



**THE FIRST  
INTERNATIONAL CONFERENCE ON  
LINGUISTICS AND LANGUAGE TEACHING**

**I-coLLate**

**12 - 13 May 2015  
YOGYAKARTA STATE UNIVERSITY  
INDONESIA**

**“LINGUISTICS AND LANGUAGE TEACHING  
FOR CULTURAL UNDERSTANDING”**

Proceeding

**PROCEEDINGS**

**The First  
INTERNATIONAL CONFERENCE ON LINGUISTICS AND  
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Yogyakarta, 12-13 May 2015

**“LINGUISTICS AND LANGUAGE TEACHING FOR CULTURAL  
UNDERSTANDING”**

Prof. Dr. Suhardi, M.Pd.  
Drs. Rohali, M.Hum.

**PRESS**  
2015

# PROCEEDINGS

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### “LINGUISTICS AND LANGUAGE TEACHING FOR CULTURAL UNDERSTANDING”

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**“LINGUISTICS AND LANGUAGE TEACHING FOR CULTURAL  
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## MESSAGE FROM THE CONFERENCE CHAIR

*Assalamu 'alaikum warrahmatullah wabarakatuh*

May peace and God's blessings be upon you all

First of all allow me to extend my warmest greetings and welcome to you all to the 1st International Conference on Linguistics and Language Teaching, held by Yogyakarta State University to celebrate its 51st anniversary.

Raising the theme – Linguistics and Language Teaching for Cultural Understanding - this conference is designed to promote the use of language as a vehicle of cultural understanding, to promote the use of Asian languages as a lingua franca in Asia, and to promote CAFR (Common Asian Framework of Reference for Language)-based learning and teaching. Hopefully, all discussions in this conference can be inspiring and useful for us to improve the quality of cultural understanding.

Ladies and gentlemen

For your information, we will proudly present one keynote speech, four plenary presentation sessions and six parallel presentation sessions. Four outstanding speakers in the field of linguistics and language teaching have been invited. They are Dr. Katharina Endriati Sukanto from The Indonesian Linguistics Community (MLI), Indonesia, Christine Moerman from Institut Français d'Indonésie (IFI), Prof. Sombat Khruathong, Ph. D. From Prince Songkla University, Thailand, Prof. David Reeve from University of New South Wales, Australia, and Nguyen Ngoc huongGiang, M.A. from Hanoi University, Vietnam.

Let me also inform you that 85 presenters from abroad and many parts of Indonesia will be discussing various important issues on linguistics and language teaching in the parallel presentations sessions. Most of them are teachers, lecturers, and undergraduate, graduate, and even postgraduate students.

Ladies and gentlemen

We have done our best to prepare for this conference. So, my highest appreciation and heartfelt thanks to all committee members. As to err is human, shortcomings may occur here and there. On behalf of the committee, I would therefore like you all to accept our apologies.

At the end of my speech, I would like to kindly request the Rector of Yogyakarta State University to officially open the conference.

To conclude, let me wish you a fruitful discussion during the conference and an enjoyable stay in Yogyakarta. Thank you very much for your attention.

*Wassalamu 'alaikum warrahmatullah wabarakatuh.*

May peace and God's blessings be upon you all

Yogyakarta, 12 May, 2015

Conference Chair

Drs. Rohali, M.Hum.

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## 1. INTRODUCTION

Vocabulary is really important to learn a language. It means that without vocabulary, we will not be able to master the language well. By mastering a large of vocabularies, a learner may be easier to learn a language. When we want to construct a sentence to express our idea, we will get difficulties in expressing or understanding a language especially in communication without adequate vocabulary.

Learning vocabulary means learning some words. Words are the way we communicate with other. The more words we know, the more fateful can be therefore. A large vocabulary can be very helpful for us. But, most students in the University are low in vocabulary mastery. Their vocabulary was poor. So, their ability to think and communicate is limited.

Actually the students can learn all the words they need, by themselves. They also can find the meanings of words by looking for those words in dictionary, but they are lazy to do it.

## 2. Vocabulary Mastery

In communication, language plays an important role. Before we are able to communicate well, we should have a large number of words. Whatever language must have language.

Brown (2007:1) defines that vocabulary as a list or set of word for particular language or a list or set of word that individual speakers of language might use. Kridalaksana (2008:98) stated that vocabulary is a component of language that contains information about the meaning and using a word in language. That is to

They feel difficult to memorize the vocabulary because they always feel bored and not motivated in learning English especially vocabulary. So, the problem here is how the students are able to feel fun when learning vocabulary.

Concerning the situation above, games are interesting and effective media that should be applied in learning vocabulary. The use of game as a media is a way to make the lessons more interesting, enjoyable and effective. There are many games which can be used in learning vocabulary process, two of them are snake ladder and word search.

The objective of the research are to know whether there is difference of vocabulary mastery by using snake ladder and word search. To know which one is more effective between using snake ladder and word search toward students' vocabulary mastery.

say that vocabulary is component of language which makes up the language and make up the language meaningful.

Ongkosaputro (2008: 14), said that groups of the words steps based on the frequency of their use. First, the learners are expected to master 1000 high frequency words at their first three year of learning. Second, 2000 words should be mastered at the fourth until sixth year of learning. The last those who study English in university are expected to master 3000 high frequency words. The students who are rich in vocabulary

mastery will be easier to learn language than poor ones who is not. That is why the students have to master a great number of vocabularies if they want to make it easy to learn of foreign language.

From the definition above, vocabulary is a component of language and numbers of word by a person class, profession, and other. In communication and every aspect of life such as in trade, education, business, social, politic, and other vocabulary can give influence in many skills.

### **3. Concept of Media**

Media is one of methods that can used to support vocabulary material. A human has educated reformation era and technology demanded to have a capability to speak English well. An interaction or competition with other nation has require an Indonesian for not only comprehend in reading, but also can speak to expression their minds, in text or orally, accurately, and adjustment to the text. One of the problems that have to be faced by English teachers, students, or other English learners is how to deal with vocabulary.

Arsyad (2009:3) stated “Media comes from Medium Latin language which has a meaning, mediator or conveyor”. Media is a part that not isolated from teaching and learning process for the shack of attained the purpose of the education in universal and the aim of learning in school in particularly. Hamalik (in Arsyad 2009:2) also gave statement “media as communication tool to make more effective the process of teaching and learning”.

### **3.1 Concept of Snake Ladder**

Snake Ladder is a game in which use the wide paper or board, counters, dice and commands or questions that must be done by players (students). The commands or questions have been modified in order the students are able to describe or mention words like things, places, activity and so on. On the other hands, snake ladder is a board game in which players try to move their counters across a game board with some spaces. Certain spaces are marked by ladders that can be climbed to jump ahead. While others have a snake that sends the player, who land on it should back several spaces.

Based on the statement above, snake ladder is a game in which players play on board or wide paper and some rules to lay it. Snake ladder can motivate the students to study vocabulary and the students feel fun and enjoy in learning vocabulary.

### **3.2 Concept of Word Search**

Word search is a puzzle consisting of letters arranged in a grid which contains a number of hidden words written in various directions. Word search is also called as hidden words. This game is word search expand and improve our lexical by finding the hidden words in the word search gaming section. The grid of a word search game is generally square or rectangular in shape, although some games, generally designed with children in mind, may be in the shape of a heart, apple or other form related to the puzzle's theme. The words may be placed horizontally, vertically or diagonally, and may

read either up or down or backwards and forwards. Some of the words may overlap while others may be completely contained within other words. Usually, a list of the hidden words is provided, but in some of the more challenging puzzles, the player may be obliged to figure them out on his/her own.

#### 4. METHOD

This research is quantitative research. In this research, the researcher compared two learning media. So, the researcher used two classes, namely experimental class and control class. The researcher investigated vocabulary to the experiment class by snake ladder, while control class was taught by word search. This research design can be described as follow:

Table 3.1 Pretest-Posttest Control Design

Group	Pre-test	Treatment	Post-test
Experiment	T <sub>1</sub>	X <sub>1</sub>	T <sub>2</sub>
Control	T <sub>1</sub>	X <sub>2</sub>	T <sub>2</sub>

Karwono (2012: 108)

Notes:

T<sub>1</sub> = Pre-test

T<sub>2</sub> = Post-test

X<sub>1</sub> = Treatment vocabulary mastery by using snake ladders

X<sub>2</sub> = Treatment vocabulary by using word search

It means, in doing the research, the researcher used pre-test and post-test of vocabulary mastery. Before explaining the materials, the researcher distributed the pre-test to the students and after explaining the materials to the students, the

By applying this game the students were careful and concentrate to find the words. It means that they were not passive in learning process. So, they can increase their vocabulary mastery by using word search game.

researcher distributed the post-test. So, researcher would know the level of their vocabulary mastery.

There are two variables in this research. Those are independent variable and dependent variable. According to Sugiyono (2010, 61) independent variable is a variable that affects or is the cause of change or the onset of the dependent variable. Whiles, dependent variable is a variable that is affected or which become due, because of the independent variable. The researcher has determined two variables of the research that will be investigated, they are:

- 1) The independent variable  
The independent variable of this research are snake ladder and word search there are symbolized by X<sub>1</sub> = Snake Ladder, X<sub>2</sub> = Word Search.
- 2) The dependent variable  
The dependent variable of this research is vocabulary mastery symbolized by Y.

The population of this research was students at the first semester of Muhammadiyah University of Metro Academic Year 2013/2014.

In this research took by using cluster random sampling. The sample was taken randomly. The researcher had some steps to take the sample. First,

the researcher gave number for every class and each number was written on a sheet of paper and rolled. Each paper represents each class. Then, shuffle the paper. After shuffling we would get two classes as the sample. The last, the two classes had to shuffle again to determine which one as experiment class and control class.

The researcher gave test to the students in this research. Test was the most appropriate instrument for collecting data in this research. The test was multiple choice, there comprise of 20 items, each item consists of five options (a,b,c,d,e). The tests have time allocation 60 minutes. This test administered before and after treatment to the both the classes (Experiment and Control Class). This test was the attempt to measure how far the differences of the study vocabulary through snake ladder and word search media. Judging from the average scores of first score and test, the students' achievement in vocabulary would appropriately was measured.

Before conducting the research, the researcher have administered try-out. It was given to students in the tenth grade. The researcher gave the test with the same code to every student. It was done to know the validity and reliability.

In this research, the researcher used the validity of the content. Content validity is the extent to which a test measures that present sample of the subject matter content. The focus of the content validity is on adequacy of the sample and not simply on the appearance of the test. It means, the items of the test should represent the material being discussed. The researcher used logical validity

because the test was used based on the content of learning material that was in curriculum and it was reasonable because the test involves the material learned. In this case, the materials were about synonym, antonym, verb and adjective.

Reliability is meant the stability of the test score. According to Harris there are three methods of estimates of reliability. First is the simplest technique that will be to re-test the same individuals with the same test. Second is with use of alternate or parallel forms. The last is by using split half items. To ensure the reliability of the scores and to avoid the subjectivity of the writer, the researcher used inter-rater reliability. Inter-rater reliability use when score on the test are independent estimates by two or more judges or raters. To have the reliability of the test, this research will be used rank order correlation.

The researcher gave pre-test in both experimental class and control class before having the treatment. It was performed in order to know the quality and the difference of two classes. The researcher gave the test to every student in each class and with the same test. The test was multiple choices and there were 20 items of multiple choices and it consisted of five options.

Post-test administered after treatment, it was the attempt to measure how far the differences of the students' mastery in vocabulary using snake ladder and word search as the media. The post-test consisted of 20 multiple choices questions with five options should be chosen for the students.

To know whether there are any differences between the students' vocabulary mastery, by using snake ladder and word search. Here, the test would be given to the sample of the research. Then, the researcher gave the score for their work. The data would be regarded as the students' vocabulary mastery. After that, the researcher analyzed the students' score in processing data.

## 5. DISCUSSION

The objective of this research was to know the difference result of vocabulary mastery taught by using snake ladder and word search. To clarify the objective of this research, the researcher used some tests, the researcher gave pre-test, treatments and post-test. The average score of pre-test and posttest for each class using snake ladder and word search compared to find out the advantage of both score.

Based on the result of calculation on indicator of post test score in control and experimental classes showed that there are differences, first indicator of experiment class indicated that it has higher score than control class, the second indicator of experiment class exhibited that it has higher score than control class, the third indicator of experimental class showed that it has lower score than control class, and the fourth indicator of experimental class point that it has higher score than control class. So, each media has special quality. In conclusion snake ladder and word search are effective for teaching vocabulary mastery. In generally snake ladder is more effective than

By processing data, the researcher would get the result of the students' vocabulary mastery.

Normality test is used to test whether the data has normal distribution. There are three methods to do the normality test, statistic pragmatic test (Frequency or descriptive test), statistic non-pragmatic test (kolmogorov Sirnov test) and graphic (Sudjana, 2005: 66).

word search based on the result of each indicator.

From the result of pre-test, experiment class got the average score was 55 and control class got 54,84. After giving treatment, the result of post test in both classes increased, experiment class got 85,16 and control class got 76,41. It means that after giving treatment the average score of experiment class is higher than average score of control class.

The result of calculation on the value of the pre-test and post-test score in each class (experiment class and control class) showed that the distribution is normal. In addition, from the calculation, the hypothesis can be accepted because  $t_{ratio}$  was 4,01 and  $t_{table}$  for  $\alpha = 1\%$  (2,66) and for  $\alpha = 5\%$  (2,00). It showed that the hypothesis of  $H_0$  was rejected and hypothesis of  $H_1$  was accepted. It means that there was any significant different of using snake ladder and word search toward students' vocabulary mastery.

Calculation result provided evidence that the students' post-test in experiment class were better than in control class. It can be seen when the

post-test score of students compared with pre-test score. The result showed that there was a significant difference between pre-test and post-test score and when the post-test score of students in experiment class compared with post-test score of students in control class. The results are consistence with the result of research Wulandari (2012) about Comparison between Using Board Game and Crossword Puzzle Game toward Students' Vocabulary in Seventh Grade at SMPN 2 Sekampung, East Lampung Academic Year 2011/2012. The result of the study showed that the students' vocabulary mastery by the use of board game (snake ladder) was higher than the use of crossword puzzle game. Board game (snake ladder) was effective media to improve students' vocabulary mastery. By using board game (snake ladder) the students felt enjoyable in learning activity.

The results were also consistence with Yuliana (2013) about The Implementation of Snakes and Ladder Game to Improve Students' Vocabulary among The Fifth Grade Students of SD N Bapangsari in the Academic Year 2012/2013. She said that she could describe that the process of implementation of snakes and ladder game at the fifth grade of SD N Bapangsari was successful. All the students seemed happy and enjoy with the new learning media. The difference score also showed that after getting treatment, the score of the students was better than before.

## **6. CONCLUSION**

Based on data analysis, the researcher made some conclusions as follows:

### **6.1 Snake Ladder toward Students' Learning Activity**

The students were active and interested in learning vocabulary by using snake ladder. They felt enjoyable in learning process. They were enthusiastic to answer the questions. It made the students's vocabulary mastery was increased. It was shown on the result of pre-test and post-test in experiment class. Based on the result of pre-test in experiment class, the lowest score was 30 and the highest score was 80 which had average 55. After conducting the treatments, the result of students' vocabulary mastery in post-test was increased. The lowest score was 60 and the highest score was 100 which had average 85,16. From the data, it was shown that their vocabulary mastery were increased, from 55 to 85,16.

### **6.2 Word Search toward Students' Learning Activity**

The students were interested in learning process by using word search. They were enthusiastic to find the answer in the work sheet. They should be concentrated and focus to find the words. They really need high concentration to find the hidden words. So, sometimes some of them felt bored to finish their works. It made their score was lower than in experimental class. In the control class, the students' average score of pre-test was 54,84, the lowest score was 30 and the highest score was 80. After applying the treatment, the students' average score of post-test was increased too, it was 76, 41 which the lowest score was 60 and the highest score was 95. It showed that the students in control

class also increased their vocabulary mastery.

### 6.3 The Result of Learning by using Snake Ladder and Word Search

Based on the data, the researcher concludes that there was any difference of using snake ladder and word search toward students' vocabulary mastery at Muhammadiyah University of Metro Academic Year 2013/2014. It was proven by the calculation, the hypothesis can be accepted because  $t_{ratio}$  was 4,01 and  $t_{table}$  for  $\alpha = 1\%$  (2,66) and for  $\alpha = 5\%$  (2,00). It is shown that the hypothesis of  $H_0$  was rejected and  $H_1$  was accepted. It means that there was any significant difference of using snake ladder and word search toward students' vocabulary mastery.

Snake ladder and word search are media to teach vocabulary that had

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contribution and significant effect for both students and teacher. The students enjoyed and they were fun in learning vocabulary, while the teacher was easier to explain the materials.

### 7. SUGGESTION

Based on the result of the research, the researcher offer some suggestions that can be considered in order to help students to learn vocabulary, enjoyable, fun and easily.

These media was meant to increase the students' vocabulary mastery. By applying these media to teach vocabulary, the students will be interested in learning vocabulary. They can feel fun and enjoyable in learning process. Finally, the English materials can be easy, enjoyable and fun to be comprehended and mastered by the students.

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