness to learn and give them a sense of not getting bored with learning.

2.2 Previous Study

In order to improve the understanding of this research, the researcher presents relevant studies:

1. Wulansari and Azizah (2018) conducted research entitled **“The Effectivity of Snakes and Ladders Game Media to Improve English Vocabulary of Children.”** This research was conducted on 4 to 5-year-old children. This research used a pre-experimental design with one- tesr pre- test and post- test

design. This research uses observation as a technique for collecting data. The analysis technique used in this study is the Wilcoxon Sign Rank test. Based on research, snakes and ladders media is considered effective for improving the English vocabulary of children aged 4 to 5 years. Effectiveness based on pretest and post-test data analysis. That data analysis showed a significance value 20 of 0.01 for English vocabulary and 0.00 for having poor motor skills 0.05 which means H_0 is rejected and H_a is accepted. It also means that something is a significant increase in English vocabulary before and after using snakes and ladders game media. It's a snake and Ladder game media that can be used by teachers as alternative learning to improve English vocabulary for 4 to 5-yearold children.

2. Mulyawati and Windiyani (2020) conducted research on **“The Effect of Snakes and Ladders Media Towards Elementary School Students’ Learning Outcomes.”** The purpose of this study was to determine the effect of using snake and ladder learning media towards students' learning outcomes. This study used an experimental research method with a one-group pretest-posttest design. The research was conducted on 34 fourths grade students from SDN Katulampa 1 Bogor in the odd semester of the 2020/2021 academic year. The results of experiment 1 showed that the scores of students' learning outcomes increased from an average pretest score of 50.00 to 80.00 in posttests with N-Gain 60.00. Meanwhile, experiment 2 with the effect of using snakes and ladders resulted in learning media with an average pretest score of 53.43, posttest of 85.29, and N-Gain of 68. Based on the results of the research, it can

be concluded that there is an effect of the use of snakes and ladder learning media towards elementary school students' learning outcomes.

3. Rahayu et al. (2019) conducted research **“The Effect of Snakes and Ladders Game Media on the 11th Grade Students Learning Result in Economics Subject in State Senior High School 10 Palembang.”** This was an experimental study that used Quantitative methodology in the form of Post Test Only Control Design. The population of this study was all of the 11th grade social sciences students in State Senior High School 10 Palembang in the even semester of the year academic 2018/2019. The sampling technique used Cluster Random Sampling by drawing so it's obtained the third 11th-grade social sciences as the experimental grade and the fourth 11th-grade social sciences as the control grade. The data were collected by test and observation. The data analysis techniques on students' learning results data were obtained from the post-test and grouped into the Minimum Completion Criteria category and the data observation analyses were obtained from the observer's observations during the learning process. The hypothesis used parametric statistics with Pearson product-moment correlation, determinant coefficient than a t-test with pooled variance formula that was conducted and obtained counted $(15,09) \geq$ table $(1,674)$ so that H_a was accepted and H_o was rejected. It could be concluded that there was the effect of the snakes and ladders game media on the 11th grade students' learning results in economics subject in State Senior High School 10 Palembang. It is recommended in implementing snakes and ladders game media, the teacher should control the students because of the

students' enthusiasm who want to play the pawns or roll the dice are overwhelming.

4. Naharuddin and Megawati (2018) conducted research **“Snakes and Ladders Game for Enhancing Young Learners' Vocabulary.”** This study aims to find out whether there is an effect of using snakes and ladders game in teaching vocabulary. An elementary school level was selected as the young learners based on the determined appropriate characteristics. In this study, the fifth graders were finally considered suitable for the sample. The quantitative method with true-experimental design was implemented. To test the hypothesis, there were two groups involved, experimental and control classes. The researchers used snakes and ladders board as a medium then implemented it in a set of game rule and instruction during teaching vocabulary about names of occupation for experimental class. The result reveals that using snakes and ladders game is effective for enhancing vocabulary. The more modification in the medium and instruction might be possible inspiration for the next research.
5. Arfani and Sulistia (2019) conducted research **“Teaching Speaking Using a Snake and Ladder Board Game: A Teacher Story.”** The objective of this research is to know how the implementation of Teaching Speaking Using a “Snake and Ladder” Board Game to the students in an English class of a private schools in a Jakarta. Employing descriptive study, the English teacher made her story from her classroom. The data of the research included on-site-observation and recording. The results show that (1) using a snake and ladder

board game is potential to promote students' eagerness to speak within the peers, (2) despite of some difficulties, students seem enjoy the learning, and (3) a "friendly" learning atmosphere was established.

6. Aminah (2021) conducted research **"Development of Big Snake and Ladder Game Learning Media on Integer Material for Students in Class VII of SMP Negeri 1 Palopo."** This study aims to determine the stages of developing big snake and ladders games learning media on integer material for class VII students of SMP Negeri 1 Palopo and to determine the validity of the big snake and ladders games learning media on integer material. This type of research is Research and Development (R&D). To produce a large snake and ladder media product, the researcher refers to the ADDIE model with five development steps namely Analysis, Design, Development, Implementation, and Evaluation. The research was conducted at Palopo 1 Public Middle School with research subjects namely class VII students. The results of the expert validation of the analyzed material obtained the proportion (85%), the results of the media expert validation obtained the proportion (92.8%) and the results of the validation of mathematics teachers obtained the proportion (89.5%). From the results of the validator team, it is in a very valid category. These results determined that the big snake and ladders games learning media on integer material for class VII students of SMP Negeri 1 Palopo met the valid sediment criteria and the product was ready to be tested.
7. Rahmasari (2021) conducted research **"Improving Students' Vocabulary Mastery Through Bingo Games."** This research was aimed to improve the

vocabulary mastery of students through Bingo Game. This research was an action research study. The place of the research was at SDK Petra Madiun, East Java, Indonesia. The subject of the research was fourth grade students of SDK Petra Madiun, consisting 30 students. It was done in two cycles. The researcher did some steps for each cycle. They were planning, action, observation, and reflection. The data were collected by using test, observation, and interview. Furthermore, the data were analyzed by using descriptive statistics. It was compared between the scores of pre test (before implementing Bingo game) and post test (after implementing Bingo game). The research findings showed that vocabulary mastery of most students improved after Bingo Game was used in the teaching and learning process. It was indicated by the increase of the mean of students' vocabulary score in the pre-test and post-test (67.22 to 80.57). The students' involvement and classroom interaction during the implementation of the game improved. It was showed by students' enthusiasm during the game. They tried to be the first winner and raised their competitiveness among them. In addition, the implementation of Bingo Game and the complementary actions were successful to help the students memorize and understand new words easily. In conclusion, the students' vocabulary mastery improved through the implementation of Bingo Game.

8. Rohayati and Rikyanti (2019) conducted research entitled “**The Use of Snakes and Ladders Games in Teaching Vocabulary.**” The aim of this research is to know the response of students toward the use of snakes and ladders games in teaching vocabulary. To learning vocabulary in English lesson can be fun or

bored for students so the purpose of the use this game is that the students can improve their English vocabulary with games method which can make motivate the students to learning. Meanwhile, the observed population that was used for the research was the sixth-grade students of SDN 2 Ngamparah Padalarang. The writer used the descriptive qualitative methods. 25 Snakes and ladders games can provide learning motivation to students to always learn or repeat the material that has been studied before which will be tested through games, so that it feels fun for students. The result of questionnaires and interview showed the positive responses more than the negative responses. Most students agree that this game had helped them improve their vocabulary. They also more enthusiasm and having fun during the lesson. Furthermore, students got higher motivation in learning because the media used is very interesting for them. By use snakes and ladders games, students are easier to learn vocabulary and highly motivated in improving their English vocabulary.

9. Iftitah et al. (2020) conducted research **“Developing Vocabulary Mastery Through Guessing Words Game for The Seventh Grade Students Of SMP Negeri 10 Palu.”**In conducting this research, the researcher employed classroom action research (CAR). Action research is conducted by teachers who want to do something to improve their own situation. The result of the research showed that there were some improvements of the students’ vocabulary. In cycle 1 average score was 62.86 there were some unsuccessful score. Meanwhile, in cycle 2 average score was 72.34 the implementation of guessing words game was successful in developing students’ vocabulary.

The difference found in the subject, method and the variable of the research.

10. Wahyuni (2018) conducted research **“The Use of Guessing Game In Improving Students’ Vocabulary: A Study At SD Inpres Perumnas Antang II/I Makassar.”** This research used quantitative and qualitative method. The data were collected through multiple-choice test and questionnaire. The result of this research shows that there is a significant difference between the students' Pre-test and Post-test scores. The mean score of post-tests (87.56) is higher than pre-test (55.13). The students’ perceptions in learning vocabulary by using guessing game are mostly positive. The difference found in the subject, method and the variable of the research.

Based on previous research, we can see that the snakes and ladders game can influence or improve students' ability in vocabulary lessons. This research is different from previous research. This research is conducted at SMP Sinar Husni Helvetia. The purpose of this study is to see whether there is an influence between the game of snakes and ladders with the vocabulary skills of students at school in learning English.

2.3 Conceptual Framework

The conceptual framework of this research is present by the showing the following diagram:

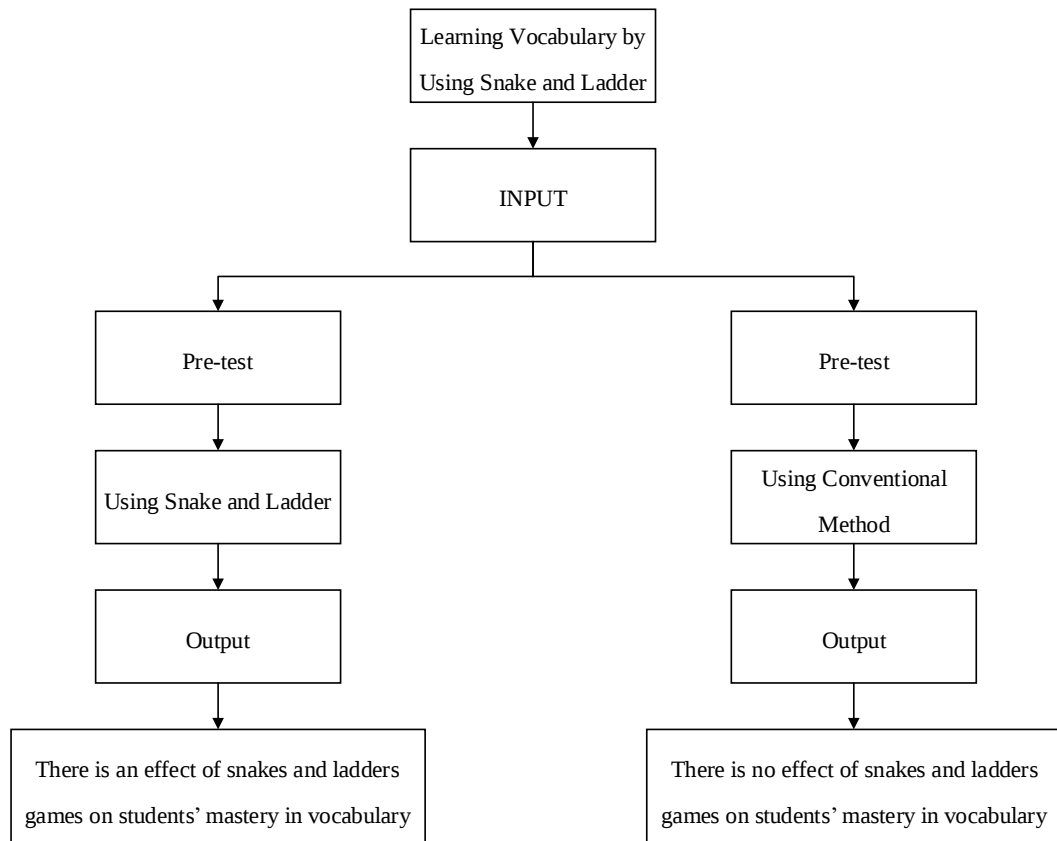


Figure 2.2 Conceptual Framework

From the conceptual framework above, it can be seen that this research starting with the main goal of seeing the influence of the snake and ladders game on vocabulary mastery. Before the treatment, a pre-test is performed on the experimental class and control class to see to what extent the initial understanding is possessed by the students. After that, a treatment is done on the experimental

class using the snake and ladders game as the medium of vocabulary mastery in the experimental class as well as on the control class using conventional methods. Expected in the experimental class has an influence on the student's vocabulary mastery and in the control class has no influence whatsoever since using conventional methods

Vocabulary is a core component in studying a language and it is very necessary to be known. Some experts proposed various definition of vocabulary. Teaching vocabulary involves looking up words in a dictionary and using the words in a sentence. Vocabulary is acquired accidentally through indirect exposure to words and intentionally through explicit teaching in specific words and word-learning strategies.

The teacher plays an important role in equipping students with learning vocabulary. In addition, teacher media plays an important role in education and learning. The more students are exposed to learning media, the more students understand the material. Using learning media is a technique that makes the process of teaching and learning English easier and more enjoyable.

2.4. Hypothesis

To find answers to these problems, the researcher must submit an alternative hypothesis (Ha) and the Null Hypothesis (No) below:

1. Alternative hypothesis (Ha): “There is significant effect of snakes and ladders game on students’ mastery in vocabulary.”
2. Null hypothesis (Ho): “There is no significant of snakes and ladders game on students’ ability in vocabulary.