



SCOPE

Journal of English Language Teaching

| p-ISSN 2541-0326 | e-ISSN 2541-0334 |
<https://journal.lppmunindra.ac.id/index.php/SCOPE/>



Research Article

Word Ladder Game in Teaching Reading English to Young Learners

Khairatun Nisa¹, Rahmah Fithriani²

^{1,2} Universitas Islam Negeri Sumatera Utara, Jl. William Iskandar Ps v Medan Estate, North Sumatera 20371, Indonesia

KEYWORDS

Teaching Reading;
 Word Ladder Game;
 Young Learners.

ABSTRACT

This research focuses on finding out the effect of implementing the Snakes and Ladders Game in teaching reading. This research was conducted by applying experimental quantitative research. The aim of this research is to determine whether or not there is an influence of the Snakes and Ladders Game on the learning achievement of grade 5 students. The author took 15 students as an experimental group using the Snakes and Ladders game and 15 students as a control group using conventional methods. The population of this study was 30 students consisting of class 5. The author took two classes as a random sample to see the influence of the Snakes and Ladders game in teaching reading. Data was taken by giving a reading test into two tests: pre-test and pro-test for the experimental and control groups. The average pre-test score for the experimental group was 60.2 and post-test 85, the average pre-test score for the control group was 55.7 and the post-test 73. Therefore this shows that the average score for the pre-test the experimental group was 60.2 and the post-test was 85. the experimental group was higher than the control group. The results of t count > t table with a significance level of $p=0.05$ ($8.5 > 2.048$). the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. It is recommended that English subject teachers apply the Snakes and Ladders Game as an alternative teaching medium to help and enrich students' Reading Comprehension.

CORRESPONDING AUTHOR(S):

E-mail:

khairatun.nisa@uinsu.ac.id¹;
 rahmahfithriani@uinsu.ac.id²

INTRODUCTION

Information and communication technology (ICT) plays an important role in enabling teachers and students to teach and learn more effectively (Aslan, 2017). The use of ICT has become very important for junior high schools around the world because ICT has the potential to drive the teaching and learning process. Therefore, the use of ICT is the concept of central measurement (dependent variable) in many ICT integration studies (Vanderlinde, 2015). Information and communication technology (ICT) is an important key at all levels of the education system

(Bilyalova, 2017). ICT in school education is considered a key factor in improving quality at this level of education (Sangra, 2010). The studies reviewed in this paper demonstrated that ICT, through the Word Ladder Game, can improve performance as measured in test scores (Chandra, 2008). For the last three decades, governments and education systems around the world have about the use of information and communication technology (ICT) as an important issue for improving teaching and learning effectiveness in schools (Lin, 2012). ICT can play an important role in the creation of a student-centered learning environment (Smeets, 2001). As the last point, it is evident

that the uses of the use of ICTs mentioned above can be evaluated regarding the needs of analyzing students for ICT in reading EFL understanding.

Reading comprehension is the ability to understand the information contained in the text by interpreting what the text reads according to their needs. The process of interpreting text in reading comprehension can be done by combining many methods by involving language, vocabulary, prior knowledge (Ahmadi, 2017) understanding of reading books (Takallou, 2011) by applying an effective reading comprehension strategy as an interaction between the reader and the text to be explored meaning which includes comprehensive cognitive processes (Daniel, 2017). The purpose of this survey study is to investigate what kinds of teaching materials and what kind of ICT-based comprehension reading materials are needed by junior high school students in Klambir 5. The findings of this study can help teachers to determine the type of ICT-based reading comprehension materials using a word ladder as needed.

This problem occurred in one of the junior high schools in Klambir 5 as a place of initial research where students have difficulty reading texts in English. They seem to be confused when the teacher gives them to text in English. They tend to ask the teacher what are the words based on text. It happened because they didn't have enough vocabulary. As a result, it takes more time to educate them because they really need to understand what they read. This problem arises because teachers used to apply traditional strategies in teaching students to read English. Students just ask to memorize words so students are bored with learning to read English. In addition, it can be seen in the resulting student scores. most of the students only get a score of 60, which is less than enough. That is, this matter requires solutions by finding the right strategy in teaching reading so that students are actively involved in learning to read English and can understand how they feel.

There are several strategies that can be used in each reading. One of them is the game. The game is able to encourage students to learn a language quickly. Students learn to read English faster if the learning process is relaxed and comfortable like playing games. Furthermore, the game helps students in learning the language more easily. This means that The game is one strategy that can be used to make students happier and more fun learning language, especially reading.

The game is an interesting way that can be used to teach reading English in the classroom. This game is also used to address student needs. Games are a great way to encourage students in learning to read English in class and it helps them to remember and absorb some information rather than

if they learn by only studying normally used in class. It shows that games can be stimulating students and attract them to participate in the teaching and learning process and also helps teachers to create a context to make the language more useful and meaningful. On the other hand, learning to read Special English for EFL students by using traditional techniques may be less prioritized because the process doesn't interest them. But must be considered several factors beforehand implementing games in class to get results based on student needs, such as choosing games based on the number of students, age, ability, duration and content, and level of difficulty. However, teaching English in particular vocabulary by using games is considered helpful for learners to develop and use different contexts from words to make the process enjoyable. In conclusion, the game is a useful and great way possible implemented in the classroom.

Word Ladder is one of those vocabulary games that help involve all students in the learning process. Word Ladder is one of the great games that teachers can use in building student decoding, phonics, spelling, and vocabulary skills. From that definition, it shows that Word Ladder doesn't just increase the number of students' words but also gives an understanding of words such as how to spell words and how they use phonetic symbols. This game is very useful for students to increase their vocabulary. Word Ladder is a game focused on word making for students guided by a teacher or themselves, start with one word and building new words by changing one or more letters. It means this game builds understanding of words and not just them meaning but also the concept of words. The focus of the game is how students improve their vocabulary effectively. This game helps students to learn new words and it is not necessary to memorize them. Apart from learning new words, students also learn how to cooperate with each other in completing the game. Word Ladder can be used by students of all ages and that too can be done independently by students.

There are some procedures to implement this game in the classroom, namely: 1) divide students into groups by playing games, 2) start by choosing words that can consist of 5-7 words, 3) draw a ladder on the board used for the game, list all the answers for the stairs that are words for each rung in random order on board, 4) start with the first word and make a few clues related to the next words, 5) on each new word, students get two clues: the kind of changes they need to make to the previous word ("change the first letter," "change vowels," and so on) and a definition or hint about the meaning of say, 6) in helping students, add your own hints to give students extra help in doing the game. If the student is stuck on a certain rung, You can say the word out loud and see if students get it or can spell it correctly

with make the appropriate changes in the previous say, 7) challenge students to make alternative definitions for the same words, and 8) make sure all students work together in completing the game.

If we talk about learning English for children or which is commonly called EYL (English for Young Learners), we need to understand who is the student we mean by EYL. EYL students are young learners who study English. They are elementary school-aged children who get English lessons as a local content subject at school. The young learners here are elementary school students of color between 6-12 years. They can be divided into 2 groups, namely the Younger Group (6-8 years) and the Old Group (9-12 years). According to grade level, they can be called Lower Class children, namely grades 1, 2, and 3 as well Upper-Grade students in grades 4,5, and 6. Meanwhile, (Scott, 1990) divide them into Level one or beginner level groups (5-7 years) and Grade two (8-10 years). The Level Two group could also be called rookies if they just start learning English at that age. Currently, many young students are also learning English so we can group them in very young learners group. Basically, that needs to be remembered as the wrong one important goal in learning English is to grow children's interest in learning English.

METHOD

Design

In this research, researchers used a quantitative approach using experimental methods. The research used comparative techniques to analyze data. This experimental research involved the study of influence systematic manipulation of a variable against another variable. That variable manipulated were called experimental or independent variables. Then the variable that was observed and measured was called the dependent variable. This experimental research had been designed in which the authors manipulated at least one independent variables and their influence on one variable.

Participant

The population in this research was 5 grade elementary school students. The population selection was narrowed down by the sample. This sample took only two classes out of four existing classes, one as the experimental group and one class as the control group. The classes were selected by using a random sampling technique in who choose the class had the opportunity to be sampled with the same level of proficiency in English considerations. Participants consisted of fifteen for class control and fifteen for class control.

Instrument

1. Validity of The Test

In this research, the data collection instrument was students taking a reading test. Data was collected by giving a multiple-choice test consisting of 20 items for both the experimental group and the control group.

2. Pre-Test and Post Test

To ensure the validity of the test, test the validity conducted. Both experimental and control groups were given pre-test and post-test. A pre-test was carried out in both experimental and control groups to show students the basic knowledge and vocabulary aimed to show uniformity of results. In addition, the implementation of the pre-test was carried out in class as a standardized test has validity and reliability test requirements.

Then, the post-test was used to determine the significant improvement of teaching vocabulary mastery with the use of the word ladder. Moreover, it determined whether independent variables affect the results or not. This post-test was administered for both experiments and group classes..

RESULTS AND DISCUSSION

After conducting the research, it can be shown as the result found:

The Result of the Pre-test in the Experimental Class

At the first meeting, the writer gave the students pre-test to find out their previous ability treatment is carried out. Pre-test results show that 9 students (24%) got good criteria, 10 students (26%) got enough criteria and 19 students (50%) received poor criteria. The results show that most of the students got bad grades and only nine students who get good grades. It means most of them have limited knowledge of reading English so they cannot answer the question correctly. They looked confused when answering questions.

The Result Of Post-Test Experimental Class

After giving the pre-test, the writer did treatment using the game Word Ladder for four meetings. They are different topics from vocabulary in each meeting. The author explains how to play the game Word Ladder correctly and students try to apply the game by working with the group. Based on the post-test results, 12 students (32%) got very good criteria, 21 students (56%) got good criteria, 3 students (7%) got enough criteria and 2 students (5%) got poor criteria. Based on these results, he shows that most students get good criteria after the implementation of the Word Ladder game in class. That means the Word Ladder affects their mastery of reading English. Can be seen from the picture under:

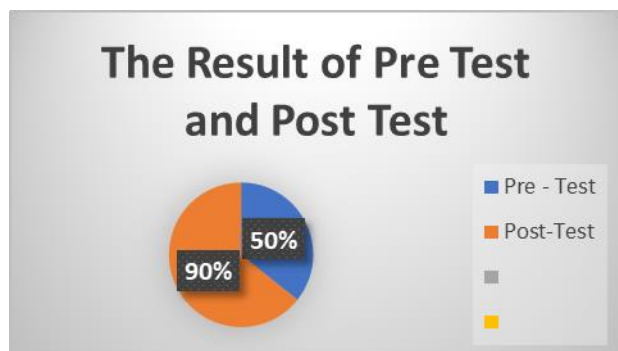


Figure 1. The Result of Pre Test and Post Test

From the figure, it showed that the score of students in pre-test only fifty and after implementing the treatment by using the Word Ladder game, their score significantly improved.

No	Aspect	Pre-Test	Post -Test
1	Fcount	0,46	0,23
2	Ftable	2,93	2,93

In determining the score of the hypothesis, the hypothesis: Ha (alternative Hypothesis) is accepted if $t_{table} < t_{count} > t_{table}$, in term H0 (Null Hypothesis) is rejected. Based on the result above, it is known that the Account in the pre-test is smaller than the Table. It means there are no significant differences in the mean in both pre-tests. In other words, the hypothesis of the pre-test is rejected and both of groups have equal ability in mastering the vocabulary before the treatment was conducted.

On the other hand, the score of Account in the post-test is higher than in Table. In other words, there were differences in the mean between the two groups and the differences were significant. It means the result is significant, and the hypothesis is accepted. It can be concluded that there is a significant difference between students' vocabulary mastery in experimental and control classes. Students who are taught vocabulary by using Word Ladder get better scores significantly than those who are taught by using the translation method..

CONCLUSION

After carrying out the experiment, it showed that the Word Ladder game in teaching English reading can improve students' English reading mastery. It could be seen from the difference between the student's pre-test and post-test scores. There's something significant increase in students' vocabulary after implementing the Word Ladder game. Also, in post-test scores, students significantly improved their scores. There is a significant difference between teaching vocabulary by using the Word Ladder game and by using the reading method. This can be seen from the DOI: <http://dx.doi.org/10.30998/scope.v8i1.17670>

results above. In the experimental class, students got good grades were as many as nine students. After the implementation of Word Ladder for four meetings, a number of students who got very good grades improved. There are twelve students who got ninety scores which are considered a very good criterion.

While in the control class, there are only eight students who get good grades. After applying the reading method for four meetings, none gets very good criteria. Then, the students who got good criteria were only fifteen students. It means, that by using the reading method, students do not significantly improve their English reading mastery. From the gain score, it is known that the score in the experimental class gets a moderate degree (0.5) and the score in the control class gets a low degree (0.15). This means that students have significance improvement in their English reading mastery after learning by using the Word Ladder game from students who learn using conventional techniques.

In addition, for the hypothesized results, there are significantly different results. It can be concluded that most of the students in the class are more comfortable and motivated to learn to read English by using the Word Ladder game not by using the translation method. The results support the theory of Rasinski, (2008) that said that the Word Ladder game can motivate students in learning English because this game guides them on how to remember words easily. Meaning of the word Ladder games is a good way to teach reading English that can be applied by teachers in class and also students can do it independently in their spare time.

REFERENCE

Ahmadi, (2017). The impact of motivation on reading comprehension. *International Journal of Research in English Education*. <https://doi.org/10.18869/acadpub.ijree.2.1.1>.

Aslan. (2017). Investigating variables predicting Turkish pre-service teachers' integration of ICT into teaching practices. *British Journal of Educational Technology*.

Bilyalova. (2017). ICT in Teaching a Foreign Language in High School. *Procedia Social and Behavioral Sciences*.

Chandra. (2008). The methodological nettle: ICT and student achievement. *British Journal of Educational Technology*, 39(6), 1087–1098. <https://doi.org/10.1111/j.1467-8535.2007.00790>.

Daniel. (2017). Multimedia and textual reading comprehension: Multimedia as personal learning environment's enriching format. *Journal of New Approaches in Educational Research*, <https://doi.org/10.7821/naer.2017.1.180>.

Khairatun Nisa, Rahmah Fithriani 115

- Lin. (2012). Pedagogy, technology: A two-dimensional model for teachers' ICT integration. *British Journal of Educational Technology*.
- Sangra. (2010). The role of information and communication technologies in improving teaching and learning processes in primary and secondary schools. *Research in Learning Technology*.
- Scott. (1990). *English for Young Learners*. London: Longman.
- Smeets. (2001). observations in educational practice. *British Journal of Educational Technology*.
- Takallou. (2011). The effect of metacognitive strategy instruction on EFL learners' reading comprehension performance and metacognitive awareness. *Asian EFL Journal*.
- Vanderlinde. (2015). Measuring ICT use and contributing conditions in primary schools. *British Journal of Educational Technology*, 46(5), 1056–1063. <https://doi.org/10.1111/bjet.12282>