

Developing a Life-Sized Version of Snakes and Ladders Game for Elementary School Students

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Abstract: This study aimed to develop a life-sized Snakes and Ladders game as a learning medium for teaching English vocabulary and basic grammar (simple past and simple future tenses) to sixth-grade students at SDN Tulusrejo 04 Malang. The novelty of this study lies in the development of a life-sized, non-digital Snakes and Ladders game that integrates vocabulary and grammar learning through flexible card-based tasks, allowing students to participate as game pieces while actively engaging in language practice. The research followed the ADDIE model. The final product consisted of a 2.1m x 2.1m vinyl banner with 49 squares arranged in a 7x7 zig-zag pattern, a cardboard dice, and four sets of question cards: Past (20 cards), Future (20 cards), Job (20 cards), and Bonus (10 cards). The game was implemented with 15 sixth-grade students. Data were collected through expert validation sheets and a student questionnaire. The media and material experts gave scores of 86.15% and 80%, respectively, both categorized as Excellent. All students reported positive responses toward the game. The findings indicate that the game is a valid, practical, and engaging medium for teaching vocabulary and grammar in a low-resource elementary school setting.

Keywords: snakes and ladders, game-based learning, vocabulary, grammar, ADDIE

INTRODUCTION

English is taught as a foreign language in Indonesian elementary schools starting from Grade Four under the Merdeka Curriculum. The curriculum emphasizes the development of six language skills: listening, speaking, reading, viewing, writing, and presenting. However, these language skills cannot be developed effectively without adequate vocabulary knowledge and a basic understanding of grammatical structures. Vocabulary provides learners with the lexical resources necessary for communication, whereas grammar enables them to organize words into meaningful and accurate sentences. Richards and Renandya (2002) describe vocabulary as the core of language competence because learners cannot understand or express meaning without sufficient vocabulary. Similarly, Nation (2022) emphasizes that vocabulary knowledge is closely related to overall language proficiency.

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Grammar is equally important because it allows learners to communicate accurately and meaningfully (Harmer, 2015; Thornbury, 2002). Therefore, vocabulary and grammar should be developed simultaneously, particularly for young learners, as they form the foundation for subsequent English language learning (Cameron, 2001).

Teaching English to young learners requires instructional approaches that correspond to their cognitive and developmental characteristics. Unlike adult learners, children learn more effectively through meaningful experiences, enjoyable activities, and direct interaction with their environment (Cameron, 2001). Scott and Ytreberg (1990) also argue that young learners have relatively short attention spans and respond positively to learning activities involving games, movement, and interaction. Consequently, English instruction should not rely solely on memorization and teacher-centered explanations but should provide engaging learning experiences that encourage active participation while allowing learners to practice vocabulary and grammar in meaningful contexts. Despite the importance of vocabulary and grammar, English instruction in many Indonesian elementary schools continues to encounter several challenges. During the researcher's participation in the Kampus Mengajar program at SDN Tulusrejo 04 Malang, classroom observations revealed that English lessons relied primarily on lectures, note-taking, and vocabulary memorization. Although the school possessed basic instructional facilities, including an LCD projector, English teaching depended mainly on textbooks, notebooks, and teacher explanations, while interactive learning media and visual teaching aids were rarely utilized. As a result, students had limited opportunities to participate actively in classroom learning, leading to low engagement and motivation. Initial observations indicated that nearly 70% of sixth-grade students had not mastered basic vocabulary related to verbs, occupations, and classroom objects. Furthermore, the English teacher reported that students frequently produced grammatical errors when constructing simple sentences, such as "I go yesterday" instead of "I went yesterday" and "She will goes" instead of "She will go".

These findings suggested the need for an instructional medium that simultaneously supports vocabulary acquisition and grammar practice while promoting active student participation. One instructional approach to addressing these challenges is game-based learning. Educational games have been widely recognized as effective learning media because they encourage active participation, reduce learners' anxiety, and create meaningful learning experiences. A meta-analysis by Chen et al. (2018) demonstrated that digital game-based learning is effective in supporting vocabulary learning and highlighted the importance of game design in influencing learning outcomes. Wright et al. (2006) argue that language games provide opportunities for learners to practice vocabulary and grammar in communicative contexts while maintaining motivation. Similarly, a recent systematic literature review by Aprilia and Nasekhah (2025) concluded that game-based learning can improve grammar learning by increasing students' motivation, engagement, and learning achievement. Likewise, Hadfield (1999) explains that language games successfully combine educational objectives with enjoyable activities, enabling learners to acquire language naturally. Garris et al. (2002) further emphasize that educational games incorporate elements such as rules, challenges, feedback, and competition, all of which contribute to learner engagement. Moreover, Piaget (2013) states that children in the concrete operational stage

learn most effectively through direct interaction with concrete objects and meaningful experiences.

Therefore, educational games involving physical movement are particularly appropriate for elementary school students because they support both cognitive development and active learning. Among various educational games, Snakes and Ladders has frequently been adapted as a learning medium for English instruction. Previous studies have consistently reported that game-based learning positively influences students' participation, motivation, and language learning experiences (Chen, 2023; Cancino & Viguera, 2024; Türker, 2024). Similarly, Rasuki and Ahmad (2023) found that the Picture-Naming Game effectively promoted initial English vocabulary learning among young beginning-level EFL learners. More specifically, Rahadian (2023), Rohayati and Rizkyanti (2019), Nuridayanti (2024), and Sugiyati and Sujarwati (2025) found that Snakes and Ladders effectively improved elementary students' vocabulary mastery, classroom participation, motivation, and vocabulary retention. These findings demonstrate that the game has considerable potential as an instructional medium for English language learning.

Although previous studies have demonstrated the educational benefits of Snakes and Ladders, several research gaps remain. First, most existing studies implemented the conventional tabletop version of the game, in which students remained seated while moving small tokens across the board. Such designs provide limited opportunities for physical interaction, despite evidence that young learners benefit from kinesthetic learning experiences. Second, previous studies primarily focused on vocabulary instruction while giving relatively little attention to integrating grammar learning within the same instructional medium. Third, learning tasks were commonly printed directly on the game board, reducing teachers' flexibility to adapt the materials for different learning topics and proficiency levels. Finally, most previous research concentrated on evaluating the effectiveness of existing games rather than systematically developing and validating an instructional medium through a Research and Development (R&D) approach. These limitations indicate the need for an innovative learning medium that is adaptable, physically engaging, and capable of integrating vocabulary and grammar learning for young learners.

To address these gaps, this study developed a life-sized Snakes and Ladders game using the ADDIE model. Unlike conventional board games, the developed game was designed to measure 2.1×2.1 meters, allowing students to stand on the board and act as the game pieces themselves. The game integrated vocabulary (Job Cards) and grammar (Past Cards and Future Cards) into a single learning activity, using flexible, card-based tasks rather than fixed instructions printed on the board. Consequently, teachers can reuse the same board for various learning topics and proficiency levels. In addition, the game was entirely non-digital, making it suitable for elementary schools with limited technological resources, such as SDN Tulusrejo 04 Malang. Therefore, this study aimed to develop and validate a life-sized Snakes and Ladders game as a learning medium for teaching English vocabulary and basic grammar to sixth-grade students at SDN Tulusrejo 04 Malang. Specifically, this study addressed the following research questions:

- 1) How can a valid and practical life-sized Snakes and Ladders game be developed as a learning medium for teaching English vocabulary and basic grammar to sixth-grade students at SDN Tulusrejo 04 Malang?
- 2) How does the expert evaluate the validity and practicality of the developed life-sized Snakes and Ladders game?

How do sixth-grade students perceive the use of the developed life-sized Snakes and Ladders game in learning English vocabulary and basic grammar?

METHOD

A. Research design

This study employed Research and Development (R&D) to develop a life-sized Snakes and Ladders game to teach English vocabulary and basic grammar to sixth-grade students. R&D is a research method used to develop and validate educational products. Unlike experimental research that only tests hypotheses, R&D follows a systematic cycle of needs assessment, product design, expert validation, field testing, and revision. This approach was chosen because the researcher aimed not only to create a game but also to ensure it was feasible, practical, and effective, based on empirical data from target users.

The development model used in this study was the ADDIE model, which consists of five stages: Analysis, Design, Development, Implementation, and Evaluation (Branch, 2009). ADDIE was selected for three reasons. First, it provides a systematic yet flexible framework that allows revisions between phases. Second, it has been widely used in educational media development and proven effective in game-based learning studies (Garris et al., 2002; Plass et al., 2015). Third, it includes an evaluation phase that combines expert judgment and user feedback, which aligns with the need to validate the game from both content and media perspectives. The researcher used ADDIE to design the game step by step. The five stages were implemented as follows:

- 1) **Analyze:** In this stage, the researcher conducted material analysis, student needs analysis, and student characteristic analysis through interviews with the English teacher. The goal was to determine how much the Snakes and Ladders game was needed in the English learning process to help the teacher and students deliver and understand the material, and prevent students from getting bored.
- 2) **Design:** After the analysis, the researcher planned the learning media. This stage involved determining learning objectives, preparing materials, and creating a reference for the game design, including a storyboard.
- 3) **Development:** The researcher produced the life-sized Snakes and Ladders game, which was printed on vinyl banner material for durability. The researcher collected materials that supported the development. After the product was designed, it was validated by experts.
- 4) **Implementation:** After validation, the product was implemented through a small-scale field involving all 15 sixth-grade students in one class at SDN Tulusrejo 04 Malang. Total sampling was employed because the class consisted of only 15 students, allowing every member of the target population to participate in the

implementation. During this stage, the researcher explained the game rules, demonstrated how to play, divided students into groups, and observed their engagement, interactions, and responses to the vocabulary and grammar activities.

- 5) Evaluation: This stage measured whether the game achieved its learning objectives. Evaluation was conducted using two instruments: expert validation sheets (to assess media and material quality) and a student questionnaire (to capture students' perceptions of enjoyment, vocabulary learning, clarity, difficulty, and motivation). The evaluation results were used to make final revisions to the game.

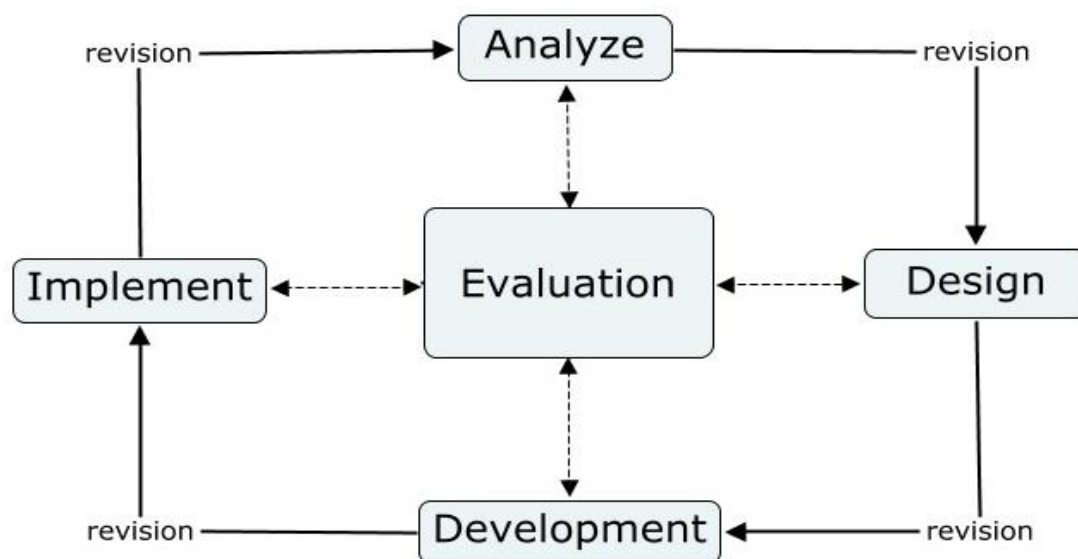


Figure 1. The Concept of ADDIE Model

B. Sample and participant

This study was conducted with sixth-grade students at SDN Tulusrejo 04, Malang. One sixth-grade class consisting of 15 students participated in this study. The participants were selected purposively because the researcher had previously participated in the Kampus Mengajar program at the same school. This prior engagement enabled the researcher to gain a deeper understanding of the students' learning characteristics, classroom environment, and English learning needs. Therefore, the school was considered an appropriate setting for developing and implementing the life-sized Snakes and Ladders game.

C. Research instrument

The instruments used in this study consisted of media and material validation sheets, an observation guide, an interview guide, and a student questionnaire. The validation process involved one media expert and one material expert, both of whom possessed relevant expertise in English language education and instructional media development. Their evaluations focused on the suitability of the developed product and provided qualitative suggestions for revision before field implementation. Although involving additional validators could enhance the reliability of the evaluation, the feedback from both experts was considered sufficient for conducting the initial field trial of the developed product.

D. Technique of data collection

Data were collected using three techniques: observation, interview, and questionnaire. Each technique served a specific purpose and was conducted at different stages of the study.

1. Observation

Observation was used in the first stage of the study to assess students' needs and identify any deficiencies in the learning process. The researcher observed all 15 sixth-grade students during their regular English lesson because they represented the entire target class participating in the development process. The observation focused on three aspects: necessities (what students needed to learn according to the curriculum), lacks (what students were missing in terms of vocabulary and grammar knowledge), and wants (what students desired in their learning experience).

2. Interview

A semi-structured interview was conducted with the English teacher to obtain more specific information about students' vocabulary mastery and grammar understanding. The interview lasted about 25 minutes and was conducted in Indonesian to allow the teacher to express herself freely. The teacher was asked about the methods she used, the difficulties students faced, and her experience with classroom games.

3. Questionnaire

A questionnaire consisting of ten yes/no questions was distributed to students immediately after they completed the game. The questionnaire employed a simple yes/no format because it was considered appropriate for sixth-grade students, enabling them to understand and answer the questions easily within a short period. The questionnaire explored students' perceptions of enjoyment, vocabulary learning, clarity of instructions, difficulty level, and motivation to learn. Students were given five minutes to complete the questionnaire, and all responses were collected immediately after the activity. Although the yes/no format facilitated data collection from young learners, it may have limited the variability of responses. Therefore, future studies are encouraged to employ Likert-scale questionnaires or combine questionnaires with interviews to obtain richer data.

E. Technique of data analysis

The data obtained in this study were analyzed using descriptive qualitative and descriptive quantitative methods. The qualitative analysis was used to describe the development process and interpret feedback from expert validators and the teacher interview; the researcher transcribed the interview, coded the responses into themes (e.g., vocabulary difficulties, grammar errors, need for games), and used these themes to guide the game design and explain why certain revisions were made. The quantitative analysis was used to process the questionnaire data into percentages: for each of the ten questions, the number of "Yes" responses was divided by the total number of students (15) and multiplied by 100%; the results were presented in a table.

RESULTS

This section presents the study's findings objectively and systematically, based on the collected data. The results directly answer the research question: how can a valid and practical life-sized Snakes and Ladders game be developed as a learning medium for teaching English vocabulary and basic grammar to sixth-grade students at SDN Tulusrejo 04 Malang?

A. The development procedure

The game was developed following the five stages of the ADDIE model: analysis, design, development, implementation, and evaluation.

1. *Analysis phase:*

The researcher conducted classroom observations and a semi-structured interview with the English teacher. The analysis focused on three aspects: necessities (what students needed to learn according to the curriculum), lacks (what students were missing), and wants (what students desired in learning). The observation of 15 sixth-grade students revealed that when the teacher used only textbooks and worksheets, many students looked tired and inattentive after 15 minutes. The teacher stated that the most frequent problem was that students quickly forgot word meanings because they did not practice them in daily conversation. The teacher also confirmed that students struggled with the past tense (e.g., saying "I go yesterday" instead of "I went yesterday") and future tense (e.g., "She will goes" instead of "She will go"). The teacher mentioned that she rarely used digital games due to a poor internet connection and a lack of student devices. When the teacher casually mentioned the word "game" during the observation, several students immediately looked up and smiled, with some whispering, "Asyik kalau main" (It would be fun to play). Based on this analysis, the researcher determined that a life-sized Snakes and Ladders game was needed.

2. *Design phase:*

The researcher created a detailed blueprint for the game. The learning objectives were determined: students would learn job-related vocabulary, practice forming simple past tense sentences, and practice forming simple future tense sentences using "will." The game board was designed to be life-sized, measuring 2.1 meters by 2.1 meters, with 49 squares arranged in a 7x7 zig-zag pattern. Each square measured 30 cm x 30 cm. Three snakes were placed with their heads on squares 28, 35, and 45 and their tails on squares 14, 23, and 41. Three ladders were placed with their bottoms on squares 6, 26, and 29 and their tops on squares 9, 38, and 43. A large cardboard dice was designed to measure 12 cm on each side. Four sets of question cards were designed with distinct colors: Past (yellow), Future (green), Job (blue), and Bonus (purple). A total of 26 squares on the board were designated as question squares, each labeled with one of the four categories. The game rules were adapted from traditional Snakes and Ladders, with additional rules requiring players to answer vocabulary or grammar questions when landing on certain

squares.

3. *Development phase:*

The researcher produced the physical game. The banner was printed on vinyl material for durability. The numbers and text were printed in large, clear fonts. The snakes and ladders were illustrated in bright colors. The large dice was made from cardboard, assembled with glue, and painted with dots. A total of 70 question cards were printed on AP230 paper (thick paper) and cut to 10 cm by 7.5 cm. After the product was designed, it was validated by one media expert and one material expert, a lecturer in English education from Universitas Negeri Surabaya. The media validation covered four indicators: design, rules, feasibility, and benefits. The material validation covered three indicators: content suitability, language use, and benefits. Based on the validator's feedback, revisions were made: the numbers on the banner were resized (they were originally too large), the font size on the banner was increased (originally too small), and more Bonus cards were added (from 5 to 10 cards) to prevent boredom. The validator also questioned whether a 30 cm x 30 cm square provides enough space for one student to stand comfortably. The validator concluded that the game was eligible for field testing with revisions.

4. *Implementation phase:*

The game was tested with 15 sixth-grade students at SDN Tulusrejo 04, Malang. The researcher explained the rules and demonstrated how to play. Students were divided into three groups of five players each. Each group chose a leader. The group leaders rolled the dice to determine which group would go first. Students stood on the board as their own game pieces. They took turns rolling the dice and moving forward the corresponding number of squares. When a student landed on a question square, they drew a card from the corresponding pile and read the task aloud. The researcher or teacher provided gentle guidance if needed. If the student answered correctly, they remained on that square. If they could not answer, they moved back one square. The game continued until a player reached square 49. The implementation lasted approximately 60 minutes. During the implementation, the researcher observed that students were highly enthusiastic. They laughed when someone slid down a snake and cheered when someone climbed a ladder. Even shy students spoke when it was their turn. No student complained of boredom. However, the noise level was quite high as students talked, shouted, and gave each other hints. The researcher had to raise their voice several times to give instructions.



Figure 2. Students playing the game during implementation

5. Evaluation phase:

The evaluation was conducted at the end of the learning session to measure whether the game achieved its learning objectives. The researcher used two types of instruments: expert validation sheets and a student questionnaire. The expert validation involved one media expert and one material expert, both lecturers in English education from Universitas Negeri Surabaya. The media validation sheet assessed the design, rules, feasibility, and benefits of the game. The material validation sheet assessed content suitability, language use, and benefits. The student questionnaire consisted of ten yes/no questions covering enjoyment, vocabulary learning, clarity of instructions, difficulty, and motivation. The questionnaire was distributed to 15 students immediately after they finished playing the game. Based on the evaluation results, the researcher made final revisions to the game before concluding the development process. The detailed validation scores and questionnaire responses are presented in the following sections.

B. The structural design of the game

The physical design of the life-sized Snakes and Ladders game involved two main components: the board layout (snakes and ladders) and the question cards.

1. The design of snakes and ladders

The game banner measured 2.1 meters by 2.1 meters. It contained 49 squares arranged in a 7x7 grid. The numbering followed a zigzag pattern: the first row (squares 1 through 7) ran from left to right, the second row (squares 8 through 14) ran from right to left, and this alternating pattern continued up to square 49 in the

top-right corner. Each square measured 30 cm x 30 cm. Three snakes were placed with their heads on squares 28, 35, and 45 and their tails on squares 14, 23, and 41, respectively. Three ladders were placed with their bottoms on squares 6, 26, and 29 and their tops on squares 9, 38, and 43, respectively. The dice was made of cardboard and measured 12 cm on each side. No separate game pieces were required because the students themselves served as the playing pieces by standing and moving on the game board.

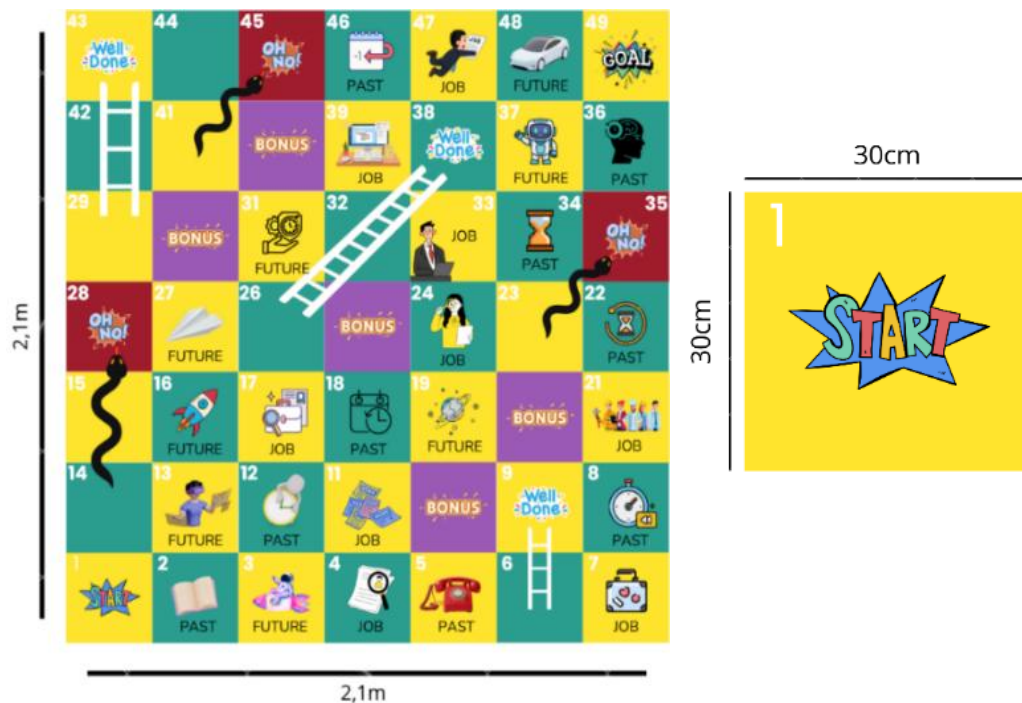


Figure 3. Layout of The Banner

2. The design of question cards

The English learning content was embedded into 26 designated question squares on the banner. These squares were numbered 2, 3, 4, 5, 7, 8, 11, 12, 13, 16, 17, 18, 19, 21, 22, 24, 27, 31, 33, 34, 36, 37, 39, 46, 47, and 48. Each question square was labeled with one of four categories: Past, Future, Job, or Bonus. Four corresponding card decks were created, each with a distinct color: yellow for Past, green for Future, blue for Job, and purple for Bonus. A total of 70 cards were produced: 20 Past cards, 20 Future cards, 20 Job cards, and 10 Bonus cards. Each card measured 10 cm by 7.5 cm and was printed on AP230 paper. Examples of tasks on the Past cards included: “Change ‘go’ to the past tense and make a sentence,” “Tell one thing you did yesterday,” and “Choose the correct verb.” Examples of Future cards included: “Make a sentence using ‘will’ about your plan for tomorrow,” “What will you do after school today? Answer in a full sentence,” and “Complete the sentence: ‘She ___ visit her grandmother next week.’”

Examples of Job cards included: “Name three jobs in English,” “Where does a doctor work?” and “Say the English word for ‘dokter.’” Examples of Bonus cards included: “Move forward 2 steps,” “Roll the dice again,” and “Skip the next question square.”



Figure 4. Number Category and Questions Cards

3. The Snakes and Ladders rules

The complete rules of the game, as adapted from traditional Snakes and Ladders, with the addition of language tasks.

Table 1. The Rules of The Game

Aspect	Instructions
Preparation	1. Spread the 2.1m × 2.1m vinyl banner flat on the classroom floor. 2. Prepare the large cardboard dice (12 cm) and four sets of question cards: Past (yellow), Future (green), Job (blue), and Bonus (purple).

Aspect	Instructions
	3. Divide students into groups of 4–5 players. Each group chooses a leader and decides the turn order. Students act as their own game pieces, standing and moving on the board.
Starting the game	Each group leader rolls the dice once. The group with the highest number starts. All players from the first group begin at square 1.
Movement	Players take turns rolling the dice and moving forward according to the number shown. If a player's roll takes them beyond Square 49, they first move to Square 49 and then reverse direction to use the remaining moves. For example, a player standing on Square 48 who rolls a 3 moves one step forward to Square 49, then two steps backward, finally landing on Square 47.
Snakes and Ladders	Landing at the bottom of a ladder (squares 6, 26, or 29) moves the player up to the top (squares 9, 38, or 43). Landing on a snake's head (squares 28, 35, or 45) slides the player down to the tail (squares 14, 23, or 41).
Question Squares	There are 26 question squares labeled Past, Future, Job, or Bonus. A player landing on such a square draws the top card from the matching pile and has 15 seconds to answer.
Answering Tasks	A correct answer allows the player to stay. An incorrect or unanswered question requires the player to move back one square. Bonus cards contain fun instructions (e.g., move forward 2 steps, roll again) with no language demands.
Winning	The first player who lands exactly on square 49 wins.

C. The validation process

According to the second research question: How does the expert evaluate the validity and practicality of the developed life-sized Snakes and Ladders game? For media validation, the assessment covered four indicators: design (maximum score 25), rules (maximum 10), feasibility (maximum 15), and benefits (maximum 15).

The maximum total score was 65. The validator gave design 21, rules 8, feasibility 14, and benefits 13, for a total of 56. The percentage was 86.15%, which falls into the “Excellent” category. The validator provided written feedback suggesting that the numbering on the banner was too large and needed to be reduced, and that the text on the banner was too small and needed to be enlarged. The validator also commented that the media was attractive and aligned with the learning objectives, but recommended testing

whether a 30 cm x 30 cm square provides enough space for one student to stand comfortably.

For material validation, the assessment covered three indicators: content suitability (maximum 25), language use (maximum 10), and benefits (maximum 15). The maximum total score was 50. The validator gave content suitability 20, language use 8, and benefits 12, for a total of 40. The percentage was 80%, which falls into the “Excellent” category. The validator suggested adding more cards with fun instructions or questions to prevent students from becoming bored. No specific content errors were identified. Both validators concluded that the game was eligible for field testing with revisions. Based on the feedback, the researcher made the following revisions before field testing: the numbers on the banner were resized, the font size on the banner was increased, and five additional Bonus cards were created (increasing the total from 5 to 10).

D. Students’ questionnaire responses

This part answers the third question: how do sixth-grade students perceive the use of the developed life-sized Snakes and Ladders game in learning English vocabulary and basic grammar? After playing the game, the 15 students completed a questionnaire with ten yes/no questions. The questionnaire was printed on paper and distributed immediately after the gameplay session. Students were given five minutes to complete it.

Table 2. Students’ Questionnaire

No	Questions	YES	NO
1	<i>Do you like playing the Snakes and Ladders game?</i> Apakah kamu suka bermain permainan ular tangga?	100% (15 students)	-
2	<i>Do you gain any new vocabulary after playing Snakes and Ladders?</i> Apakah kamu mendapat kosakata baru setelah bermain ular tangga?	100% (15 students)	-
3	<i>Does Snakes and Ladders help you to learn new words for your vocabulary knowledge?</i> Apakah ular tangga membantumu menambah pengetahuan kosakata?	100% (15 students)	-
4	<i>Do the pictures on the card help you know some of the vocabulary and meanings better?</i> Apakah gambar di kartu membantumu untuk lebih paham dengan kosakata baru beserta artinya?	100% (15 students)	-

No	Questions	YES	NO
5	<i>Is the instruction clear and understandable?</i> Apakah tata cara bermain jelas dan mudah dimengerti?	93.3% (14 students)	6.7% (1 student)
6	<i>Is there any difficult vocabulary in the game?</i> Apakah ada kosakata yang susah dalam permainan?	46.7% (7 students)	53.3% (8 students)
7	<i>Does the media help you to improve your English better?</i> Apakah media ini membantumu untuk belajar bahasa Inggris lebih baik?	100% (15 students)	-
8	<i>Is the game difficult to play?</i> Apakah game ular tangga ini susah untuk dimainkan?	6.7% (1 student)	93.3% (14 students)
9	<i>Is the game boring?</i> Apakah permainan ular tangga ini membosankan?	-	100% (15 students)
10	<i>Do you feel more enthusiastic to learn English after using the media?</i> Apakah kamu merasa lebih antusias belajar bahasa Inggris setelah menggunakan ular tangga?	100% (15 students)	-

The results showed that all 15 students (100%) answered “Yes” to questions about liking the game (Q1), gaining new vocabulary (Q2, Q3), pictures helping comprehension (Q4), the media improving their English (Q7), and feeling more enthusiastic about English after playing (Q10). None of the students (0%) found the game boring (Q9). For question 5 (clear instructions), 14 students (93.3%) answered “Yes,” and 1 student (6.7%) answered “No.” For question 6 (difficult vocabulary), 7 students (46.7%) answered “Yes” and 8 students (53.3%) answered “No.” For question 8 (difficult to play), only 1 student (6.7%) answered “Yes” and 14 students (93.3%) answered “No.” These results indicate that the game was very well-received by the students, with the majority finding it enjoyable, easy to play, and helpful for learning English vocabulary and grammar.

DISCUSSION

A. Development of the life-sized snakes and ladders game

The findings suggest that the systematic application of the ADDIE model contributed to the development of a valid, practical, and engaging life-sized Snakes and Ladders game for sixth-grade students. The development process ensured that the game was designed based on actual classroom needs. The Analysis phase confirmed the arguments of Cameron (2001) and Scott and Ytreberg (1990), who emphasized that young learners benefit from interactive and physically engaging learning activities. The teacher interview also revealed that limited internet access made non-digital instructional media more appropriate for the school context, supporting Smaldino et al.'s (2019) view that learning media should be selected according to the available educational resources.

One of the main contributions of this study is the integration of vocabulary learning with opportunities to practice simple past and simple future tense structures within a single game. Previous studies (Nuridayanti, 2024; Rahadian, 2023; Sugiyati & Sujarwati, 2025) primarily focused on vocabulary learning through Snakes and Ladders games. In contrast, the present game incorporated grammar tasks related to the simple past and simple future tenses because these were identified as common difficulties during the needs analysis. Although the student questionnaire mainly measured students' perceptions of vocabulary learning, classroom observations indicated that students actively produced simple past and future tense sentences while responding to the grammar cards. Therefore, the game's contribution to grammar learning should be interpreted as observational evidence of grammar practice rather than direct evidence of grammar improvement. This finding is consistent with Yolageldili and Arikan (2011), who argued that games provide meaningful contexts in which learners can practice grammar communicatively.

Furthermore, the 15-second response limit encouraged students to produce language quickly, reflecting Swain's (1985) concept of "pushed output," which suggests that language acquisition develops when learners are encouraged to produce language slightly beyond their current level of competence. During the implementation, even students who were usually reluctant to participate became willing to speak because they wanted to remain on their square and continue the game. Such willingness to communicate, despite making occasional errors, represents an important condition for second language development. The life-sized format was another major strength of the developed game. Students physically stood, walked, and rolled a large dice while participating in the activity, and none of them reported feeling bored during the lesson. This finding supports Piaget's (2013) theory that children in the concrete operational stage (approximately 7–11 years old) learn most effectively through direct interaction with their environment. The physical nature of the activity may also have reduced students' anxiety, supporting Peterson's (2010) argument that games help lower learners' fear of making mistakes when speaking. As students focused on completing the game rather than worrying about language accuracy, they appeared more willing to communicate. In addition, the collaborative nature of the activity reflected Vygotsky's Zone of Proximal Development (Vygotsky & Luria, 1978). Students frequently assisted classmates who experienced difficulty answering questions, allowing stronger learners to

reinforce their own understanding while providing scaffolding for peers. Such collaborative interaction is often less evident in conventional teacher-centred instruction.

The use of interchangeable question cards instead of permanently printed questions on the game board also increases the practicality of the developed media. Teachers may reuse the same banner with different vocabulary themes, such as animals, food, occupations, or family members, as well as different grammar topics appropriate to their instructional objectives. Consequently, the game can be adapted for multiple classroom contexts without requiring the production of a new game board. Moreover, the non-digital format makes the game suitable for schools with limited technological facilities. While digital games have become increasingly popular in English language teaching (Chen et al., 2018; Kurniati, 2025), they are not always feasible in schools with unstable internet connections or limited access to digital devices. In such contexts, non-digital educational games remain a practical and equitable alternative.

B. Expert validation of the developed game

Expert validation findings indicate that the developed game possesses a high level of feasibility, with media and material validation categorized as Excellent. Nevertheless, the validator identified several aspects requiring improvement. One concern was that the 30 cm × 30 cm squares might not provide sufficient standing space for every student. Although most participants were able to play comfortably during implementation, future versions could improve the design by reducing the number of squares, for example, changing the layout from a 7 × 7 grid to a 5 × 5 grid while enlarging each square.

This modification would provide students with greater freedom of movement without requiring an excessively large banner. Alternatively, the activity could be implemented in larger indoor halls or outdoor learning spaces where movement is less restricted. The validator also recommended increasing the number of Bonus cards, a suggestion that was implemented before field testing. The additional Bonus cards helped maintain students' motivation by balancing language challenges with enjoyable gameplay and reducing frustration during the activity, supporting Deci and Ryan's (1985) theory that positive learning experiences enhance intrinsic motivation.

C. Students' perception of the developed game

Students' responses indicate that the developed game was highly successful in promoting vocabulary learning and increasing students' enthusiasm for learning English. All participating students reported learning new vocabulary, while all also expressed greater enthusiasm for English after playing the game. According to Nation's (2022) Four-Strand Framework, students experienced meaning-focused input by reading the cards and listening to their classmates' responses, meaning-focused output by answering the language tasks orally, language-focused learning by recalling vocabulary and applying the language patterns presented on the question cards, and fluency development through responding within the 15-second time limit.

In addition, all students agreed that the illustrations on the Job cards helped them understand vocabulary more effectively, supporting Paivio's (2008) Dual Coding Theory,

which proposes that combining verbal and visual information improves learning and memory. Furthermore, almost all participants considered the game instructions clear and the gameplay easy to understand, confirming Hadfield's (1999) view that educational games for young learners should employ simple and accessible rules.

D. Limitations and future research

Despite these encouraging findings, several limitations should be acknowledged. First, only one media and material expert participated in the validation process. Second, the student questionnaire consisted solely of yes/no items, limiting the depth of information obtained from students' experiences. Future studies should incorporate interviews or open-ended questionnaire items to obtain richer qualitative data. Third, although the game included grammar activities, the questionnaire primarily measured students' perceptions of vocabulary learning. Consequently, the effectiveness of the game for improving grammar was supported mainly through classroom observations rather than a specific grammar assessment.

Future research should include dedicated grammar tests or questionnaire items to evaluate grammar learning more comprehensively. Fourth, the study did not examine long-term retention of vocabulary or grammar knowledge. A delayed post-test administered several weeks after the intervention would provide stronger evidence regarding the lasting educational impact of the game. Fifth, the sample consisted of only fifteen students from a single elementary school, limiting the generalizability of the findings. Finally, classroom noise occasionally became difficult to manage during gameplay. Future implementations may benefit from using turn indicators, portable microphones, or predetermined classroom signals (e.g., "Freeze" or "Hands up") to facilitate smoother classroom management.

CONCLUSION

This study successfully developed a life-sized Snakes and Ladders game as a learning medium for teaching English vocabulary while providing opportunities for sixth-grade students to practice simple past and simple future tense structures at SDN Tulusrejo 04 Malang. Using the ADDIE model, the game was systematically designed, validated, and implemented based on the identified classroom needs. The findings from expert validation and students' responses suggest that the developed game is a valid, practical, and engaging learning medium for teaching English vocabulary while providing meaningful opportunities for grammar practice in elementary English classrooms. From a practical perspective, the developed game offers an affordable and non-digital instructional medium that can be implemented in elementary schools with limited technological facilities. Its interchangeable question cards enable teachers to adapt the game to various vocabulary themes and grammar topics without redesigning the game board, making it a flexible and sustainable resource for English language teaching.

Despite these positive findings, this study has several limitations. The research involved a relatively small sample from a single elementary school and primarily evaluated the game's validity, practicality, and students' immediate responses following its implementation. In addition, although the game incorporated grammar activities, grammar

learning was not assessed through specific achievement measures. Therefore, future research is recommended to involve larger and more diverse samples, employ pre-tests, post-tests, and delayed post-tests to examine learning outcomes and long-term retention, and include dedicated grammar assessments to evaluate the game's effectiveness more comprehensively. Further studies may also explore strategies to optimize classroom management and refine the game design to enhance students' learning experience.

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