



## The Impact of Snake and Ladder Board Game in English Grammar for Secondary School Students

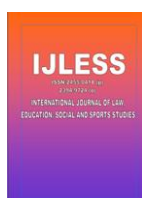
Kiran Premkumar Malge<sup>1</sup>, Dr Sushma R<sup>2</sup>

<sup>1</sup>Researcher, Department of Education, Rani Channama University, Belagavi,  
Email : kiranmalge82@gmail.com

<sup>2</sup>Assistant Professor, Department of Education, Rani Channamma University Belagavi.  
Email: sushmarcueducation@gmail.com

DOI: [10.33329/ijless.12.S1.790](https://doi.org/10.33329/ijless.12.S1.790)

---



### ABSTRACT

Snake and ladder is an ancient Indian board game that's regarded today as a worldwide classic. and takes place on a board with numbered, gridded squares. Throughout the board, there are snakes and ladders which connect different squares. Players roll a dice and navigate the board. The objective of this research was to find out the effect of using snake and ladder board game in English grammar for 9th grade School.

Keywords: Snake and Ladder Board Game, English Grammar,

---

### Introduction

Snake and Ladder is a board game that originated in ancient India and is now a worldwide classic:

- **Origin:** The game was invented by the Hindu spiritual teacher and philosopher Sant Dnyaneshwar in the 13th century. It was originally called Moksha Patam or Moksha Patamu and was used to teach children about morality and consequences.
  - **Gameplay:** Players take turns rolling a die and moving their game piece around the board. The board has numbered squares, and players move up ladders or down snakes to reach the top square.
  - **Lessons:** The game teaches players that success and failure are both part of life, and that virtues (ladders) and vices (snakes) can complicate a person's journey.
  - **Spread to the West:** English traders brought the game to the United Kingdom in the 1890s, where it became popular. It was soon introduced to other countries, including the United States.
  - **Other names:** The game is also known as Chutes and Ladders, which was published by Milton Bradley in 1943.
  - **Adaptability:** The game's simple design allows it to be adapted to teach a variety of messages, such as climate change, conflict, or farming cycles.
-

they will forget the rules easily in the next meeting. Third, the way of teacher teaches the grammar that is monotonous. In this case, the teacher wrote down the pattern of verbs on the white board, and explained to the students by using conventional instruction. It makes the students are not interested and bored when they are learning grammar. As a result, grammar as a part of the English Language is less-known by the students. To overcome the problems above, the teacher as the facilitator should find the good way to help the students in learning grammar. In teaching grammar, applying games can be used as a way to attract students' attention. Using games in teaching grammar will be an effective way to make students learn grammar easily because games may be interesting for students to learn English especially grammar. Besides, students also may find it fun when they learn grammar by using games.

### **Educational benefits of playing the Snake and Ladder Board Game**

In today's digital age, where children are busy with screens and electronic devices, traditional board games might seem like games of the past. However, classic games like Snake and Ladder offer more than just entertainment; they provide numerous educational benefits that help a child's cognitive development.

#### **Developing numeracy skills**

Snake and Ladder is fundamentally a game of numbers. As players move their pieces across the board, they must count the spaces they move and calculate the sum of the numbers they roll on the dice. This simple act of counting and addition helps children strengthen their numeracy skills in a fun and engaging manner.

#### **Learning Probability and Chance**

Another valuable aspect of Snake and Ladder is its inclusion of probability and chance. Every roll of the dice introduces an element of unpredictability, as players have to anticipate the outcome and strategize accordingly. Through repeated gameplay, children develop an inborn understanding of probability, learning concepts such as likelihood and randomness.

#### **Enhancing decision-making skills**

While digital games often isolate players behind screens, board games like Snake and Ladder promote face-to-face interaction and socialization. Playing with family or friends encourages communication, cooperation, and sportsmanship as players engage in friendly competition. Through gameplay, children learn to take turns, follow rules, and respect others – a vital aspect of social development that extends beyond the game board into various social settings

#### **Promoting Social Interaction**

Snake and Ladder presents players with various choices at every turn. Whether they take the safer route with fewer snakes but longer paths or risk a shortcut with the possibility of countering a snake, such decisions help children to evaluate risks, consider consequences, and make strategic choices.

#### **Building patience and flexibility**

Snake and Ladder teaches children the importance of patience and flexibility. Landing on a snake's head and sliding down the board can be disheartening, but it also offers valuable lessons in determination. Children learn to bounce back from setbacks and adapt to unexpected challenges.

The Snake and Ladder game is more than just a classic board game; it's a valuable educational tool that offers numerous benefits for children. From developing various skills and learning probability to enhancing decision-making abilities and promoting social interaction, the game provides an overall learning experience wrapped in fun and entertainment.

#### **Review of related Literature**

According to Rinvolucri (1984) snake and ladder board game is one kind of competitive games that involves the students to study cognitively on grammar because they are asked to think wittingly about what is correct and incorrect sentence. It is used to learn and repeat the material that has been studied previously which will be tested through this game. So, the students can feel fun to learn grammar. In addition, using snake and ladder board game is a familiar game for the students and it is easy to play in a classroom.

Muhammad Fajar Sidiq (2016) "Using Snake and Ladder Board Game in Teaching Speaking to the Second Year Students of SMAN 1 Takalar". It used quasi experimental design, nonequivalent control group design, and focused on speaking that related to the accuracy, fluency, and comprehensibility. In this research found that students' speaking skill improved by using snake and ladder board game. It can be known from the students' mean score in experimental class that was 7.65 in pre-test and 10.85 in post-test. In addition, the result of t-test also shown that applying snake and ladder board game was effective to improve students' speaking skill because the t-test was 7.77 higher than t-table, 2.03 (2.06 > 2.04). Based on the explanation of previous research above, it can be known the differences of the research with this research. Fajar (2016) used the Snake and ladder games in teaching speaking. It was different from this research because the researcher used snake and ladder game in teaching grammar.

Nuraini Albaniyah (2016) "The Use of Snake and Ladder Game to Develop Students' Understanding of Direct-Indirect Speech". This research used classroom action research design and focused on grammar that related to direct and indirect speech. The result showed that Snakes and Ladder game improved students' participation during teaching learning process and develop students' understanding of direct-indirect speech. It can be seen from the average of students in each cycle. In the first cycle, the average score of students was 6.78. In the second cycle, the average score of students was 8.6. The Students' participation in preliminary research was only 45%. Then, it increased to 58% in first cycle, the increasing up to 78% in second cycle. Therefore, the use of snake and ladder game could develop students' understanding of direct-indirect speech.

The previous research was conducted by Albaniyah (2016). She had found the effect of snake and ladder game in teaching Direct-Indirect Speech. While this research focused on finding out the effect of snake and ladder game on students' grammar achievement especially Simple Present Tense.

Ajib Wahyu Saputra (2016) "The Effectiveness of Snakes and Ladders Game in Teaching Reading of Narrative Text. This research used quasi-experimental design and focused on the influence of teaching reading which used snake and ladders game toward students' reading achievement in narrative text. The result of the research found that the pre-test average score of experimental class was 63,553 and the control class was 63,026. Meanwhile, the post-test average score 75,131 and the control class was 69,605. It was obtained that t-test was 2,336 and the t-table was 1,666 for alpha (α) 5%. The t test was higher than t-table (2,336 > 1,666). Based on the result used Snakes and Ladders Game was effective in the teaching reading of narrative texts. *Journal of Teaching of English* Vol. 6 No. 1

Wahyu (2016). He applied the snake and ladder game in teaching reading. It was different from this research because the researcher applied the snake and ladder in teaching grammar. The last was conducted by Junnilalita Aisya Virgin (2015) "The Use of Snakes and Ladders' Game as a Medium to improve the students' Mastery of Past Form of Irregular Verbs. The research design of this research was classroom action research design. The subjects were the students of IX D of SMPN 37 Semarang. The result of this study was proved by the comparison between the result of Pre-test (68.14) and Post-test (88.80). It meant there was significant improvement of the students' achievement after using the Snakes and Ladders game in teaching of grammar that included the past form of irregular verb. The previous research above conducted by Aisya (2015) with snake and ladder game to prove the effect of snake and ladder game in teaching Past Form of Irregular Verbs. Meanwhile, the this research focused on the effect of Snake and ladder game in teaching grammar mainly Simple Present Tense. Based on

the reasons above, the researcher was interested for explaining the snake and ladder board game in teaching grammar mainly simple present tense.

### Objectives

The objectives of the topic were framed keeping in mind Snake and ladder games

- [1]. To find out the Pre-test Score of Experimental group
- [2]. To find out the Post-test Score of Experimental group
- [3]. To Compare the Pretest and Post test Means scores of Experimental group.

### Hypotheses

1. There is no significant difference between the means Scores Experimental group in their Pretest and Post test.

### Methods

The method of the research was Experimental in nature with single group design followed by Pre-test and Post-test. randomly 50 Students chosen and implemented snake and ladder game in Verbs. The simple Random method was used in this study. The Researcher selected 30 girls and 20 Boys Students for the Study.

### Participants

There were 50 students had chosen of 9<sup>th</sup> grade from St Johns School, Kakati, Belagavi in the academic year 2024-2025. Snake and Ladder Board game were used to teach the students.

### Procedures

The Snake and Ladder Board game used by the teacher to teach the English grammar to students and to examine the Interest and progress of the students. The students have to play the Snake and Ladder game with the teacher. The teacher has given certain instructions before playing the Snake and Ladder game. The teacher had made 5 groups with 10 students in each group and each group has a group leader who is spinning the dice and the movement of the coins if the ladder comes then there is growth in movement of the coin and if snake comes then there is fall of the coin The teacher is used Snake and ladder Board game with irregular verbs in English Grammar the students have to make a proper sentences with the help of their groups at last whose group will win the teacher will give the Prize. Then we have to find how much Snake and Ladder Board Game teaching is useful for the Secondary School students.

### Results

The result shown that the Snake and Ladder game is helpful for the students to learn Verbs.

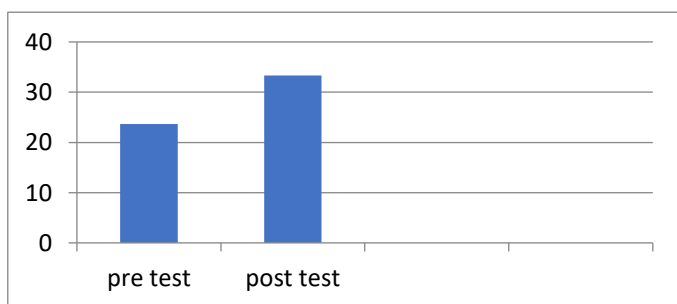
Table 1.1 Shows Mean, SD and t -value was calculated for Mean gain values for pre-test and post-test gains for experimental groups.

Test	Group	No of Students	Mean	SD	't' Value	Sign Level
Pre-Test	Experimental Group	50	23.68	5.61	8.2	P > 0.05
Post-Test	Experimental Group	50	33.31	6.61		

From table 1.1 It can be observed that the pre-test and post-test gain means score of experimental group is 23.68 and 33.31 respectively. Since it is observed that the experimental group mean achievement scores in English Grammar of pre-test is lesser to the means score of post-test. The calculated value of 't' is 8.2 it is greater than the theoretical value 2.1 at 0.05 level of significance. Therefore, it is found that

the increase in scores before and after the test in the experimental group. The mean scores of achievement in English Grammar. Hence it is to be concluded that the snake and ladder board game have positive impact in learning English grammar verb.

Fig 1.1 Shows comparison of Pre-test and Post-test mean Scores of English Grammar



### Conclusion

Based on the discussion on applying a snake and ladder game, it is concluded that this game is the right game to apply in teaching grammar to young learners. People during early ages like playing and dislikes studying, especially in a formal education. By using this game, the children (learners) do not realize that they learn English grammar because they enjoy playing the game. In addition, this game supports the issue of student-centered learning because the students are the ones who actively practice speaking, while the teacher acts as the learning facilitator who provides assistance if needed. The snake and ladder game modified in this paper is one of the examples of many other possible modifications. The number of spaces (boxes) used on the board and the instructions or questions provided on each of the spaces can be modified by considering the need of the learners. This game cannot only be applied to very young learners, but it is also possible to be given to a higher level of education, such as junior high school. However, the instructions and the level of vocabulary should be adapted to the prevailing curriculum.

### References

- [1]. Astuti, K. S., McPherson, G. G., Sugeng, B., Kurniasari, N., Herawan, T., Drake, C., Ashadi, Retnowati, E., & Pierewan, A. C. (2019). 21st Century Innovation in Music Education: Proceedings of the 1st International Conference of the Music Education Community (INTERCOME 2018), October 25-26, 2018, Yogyakarta, Indonesia.
- [2]. Adzija, M. & Sindik, J. (2014). Learning of foreign language in pre-school children: Evaluation methods in kindergarten's environment. *Metodički obzori*, 9(19), 48-65.
- [3]. Ahmed, M. S. (2015). Teacher as Facilitator in selected schools of Dhaka city. Thesis. Dhaka, Bangladesh: BRAC University. AlMutairi, A. N. M. (2015). The effect of using brainstorming strategy in developing creative problem solving skills among male students in Kuwait: A field study on Saud Al-Kharji School in Kuwait City. *Journal of Education and Practice*, 6(3), 136-146
- [4]. Bakhsh, S. A. (2016). Using Games as a Tool in Teaching Vocabulary to Young Learners. *English Language Teaching*, 9(7), 120-128. Borekci, N. A. G. Z. (2016). Usage of design thinking tactics and idea generation strategies in a brainstorming session. *METU JFA*, 32(2), 1-17.
- [5]. Baltaci, E., BAYGIN, Ö., Tüzmen, T., & Korkmaz, F. M. (2019). Evaluation of the knowledge, attitudes and behaviors of pre-school teachers on oral and dental health in the city center of Trabzon. *European oral research*, 53(1), 12-20.
- [6]. Calabrese, R. & Dawes, B. (2008). Early language learning and teacher training: A foreign language syllabus for primary school teachers. *Studi di Glottodidattica*, 1, 32-53. Cameron, L.

- (2001). *Teaching language to young learners*. Cambridge: Cambridge University Press. Carrier, M. (1980). *Games and activities for the language learner*. London: Nelson.
- [7]. Collins, J. W. & O'Brien, N. P. (Eds.). (2003). *Greenwood dictionary of education*. Westport, CT: Greenwood. de Bot, K. (2014). The effectiveness of early foreign language learning in the Netherlands. *Studies in Second Language Learning and Teaching*, 4(3), 409-418.
- [8]. Dewi, R. S., Kultsum, U., & Armadi, A. (2016). Using Communicative Games in Improving Students' Speaking Skills. *English Language Teaching*, 10(1), 63- 71. ISSN Printed Version: 2549-434
- [9]. Hicks, D., van Hover, S., Doolittle, P. E., & VanFossen, P. (2012). Learning social studies: An evidence-based approach. In K. R. Harris, S. Graham, T. Urdan, A. G. Bus, S. Major, & H. L. Swanson (Eds.), *APA educational psychology handbook, Vol. 3: Application to learning and teaching* (pp. 283-307). American Psychological Association. <https://doi.org/10.1037/13275-012>
- [10]. Kumar, Y., Asokan, S., John, B., & Gopalan, T. (2015). Effect of conventional and game-based teaching on oral health status of children: a randomized controlled trial. *International journal of clinical pediatric dentistry*, 8(2), 123.
- [11]. Kamala Devi, C. (2016). *Effect of snake and ladder game on knowledge regarding personal hygiene among school children at selected school, coimbatore* (Doctoral dissertation, College of Nursing, Sri Ramakrishna Institute of Paramedical Sciences, Coimbatore)
- [12]. Kumar, Y., Asokan, S., John, B., & Gopalan, T. (2015). Effect of conventional and game-based teaching on oral health status of children: a randomized controlled trial. *International journal of clinical pediatric dentistry*, 8(2), 123. 7.
- [13]. Prabakar, J., John, J., & Srisakthi, D. (2016). Prevalence of dental caries and treatment needs among school going children of Chandigarh. *Indian Journal of Dental Research*, 27(5).
- [14]. Routledge. Geroimenko, V. (2019). *Augmented Reality Games I: Understanding the Pokémon GO phenomenon*. Springer.
- [15]. Vipin, A. (2014). *A study to assess the effectiveness of snake and ladder game on knowledge and practice regarding healthy habits among school children in selected school in Coimbatore* (Doctoral dissertation, PPG College of Nursing, Coimbatore).