

PROMOTING ENGLISH GRAMMAR INSTRUCTION IN A VOCATIONAL HIGH SCHOOL (VHS) CLASSROOM THROUGH SNAKES AND LADDERS GAME

MENINGKATKAN PEMBELAJARAN GRAMATIKAL BAHASA INGGRIS PADA SEKOLAH MENENGAH KEJURUAN (SMK) MELALUI PERMAINAN ULAR TANGGA

Moh. Arif Mahbub

Program Studi Pendidikan Bahasa Inggris, FKIP, Universitas Islam Jember
Jalan Kyai Mojo, No. 101, Jember, Jawa Timur, Indonesia
Telepon (0331) 488675, Faksimile (0331) 428732
Email: rifelbarzmahbub@gmail.com

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Abstract

This study reports on the findings related to the use of the snakes and ladders game as a strategy to enhance the learners' grammatical proficiency in mastering simple future tense in a VHS context. Twenty-seven eleventh graders of SMK Asrama Pendidikan Masyarakat volunteered to participate in this study. Data were gathered through test, questionnaire, and observation. The two sets of pre-test and post-test were employed to record the developments of the students' grammatical proficiency. The data related to the students' attitude toward grammatical problems and the implementation of snake and ladder game were collected through questionnaires. Classroom observation was also employed to record the students' participation during the lesson. The findings reveal that (1) the students' grammatical proficiency has significantly improved, (2) through the distributed questionnaires, the findings also demonstrate the positive attitudes related to the game they played during the lesson, and (3) the students' participation in the classroom are also pleasing. This study resulted some conclusions, suggestions, and guidelines on how to use it. Moreover, some implications for pedagogical practices in EFL settings were also presented.

Keywords: grammatical learning, learners' grammatical proficiency, classroom-based action

Abstrak

Penelitian ini melaporkan temuan-temuan yang berkenaan dengan penggunaan permainan ular tangga sebagai strategi untuk meningkatkan kemahiran gramatikal siswa dalam menguasai konsep Simple Future Tense dalam konteks SMK. Sebanyak dua puluh tujuh siswa kelas XI SMK Asrama Pembina Masyarakat terlibat sebagai partisipan dalam penelitian ini. Data diperoleh melalui tes, kuesioner, dan observasi. Data terkait dengan perkembangan kemahiran gramatikal siswa diperoleh dari pre-test dan post-test. Data yang berkenaan dengan sikap siswa terhadap masalah-masalah tata bahasa dan penerapan permainan ular tangga diperoleh dari kuesioner. Observasi juga digunakan untuk merekam aktivitas siswa selama proses pembelajaran dikelas. Dari hasil analisis dapat diketahui bahwa (1) kemahiran gramatikal siswa meningkat secara signifikan 75, (2) temuan yang didapat dari kuesioner juga menunjukkan respon dan sikap yang positif terkait dengan permainan yang diterapkan, dan (3) partisipasi siswa juga meningkat dan memuaskan. Simpulan, saran, dan petunjuk penggunaan permainan ini disajikan pada bagian

akhir dalam penelitian ini dan juga implikasi untuk dunia pendidikan juga disajikan.

Kata Kunci: *pembelajaran grammar, kemahiran gramatikal siswa, tindakan kelas*

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INTRODUCTION

In the sense of acquiring the correct grammatical knowledge of a foreign language (FL) and the ability to use them correctly, one is highly required to recognize the grammatical structure of a particular language, produce and use them appropriately and effectively in his/her daily communication. For this reason, teaching grammar has been crucially important for both EFL (English as a Foreign Language) and ESL (English as a Second Language) learners (Alhaysony & Alhaisoni, 2017; Phuong, Nguyen, & Nguyen, 2017; Seyedtajaddini, 2014; Sik, 2015; Widodo, 2006). Another point that needs to be born in mind is that the language grammar courses should also constitute a sizeable portion in the curriculum (Guerrero, Ochoa, Collazos, 2010).

However, there is no denying that many learners have difficulties to acquire the all competences, grammar competence in particular, prescribed in the curriculum as reflected in their academic performance. Numerous publications (e.g., Dehghani, Bagheri, Sadighi, & Tayyebi, 2016; DeKeyser, 2005; Pathan & Aldersi, 2014; Sawir, 2005) have also reported that learning English grammar is a difficult part of language learning process, for EFL learners in particular. In fact, very often they feel frustrated in learning English grammar that can be caused by many different conditions: (1) they see that learning grammar is solely about memorizing sets of rules that can frequently demotivate them, cause the learners stressed,

and feel a lot of pressure in the classroom, (2) conventional method of grammar instructions that traditionally emphasize to teach English grammar rules instead of using them, and (3) the differences between the grammar structures of the learners' mother tongue (L1) and English (Alamin & Ahmed, 2012; Arulselvi, 2011). Very often there is an interfering effect of L1 and L2; producing an L2 vocabulary but in L1 grammar.

The aforementioned problem was also evident in the eleventh grade of SMK Asrama Pembina Masyarakat where this research was carried out. More specifically, the students faced difficulties in understanding grammatical rules and apply them for the daily basis. The results of preliminary investigation carried out at class XI revealed that there were only 8 out of 27 students (29.62%) whose score passed the criterion of minimum completeness (75), eleven students (40.74%) scored between the criterion of minimum completeness and the average score (68.89), and the rest scored below the average score (25.93%).

In addition, the result of questionnaire distributed in pre-research revealed that the students encountered difficulties in remembering the rules and applying the formula into a sentence. They frequently could not be able to memorize the past form of verbs; in fact, they often found difficulties in identifying and categorizing regular and irregular verbs that caused the students hard to express their ideas in proper English. Not surprisingly, very

often they showed their boredom and, even, some of students frequently skipped English class. Those conditions led them to lose their enthusiasm and demotivate them for learning English. As a consequence, they perceived English lesson as scary and complicated lesson for them.

Considering the facts acknowledged here, it therefore poses the challenge to the English teacher to make English lesson as attractive as possible and manage English class to keep the students motivated for learning English. It is the activity that can fully support and reinforce the learners' grammatical knowledge (Sevy-Biloon, 2017). In other words, it must be a new instructional strategy which can be employed to introduce grammatical patterns for the students easily so that it eventually can improve their communicative skills.

Nevertheless, to create the learners who are able to use language accurately and fluently a teacher should let them to explore both form and function (Chitravelu, in Tengku Paris & Yussof, 2012). In this context, the teacher should prepare the right and appropriate approach in grammar teaching with meaningful and concrete activities that provide the students with a great opportunity to explore language form and function and apply them in various contexts.

Some studies (e.g., Cam & Tran, 2017; Gozcu & Caganaga, 2016; Gunter, Campbell, Braga, & Racilan, 2016; Khan, Abdullah, & Butt, 2017; Raftery & Santos, 2015; Musilova in Tengku Paris & Yussof, 2012; Tuan & Doan, 2010; Yolageldili & Arikan, 2011) have shown the beneficial effects of using game in grammar teaching. However, the studies dealing with the board game that can successfully assist the students to master the grammar tenses are very still limited.

Recognizing the important role of game

in foreign language grammar teaching as the indispensable part of grammar lessons (Khan, Abdullah, & Butt, 2017), the researcher therefore encourages to carry out this present study that seeks to find whether the snakes and ladders game can be developed as a strategy to improve the learners' grammatical proficiency, in mastering simple future tense. In so doing, the researcher strives to (re)create and/or modifies this game to teach simple future tense with the purpose of making the students to be able to easily memorize its patterns and use them for daily purposes.

Further, since the VHS students are dominated by and categorized as young learners, it is a necessity for the researcher to provide some authors' insights related to this matter. Some empirical evidence exists that games can be effective tools in teaching grammar for young learners (Amato, 1988; Gunn & McCallum, 2005; Deesri, 2000; Celce-Murcia & Hilles, 1988; as cited in Yolageldili & Arikan, 2011). Likewise, a study by Sadeghi & Dousti (2013) also reports similar findings stating that games play a central role in teaching grammar to young learners. Accordingly, the researcher strongly believes that the game to be employed in this study can highly motivate the participants and is very suitable for them as they are dominated by the teenagers.

In addition, the researcher also believes that this game meets the "must have" criteria of educational game as proposed by Tyson (in Khonmohammad, Gorjian, & Eskandari, 2014): 1) a game must be more than just fun, 2) a game should involve "friendly" competition, 3) a game should keep all of the students involved and interested, 4) a game should encourage students to focus on the use of language rather than on the language itself, and, lastly, 5) a game should give students a chance to learn,

practice, or review specific language material”.

In line with those aforementioned description, since the students are relatively young and by acknowledging numerous pedagogical benefits of board games for English grammar teaching-learning (Vernon in Khan, Abdullah, & Butt, 2017; Khonmohammad, Gorjian, & Eskandari, 2014; Tuan & Doan, 2010; Wright, Betteridge, Buckby in Yolageldili & Arikan, 2011), the researcher offers a ‘snake and ladder’ game as an alternative way to facilitate English-language learners in understanding the concept of simple future tense. It is a kind of board games with a simple board, counters, and dice. A number of “ladders” and “snakes” are pictured on the board, each connecting two specific board squares. The objective of the game is to navigate one’s game piece from the start (bottom square) to the finish (top square), helped or hindered by ladders and snakes, respectively (Golchai, Nazari, Hassani, & Nasiri, 2012).

More specifically, a ladder provides a short cut to a square nearer the finish and a snake obliges a player return to a square nearer the start (Kusrini, 2012). She further emphasizes: “... on certain squares on the board is a numbered of ladders connecting two squares to a square of a high number. It also has snakes leading from a high numbered square down to one of a lower number”. Further, (1) offering a means of asking different types of questions, (2) allowing for collaboration and good-natured competition and (3) fostering discussion (Raftery & Santos, 2015) have become the reasons behind utilizing this board game as alternative strategy for teaching grammar.

From the previous illustration, the objective of this study was therefore to develop the snake and ladder game as an alternative strategy to improve the VHS learners’ grammatical

skills. In line with this objective, the following research question was formulated: “How can snake and ladder game be developed as a strategy to improve the VHS learners’ grammatical skills?”

METHOD

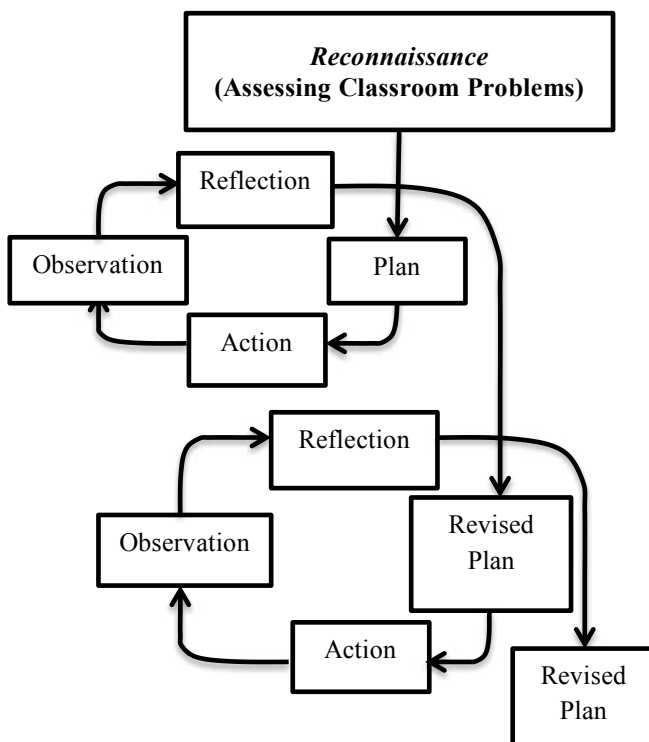
This research was developed under the framework of classroom-based action research. This method is very powerful to extend teachers teaching skills or to improve the quality of pedagogical practices and, also, the conditions where teachers and students work (Sowa in Abdallah, 2017; Elliot in Hassen, 2016; McKay, 2006; Nasrollahi, Krish, & Noor, 2012; Sowa, 2009).

To take this matter further, following are the discussion of some theories regarding to the concept of action research proposed by several scholars. Mills (in Nasrollahi, Krish, & Noor, 2012) provides a relevant action research definition saying: “Any systematic inquiry conducted by teacher researchers to gather information about the ways the particular school operates, how they teach, and how well the students learn.” For Richard & Farrell (as cited in İlin, Kutlu, & Kutluay, 2013), action research can be a powerful way for language teachers to investigate their own practice. More specifically, it can be defined as; a systematic data collection and analysis made by a manager, teacher, education expert at a school, or from other associations ... in order to understand and solve a current problem or the problems that may arise during the process (Yildirim and Simsek in Ekizoglu & Ekizoglu, 2011). It is a taking a self-reflective, critical and systematic approach to exploring your own teaching contexts’ and it seeks both to better understand and improve an aspect of teaching and learning (Edwards & Burns, 2016). Shortly speaking, this design is

focused on the development and improvement of teaching-learning or pedagogical practices as the main elements to tackle or overcome the students' learning difficulties as a response to abandon or reform the conventional teaching ways by the teacher.

The procedure of this study is adapted from Kemmis and McTaggart's model (Banegas, Pavese, Velázquez, & Vélez, 2013; Burns, 2005; Edwards & Burns, 2016; Hathorn & Dillon, 2018; Latief, 2017) that covers repeated or, in other words, a series of cycles in a dynamic and integrated spiral. Each cycle involves the step of planning, acting, observing, and reflecting. More specifically, in so doing, the researcher formulates his/her research questions/objectives, gather and analyze data, and then go on to carry out actions for improvement and evaluate them (Abdallah, 2017). In short, those procedures can be succinctly displayed in this following figure:

Figure 1 Action Research Spiral, Source: Kemmis and McTaggart (in Latief, 2017, p. 148)



Although the figure shows the possibility of carrying out the cycle 2, this research study is only limited to one cycle with the possibility of conducting a second cycle for particular purpose(s).

To take this matter further, Latief (2017) then briefly summarizes each phase described in the following discussion. This is the first stage in which the researcher preparing the classroom instructional strategy to be developed to solve the instructional problem. It is the strategy to be prepared, to be tried out, to be revised, to be tried again until all the targeted criteria of success have been achieved. In this stage, the researcher also prepares the all necessary research instruments, designs the lesson plans, prepares all necessary instructional media, and decides the criteria of success to measure the effectiveness of the strategy to solve the problem.

In this study, the researcher decides three criteria of success; (1) the students enjoy learning simple future tense using snake and ladder game, (2) the students become more active in improving their grammatical proficiency, and (3) the students' grammatical proficiency improved as indicated by the average score of at least 75.

This second stage refers to the implementation of the instructional strategy that has been planned. It covers the process of trying out the strategy to test how much the strategy can solve the classroom problem. Observing refers to the process of collecting data indicating the success of the strategy in solving the classroom problems. It focuses on the data related to the criteria of success that have been previously decided. In other words, the data to be collected are indicators of the results of implementation of the strategy not the process of the implementation of strategy. The

last stage covers the process of analyzing data to determine how far the data collected have shown the success of the strategy in solving the classroom problems. The process of analyzing the data is done by comparing the data collected with the target of the criteria of success. In other words, it is to evaluate which criteria or target of success has been achieved, which one has not been achieved, and what are the possible reasons that those targets are not achieved yet. From the data analysis on reflecting phase, one can thus determine what part of strategy needs improvement.

Furthermore, there were 27 eleventh graders of SMK Asrama Pembina Masyarakat; of them 11 (40.74%) male and 16 (59.25%) female students in age from 17 to 19, involved as participants in this current study. The researcher collected several kinds of data using a number of instruments. The first instrument was the two sets of test (pre-test and post-test). The researcher prepared pre-test and post-test grammar questions to measure the students' grammatical proficiency in mastering simple future tense.

In addition to the pre-test and post-test, questionnaires were also used in this study as the second instrument. There were two sets of questionnaire prepared in this current study. The first questionnaire distributed to all 27 eleventh graders during the preliminary study and the other one was distributed at the end of the study administered to collect information regarding to the students' attitude toward grammatical problems and the implementation of snake and ladder game.

Finally, the third instrument employed in this study was observation to record students' participation during the lesson. The researcher also used field note to help the researcher to note the detailed condition of the class during

the implementation of the instructional strategy.

All required data gathered using those instruments were analyzed and evaluated on the basis of the criteria of success that have been decided to determine or decide whether or not this study needed to be continued to next cycle, and, if so, what revisions the researcher were to be made.

FINDINGS AND DISCUSSIONS

This section will present and discuss the obtained result based on the research question previously formulated at the end of the introduction section.

Improvements on the Students' English Grammatical Proficiency

The result of post-test indicated that there were 20 (74.07%) out of 27 students who passed the criterion of minimum completeness of 75. Meanwhile, in order to calculate the students' average score, the researcher divided the total of the students' score by the total number of the students. The result indicated that the average score of students was 77.26. Initially, in pre-test, the average of the students' score was only 29.62% (8 out of 27 students) that passed the criteria of minimum completeness (KKM). It increased 44.45% from pre-test. Overall, the result of the students' grammatical improvement can be illustrated in this following table and figures.

Table 1 Students' Grammatical Proficiency Improvement

	N	Min	Max	Mean	Std. Deviation
Pre Test	27	50.0	86.0	68.89	9.94
Post Test	27	62.0	90.0	77.26	8.07

Figure 2 Chart of Students' Score in Pre-test

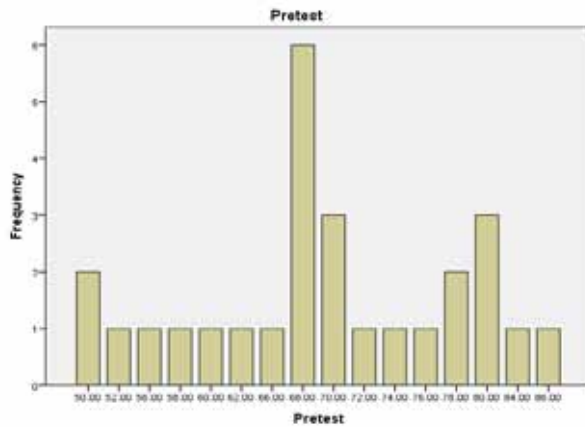


Figure 3 Chart of Students' Score in Post-test

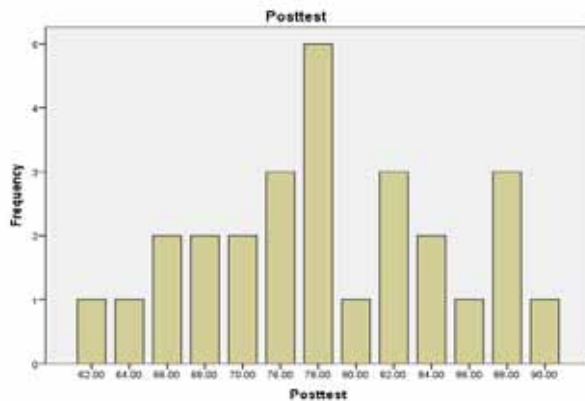


Table 1 illustrated the students' minimum, maximum, and mean scores. As aforementioned, SPSS analysis through descriptive statistics clearly indicated that the students' scores has significantly increased (Minimum score from 50 – 62; Maximum Score from 86 – 90; and the mean score from 68.89 in pre-test to 77.26 in post-test). Meanwhile, figure 2 & 3 showed the frequency of the students' score represented in bar chart.

This result implied that the implementation of this game was very pleasing; showing the students' improvement significantly (from 68.89 to 77.26 or 44.45%). The researcher believes that this condition is affected by the implementation of the game as the new strategy for grammar instruction in this class. Thus, it can be concluded that this game has become

a potential factor in improving the students' grammatical proficiency, the mastery of simple future in particular. This study was therefore stopped at cycle 1.

The Responses Toward the Implementation of the Snake and Ladder Game

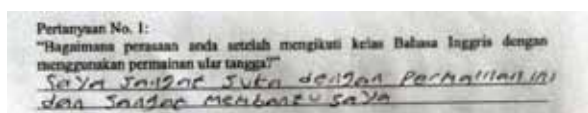
The students' responses toward the implementation of this game were obtained from the distributed questionnaire. The researcher prepared three open-ended question items as proposed by Dörnyei (2003) that cover the information about the students' perceptions regarding to the implementation of the snake and ladder game. In addition, this instrument was deliberately designed anonymous to release the students' anxiety when they are answering the questionnaire and served in Bahasa Indonesia in order for them to get the best understanding of each item. Moreover, the data regarding to the results distributed questionnaire were analyzed by the theory proposed by Bell (in Buitrago Campo, 2016). As suggested by Bell, the first procedure was arranging the all students' responses gathered for each list question. The second was tabulating the quantity of responses and setting them into percentages. Finally, the researcher interpreted the data.

The results of the questionnaire showed that most of the students gave positive responses toward the implementation of the snake and ladder game. It can be seen from the students' answers regarding whether or not the implementation of the procedure of the snake and ladder game helped them in mastering both the pattern of simple future tense and its usage.

Question no 1 of the questionnaire was: *"Bagaimana perasaan Anda setelah mengikuti kelas Bahasa Inggris dengan menggunakan permainan ular tangga ini?"* (What are your feelings towards the English lesson using

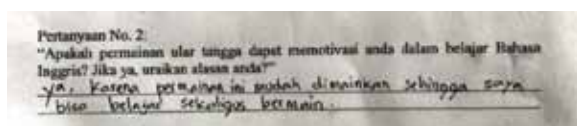
the snake and ladder game?). It was found that there were 78% (21 out of 27 students) replied that most of them have positive feelings about the snake and ladder game applied. This statement was supported by the answers: “*Saya sangat suka dengan permainan ini dan (ini) sangat membantu saya.*” (Loves it very much and very helpful); while 4 students (15%) acknowledged that they enjoyed the game and the strategy was quite helpful; and the other 2 students (7%) stated that this strategy did not affect them at all.

Figure 5
Student’s Opinion about the Implementation of Snake and Ladder Game



In response to the second question which was about whether or not this game had motivated the students in learning simple future, it was found that 63% (17 out of 27) students answered that this game was really interesting and motivating. In addition, another 7 students (26%) stated that this strategy was quite motivating, while the rest (only 3 out of 27 students or 11%) stated that they were not interesting at all.

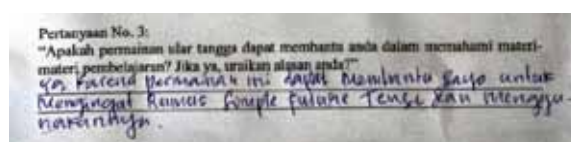
Figure 6
Student’s Response toward the Implementation of Snake and Ladder Game in Motivating Students



Question no. 3 was: “*Apakah permainan ular tangga dapat membantu anda dalam*

memahami materi-materi pembelajaran? Jika ya, uraikan alasan anda!” (Does the game make you have better understanding of the materials? If ‘yes’, give your own reason!” The results showed that there were 19 (70%) students claimed that they strongly agree that this game help them to have better understanding of the materials; five (19%) responded that they agree with it, and the rest (11%) disagree with it.

Figure 7
Student’s Response toward the Implementation of Snake and Ladder Game in Assisting the Students to Understand the Materials



In general terms, according to those findings, it is understood that most of half of the students have also positive feelings towards the implementation the snake and ladder game. Those basically implied that they felt that this strategy was very interesting, helpful, fun and really motivating so that they felt enjoy in learning simple future tense and led them to have better understanding of the materials.

The Students’ Participation to the Use of the Snake and Ladder Game in Teaching-Learning Activity in the Classroom

The information related to the students’ participation are gained from observation checklist. The score used in this observation checklist is in a range of 1 up to 4. Score 1 and 2 are considered as failed. Score 1 is a poor level representing only 0%--25% of the student’s participation. Score 2 is a fair level

which represents that only 26%--50% of the students participated in the classroom activity. Otherwise, score 3 and 4 are considered as successful. Score 3 is a good level which represent that 51%--75% of the students participation. Score 4 is a very good level which represents that 76%--100% of the students participated in the activity.

To take this matter further, it should be noted here that the students' participation was measured by dividing them into two parts. The first is the students' participation in playing the game. It was measured based on these following indicators; (1) the students do not reluctantly ask and pronounce the questions on the board together, (2) the students answer the questions given enthusiastically, and (3) the students have the strong willing and much confidence in answering the questions given. The results of this observation checklist can be presented in this following table 1:

Table 2 The Students' Participation in Playing the Game

Indicator(s)	Score			
	1	2	3	4
(1)			✓	
(2)				✓
(3)				✓

Note:

- 1 = Poor (0% - 25%)
- 2 = Fair (26% - 50%)
- 3 = Good (51% - 75%)
- 4 = Very Good (76% - 100%)

Table 1 displays interesting information indicating that the students' participation in playing the game was very pleasing. These can be seen from the score displayed in table 1 showing that two indicators were on a scale of 4 and one indicator was on a scale of 3. They were more likely to actively participate when

they played the game. Initially, the students were relatively quiet in the first two or three minutes. However, they then became more interactive as the time went by. Most of the students were fully participated and very enthusiastic in playing the game. The researcher also noticed that they played along together and more collaborative so that there were increased interactions among the students. In other words, it can promote interpersonal relations among the students.

The second part is the students' participation during the class discussion. This could be measured by five indicators; (4) the students actively answer the question from the teacher, (5) the students express a sense of confidence in answering the questions from the teacher, (6) the students can ask some questions related to the concept of simple future tense, (7) the students pay a good attention to the teacher's explanation, and (8) the students have the strong willing to answer the exercise given. The results will be illustrated in table 2.

Table 3 The Students' Participation during the Class Discussion

Indicator(s)	Score			
	1	2	3	4
(4)				✓
(5)			✓	
(6)				✓
(7)				✓
(8)			✓	

Note:

- 1 = Poor (0% - 25%)
- 2 = Fair (26% - 50%)
- 3 = Good (51% - 75%)
- 4 = Very Good (76% - 100%)

Table 2 clearly reports that it meets the criteria of success since each indicator's score was greater than or equal to 3. These findings implied that the game can bring active learning

in the classroom and open space for the students to be actively involved in class discussion. In other words, it can encourage the students to be more active and much more interactive participating in it.

Moreover, the researcher acknowledged that the game can create a stress-free atmosphere in the classroom since they easily were able to decrease their anxiety or eliminate the fear. This atmosphere will put the less pressure on the students so that it will lead them to easily grasp the new grammatical concepts taught. Also, this atmosphere can enhance their self-confidence and did not feel ashamed of themselves in delivering their ideas in front of the other students. When the students have a high level of self-confidence, they will easily reach the educational goals. In other words, having a high level of self-confidence is one of the important factors for the students in reaching the educational goals.

Further, according to the data collected in table 2, it can also be discovered that this game could keep the students' focus and improve their concentration since it can force them to devote more attention to the game being played. Consequently, these conditions could boost their understanding and led them to the students' comprehension improvement.

Shortly speaking, those all findings regarding to the students' participation during classroom discussion revealed that it was through the snake and ladder game they made satisfactory positive progress in improving their grammatical proficiency during the lesson.

Consistent with the findings reached that this game can increase the learners' learning achievement, previous research (Sasikala & Vasuki, 2014) shows the similar points stating that games are one of the most useful strategies to encourage language acquisition and can be

used to promote students' language proficiency in many different language aspects such as grammar, vocabulary, writing, speaking, etc. Previous research (Arikan in Sadeghi & Dousti, 2013) has also demonstrated that playing games can help contextualize grammar learning and the contextuality leads to better understanding of grammatical points. Those findings also support Tengku Paris & Yussof (2012) which reported that board game helps the students to improve their grammar and memorize grammar rules.

Furthermore, in this present study, the data regarded to the students' responses toward the implementation of this game were obtained from the distributed questionnaire. According to the findings, the majority of the students agreed that this game can motivate them as it is interesting, entertaining and challenging. These findings are in line with the findings of the study obtained by Bullard & Anderson (2014) stating that students who play game have another motivation for learning. In addition, the findings also revealed that this game can also promote the students' interaction since it can provide environment for the students to work together. These results were in accordance with the findings obtained by Tuan & Doan (2010) who comes to a conclusion that games are effective as they create motivation, lower students' stress, and give language learners the opportunity for real communication. Also, those findings are also consistent with the arguments by Khan, Abdullah, & Butt (2017) stating: "The games are also stress-reducing elements in classrooms." Previous research by Yolageldili & Arikan (2011) also affirmed that games stimulate students' interest in classroom activities and as a result, students become motivated and willing to learn. Uberman (in Khonmohammad, Gorijan, & Eskandari.,

2014) also asserted that games are ways to help students not only enjoy and entertain with the language they learn, but also practice it incidentally. Similarly, these findings accord with the results in Tengku Paris & Yusoff (2012) claimed that the students are motivated to learn grammar as they believe that board game is an interesting and useful method to be used in the classrooms. Finally, similar claim has also been made by Pathan & Aldersi (2014) stating that it also helped in making learning English grammar interesting and fun and also helped in increasing learner motivation and participation inside the classroom.

The findings of this study that claimed that this game can provide learners great opportunities to practice communication are also in line with the research conducted by some experts. Yolageldili & Arikan (2011) claimed that games provide learners with a chance to practice grammar communicatively provided that games attract learners' attention to some specific forms before the communicative practice. Shortly speaking, it is through drilling and practicing grammatical rules and forms the students are able to increase their grammatical proficiency in a communicative way. Further support comes from Zdybiewska (in Tuan & Doan, 2010) stating: "...games are a good way of practicing language, for they provide a model of what learners will use the language for in real life in the future exercises that practice and utilize the new language have been completed, games can then be introduced as yet another means for enabling greater comprehension."

On the whole, the snake and ladder game employed in this study has gone to prove that it can (1) increase their grammatical achievement, (2) highly motivate the learners, and (3) promote the learners' interaction.

CONCLUSIONS

The findings of the research revealed that utilizing snake and ladder game in teaching simple future tense can play positive role in developing the learners' grammatical proficiency. This really asserts that it unquestionably provides great pedagogical values since it can provide the students with a large amount benefits and/or bring positive outcomes such as (1) providing great opportunities for practicing English as a target language, (2) promoting the students to communicate with others by using their four skills, (3) creating real life situation for using English without stress, (4) fostering and maintaining the students' interest, (5) eliminating the students' anxiety, (6) making significant contributions to the learners' social development as it can foster them to intensively involve in the activity, (7) keeping the students motivated to learn, and, most importantly, (8) increasing learners' learning achievement. On the whole, when it is applied regularly in language classes, it can be really useful to assist learners in mastering complicated English structures and very effective tool as it can help memorization of new knowledge, keep the students' motivation and attention, and make the lessons more interesting and enjoyable.

To answer the research question, the following are the description of suggested procedures of how snake and ladder game can be used as strategy to enhance the learners' grammatical proficiency. *First*, in the first step, the teacher should begin the lesson by activating the students' prior knowledge. *Second*, the teacher should then divide the students into group of 3 or 4 and gives each player a counter and each group a dice. *Third*, the teacher asks the students to place their counters on 'START' and throw the dice to decide who starts first. *Fourth*, student A throws the dice and moves

forward that number of squares. *Fifth*, student B asks Student A the question on that square. If student A answers with the correct form, and the rest of the group agree that the answer is correct, student A's counter remains where it is. Conversely, if the answer is incorrect, the counter returns to its original square. In this stage, the teacher can encourage the group to develop a short conversation after each answer with the follow-up questions. *Sixth*, students take it in turns, repeating step 6 and moving around the board until one student reaches FINISH. This student is the winner!

On the basis of the successive cycle employed in this research study, some suggestions were proposed. The English teacher is highly suggested to facilitate the students in learning grammar. To reinforce the grammatical content in pedagogical practices, the snake and ladder game could be a good alternative to be applied as it can provide the learners an opportunity to develop their grammatical skills and support them to use English in real situation. It is the opportunity that will resolve classroom problems by bridging and connecting vocabularies on game and the concept of simple future tense.

In addition, for the future researchers it is highly suggested to conduct the study on the implementation of snake and ladder game as a strategy in teaching English to explore the use of this strategy in wider contexts.

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