

Enhancing Students' Reading Comprehension Through Snake and Ladder Reading Quizzes

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Abstract- *This study aimed to determine the effectiveness of the Snake and Ladder Reading Quizzes in improving Grade 8 students' reading comprehension in English at a selected public secondary school in Ozamiz City during the school year 2025–2026. A classroom-based action research design using a single-group pretest–posttest approach was employed. The respondents consisted of forty-seven (47) Grade 8 students selected through purposive sampling. Data were gathered using a researcher-made Reading Comprehension Test administered before and after the implementation of the Snake and Ladder Reading Quizzes, which were integrated into lessons on formal letters, expository texts, and literary reading tasks. The instruments were validated by education experts and tested for reliability. Data were analyzed using mean, standard deviation, and paired t-test through Jamovi software. Findings revealed that students' reading comprehension improved from lower performance levels before the intervention to higher levels after the implementation. Statistical analysis showed a significant difference between the pretest and posttest scores, indicating that the Snake and Ladder Reading Quizzes effectively enhanced students' reading comprehension. The study concluded that the Snake and Ladder Reading Quiz is an effective game-based instructional strategy for improving students' reading skills and engagement in English classes.*

Keywords: *Reading Comprehension, Snake and Ladder Reading Quiz, Game-Based Learning, Action Research, Grade 8 Students, English Instruction.*

I. INTRODUCTION

Context and Rationale

One of the most important skills any learner can build is reading comprehension, since it holds the key to success in all further academic developments and lifelong learning. However, poor motivation and an emphasis on traditional teaching, which often focuses on rote memorization rather than deep learning, stand in the way for many pupils. In a bid to make reading lessons more interesting and appealing, teachers have been seeking every available avenue to effect change.

Game-based learning has thus become a common strategy, especially with the incorporation of Snakes and Ladders reading quizzes, which make lessons more interactive and engaging.

Several studies highlighted how educational games can support literacy development and increase student participation. Research identified that the ECOLA learning model with the Bomb Snakes and Ladders game resulted in significantly increased students' reading achievement (Mukhlishina, 2023). Likewise, the development of Snake and Ladder learning materials has been shown to enhance student engagement and improve learning results (Setiawan, 2024). Other studies have revealed that this sort of activity helps learners build vocabulary and remember information better by connecting learning to enjoyable experiences (Rarera, 2024). In another study, the use of the Snakes and Ladders game was found to improve English vocabulary (Mardabia, 2025). Beyond language learning, this approach has also yielded satisfactory results in other disciplines, such as mathematics and health education, by increasing students' cognitive abilities and reinforcing good behavior (Nachiappan et al.). Other research on reading and language acquisition supports the efficacy of the method. For example, Snake and Ladder have been used to enhance the reading comprehension skill of Thai students (Kanprao & Naeprakhon, 2020). In English subject classes, the teachers are encouraged to use this game to supplement teaching as a means of improving reading motivation and reading comprehension (Nisa & Fithriani, 2023). This approach has also been found to enhance engagement and improve students' behavior, indicating improved comprehension (Hutabarat & Zaidi, 2021). It has also been tried for special learners and has helped improve the learners' vocabulary and understanding of the language (Hariyanti, Arqam, & Sunubi, 2023). Snake and Ladder games have also been tried with secondary

students and have been found to develop learners' confidence in speaking activities, which improves participation (Fanani, 2022).

There seems to be a population gap in the available literature. Although several studies have investigated Snake and Ladder games for vocabulary development, speaking, and motivation, very few have explored their use in relation to reading comprehension among young pupils (Nisa & Fithriani, 2023). Most earlier studies have focused on older or foreign language learners and other areas such as mathematics or health education (Kanprao & Naeprakhon, 2020). As a result, it is difficult to find any evidence of how such games can be modified to enhance young learners' ability to understand reading passages. This population gap needs to be addressed because early reading comprehension forms the foundation of future academic success and critical thinking among learners (Miles, 2017).

This research aims to establish the extent to which Snake and Ladder reading quizzes can be used in classrooms to improve students' reading proficiency and classroom participation. It thus intends to investigate whether integrating a recognizable and pleasurable game into reading lessons facilitates pupils' ability to concentrate longer and retain more information and understanding (Nisa & Fithriani, 2023). This study will also examine, through classroom application, how such game-based formative assessments can enrich reading activities to be more effective and appealing to young learners' engagement (Hutabarat & Zaidi, 2021). The results of this study are expected to add to the expanding literature on reading comprehension and game-based learning with practical recommendations that teachers can easily use in their lessons. By responding to the identified population gap, the research also seeks to illustrate that even the simplest and most inexpensive approaches, such as Snake and Ladder reading quizzes, can enhance focus, understanding, and enjoyment in reading among pupils. On the other hand, this study also hopes to spur teachers to devise more interactive and learner-centered lessons to drive students toward participating in reading but, at the same time, knowing and appreciating what they read. Ultimately, this will lead to a more interactive and responsive learning environment-one that elicits

enduring comprehension skills and instills a real love for reading.

Strategy

Snakes and Ladders is a game-based learning strategy that integrates academic content into a board game, where students progress by answering reading-related questions placed on each square (Kanprao & Naeprakhon, 2020). This strategy combines play and learning, allowing students to actively engage with texts while improving motivation, focus, and comprehension skills. Through Snakes and Ladders reading quizzes, learners interact meaningfully with reading materials in a fun and low-anxiety environment, which supports better understanding and retention of information.

Studies show that the Snakes and Ladders game is effective in improving reading and language skills (Pramiswari & Mukhlishina, 2023). It fosters participation, motivation, and meaningful learning through competition and collaboration (Rarera & Wicaksono, 2024). Game-based reading activities help students process information more deeply and enjoyably, leading to improved comprehension and retention (Nisa & Fithriani, 2023).

The strategy encourages students to read actively, analyze questions, justify answers, and reflect on their performance. It also supports learners with low comprehension by providing structured scaffolds, visual cues, and repeated exposure to comprehension questions. This approach creates a positive, low-stress learning environment where reading becomes engaging, collaborative, and rewarding.

To implement the Snakes and Ladders Reading Quiz strategy, begin by identifying clear learning objectives focused on specific reading comprehension skills such as identifying key details, inferring meaning, predicting outcomes, understanding vocabulary, or sequencing events. Prepare age-appropriate reading passages and develop corresponding question cards that align with the targeted skills. Customize the Snakes and Ladders board by assigning each numbered block a comprehension question, instruction, or challenge related to the selected text. Form small, mixed-ability groups to promote collaboration, peer assistance, and shared decision-

making throughout the activity. Explain the mechanics of the game by guiding students to roll the dice, move their tokens, and answer the question on the block where they land; correct answers allow them to stay, while incorrect answers follow predetermined consequences such as repeating the question or moving backward. Facilitate the activity by monitoring students' engagement, assisting those who struggle, and encouraging meaningful discussions about possible answers. Provide feedback and reinforcement through a short debriefing session where misconceptions are clarified, and comprehension skills are strengthened. Finally, assess students' performance using quizzes, reflection sheets, or other comprehension tasks to evaluate learning progress and determine the effectiveness of the game-based strategy.

Statement of the Problem

This study determined the effectiveness of using Snake and Ladder Reading Quizzes as an intervention in enhancing students' reading comprehension and participation in English classes at a selected school in Ozamiz City during the school year 2025–2026. Specifically, it sought to answer the following questions:

1. What is the level of students' reading comprehension before the implementation of the Snake and Ladder Reading Quizzes?
2. What is the level of students' reading comprehension after the implementation of the Snake and Ladder Reading Quizzes?
3. Is there a significant difference between students' level of reading comprehension before and after the implementation of the Snake and Ladder Reading Quizzes?

Null Hypotheses

H01: There is no significant difference between students' level of reading comprehension _____ before and after the implementation of the Snake and Ladder Reading Quizzes.

II. RESEARCH METHODOLOGY

Research Design

This study employed a classroom-based action research approach using a single pretest and posttest design. A pretest-posttest design evaluated

participants' skills before and after the intervention, providing measurable evidence of learning gains (Pramiswari & Mukhlishina, 2023). Using the Snake and Ladder Reading Quiz allowed the researcher to assess how game-based, interactive activities influenced students' comprehension, retention, and analytical thinking while reading texts (Chusnullita & Setiawan, 2024; Rarera & Wicaksono, 2024). This design was suitable for classroom settings and effectively tracked learning progress over a defined period (Mardabia, 2025; Fadimpo, 2025).

Research Setting

The study was conducted in one of the secondary public high schools in Ozamiz City, Misamis Occidental, Philippines, focusing on Grade 8 students. A single Grade 8 section was selected as respondents. This group was appropriate because they were developing advanced reading comprehension skills, including analyzing text structure, interpreting figurative language, and evaluating the author's purpose (Pratiwi et al., 2023). The Snake and Ladder Reading Quizzes provided a fun, interactive method to improve comprehension while increasing engagement and motivation in reading (Latifah et al., 2023).

Respondents of the Study

This study included forty-seven (47) Grade 8 students enrolled in a public high school in Ozamiz City, Misamis Occidental, Philippines, for the S.Y. 2025–2026. Purposive sampling was employed to ensure that the selected respondents were actively participating in reading lessons and were directly engaged in developing essential literacy skills such as comprehension, vocabulary building, and text interpretation. Only students who provided assent and whose parents or guardians granted informed consent were included, ensuring compliance with ethical research standards. This selection was intended to address the need for research on the effectiveness of interactive, game-based learning tools, specifically the Snake and Ladder Reading Quizzes, in enhancing learners' engagement and understanding of reading texts. By focusing on this group, the study aimed to generate insights into how game-based activities could support meaningful learning and improve comprehension and retention among Grade 8 students.

Research Instrument

A. Snake and Ladder Reading Comprehension Test (Appendix A). This researcher-designed test was developed to evaluate Grade 8 students' reading comprehension skills before and after the implementation of Snake and Ladder Reading Quizzes. The test was created based on previous studies emphasizing the effectiveness of Snake and Ladder-based games in enhancing reading comprehension, vocabulary mastery, and student engagement (Pramiswari & Mukhlishina, 2023).

It consisted of 50 items structured around reading passages and comprehension questions, aligned with Snake and Ladder activities conducted over four sessions spanning four weeks. Each session lasted 50–60 minutes and included a 10-minute pretest, a 35–40-minute Snake and Ladder reading activity, and a 10-minute posttest. The test measured comprehension performance based on identifying main ideas, inferring meanings, understanding vocabulary, summarizing passages, and analyzing the author's purpose.

To assess students' reading comprehension skills, the study used a 5-point Likert scale, where 5 represented the highest level of proficiency and 1 represented the lowest:

Responses Interpretation	
42-50	Outstanding
38-41	Very Satisfactory
34-37	Satisfactory
30-33	Fairly Satisfactory
1-29	Did not meet expectations

The validity and reliability of the Snake and Ladder Reading Comprehension Test were established through expert consultations, pilot testing, and statistical validation. Language educators and reading

specialists reviewed the test content to ensure alignment with Grade 8 reading competencies. A pilot study was conducted to assess clarity, coherence, and difficulty, and Cronbach's alpha was used to measure internal consistency. Previous studies highlighted that game-based reading assessments enhance students' comprehension, critical thinking, and engagement by connecting texts to interactive, meaningful activities (Chusnullita & Setiawan, 2024).

B. Lesson Plan (Appendix B).

In this study, the Snake and Ladder Reading Quiz was integrated into the Grade 8 reading curriculum. Each of the four sessions began with a pretest to assess students' initial reading comprehension skills, followed by a teacher-facilitated Snake and Ladder activity. Students engaged in collaborative reading tasks based on age-appropriate passages, answering comprehension questions to move forward or backward on the game board.

For example, students read short stories or informational texts, identified main ideas, inferred meanings, or answered vocabulary-based questions. After completing the game-based activity, a posttest was administered to evaluate learning gains and measure the impact of the Snake and Ladder Reading Quiz on students' comprehension, analytical thinking, and engagement. By comparing pretest and posttest scores, the study assessed the effectiveness of game-based instruction in enhancing Grade 8 students' reading comprehension (Pramiswari & Mukhlishina, 2023).

Data Collection

Prior to data collection, the researcher sought formal approval to conduct the study by submitting letters to the appropriate authorities. The process began with a letter to the School Principal of the selected secondary public high school in Ozamiz City. Once the Principal's approval was granted, a letter was sent to the Grade Level Head and subsequently to the class Adviser, with each authority's consent obtained prior to implementing any data collection procedures. Each letter detailed the objectives, methodology, and scope of the study to ensure full transparency and compliance with institutional policies. After securing institutional approvals, the researcher distributed

informed consent forms to the parents or guardians of the Grade 8 students, along with assent forms for the students themselves. These forms ensured that parents provided formal permission for their children to participate and that students voluntarily agreed to take part in the study.

The study focused on enhancing reading comprehension, engagement, and motivation through Snake and Ladder Reading Quizzes. Data collection spanned four sessions conducted over four weeks, with each session lasting 50–60 minutes. Each session began with a pretest measuring students' initial reading comprehension, followed by the Snake and Ladder reading activity facilitated by the researcher, where students engaged in collaborative, game-based reading tasks. Each session concluded with a posttest to evaluate immediate learning gains. Although the format of the pretests and posttests remained consistent, the content varied to match the objectives of each session.

In addition to the session-based assessments, a pre-assessment questionnaire and the Snake and Ladder Reading Comprehension Test were administered before the first session to establish baseline comprehension and motivation levels. After the final session, a post-assessment was conducted to measure overall improvement. Mean scores from the pretests and posttests, as well as the engagement and motivation questionnaire, were analyzed to determine changes in reading comprehension, participation, and motivation. The use of standardized scoring rubrics for all assessments ensured reliable and objective measurement of students' growth throughout the study.

Ethical Consideration

Before conducting the study, the researcher ensured that all ethical standards were followed to protect the well-being of the respondents. Approval to conduct the study was sought from the School Principal, the Grade Level Head, and the class Adviser, with each authority's consent obtained prior to any data collection. These approvals confirmed that the study complied with institutional and research guidelines. Informed consent procedures were implemented for all participants. Parents or guardians of the selected

Grade 8 students provided formal consent, and the students themselves gave assent, indicating their voluntary participation. Participants were fully informed of the study's objectives, procedures, potential benefits, and possible risks, and they had the option to withdraw at any time without negative consequences.

Confidentiality and anonymity were strictly maintained. All collected data excluded personally identifiable information, and participants were assigned coded identifiers. Both digital and physical data were securely stored, with digital files encrypted and physical copies kept in a locked cabinet accessible only to the researcher. These measures complied with Republic Act No. 10173 (Data Privacy Act of 2012), ensuring participants' privacy, dignity, and security.

The study was designed to minimize risks and prevent harm. Activities, including Snake and Ladder Reading Quiz tasks, were conducted in a safe and supportive environment, with close supervision to avoid physical, psychological, or emotional distress. By adhering to these ethical considerations, the researcher safeguarded participant welfare while maintaining the integrity and credibility of the study.

Data Analysis

This study utilized the following statistical methods for data analysis using JAMOWI software:

Frequency and percentage were employed to examine learners' levels of reading comprehension before and after the implementation of the Snake and Ladder Reading Quizzes.

Mean and standard deviation were utilized to measure students' overall performance before and after the implementation of the Snake and Ladder Reading Quizzes.

A paired t-test was conducted to explore significant differences in students' reading comprehension scores before and after the implementation of the Snake and Ladder Reading Quizzes.

Dissemination Plan

The findings of this study were shared with school administrators, English teachers, and the Grade 8 students and their parents through reports, feedback sessions, and simplified summaries to ensure clear understanding of the benefits of implementing Snake

and Ladder Reading Quizzes in reading classes. When sharing results with students and parents, assent and consent procedures were emphasized to highlight adherence to ethical research practices. The results of the study were also presented to the university community and fellow educators through academic presentations, seminars, and possible publication in action research platforms. Through this dissemination, the study aimed to support improved teaching strategies and promote the use of interactive, game-based learning to enhance reading comprehension in English classrooms.

Utilization Plan

The results of the study were utilized through Poster Presentation and Publication. A poster highlighting the key findings, conclusions, and recommendations on the use of Snake and Ladder Reading Quizzes was created and showcased during academic or research dissemination events. This allowed teachers, school leaders, and other stakeholders to easily understand the study's outcomes and apply its insights to classroom reading practices. In addition, the study was prepared for publication in an academic journal or an institutional research repository to reach a wider audience. Through this utilization, the findings could support further research and encourage more educators to adopt interactive, game-based strategies to enhance students' reading comprehension and engagement.

COST ESTIMATES (Grade 8)

The estimated budget in the conduct of this study was broken down below from the personal funds of the proponent. The proponent had a personal laptop and printer.

Materials	Amount
1 ream A4 US bond paper	Php 180.00
1 set 664 ink	Php 1,179.00
2 sliding folders	Php 15.00 x 2 (Php 30.00)
Tokens (Pencil & Paper)	Php 1,000.00
Snacks	Php 1,500.00

Total	Php 3,889.00
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III. RESULTS AND DISCUSSIONS

Level of Students' Reading Comprehension Before the Implementation

of the Snake and Ladder Reading Quizzes

Table 1 presents the level of students' reading comprehension before the implementation of the Snake and Ladder Reading Quizzes. Overall, the students performed at the Did Not Meet Expectations level, with an overall mean score of ($M = 29.77$, $SD = 1.71$). Among the three performance categories, the highest frequency was recorded in the Did Not Meet Expectations level ($n = 26$, 55.3%) and a mean score of ($M = 22.8$, $SD = 3.56$). This was followed by the Fairly Satisfactory level ($n = 14$, 29.8%) with a mean score of 31.5 ($SD = 1.56$). Meanwhile, the lowest frequency was observed in the Satisfactory level with only ($n = 7$, 14.9%) and ($M = 35.0$, $SD = 0.00$). No students reached the Very Satisfactory or Outstanding levels based on the given scale. These findings indicate that a majority of the students demonstrated limited reading comprehension skills prior to the intervention.

The findings suggest that many students experienced difficulty in understanding and interpreting reading texts before the implementation of the Snake and Ladder Reading Quizzes. The high percentage of students under the Did Not Meet Expectations category implies that learners may have lacked sufficient vocabulary knowledge, comprehension strategies, and engagement in reading activities. Furthermore, the low number of students who achieved a Satisfactory rating indicates that only a few learners were able to demonstrate adequate comprehension skills at the expected level. The relatively low overall mean score further reflects the need for instructional support and innovative learning strategies to improve students' reading performance. The variation in scores, particularly in the Did Not Meet Expectations category, also suggests differences in students' reading abilities and learning needs.

Several related studies support the present findings regarding the effectiveness of snake and ladder games as an instructional strategy. The use of the ECOLA learning model integrated with snake and ladder game

media was found to improve students' reading skills, as evidenced by increased learning outcomes from one cycle to another (Pramiswari & Mukhlishina, 2023). Similarly, the Snakes and Ladders Game was identified as an effective alternative teaching medium that helped enrich students' reading comprehension (Nisa & Fithriani, 2023). In addition, game-based learning techniques have been shown to improve students' reading comprehension skills and positively influence student behavior during classroom activities (Hutabarat & Zaidi, 2021). Moreover, the use of Snakes and Ladders games significantly improved Thai language reading skills after the intervention, highlighting the effectiveness of interactive learning strategies in enhancing students' comprehension abilities (Kanprao & Naeprakhon, 2020). These studies collectively suggest that game-based instructional approaches can increase learners' motivation, engagement, and academic performance.

Teachers, school administrators, and other educational personnel should strengthen reading intervention programs and provide engaging activities that will motivate students to improve their comprehension skills. The use of interactive and game-based strategies, such as Snake and Ladder Reading Quizzes, may help increase students' participation, interest, and understanding during reading instruction. Teachers may also conduct remedial reading sessions, vocabulary enhancement activities, guided reading exercises, and peer-assisted learning activities to address students' weaknesses in comprehension. Moreover, parents and stakeholders may be encouraged to support reading habits at home by providing students with access to reading materials and opportunities for regular reading practice. Through collaborative efforts and continuous intervention, students' reading comprehension performance may gradually improve.

Table 1
Level of Students' Reading Comprehension Before the Implementation of the Snake and Ladder Reading Quizzes

Performance	Frequency	Percentage	M	SD
Satisfactory	7	14.9%	35.0	0.0
Fairly Satisfactory	14	29.8%	31.5	1.5
Did Not Meet Expectations	26	55.3%	22.8	3.5
	47	100.00	29.7	1.7
Overall Performance			7	1

Note: 42-50 (Outstanding); 38-41 Very Satisfactory; 34-37 (Satisfactory); 30-33 (Fairly Satisfactory); 1-29 (Did Not Meet Expectations)

Level of Students' Reading Comprehension After the Implementation of the Snake and Ladder Reading Quizzes

Table 2 presents the level of students' reading comprehension after the implementation of the Snake and Ladder Reading Quizzes. The findings revealed that the students attained an overall performance categorized as Outstanding, with a mean score of ($M = 44.3$, $SD = 1.03$). Among the respondents, the majority of the students achieved an Outstanding level, with a frequency of ($n = 38$) or (80.9%), obtaining a mean score of ($M = 48.6$, $SD = 2.05$). Meanwhile, a smaller portion of the students obtained a Very Satisfactory level, with a frequency of ($n = 9$) or (19.1%), having a mean score of ($M = 40.0$, $SD = 0.00$). Notably, no students fell under the categories of Satisfactory, Fairly Satisfactory, or Did Not Meet Expectations after the implementation of the intervention. These findings suggest that the Snake and Ladder Reading Quizzes contributed positively to improving the students' reading comprehension performance.

The findings indicate that the majority of the students demonstrated a high level of reading comprehension after being exposed to the Snake and Ladder Reading Quizzes. The large percentage of students in the Outstanding category implies that the intervention may have enhanced students' engagement, motivation, and understanding of reading materials. Since the activity incorporated game-based learning, students were likely encouraged to participate actively while developing comprehension skills in a more enjoyable and less stressful environment. The low standard deviation in the overall performance further suggests that the students' scores were relatively close to one another, indicating consistency in their improved reading comprehension levels. Furthermore, the absence of students in the lower performance categories signifies that the intervention may have helped struggling learners improve their comprehension abilities and achieve at least a Very Satisfactory level of performance.

The present findings are supported by several related studies that emphasized the effectiveness of snakes and ladders games in improving students' learning outcomes and language skills. The use of the ECOLA learning model based on the snakes and ladders game significantly improved students' reading skills and increased learning achievement across learning cycles (Pramiswari & Mukhlishina, 2023). Similarly, the Snakes and Ladders Game served as an effective teaching medium that helped enhance students' reading comprehension (Nisa & Fithriani, 2023). Furthermore, incorporating the Snakes and Ladders game into vocabulary instruction made learning more enjoyable and increased students' motivation and retention of vocabulary words (Rarera & Wicaksono, 2024). Similarly, game-based techniques such as Snakes and Ladders effectively improved reading comprehension skills, as reflected in positive changes in students' learning behavior (Hutabarat & Zaidi, 2021). These studies support the present research findings that game-based learning activities can significantly contribute to students' academic improvement, particularly in reading and language development.

The study's findings have important implications for teachers, school administrators, and curriculum planners. The positive results suggest that interactive

and game-based strategies such as Snake and Ladder Reading Quizzes can be effective tools in enhancing students' reading comprehension. Teachers may incorporate similar engaging activities regularly in reading instruction to sustain students' interest and participation in class discussions and assessments. School administrators may also provide training, workshops, or instructional materials that support the integration of game-based learning strategies in classroom instruction. Although the majority of students achieved Outstanding performance, the presence of students in the Very Satisfactory category indicates that some learners may still need additional reading support and enrichment activities. To address this gap, teachers may conduct remedial reading sessions, peer-assisted learning activities, vocabulary enhancement exercises, and differentiated reading tasks tailored to students' needs. Continuous monitoring and assessment of students' progress may also help ensure sustained improvement in reading comprehension skills.

Table 2
Level of Students' Reading Comprehension After the Implementation of the Snake and Ladder Reading Quizzes

Performance	Frequency	Percentage	M	SD
Outstanding	38	80.9%	48.6	2.05
Very Satisfactory	9	19.1	40.0	0.00
	47	100.00	44.3	1.00
Overall Performance			3	3

Note: 42-50 (Outstanding); 38-41 Very Satisfactory); 34-37 (Satisfactory); 30-33 (Fairly Satisfactory); 1-29 (Did Not Meet Expectations)

Significant Difference in the Reading Comprehension Before and After the Implementation of the Snake and Ladder Reading Quizzes

Table 3 presents the significant difference in students' reading comprehension before and after the implementation of the Snake and Ladder Reading Quizzes. The results show whether there is a

meaningful improvement in students' performance following the intervention. The analysis revealed a significant difference in students' reading comprehension before and after the implementation of the Snake and Ladder Reading Quizzes. Specifically, the pretest mean score ($M = 27.2$, $SD = 5.79$) was significantly lower than the posttest mean score ($M = 46.9$, $SD = 3.87$). The difference was statistically significant ($t = 22.7$, $p = 0.001$), leading to the rejection of the null hypothesis (H_{01}).

This result indicates that the Snake and Ladder Reading Quizzes had a strong positive effect on students' reading comprehension. The large increase in the mean score suggests that students performed much better after implementing the strategy. This improvement may be attributed to the game-based learning approach, which likely increased student engagement, motivation, and active participation in reading tasks. The decrease in standard deviation in the posttest also suggests that students' performance became more consistent after the intervention.

The use of snake and ladder-based learning media has been found effective in improving students' academic and language skills. The integration of the ECOLA learning model with snake and ladder game media improved students' reading skills, as shown by increased learning mastery from Cycle I to Cycle II (Pramiswari & Mukhlishina). Similarly, snake and ladder learning media significantly influenced students' learning outcomes in language-related subjects, particularly in improving comprehension and academic performance (Chusnullita & Setiawan). In addition, incorporating snake and ladder games in vocabulary instruction increases students' motivation, engagement, and retention of new words through interactive learning activities (Rarera & Wicaksono). Furthermore, students' vocabulary skills were found to significantly improve through game-based learning methods, confirming the effectiveness of interactive instructional approaches in language development (Mardabia).

The findings imply that the Snake and Ladder Reading Quizzes are an effective instructional strategy in improving students' reading comprehension. Teachers are encouraged to integrate game-based learning activities like this into their reading instruction to

make lessons more interactive and engaging. For school administrators and concerned personnel, supporting the development and use of innovative teaching materials such as educational games is recommended. Providing training for teachers on how to design and implement game-based reading activities may further enhance instructional effectiveness. Overall, the results suggest that incorporating playful and structured learning

Table 3
Significant Difference in the Reading Comprehension Before and After the Implementation of the Snake and Ladder Reading Quizzes

Performance	M	SD	T-value	P-value	Decision
Before the Implementation of the Snake and Ladder Reading Quizzes	27.2	5.79	22.7*	0.001	Reject H_{01}
After the Implementation of the Snake and Ladder Reading Quizzes	46.9	3.87			

Note: *** $p < 0.01$ (Very Highly Significant); ** $p < 0.01$ (Highly Significant); * $p < 0.05$ (Significant)

IV. SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

Summary

This study aimed to determine the effectiveness of using Snake and Ladder Reading Quizzes as an intervention in enhancing Grade 8 students' reading comprehension in English at a selected school in Ozamiz City during the School Year 2025–2026. Specifically, it examined the students' level of reading comprehension before and after the implementation of the intervention. It determined whether there was a significant difference between the pretest and posttest results. The study involved Grade 8 students who were assessed through a reading comprehension test

administered before and after the implementation of the Snake and Ladder Reading Quizzes.

Findings

This study yielded the following findings:

1. The level of students' reading comprehension before the implementation of the Snake and Ladder Reading Quizzes was Did Not Meet Expectations.
2. The level of students' reading comprehension after the implementation of the Snake and Ladder Reading Quizzes was Outstanding.
3. There was a significant difference in students' reading comprehension before and after the implementation of the Snake and Ladder Reading Quizzes.

Conclusions

Based on the findings of the study, the following are the conclusions:

1. Grade 8 students demonstrate low reading comprehension prior to the implementation of the Snake and Ladder Reading Quizzes.
2. Grade 8 students achieve a high level of reading comprehension after exposure to the Snake and Ladder Reading Quizzes.
3. The Snake and Ladder Reading Quizzes significantly improve Grade 8 students' reading comprehension.

Recommendations

Based on the findings and conclusions of the study, it is recommended that:

1. English teachers in Grade 8 integrate Snake and Ladder Reading Quizzes into reading instruction by designing interactive comprehension games that promote active participation and critical understanding of texts.
2. School administrators provide learning resources and support materials such as game boards, reading passages, and instructional kits to strengthen the implementation of game-based reading strategies.
3. Teachers conduct regular remedial reading and enrichment activities using game-based strategies to further improve the comprehension skills of struggling learners.
4. Grade 8 students be exposed more frequently to interactive reading activities that combine games and comprehension tasks to enhance engagement and understanding.

5. Parents and guardians support learners by encouraging regular reading practice at home using simple reading materials and interactive questioning techniques.

6. Future researchers conduct similar studies in other grade levels, subjects, or learning areas to further validate the effectiveness of Snake and Ladder-based instructional strategies in improving academic performance.

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