THE EFFECTIVENESS OF USING SNAKE AND LADDER GAMES TO TEACH SPEAKING SKILL

[1]Zulis Ifayatun

[1]Universitas Hasyim Asy'ari Tebuireng Jombang, Indonesia

[1]azzaidaifayatun@gmial.com

[2]Maskhurin Fajarina

[2]Universitas Hasyim Asy'ari Tebuireng Jombang, Indonesia

[2]emfajarina@gmail.com

Abstract: The purpose of this study is to find the effectiveness of the snake and ladder games as a medium on teaching speaking. This study used a quantitative method with 31 participants. Sampling was carried out in grades 8J at SMPN 1 Jombang. The overall sampling technique used probability sampling with random sampling type, The technique of collecting data was using pre-test and post-test, in proving and analyzing the data was using validity test, descriptive statistics and paired sample test. The results experimental class before and after treatment are: 1). Pre test in the experimental class with the respondents is 25 with an average value of 43 and the lowest value of 40 and the highest score of 53. 2). The post test in experimental the average score in the experimental class was 71.72 with the lowest score of 60 and the highest score of 80. 3). Paired sample test shows that the snake and ladder game media is effective for learning English, especially for developing students' speaking skills, from the calculation of the data is $0,000 \leq 0,05$ it means that the results of hypothesis testing, Ha is accepted, Ho is rejected.

Keywords: *effectiveness, speaking, snake and ladder games.*

INTRODUCTION

Indonesia needs educated people who have good morals. Many problems in the field of education every year such as, the process of problems in the world of teaching that is as yet minim and as yet lacking to be considered. According to Alifah (2021), education in Indonesia which is still lagging behind causes many problems such as problems with teaching, systems, facilities and others. In the world of education certainly does not escape the name of the language. Where the world of education will understood if using the true language. There is an Arabic aphorism من عرف لغة قوم سلم من مكرمهم it`s means "Whoever knows the language of a people is safe from their cunning". Therefore in the international world the language is needed because, with language we can understand foreigners are speaking. It is estimated that a population in this world or

around two billion people speaking English (Welianto, 2020). language used in international languages is English language, or it can be said that English is the language of world communication.

English has four skills, such as: reading skills, writing skills, listening skills and speaking skills, everyone can have all four skills, but everyone can also have two skills, even one skill but, most people need speaking skill. Each skill has its own strengths and weaknesses but, the researcher will focus in speaking skill. Because, speaking important skill in English. In junior high school (SMP), speaking is a lesson that must be learned in the classroom because students need more practice in speaking. In syllabus and curriculum education speaking is needed especially now Indonesia uses curriculum K13 where students must be active in many cases especially asking for question, communication with teacher and good public speaking. Based on the explanation above, the problem of speaking and science cannot be separated from the teacher. Teachers as a knowledge mediator should have an idea to make English classes active, innovative, and fun.

In SMPN 1 Jombang has many superiority such as favorite schools, schools located in cities, having many achievements in non-academic fields, schools that have complete facilities, the researcher made observations at SMPN I Jombang when the researcher observe and collect some information to the teacher and student when PPL. Miss Endah as the teacher of English learning explained that student of SMPN 1 Jombang were lack self-confident to speak English, lack of time for school learning, and lack to love English lesson. Many previous researchers used snake and ladder game media in various English skills to be used for English lessons such as writing, vocabulary, reading etc. One of the researchers discussed the study of snake ladder games for vocabulary. The result of (Priyastuti et al., 2020) the game can stimulate the brain and reactivation in the language and can also emotional student so that student can have good language skills that create communicative between players of the game. From this theory, Researcher use the media to improve speaking learning among SMP. As well as improving speaking learning strategies is better understood by student. Therefore, researcher use media for observation because many previous researchers conducted research using this media for other skills except speaking. So, researchers will examine the uniqueness and attractiveness of games for different skills from previous

research with the title "The Effectiveness of Using Snake and Ladder Game to Teach Speaking Skill"

LITERATURE REVIEW
Teaching speaking

Many definition of speaking that has been explained by previous study. The following is one of the researchers and their research results. According to Kuning (2019) explained, Speaking is an oral language skill that has a functional everyday human life to convey the message or the speaker's intent. it will be a challenge if you can't speak English in this 4.0 industrial era because all items must have English writing such as on food wrappers or items you can see there are English writings such as throwing trash in its place, or ingredients for making food. Speaking is very important in learning a second language (Sofyan et al., 2019). We know the importance, speaking has been ignored in schools and universities for different reasons such as an emphasis on grammar and teachers who are sometimes vague or do not speak like teachers can sometimes be said to be disrespectful. According to Rahmawati & Ertin (2014) explain there are five basic types speaking. First is imitative. Imitate is way of speaking requires candidate for storing words, phrases, or a word. Clear main aspects of assessment Although grammar is also involved as an evaluation standard. Be in impersonation talk is communication language skills important. they need to get some information and then no need to say add additional explanation. What they listen only the information they heard. Second is intensive.

Unlike imitative, speaking is not like sound science (phonology) Understanding meaning is needed to respond to and catch the other person's speech. such as examples of reading aloud activities, sentences, and completion of dialogues. Third is responsive. Authenticity in conversation is very important. Therefore, speakers are encouraged to speak immediately. in responding to short dialogues, making comments and simple requests is a type of activity that is included in the type of speaking. Fourth is interactive. Loads and sentences are the most important differences between speaking, responding and interactive. The number of speakers is also important because it takes two or more people in a conversation. Fifth is extensive. Extensive speaking involves the variety of the speaker or the talker who is speaking. In addition, speaking needs to interact with the other person, which can be in the form of answering, making discussions (talk). It can be

said that extensive speaking is the most important speaking skill that requires a strong language component.

Snake and ladder game

Snake and ladder game is a snake ladder game that thrills and makes student happy because it can be used in free time. These games are used to learn and teach to students. According Adlina & Katoningsih (2020) snakes and ladders is a game formed from a board to students who are played by two or more people. The game board is divided into small squares and inside the box are drawn a number of "ladders" or "snake". (Ratnaningsih, 2014) Snakes and Ladders is a game that connecting one box to another.

The benefits of learning media according to Sari (2017), in the learning process are: motivating student to be enthusiastic about learning. Learning materials will be easy to achieve. Teaching methods will be more varied, so that student are not bored. Student will demonstrate more, don't just listen to the teacher.

According to Sari (2017), disadvantages of using snake and ladder game such as below. Using the game of snakes and ladders takes a lot of time to explain the learning material to children. Snakes and ladders game cannot develop all materials. Lack of understanding of the rules of the game carried out by a child can lead to confusion. For children who do not master the material will have difficulty in playing the game.

METHOD

The type of research used in this research is quantitative research. Quantitative research method is one type of research whose specifications are systematic, well-planned and clearly structured from the beginning to the making of the research design. The research design used in this study was a *Pre-experimental design* with a quantitative approach. The type of research used in this research is quantitative research. The location of the research conducted by researchers is in class VIII even semester 2022 of SMPN 1 Jombang which is located on Jl. Pattimura No.63, Sengon, Kec. Jombang, Jombang Regency, East Java 61419. The population of this study was taken from SMPN 1 Jombang. The population of this research was all grade 8 class of students at SMPN 1 Jombang. There are nine class 8A, 8B, 8C, 8D, 8E, 8F, 8G, 8H, 8I, and 8J by the total of student 324. Researcher used a sampling technique that is random Sampling. The researcher did not randomly assign participants to groups. The reseacher takes 8J class the researcher take 25 as the sample of this study.

The method of collecting data in this research is by giving a test. The researcher give two tests to the students. The first test is pre-test and second post-test. According to Suciati in Effendy (2016) said, Process research by using the Pre-test and ends with Post-test. This test has the goal of students' cognitive development before and after treatment. Data collection procedure is first observation, Observing the speaking learning process in experimental classes, Develop test instrument system, Analyze (expert validation) instrument test, Distributing valid instruments (pre-test) in experimental classes, Giving treatment (using the snake and ladder game) in learning in the experimental class, Distribute a valid instrument (post-test) experimental classes, Analyse hypothesis test. Quantitative analysis was performed using statistics. This technique is used to determine the significant difference in students` speaking before and after being taught by snake and ladder games. The first data is deskriptif (mean, median, and modus), the second data is normalitas data. The third data is paired sample test which can be seen from the normality test which shows that normal data.

FINDINGS AND DISCUSSION

Findings

There were 25 students who took the pretest in the experimental class with an average score of 43,00 with a total score of 1075 with a median value of 40 and a mode value of 0f 40. While the highest pretest score in class 8J (experimental class) is 53, In this experimental class there are still many students who cannot speak English and there are still many who ask the vocabulary used when speaking English, from the data students still have to improve their learning to speak English.

There were 25 students who took the post-test in experimental class with an average score of 71.72 with a total score of 1793 with a median value of 73 and a mode score of 73. While the highest post-test score in class 8J (experimental class) was 80 and the post-test score was 80, the lowest test is 60, students still have to improve their learning abilities but, it can be said that the value increased after being given treatment because compared to the pre-test score was 43, therefore with this media students are expected to be able to speak English with confidently and well.

1. Significant difference of student speaking skill before and after being taught snake and ladder game.

    Look at the table below:

Table 1. Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRE TEST	43.00	25	4.359	.872
	POST TEST	71.72	25	5.389	1.078

From table above, descriptive statistics are described on the pre-test and post-test samples, the student's pre-test score was obtained an average of 43.00 while the post-test average value was 71.72 with a total of 25 students who were used. in the experimental class for the std value. deviation in the pre-test experiment was 4.359 and the post-test experiment was 5.389. it can be seen that the average value of the results on the pre-test is 43.00 <71.72, it can be interpreted descriptively that there is a difference in the average results of the pre-test and post-test of students.

Table 2. Paired samples correlations

Paired Samples Correlations				
		N	Correlation	Sig.
Pair 1	PRE TEST & POST TEST	25	.518	.008

The table above shows the results of the correlation test between the two data, the results above are known to have a correlation coefficient value of .518 with a sig value of 0.008, which means < from alpha which is 0.05, there is a strong relationship between the pre-test and post-test scores. Look at the table below:

Table 3. Paired samples test

Paired Samples Test								
		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference			
					Lower	Upper		

Pair 1	PRE TEST - POST TEST	-28.720	4.869	.974	-30.730	-26.710	-29.491	24	.000

From the table above, it can be seen that the value of Sig. (2-tailed) for that class is 0,000 < 0,05 maka Ha is accepted, H0 rejected. based on the average score, the students' speaking skills in the experimental class there is diferences. Based on the results of data analysis and hypothesis testing, the use of snake and ladder game media is effective on the speaking skills of eighth grade students of SMPN 1 Jombang.

Discussion

Based on these data, from this study the researchers gained new insights:

First, motivation, researchers analyzed and found new things about students` motivation in learning English. The researcher found that students' learning motivation was seen from the way students played who were very enthusiastic and spirit to play, had a sense of enthusiasm in the game, the body language (gesture) of students who were very enthusiastic, the number of questions asked between snakes and ladders game players. According to Language et al (2018), the snake and ladder game is a very popular game that is used by teachers for learning English because this game is very fun, makes students interact, think and motivate students in learning to be more fun.

Second, there are new findings for researchers that not only speaking skills are honed in the game but other skills can also be trained from snakes and ladders media such as writing and reading skills. The researcher found that there were writing skills in the research process, at the time of the pre-test, students did writing first when they were going to answer the questions and when they did the game the students would answer the questions but before answering the questions about telling stories, many students did the writing first to compile what they said. many students still cannot read or write English, there are students who cannot speak and have to write first which will increase their writing knowledge and some students write first instead of reading after that they say what they wrote. According to Widiastuti & Endahati (2020), the snake and ladder game is an active game and makes people happy in playing it, for that snake and ladder game is a game that is suitable for writing skills, where writing skills are difficult skills and require focus in learning. For example, when a pre-test or post-test is carried out students

will get one question to be answered directly without writing or reading, but there are some students who are still writing the framework that will be discussed and then read it first and then say it. Researchers found that in students' reading ability when students played the game of snakes and ladders students were allowed to open their cellphones to find answers to questions in the game. if the student does not know the answer to the question, the student can look for the answer on the cellphone, after that the student reads the answer after that the student shares the answer with other students. for the test, must answer the question. Therefore, student skills will provide new knowledge to researchers that the media used by researchers is not only for speaking skills but can be applied to other skills. According to Riwayatiningsih et al (2018), Snakes and Ladders is a game that effective Because this game is for teaching reading to high school students` so that researchers do the appropriate design for their level appropriately.

The third, with this media students can add new English vocabulary, The researcher found that students had new vocabulary after playing the game of snakes and ladders, during the game students were allowed to open a dictionary on their cellphone and also ask the student next to them to ask for new vocabulary that the student did not know in answering questions. From the occurrence of questions and answers between students, these students will add new vocabulary to speak English or even to write and answer other questions. for example when there are students who do not know what vocabulary to say in answering the game, students can ask their playmates or even open their cellphones or dictionary to find out the vocabulary that will be used in the game to speak the English. According to Setiawan & Zuana (2018), This researcher found his research by stating that the use of Snakes and Ladders Board Game can grow students' vocabulary more than those taught using translation.

The fourth is the media (snake and ladder game) is a new thing that has never been used at the school so students are more enthusiastic in playing the game to learn English, the researcher really believes that there is a good effect of using snake and ladder games media on students' speaking skills. during the research the researcher looked at the situation and conditions at the time of teaching but in short teaching and limited time for students, in these applications students at give a game to answer the question but there are students who are still having trouble, so the researcher makes a method of teaching media that is designed to facilitate teaching English with the snake and ladder game media which

has never been played at the school. The importance of a learning media for students will encourage student to be more enterprising and diligent in learning. tools used to support learning so that learning is better, and also better between the giver (teacher) or recipient (student) (Akbar & Tahoma, 2018). This is in accordance with one of the benefits of game media in learning which states that game media can develop students' knowledge and skills. Because they will be accustomed to train so as not to focus too much on learning material but they will be taught how to know and understand a material in a relaxed manner so that student psychology is not monotonous. Students will learn to practice the language itself such as communicating with people around, so students will have more challenges in learning English. This media can be used in other skills as the teacher makes the latest creations in using the media. teachers can be as creative and innovative as possible in arranging games so that students feel they have the desire to learn and provide positive energy such as a sense of enthusiasm and enjoyment in the game. Based on these findings, it is suggested that the snake and ladder media can be useful for the development of students' skills, not only in the speaking skill, but also in other skills as well. According to Setiawan & Zuana (2018), the use of Snakes and Ladders Board Game can grow students' vocabulary more than that taught using translation. The researcher assumed that teaching vocabulary using Snake and ladder game is effective.

CONCLUSION AND SUGGESTION

Conclusion

This research used a quantitative method that aims to describe teaching speaking with snake and ladder game The data was obtained by conducting direct pre test and post test and analyse data with statistic. Based on the results of research, The highest score during the pre-test was 53 and the lowest score in the pre-test was 40. The average pre-test score was 57.20. So It can be concluded that many students have scores far from the minimum school completeness criteria English lessons, so students' grades are low. The highest post-test score of students is 80 while the lowest score for the post-test of students is 60. While The average score of the students' post-test is 71.72 That score shows that there are some students who managed to achieve the maximum score and there are some students in the process of improvement score , it means that after being given treatment student scores increase. Significant difference of student speaking skill before and after

being taught snake and ladder game with data analyse of Paired sample test results sig.2-score is 0.000. Because the significant value is far below 0.05. This means that there is a significant difference between speaking skills of students in the 8J class who received treatment with snake and ladder games media and in the control class without treatment. From the data exposure. we can see that there is a significant effect of using snake and ladder games as a media in teaching students' speaking skills. So, researchers can concluded that snake and ladder games had an effect on speaking skills of students in class VIII at SMPN 1 Jombang The Academic Year 0f 2021/2022.

Suggestion

This study can not be separated from the weaknesses, one of them is the lack of students` interest in learning English. Based on the results of the study, the researcher would like to give some suggestions. First, teachers have be able to process the presentation of material as creatively as possible in order to create active learning. Teachers must provide insight into the English language to students, especially in the field of speaking. teachers should encourage students to train students in speaking English in everyday life. Second, for schools, it would be better if it facilitated teachers in making the media used in teaching because sometimes teachers need additional time to convey the media that the teacher has made. Third, This media can be used in other skills, for example, snake media for reading or writing skills and others. This media can be developed in terms of content in the media to adjust the concept of expertise under study, can find this variation from other researcher, can make even bigger media, for example by varying the snake and ladder media with people or students as actors in the media.

REFERENCES

Adlina, L. M., & Katoningsih, S. (2020). *Permainan Ular Tangga Untuk Meningkatkan Kemampuan Berhitung Anak Usia 4-5 Tahun*. http://eprints.ums.ac.id/id/eprint/86124

Akbar, Z., & Tahoma, O. (2018). Dukungan Sosial Dan Resiliensi Diri Pada Guru Sekolah Dasar. *JPPP - Jurnal Penelitian Dan Pengukuran Psikologi*, *7*(1), 53–59. https://doi.org/10.21009/jppp.071.07

Alifah, S. (2021). Peningkatan Kualitas Pendidikan Di Indonesia Untuk Mengejar Ketertinggalan Dari Negara Lain. *CERMIN: Jurnal Penelitian*, *5*(1), 113. https://doi.org/10.36841/cermin_unars.v5i1.968

Effendy, I. (2016). Pengaruh Pemberian Pre-Test dan Post-Test Terhadap Hasil Belajar Mata Diklat HDW.DEV.100.2.a pada Siswa SMK Negeri 2 Lubuk Basung. *Jurnal Ilmiah Pendidikan*, *1*(2), 81–88.

Kuning, D. S. (2019). Technology in Teaching Speaking Skill. *Journal of English Education, Literature and Linguistics*, *2*(1), 50–59. https://doi.org/10.31540/jeell.v2i1.243

Language, E., Study, E., Education, A., Of, F., & Training, T. (2018). 11 Grade Students ' Reading Motivation of Sma N 1 Kasihan 11 Grade Students ' Reading Motivation of Sma N 1 Kasihan. *A Sarjana Pendidikan Thesis*.

Priyastuti, M. T., Resanti, M., & Yoga, G. S. (2020). Peningkatan Kosakata Bahasa Inggris dengan Media Ular Tangga bagi Siswa SD Antonius 2 Semarang. *Abdimasku : Jurnal Pengabdian Masyarakat*, *3*(2), 72. https://doi.org/10.33633/ja.v3i2.106

Rahmawati, Y., & Ertin. (2014). Developing Assessment for Speaking Yenny Rahmawati & Ertin. *Indonesian Journal of English Education*, *1*, 199–210.

Ratnaningsih, N. N. (2014). *Penggunaan Permainan Ular Tangga Untuk Meningkatkan Motivasi Belajar IPS kelas III A SDN Nogopuro, Seleman* [Universitas Negeri Yogyakarta]. https://eprints.uny.ac.id/14296/

Riwayatiningsih, R., Pd, M., Kencanawati, D., & Pd, M. (2018). *Pengajaran Reading Comprehension Menggunakan permainan Ular Tangga Pada Siswa Kelas Sebelas MA Sejahtera Pare Tahun Akademik 2017 / 2018 TEACHING READING COMPREHENSION USING SNAKES AND LADDERS GAME AT THE ELEVENTH GRADE STUDENTS OF MA SEJAHTERA PARE IN ACADEMIC YEAR OF 2017 / 2018 Oleh : SITI NUR AFIFAH Dibimbing oleh :*

Sari, R. (2017). *The Implementation of Snake and Ladder Games to Improve Students` Vocabulary of Second Grade Students at MTS Yayasan Madrasah Islamiyah Medan*. The State Uiversity of North Sumatra.

Setiawan, I., & Mitra Zuana, M. M. (2018). Teaching Vocabulary Using Modified Snakes and Ladders Game. *Alsuna: Journal of Arabic and English Language*, *1*(2), 87–95. https://doi.org/10.31538/alsuna.v1i2.86

Sofyan, R., Sinar, T. S., Tarigan, B., & Zein, T. T. (2019). Using a "Snake and Ladder" Game in Teaching Speaking To Young Learners. *ABDIMAS TALENTA: Jurnal Pengabdian Kepada Masyarakat*, *3*(2), 226–231. https://doi.org/10.32734/abdimastalenta.v3i2.4121

Welianto, A. (2020). *Kenapa Bahasa Inggris Jadi Bahasa Internasional?* Kompas.Com. https://www.kompas.com/skola/read/2020/02/29/140000369/kenapa-bahasa-inggris-jadi-bahasa-internasional?page=all

Widiastuti, R., & Endahati, N. (2020). the Efforts To Improve Writing Skill of Secondary School Students By Using Snake and Ladder Game. *ELTICS : Journal of English Language Teaching and English Linguistics*, *5*(1). https://doi.org/10.31316/eltics.v5i1.531