

# The Development of Modified Snake and Ladder Game to Teach English Vocabulary for Seven Grade Students

Muhammad Nur Ihza Risqya Ardy Al Khamim<sup>1</sup>, Istina Atul Makrifah<sup>2</sup>,  
Tyas Alhim Mubarak<sup>3</sup>, Bagus Waluyo<sup>4</sup>

Nahdlatul Ulama University of Blitar, East Java, Indonesia

<sup>1</sup> ihzanur2@gmail.com, <sup>2</sup> istina.atulmakrifah@gmail.com, <sup>3</sup> tyasalhim@gmail.com,

<sup>4</sup> waluyobagus81@gmail.com

## Abstract

This study aimed to develop a revised version of the Snake and Ladder game as an educational tool to facilitate the acquisition of English vocabulary among seventh-grade students at MTs Hidayatullah Blitar by employing a Research and Development (R&D) methodology within the framework of ADDIE. The initial outcomes revealed that vocabulary instruction was predominantly teacher-centric and predominantly reliant on textbooks, culminating in diminished motivation and restricted vocabulary proficiency. To mitigate this predicament, an interactive and non-digital game-based medium was conceived and developed. The validation outcomes demonstrated that the instrument attained 90% validity (very valid), whereas both material and media validations reached 95% (very valid), indicating that the content, design, and technical components were suitable and well-structured. Moreover, student feedback revealed a percentage of 91.8%, classified as highly feasible, signifying that the game was captivating, enjoyable, and beneficial for vocabulary acquisition. Consequently, the revised Snake and Ladder game is regarded as a valid and feasible educational medium that augments students' motivation and active engagement in the learning of English vocabulary.

**Keywords:** Game Based Learning; Instructional Media; Snake and Ladder Game; Vocabulary Learning

## INTRODUCTION

Mastery of vocabulary is essential to learning English because it serves as the foundation for the development of other language abilities including speaking, reading, writing, and listening (Gulomovna Khatamova, 2023). Accurate expression of ideas, comprehension of material, and meaningful participation in communicative relationships are all made possible by vocabulary. Learners who lack sufficient vocabulary have trouble not just comprehending texts but also using language correctly in both written and spoken forms. Due to the expectation that students will develop a solid linguistic foundation for future academic and communicative demands, vocabulary learning has long been considered a fundamental component of teaching English as a foreign language (EFL), especially at the junior high school level (Gunawan, 2025).

Vocabulary knowledge and students' capacity to participate in class activities and meet learning goals are tightly related in the context of EFL instruction. During English classes, students with a small vocabulary frequently exhibit low self-esteem, decreased engagement, and little interaction. These circumstances have a detrimental impact on their motivation and academic performance, resulting in a vicious loop whereby poor vocabulary mastery causes low engagement, which further impedes vocabulary growth (Zawodniak & Kruk, 2020). Therefore, the presentation, practice, and reinforcement of vocabulary in relevant learning situations

should be just as important as the quantity of words learnt in order to provide successful vocabulary education.

English is taught as a foreign language in Indonesia, with little exposure outside of the classroom (Lauder, 2020). As a result, teachers' choice of instructional strategies and learning resources has a significant impact on students' vocabulary growth. However, many junior high schools in Indonesia continue to teach vocabulary using antiquated methods like word list memorization, translation exercises, and textbook-based drills. These approaches frequently prioritize form over meaning and provide students few chances to actively use language. As a result, students often view vocabulary acquisition as tedious, challenging, and unrelated to everyday conversation, which lowers their motivation and vocabulary retention over the long run.

Introductory observations at MTs Hidayatullah Blitar also revealed the difficulties in teaching vocabulary. Students in the seventh grade were taught English mostly using a single printed textbook, with little variance in teaching methods or educational resources. The majority of the activities in the classroom were teacher-centered, with an emphasis on written assignments, explanations, and translations. Students acted as passive information consumers (Patel et al., 2021). There was little student-to-student interaction and little opportunity for vocabulary development in relevant settings. Many students consequently showed poor vocabulary recognition, limited desire, and trouble remembering previously taught words.

Contextual constraints, in addition to instructional limitations, made learning much more difficult (Pinilih et al., 2023). Students from a variety of living situations are accommodated at MTs Hidayatullah Blitar, including those who attend Islamic boarding schools (pondok) and those who live at home. Students who live at home typically have easier access to smartphones, the internet, and more learning resources, which allows them to independently research English-language topics. Students attending boarding schools, on the other hand, are subject to rigorous schedules and limited access to electronic devices, which limits their exposure to English outside of the classroom. The digital divide that results from this discrepancy impacts pupils' chances to individually practice and reinforce their vocabulary learning (Janabergenovna, 2025).

The constraints of depending exclusively on digital or technology-based learning materials are highlighted by the existence of such discrepancies. Even while digital learning resources have many pedagogical benefits, not all students may have equal access to them. Digital media use may inadvertently increase rather than close learning gaps in situations where access to technology is unequal or limited. Alternative educational materials that are affordable, equitable, and suitable for classrooms with inadequate technology infrastructure are therefore desperately needed (Adie et al., 2021). In order to solve these issues, instructional materials that are not dependent on digital devices and can be used offline are very pertinent.

Effective teaching and learning processes are greatly aided by educational media. In addition to helping students grasp abstract concepts more concretely, instructional media serve as tools that support teachers in presenting learning content in an organized and clear manner. According to Ghosh & Jana, (2025), learning materials that are well-designed have the power to grab students' interest, boost their motivation, and promote active engagement in class activities. Media that combine visual components, interaction, and contextual language use are particularly crucial in language learning environments because they help students process and remember new words more efficiently.

Several previous studies have explored the use of traditional games in classrooms to enhance vocabulary learning among junior high school students. For instance, Mardabia M, (2025) developed a Snakes and Ladders game through quasi-experimental research and found an increase in students' vocabulary mastery, supported by a positive student perception score of 78%. Similarly, Latifah et al., (2023) reported that the Snakes and Ladders learning media for descriptive text vocabulary was very valid and effective in improving students' learning motivation. Although both studies demonstrated that game-based learning can improve vocabulary acquisition and motivation, they mainly emphasized linguistic and textual aspects such as translation exercises or sentence construction without systematically integrating visual elements into the gameplay. The absence of visual stimuli in the learning process limits students' ability to create strong connections between words and real-world representations. Therefore, there remains a clear research gap concerning the development of a visually enriched Snake and Ladder game that helps students associate vocabulary with corresponding images. From a cognitive standpoint, using visual aids in educational materials improves students' recall and comprehension. Visual aids improve vocabulary recall by assisting students in connecting words to contexts, things, or meanings. Junior high school pupils, who often learn better with tangible, graphically supported materials than with abstract explanations, may especially benefit from this. Students with varying learning styles can also benefit from visual learning, which allows them to interact more deeply with the material (Qasserras, 2024).

As a result of these pedagogical concerns, interactive and game-based learning has become more and more popular as a successful method of teaching EFL (Saadoon Mohammed Alnoori & Mohammed Hindi, 2022). Through interaction and teamwork, students can learn through game-based learning, which places an emphasis on fun, active engagement, and experiential learning. Because games foster a low-anxiety learning atmosphere, students are more comfortable taking chances, making errors, and using the target language without worrying about failing. These circumstances are especially crucial in EFL classes, as students frequently feel nervous and unconfident when speaking English (Hsu & Tsai, 2020).

Board games are a type of game-based learning that provides numerous educational benefits (Pinedo et al., 2022). Additionally, board games provide a fun way to repeatedly expose students to learning content, which is crucial for vocabulary acquisition. Students are more likely to internalize vocabulary items and utilize them meaningfully in a variety of contexts if they practice frequently and contextually (Zajda, 2021). Due to its straightforward rules, familiarity, and adaptability, the Snake and Ladder game is one of the classic board games that has been most frequently modified for instructional reasons. The Snake and Ladder game, when adapted as a teaching tool, enables educators to include vocabulary exercises into gaming by having students identify, pronounce, and utilize words as they move around the board. This method turns learning vocabulary into an interactive exercise that incorporates repetition, teamwork, and competitiveness.

Despite these advantages, a large number of Snake and Ladder game adaptations currently in use mostly concentrate on textual activities, including phrase generation or translation, with little to no incorporation of visual components (Amrullah et al., 2025). The game's usefulness is diminished by the lack of consistent visual accompaniment, especially for students who depend on visual cues to comprehend and retain new language. Students could find it difficult to connect vocabulary words with tangible meanings in the absence of visual aids, which is crucial for long-term memory. This drawback emphasizes how Snake and Ladder games that include visual components need to be improved in order to better assist vocabulary learning.

To address this gap, the present study introduces a modified Snake and Ladder game enhanced with visual illustrations on each card while pawn on the board square, designed to reinforce students' visual-linguistic associations and improve vocabulary retention. This modification not only bridges the missing visual dimension found in previous studies but also aligns with the principles of multimodal and experiential learning, which emphasize active engagement and multisensory input in vocabulary acquisition.

The need for an interactive, graphically enhanced, non-digital teaching medium that is appropriate for settings with restricted access to technology is clear from the examination of pedagogical difficulties, contextual constraints, and theoretical issues covered above. A potential remedy for the difficulties seventh-grade students at MTs Hidayatullah Blitar confront is a modified version of the Snake and Ladder game that incorporates vocabulary exercises and visual representations. Such a medium has the potential to improve vocabulary recognition, encourage active learning, and boost students' motivation by fusing interactive gaming, visual support, and repeated exposure to vocabulary items (Qiao et al., 2022). In addition, the creation of a modified Snake and Ladder game is consistent with constructivist and learner-centered learning theories, which place an emphasis on students' active participation in the educational process. Students are encouraged to work together, negotiate meaning, and utilize word in context through gameplay, which helps them build their own linguistic understanding. By moving the emphasis of instruction from teacher-centered explanation to student-centered learning activities, this method makes the classroom more lively and interesting (Loor Gómez, 2025).

Thus, the purpose of this study is to create a modified version of the Snake and Ladder game as a teaching tool for seventh-grade students at MTs Hidayatullah Blitar to learn English vocabulary. This study aims to build, validate, and assess the viability of the created game based on expert opinions and student answers using a Research and Development (R&D) strategy utilizing the ADDIE paradigm. By offering a different game-based learning platform that encourages vocabulary acquisition, fosters student involvement, and provides an equitable teaching solution for EFL classrooms with limited technology resources, this study is anticipated to advance the teaching of English.

## **METHOD**

This study used a Research and Development (R&D) methodology to create and assess a modified Snake and Ladder game as an educational tool for teaching vocabulary in English. Before being implemented in a classroom, educational products are produced using a methodical process called research and development (R&D) to determine their viability (Sugiyono, 2023). The five stages of the ADDIE model; analysis, design, development, implementation, and evaluation were adhered to during the development process. The ADDIE model was chosen because of its flexible and organized framework, which enables the creation of instructional materials based on the needs of learners and assessed by user feedback and expert validation (Branch, 2021).

The participants in this study were seventh-grade students at MTs Hidayatullah Blitar during the academic year 2024/2025. Eight students in a single class participated in the study. Total sampling, in which every member of the population was included as a research participant, was used because of the small class size. This method allowed the researcher to get detailed information about how students responded to the created instructional material and guaranteed that the data gathered reflected the entire class (Sugiyono, 2023). Three professional validators;

an instrument expert, a media expert, and a material expert were involved in addition to the student participants to assess the product's viability and quality.

This study employed a number of tools to gather data, including student response surveys, expert validation questionnaires, interview protocols, and observation sheets. In order to uncover instructional issues and students' vocabulary acquisition needs, observations and unstructured interviews were carried out throughout the analysis stage (Sugiyono, 2023). To evaluate the validity of the research tools, media design, and instructional material, expert validation questionnaires were created using a Likert scale.

Additionally, following the deployment phase, a survey was given to students to find out how they felt about the modified Snake and Ladder game's appeal, clarity, and value as a teaching tool. The data collected from expert validation and student response questionnaires were examined using descriptive quantitative methods. Based on preset criteria, the validity and viability of the generated product were assessed by calculating and converting the scores from each questionnaire item into percentages. To bolster the quantitative results, descriptive analysis was performed on qualitative data gathered from observations and interviews. A thorough assessment of the creation process and the viability of using the modified Snake and Ladder game as a teaching tool for English vocabulary was made possible by the combination of quantitative and qualitative data.

## **RESULTS AND DISCUSSION**

### **Results**

#### **Analysis**

This analysis step is crucial because it makes it possible to pinpoint problems with the learning process and create workable solutions. Students in the VII grade at MTs Hidayatullah Blitar will be the main subject of observation as part of the researcher's requirements analysis. The purpose of this analysis was to identify the demands of the students and the challenges they face when learning English so that suitable solutions could be suggested.

Based on the issues identified in the preliminary study, researchers made observations regarding learning media, and after performing many literature reviews, researcher developed Snake and ladder media. The conditions in the field, a survey of the literature, and some earlier studies were taken into consideration while selecting this media. Researcher believe that the Snake and Ladder media might be used to teach vocabulary at MTs Hidayatullah Blitar.

#### **Design**

The second phase of this research is the design phase, which entails the development of the Snakes and Ladders game as an educational tool. Using Canva, the researcher created the Snakes and Ladders board, dice, pawns, cards, and guide paper. The game's visual appeal and educational value were guaranteed by the design process, which made it simpler for students to engage and comprehend the content.

#### **Development**

After finishing the design phase for the Snakes and Ladders game media, the following step is validation. Experts in instruments, materials, and media carry out this validation. The validation outcomes from each validator are as follows:

Instrument validation result

Expert validators from Nahdlatul Ulama University Blitar carried out instrument validation to assess the efficacy, precision, and clarity of the research tools. Table 1 provides a summary of the validation outcomes.

**Table 1.** Instrument Validation Result

No.	Assesment Point	Score	Percent	Validity Criteria
1.	Clarity of questionnaire title	4	100%	Very Valid
2.	Clarity of questions	3	75%	Valid
3.	Clarity of questionnaire instructions	4	100%	Very Valid
4.	Accuracy of questions with expected answers	3	75%	Valid
5.	The question format is easy to understand and adaptable.	4	100%	Very Valid
6.	Statement regarding the purpose of the research	4	100%	Very Valid
7.	The statement reveals accurate information.	4	100%	Very Valid
8.	The language used is easy to understand.	3	75%	Valid
9.	Effective language use	3	75%	Valid
10.	Writing in accordance with EYD	4	100%	Very Valid
<b>Total</b>		<b>36</b>	<b>90%</b>	<b>Very Valid</b>

The instrument validation yielded a total score of 36 out of 40, meaning that 90% of the data was considered to be very valid.

#### Material validation result

An English instructor at MTs Hidayatullah Blitar carried out material validation to evaluate the applicability, relevance, and appeal of the language resources incorporated into the game. Table 2 displays the validation findings.

**Table 2.** Material Validation Result

No.	Assesment Point	Score	Percent	Validity Criteria
1.	Vocabulary material with the topic My School Activity is relevant to the learning objectives and introduces the Snake and Ladder Game as an interactive tool.	4	100%	Very Valid
2.	The material is designed according to the students' needs.	4	100%	Very Valid
3.	Materials and media are designed with visual or interactive elements that attract users' attention.	4	100%	Very Valid
4.	Materials supporting vocabulary recognition skills	4	100%	Very Valid

5.	Snake and ladder Game provides various categories or topics of My School Activity to choose from, providing variety in vocabulary practice.	4	100%	Very Valid
6.	The presentation of material follows a logical and structured flow.	4	100%	Very Valid
7.	The material supports spontaneous and structured vocabulary practice through the use of various options in the snake and ladder game.	3	75%	Valid
8.	The game is designed with attractive images to help students practice their vocabulary.	3	75%	Valid
9.	The content of the game corresponds to the existing material.	4	100%	Very Valid
10.	The use of snakes and ladders as a medium makes vocabulary learning activities more enjoyable and dynamic.	4	100%	Very Valid
<b>Total</b>		<b>38</b>	<b>95%</b>	<b>Very Valid</b>

The final score for the material validation was 38 out of 40, which is considered very valid and corresponds to a 95% validity percentage.

#### Media validation result

A media expert from Nahdlatul Ulama University Blitar performed media validation to assess the Snake and Ladder game's design, readability, robustness, and usefulness. Table 3 provides a summary of the validation outcomes.

**Table 3.** Media Validation Result

No.	Assesment Point	Score Percent		Validity Criteria
1.	The media has eye-catching design elements.	4	100%	Very Valid
2.	Use of color on contrasting, appropriate, and eye-catching media.	3	75%	Valid
3.	The media uses clear fonts, appropriate font sizes, and is easy to read.	4	100%	Very Valid
4.	The shape and size of the media are easy to use.	4	100%	Very Valid
5.	The information displayed on the media is clear and easy to understand.	4	100%	Very Valid
6.	The media usage instructions are clear.	4	100%	Very Valid
7.	The product complies with standards of accessibility, clarity, and good technical functionality.	4	100%	Very Valid
8.	Strong, durable, and damage-resistant media material.	3	75%	Valid
9.	The content of the media has good print quality.	4	100%	Very Valid
10.	Media can be operated inside or outside the classroom.	4	100%	Very Valid
<b>Total</b>		<b>38</b>	<b>95%</b>	<b>Very Valid</b>

With a total score of 38 out of 40, the media validation achieved a 95% validity percentage, which was classified as very valid.

**Implementation**

The purpose of the implementation was to evaluate the viability of the designed Snakes and Ladders gaming media product. Students in the VII grade at MTs Hidayatullah Blitar participated in the trial, which was carried out by the researcher. Eight students in all took part in the trial, which included every kid in the class. The researcher served as the teacher during the trial, which was carried out like any other lesson. Afterwards, the researcher employed student satisfaction surveys to gauge how satisfied they were with the product. The following is the outcome of the questionnaires:

Student response result

Ten items on a four-point Likert scale were included in the questionnaire that was used to gather the responses from the students. Table 4 displays the responses from the students.

**Table 4.** Students Response Result

Indicator	Total Score	Percentage	Category
Students' responses to learning media	291 / 320	91.8%	Very Feasible

The results indicated that 91.8% of the students' responses to the questionnaire were classified as highly feasible. This outcome showed that the modified Snake and Ladder game was well received by students as a tool for vocabulary learning in English.

**Evaluation**

In this phase, the researcher solely used formative evaluation because it was directly related to the outcomes of each stage of product development. A second analysis of the data was conducted, taking into account the comments and recommendations made by each respondent regarding the tested product, to make sure the items were useful. This stage ensured that the product better met the demands of the users by enhancing it based on actual feedback.

**Discussion**

This study aimed to address the identified research problems by developing and evaluating a modified Snake and Ladder game as an instructional medium for teaching English vocabulary through the ADDIE development model. The discussion focuses on interpreting the findings in relation to instructional design theory, vocabulary learning principles, and the contextual challenges identified at MTs Hidayatullah Blitar. The results demonstrate that the ADDIE-based development process produced a valid, feasible, and practical learning medium that effectively addressed students' low motivation and limited vocabulary mastery.

The analysis phase revealed that vocabulary instruction at MTs Hidayatullah Blitar was predominantly teacher-centered and heavily dependent on textbook-based learning. Such instructional practices limited students' opportunities to actively engage with vocabulary items and reduced their motivation to participate in classroom activities. Students were frequently required to memorize word lists or complete translation-based exercises, which often led to boredom and disengagement. These findings are consistent with previous research indicating that monotonous instructional approaches and the lack of interactive learning materials contribute significantly to low student engagement and poor learning outcomes (Faizah et al., 2023). The analysis phase also highlighted contextual disparities among students, particularly between those living at home and those residing in the Islamic boarding school. Students with

access to smartphones and supplementary learning materials were able to engage in independent vocabulary practice, while those with restricted access had fewer opportunities to reinforce learning outside the classroom (Hentasmaka et al., 2022).

The use of game-based learning as a solution aligns with constructivist learning theory, which views learning as an active, meaningful process constructed through interaction and experience. Constructivism emphasizes that learners actively build knowledge by engaging with tasks, collaborating with peers, and reflecting on their experiences rather than passively receiving information. The modified Snake and Ladder game embodies these principles by requiring students to interact with vocabulary items, respond to challenges, and collaborate with peers during gameplay. As noted by Zajda, (2021), learning activities that promote interaction and engagement support deeper understanding and retention of learning content. Thus, the theoretical foundation of constructivism provides a strong rationale for the use of game-based learning in vocabulary instruction.

During the design phase, the researcher carefully planned the instructional structure and components of the modified Snake and Ladder game to ensure alignment with students' cognitive levels and curriculum requirements. Vocabulary cards were embedded within each square of the game board, requiring students to recognize and respond to vocabulary items before advancing. This design emphasized repetition, visual learning, and peer interaction, which are essential components of effective vocabulary acquisition. Repeated exposure to vocabulary items in varied contexts allows learners to strengthen word recognition and retention, while visual elements support learners in associating words with meanings more effectively. By incorporating clear illustrations, readable text, and simple game mechanics, the modified Snake and Ladder game was designed to reduce cognitive load and allow students to focus on learning vocabulary rather than understanding complex rules.

The development stage involved producing the actual instructional materials based on the approved design, including the printed game board, vocabulary cards, dice, pawns, student instruction sheets, and a teacher's guidebook. The inclusion of a teacher's guidebook was particularly important, as it provided clear instructions on how to implement the game effectively in the classroom. Expert validation played a central role in ensuring the quality of the developed product. The instrument validation result of 90% indicated that the research instruments were clear, accurate, and capable of measuring the intended aspects of product feasibility and student responses. Meanwhile, both the material and media validation results reached 95%, categorizing them as very valid. These high validation scores indicate that the instructional content, visual design, and technical aspects of the game met high standards of quality. According to Gall et al., (2003), expert judgment is essential in educational product development to ensure instructional relevance, content accuracy, and usability before classroom implementation. The validation process in this study therefore strengthened the credibility and reliability of the developed instructional medium.

The implementation stage provided important insights into how the modified Snake and Ladder game functioned in an actual classroom setting. The findings showed that the game successfully transformed the learning environment into a more interactive and student-centered space. Students actively participated in responding to vocabulary challenges, collaborated with peers, and demonstrated increased engagement throughout the learning activity. This shift from teacher-centered instruction to student-centered learning is particularly significant in vocabulary instruction, where active use and repeated practice of words are essential for

mastery. The positive student responses, reflected in a satisfaction score of 91.8% categorized as very feasible, indicate that students perceived the game as enjoyable, useful, and supportive of their vocabulary learning. This finding supports previous studies suggesting that interactive learning materials significantly enhance students' motivation and engagement (Maulidiya et al., 2023). Another important factor contributing to the effectiveness of the modified Snake and Ladder game is its non-digital format. In contexts where access to digital technology is limited or uneven, non-digital instructional media provide an equitable learning solution (Khriam & Rymbai, 2023).

The evaluation stage aimed to determine the overall quality of the developed instructional medium in terms of validity, feasibility, and practicality. Evaluation was conducted by analyzing expert validation results and students' responses after implementation. The consistently high validation scores and positive student feedback indicate that the modified Snake and Ladder game meets the criteria of a feasible instructional product. In R&D research, evaluation serves as the basis for determining whether a product is ready for wider application or requires further revision (Sugiyono, 2023). The evaluation findings in this study confirm that the product is suitable for classroom use and has the potential to be applied in similar educational contexts. Overall, the discussion demonstrates that the ADDIE-based development of the modified Snake and Ladder game resulted in a valid, practical, and effective instructional medium for teaching English vocabulary. The integration of constructivist learning principles, game-based learning strategies, and contextual considerations contributed to the success of the developed product (Zhang et al., 2023). The high validation scores and positive student responses indicate that the game effectively addressed the learning problems identified during the analysis phase, particularly low motivation and limited vocabulary engagement.

This study reinforces previous research highlighting the benefits of interactive and game-based learning media in EFL contexts. By providing an engaging, non-digital, and student-centered learning medium, the modified Snake and Ladder game contributes to innovative vocabulary teaching practices, especially in schools with limited access to digital technology. Therefore, the developed product not only addresses the identified instructional challenges but also offers a practical alternative for improving vocabulary instruction and student engagement in EFL classrooms.

## CONCLUSION

This study used a modified Snake and Ladder game to teach English vocabulary through Research and Development (R&D) utilizing the ADDIE paradigm, which comprises stages of analysis, design, development, implementation, and evaluation. According to the preliminary study, limited access to digital learning materials and repetitious, teacher-centered instructional approaches were the main causes of students' low vocabulary mastery and motivation. These factors suggested the need for a different kind of teaching that was interesting, participatory, and suitable for classrooms with little access to technology.

The findings of the research show that the modified Snake and Ladder game was effectively created as a legitimate and workable teaching tool. With a score of 90% from the instrument validator and 95% from the material and media validators, expert validation results demonstrated that the product attained a very high level of validity. These findings suggest that the game's technical features, instructional material, and visual design were suitable for junior high school pupils. Additionally, 91.8% of the students' responses to the questionnaire were classified as very feasible, indicating that the game was well-received and had the potential to improve students' enthusiasm and involvement in vocabulary-learning exercises.

Based on these findings, many suggestions are made. The modified Snake and Ladder game is recommended as an alternate teaching tool for vocabulary acquisition by English teachers, especially in settings where access to digital resources is restricted. In order to create a more dynamic learning environment, teachers can also modify the game to fit other topics, language proficiency levels, or classroom requirements. For students, Game-based learning media, such as a modified Snake and Ladder game, can increase students' excitement, active engagement, and confidence in learning English vocabulary through collaborative and engaging activities. The results of this study may not be as broadly applicable as they could be because it was carried out on a small scale with few participants. Therefore, in order to further investigate the efficacy of the developed product, future researchers are invited to use it in larger classrooms and a variety of educational contexts. To increase the Snake and Ladder game's educational potential in EFL classrooms, future research may modify it for other grade levels or incorporate it with other language abilities like speaking, reading.

## ACKNOWLEDGMENTS

The researcher would like to express gratitude to everyone who has assisted in the completion of this article. Special thanks to my advisors, Mrs. Istina Atul Makrifah and Mrs. Tyas Alhim Mubarak, who have guided me throughout the writing of this article.

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