THE EFFECTIVENESS OF SNAKE-LADDER GAME IN IMPROVING STUDENTS' SPEAKING SKILL

THESIS

By

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ABSTRACT

WINURJANAH, SEPTI. 2022. *The Effectiveness of Snake-Ladder Game in Improving Students' Speaking Skill.* Thesis, English Education Department, Tarbiyah and Teacher Training Faculty, *State Institute of Islamic Studies Ponorogo. Advisor Ahmad Nadhif, M.Pd.*

Keywords: Speaking Skill, Game and Snake-Ladder.

Speaking is an ability in a process of interaction and communication to convey the ideas and receiving information between the speaker and listener. To improve students' speaking skill, according to Harnby games is and activity that you do to have some fun. Nowadays, snake-ladder game is a fun game and it helps it students play and learn a language without fear. The aim of this research was to know the significant effect on students speaking skill between students who are taught by using snake-ladder game and those who are not taught at 8th grade of SMPN 1 Karangjati.

The research applied quantitative approach and quasi-experimental design. This research, use two classes an experimental class and control class. The population was taken from the 8th grade of SMPN 1 Karangjari. The number of the sample in this research were 64 students of experimental and control class. The technique of data collection of this research was documentation and tested students' speaking. The data was analyzed using SPSS.

The result of the research showed that experimental class has a higher mean score in the post-test than the control class. The mean students' speaking score of the post-test in the experimental class was 73.44, while the control class was 66.09. Based, the result of the T-test calculation showed that the value of t-test is higher than t-table (3.587 > 1.999).

It can be concluded that Ha is accepted and H0 is rejected. It mean there is the significant difference in speaking skills between the students who are taught using snake-ladder game.

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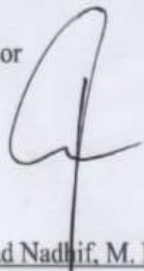|					
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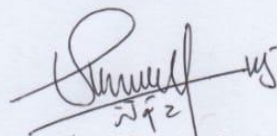
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CHAPTER I

INTRODUCTION

The chapter consists of the study's background, the scope and limitation of the study, research question, the purpose of the research, the significance of the study, and the organization of the research.

A. Background of the Study

Speaking is one of the abilities in English, and Tarigan claims that "speaking can improve student other language". It is essential for talking with others, communication tools across countries around the world, and the ability to communicate one's feelings and speaking skills is an essential ability in both language acquisition and everyday living.[1] Speaking is the maximum essential ability in acquiring a foreign or second language. Of the four major language skills, the most important of which is speaking, speaking is considered the most important talent in acquiring knowledge of a foreign or second language. Brown and Yule say speaking is the capacity in which students are most valued in real-life situations.[2]

Speaking is the important aspect to our communication with others. The ability to speak is very important to have good communication, especially in international communication. English learners need to be able to speak and focus on learning to speak. Brown asserted that language learners are considered successful in meeting and achieving their learning goals when they can demonstrate the ability to interact with other speakers of the language through oral discourse.[3] To speak English for non-English speakers is not

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[1] Ahmad Faruk, Nidaul fitria. "Implementing Role Play to Improve Speaking Skill," *Journal of English Language and Pedagogy*, Vol- I, No-1 (2021), 15.

[2] Parupalli Srinivas Rao. "The Importance of Speaking Skills in Classrooms," *Alford Council of Interantional English & Literature Journal (ACIELJ)*, Vol-2, Issue-2, (July 2019), 8.

[3] H Douglas Brown, Teaching by Principle: An Interactive Approach in Language Paedagogy Second Edition, (New York: Pearson education, 2000), 267.

an easy task because the speaker should know many significant components like grammar, vocabulary, pronunciation and fluency. The learner should have sufficient English-speaking skills to communicate easily and effectivelly.[4]

In the teaching process there are many challenges, especially in the classroom. Firstly, the students are afraid of making mistakes when speaking English. It shows the students are lack of vocabulary. Second, the students made errors in their pronunciation and grammar. Students do not pay attention to the structure of sentence and proper disseminition and finally, the teacher always dominate to use of Indonesian in this lesson and was unable to increase students' speaking skills.[5]

The above problems is aslo found at the SMPN 1 Karangjati. Here the teacher teaches using teacher center. The issue is supported by a concreat statement from the interview of teacher who taught English there that is Mrs.Titik Purwati as an English teacher of SMPN 1 Karangjati stated that students were able to writing, reading and listening. However, when the teacher asked them to speak, they preferred to remain silent. They also refused when teacher asked them to practice or to do the talking activity in front of the class. Some students are actively involed in English classes. Futhermore, based on interviews with teacher and the students in the school, the students still had a lot of weaknesses in speaking competence. First, they are not speak English in front of the class, because they do not belive in speaking English. Second, they are still afraid to make mistakes when presenting verbally. This will prevent them from speaking English. Third, they were having trouble and lack the vocabulary.[6]

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[4] Lai-Mei Leong, Seyedeh Masoumeh Ahmadi, "An Analysis of Factors Influencing Learners' English Speaking Skill," *International journal of research in english education*, 35.

[5] Siti Maryam. "Utilizing Communicative Language Games To Improve Students' Speaking Ability," *JOLLT Journal of Languages and Language Teaching,* Vol. 8, No, 3 (July 2020), 252.

[6] See appendix I, SMPN 1 Karangjati , 01/05-30/03/2022.

In addition, the education system in Indonesia is not efficient in language learning. A large class size and limited class time do not offer an ideal setting where effective teaching and learning could take place. Most students used their mother tongue outside the classroom and they have limited exposure to English speaking environment Ferdous.[7] In result, students' have little opportunities to speak English in the class, and they often do not have enough encouragement to practice English outside of the class. This affects students to speak English fluently.

In addition, the teachers needs to find an effective way to teach speaking. Teachers need to make a medium to encourage students to speak, students often think that their ability to speak the language is a language learning product, but speaking is also an important part of the language learning process. One teaching medium that can help students can practice their speaking skills is the game "snake and ladder". Snakes and Ladders are Games that can be used to teach talking. Use this game to improve students ability to speak. With the game, students can still be interested in the lesson. According to Hornby games is an activity you do for fun. The game in this case is snake and ladder.[8]

Snakes and Ladder games are fun game and help students play and learn a language without fear. With snakes-ladder games help build excitement and interest speaking student teacher.[9] A game is an activity performed by the cooperation or competition of decision makers trying to reach a goal within a set of rules Rixon. Games are activities that both teachers and students can enjoy.[10]

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[7] Ferdous, T. Use of English beyond the Classroom Wall: A Study of Undergraduate Students' Out-of-Class English Learning Activities. Dhaka: BRAC University, (2013).

[8] Aida Suryani, Rusdi Noor Rosa. "Using A Board Game "Snake and Ladder" In Teaching Speaking at Junior High School," *JELT*, Vol. 2, No.2, Serie A. (March 2014), 17.

[9] Soleman Dapa Taka. "Teaching Speaking by Using Snake and Ladder Board Game," *IDEAS Journal of Language Teaching and Learning, Linguistics and Literature,* Vol 7, Num 2, (December 2019), 73-74.

[10] Deguang Zhu. "Using Games to Improve Students' Communicative Ability," *Journal of Language Teaching and Research,* Vol. 3, No. 4, (July 2012), 802.

Snakes and Ladder game are fun game in the classroom. Students can play and learn more than the ability to speak at the time. The snake-ladder game are the kids' games where two or more play on the square board of with 100 numbers. Some squares and boxes have snake-ladder. The goal is to reach the end of the board. But here the snakes and ladder have been modified into the game and interesting lessons. Snake- ladder game server to empower every student to speak in class. The rule of this game is that students should use English if they want to say something. If they do not speak English, they will be punished. The purpose of this game is to help the students to speaking in English and issue fear of pronunciation. Therefore, students can also speak. According to Conny R. Semijawan, as quoted by Sabil Risaldy, play is the activity chosen by the child because it is very fun, not because of gifts of praise.[11]

Researchers assume that the application of media on snake and ladder will increase the ability to speak. This, the researcher does a study entitled the effectiveness of the snake-ladder game in enhancing students' ability to speak.

B. Scope and Limits of the Study

This study is focus on the effectiveness of the snake and ladder games in speech. In this study, researchers focused attention on three criteria. Criteria chosen for this study are pronunciation, fluency, grammar and vocabulary. For the location, a survey is being conducted at SMPN 1 Karangjati. In this material, SMPN 1 Karangjati grade 8 will be the subject of this research.

The methods used in this study are quasi-experimental design and non-equivalent control group design. The study limited is focused on examining the effectiveness of

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[11] Meriyati1, S Latifah1, N Hidayah, atall. "Snake and Ladder Game Integrated with Asmaul-husna: Development of Learning Media," *Journal of Physics: Conference Series,* (2019), 2.

"snake and ladder" game an improving students' speaking skill of class 8th grade of SMPN 1 Karangjati.

C. Research Question

Since the study is limited to a particular topic and addressed to a particular students and school, it can be formulated that the question about the study is there any significant effect on students' speaking ability between those taught using snake-ladder game and those who are not at 8th grade student of SMPN 1 Karangjati-Ngawi?

D. Research Objective

The objective of this research is to investigate whether there is significant difference in speaking skills between the students who are taught using snake-ladder game and those who are not.

E. Significance of the Research

This research has both theoretical and practical significant. Researcher hope that this contributions can benefits researchers and also for all.

1. Theoretical sense

The first contribution of this study is theoretical feeling. The interests of this study can contribute to other theory of the effectiveness of the use of the snake-ladder game in the teaching and learning process, especially the ability to speak.

2. The importance of practicals

The second contribution to this research is practically significant. Research may contain many practical meanings that may be helpful to students, teachers, and researchers of the future.

a. Students

After the English teacher used the game of snakes and ladders to teach speaking, students can improve their performance better in speaking skill class. And students can be more active and participate when they learn to speak.

b. Teacher

This research will use snake-ladder game in teaching speaking. Furthermore, the teachers will know how use appropriate media to support their teaching and learning process.

c. next researcher

a. The results of this study will be used as scientific contributions in the field education.

b. This research can be used as information and reference for other teachers who want to do research on the same topic.

F. Organization of the Study

The researcher is used the paper organization of five chapters. The layout of this thesis is as follows:

Chapter one is introduction, this chapter explains about the background of study, limitation of the problem, statement of the problem, objectives of the study, and the significances of the study.

The next chapter is review of related literature, previous, theoritical, framework, hypothesis. This chapter includes previous research on similar issues from other studies. Then a theoretical background was discussed to interpret keywords for research by some scholars. Conceptual frameworks were then discussed to explain the variables of the study, and eventually hypotheses to prove whether the media was effective or not.

The chapter three is research method. In this chapter gives the explanation about technique that is to make research. It consists of the design of the research, population and sample, the instrument of data collection, the technique of data collection and the technique of data analysis.

Chapter four is research finding and discussion. This chapter includes a description and analysis of the data in which the researcher analysed if necessary using a formula, and the final chapter discusses the study results.

Chapter five is closing. In this chapter gives explanation about the conclusions of this study and the suggestion for the next researcher or reader.
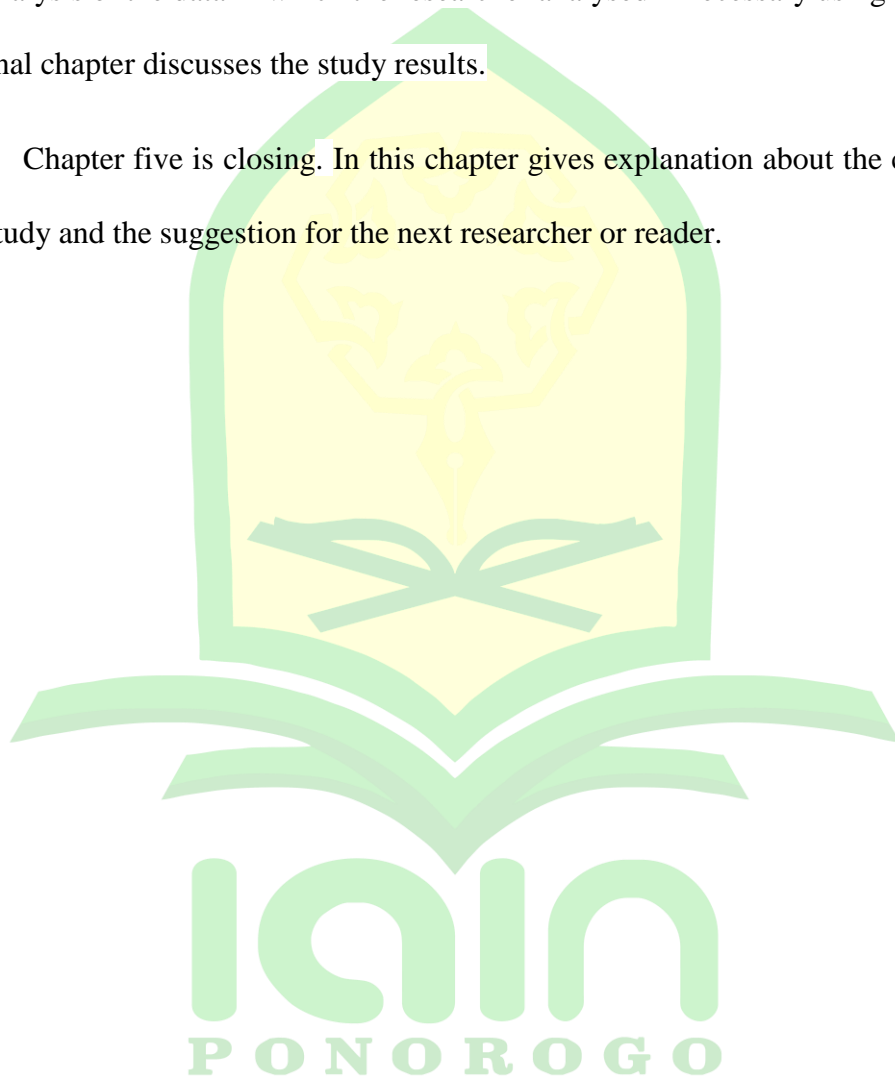
CHAPTER II

REVIEW OF RELEAD LITERATURE, PREVIOUS, THEORITICAL, FRAMEWORK AND HYPOTHESIS

This chapter outlines about previous related study, literature review, conceptual framework, and hypothesis.

A. Previous Research finding

The researcher found some research related to this research as follow:

The results of the research by Agnes Ambar Pratiwi Bayuningsih, the research employed classroom action research, in this study the researchers concluded that the implementation of the snake board and stair case game was successfully done in improving the ability to speak students. This game is stated effective in this research because it provides a fun learning atmosphere for students. and advertising a new experience of students in the teaching and learning process.[12]

The second research by Permatasari, where this study collects data through tests and questionnaires. The results showed that the value of the post-test model of the experimental group was higher than the control group. Where this research shows the purpose of a permanent board of the snake board and the stairs are more useful than the lecture method in teaching-learning..[13]

The third research by Ratih et al, where this research is qualitative. Where this study shows that snake board and staircase games can improve the students' speaking ability since they are more motivated and interested students to learn English. From this study can

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[12] Agnes Ambar Pratiwi Bayuningsih, "Improving students' speaking ability using the snakes and ladders board game at 11th grade of SAINT PIUS X Vocational High School Magelang"

[13] Permatasari, A. N. "The Effectiveness of Using Snake and Ladders Games to Improve Srudents' Speaking Ability for Seven Graders in MTSN Mojosari". State University of Surabaya, Vol. 01, No. 01, (2014), 2-3.

be concluded that the game snake and the effective ladder in improving the ability to speak to students.[14]

This study shares some similarities and differences with previous related studies. Similarities to this survey:

a. Snake and Ladder Game.

The difference from previous research is:

1. On the tool used. that is, where the previous study played a snake and ladder game using a snake and ladder board where the object was a doll. while the research is now playing a game using banners where the object is the students.

2. This study uses a variety of skills such as vocabulary, tense, and speaking.

3. The method of this study is different because this study uses a quasi-experimental design method with a control class and a sample experiment class (Quasi Experiment).

4. The objects of this research are 8th grades students of SMPN 1 Karangjati.

It is said that this research can implement snake-ladder game can improve student ability. Therefore, teachers can apply this game to get their students more active and interested in learning. Talk the English language, in addition to improving the students' speaking ability based on the above study, snakes-ladder are capable of being used to improve student vocabulary.

B. Literature Review

In this study, the researchers used theories that were relevant to the theme of the discussion. The theories are speaking skills and the game of snakes and ladders.

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[14] Ratih et al, F. T. "Using a Board Game "Snake and Ladder" to Teach Speaking Descritive text at the Eight Grade Students of SMPN 2 Wungu. English Teaching," *Journal: A Journal of English Literature, Linguistic, and Education*, Vol. 5, No. 1, (2017), 37.

1. Speaking

In this section, the reaseacrcher will discuss the definition of Speaking, the components of speaking, the types of speaking, the function of speaking and teaching speaking will be describe.

a. Definitions of Speaking

Harmer defines the ability to speak smoothly not only knowledge of language features, but also the ability to process information and language "in place". It happens in real situations and has little time for detailed planning. Therefore, smoothness is required to achieve the purpose of the conversation.[15] Speaking is the process of development and sharing meaning through the use of verbal and nonverbal marks, in various corners of the cone, in the expression of kayi mouth is an important part of the learning and teaching of the second language. Regardless of its interests, for many years, teaching speaking undervalued, and English teachers continue to teach speaking only by practicing repetition or memorizing dialogue.[16]

Speaking is very important for foreign language learners. For talking to us can understand information and circumstances in Environment.[17] People do it communication in many areas of activity campus, business, sports, tourism, transportation, international affairs, etc. So English is very important to learn. This depends on the situation in the age of globalization, it is very competitiveness. Students are expected acquire four language skills: listening, speaking, reading, writing. one of a skill that is a speaking skill. skill intuitively it seems to be the most

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[15] Harmer jeremy. 1998." How to Teach English England,": Addision Wesley Longman Limited.

[16] Ilham, Moh. Fauzi Bafadal, Muslimin. "The An Analysis of Students' Speaking Ability on Specific Purpose of Learning.," *Linguistics and English Language Teaching Journal*, Vol.7, No.1, (June 2019), 34.

[17] Soleman Dapa Taka. "Teaching Speaking by Using Snake and Ladder Board Game," *Journal of Language Teaching and Learning, Linguistics and Literature,* Vol 7, Num 2, (December 2019), 74.

important. Richard and Renandya "Speaking is one of the central elements of communication".[18]

In general, the aims of speaking closely similar to the purposes of language use proposed by Yule which are interactional function and transactional function. The interactional function is using language to interact socially or emotionally with each other, while the transactional function is to communicate information, skills, and knowledge.[19] "Speaking is one of the abilities that human have for communication." As the product of speaking, utterances transfer information such as opinions and emotional feelings to other people. "It shows that speaking process has purposes to achieve which means that when people speak they have some goals for doing it."

Additionally, Harmer identifies three purposes why people speak. "First, people want to say something in which they have intention to speak." Second, people expect some impacts from their speaking as their communicative purposes. Lastly, to achieve their goals, "people select from their language store which means that they use their language knowledge when speaking appropriately".[20]

In addition, the goal of speaking is similar with writing, "as having mentioned before that speaking and writing are under the same classification of productive skill. "The goals of writing are reflected from the passages' category whether it is descriptive, explanation, narrative, and many more.

b. Function of Speaking

Numerous attempts have been made to classify the functions of language in human interaction. Brown and Yule made a useful distinction between the

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[18] Waode Hamsia. '"Developing Students' Speaking Ability Through Story Completion*," Journal of English Language Teaching*, Vol 5, Num 1, (Juni 2018), 57.

[19] Yule, G. The Study of Language: An Introduction. New York: Cambridge University Press. (1985).

[20] Harmer, J. The Practice of English Language Teaching. New York: Longman, (1991).

interactive functions of language, in which it serves to establish and maintain social relationships, and transactional functions, which focus on the exchange of information. There is a three-part version of Brown and Yules, namely:

1. Speaking as Interaction

    Speaking as Interaction refers to what we normally think of as conversation and describes interaction that primarily performs a social function. When people meet, they exchange greetings, make small talk, tell about their recent experiences, etc., because they want to be friendly and create a comfortable zone of interaction with others.

2. Transactional Language

    Transactional language refers to situations where the focus is on what is said or done. The focus is on the message and the clear and precise understanding, not the participants and their social interaction with each other.

3. Speaking as a Performance

    The third type of conversation that can be meaningfully distinguished has been termed Speaking as a Performance. This refers to public speaking, i. H. Lectures in which conveys information in front of an audience, such as Classroom presentations, public announcements and speeches.[21]

c. The Components of Speaking

    As stated before, speaking is complex activity. It includes many more aspects which cover both implicit and explicit components. Implicit components are the ones which cannot be directly elicited, it has to be deciphered. The

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[21] Jack C. Richards, "Teaching Listening and Speaking," (New York: Cambridge University Press, 2008) 21.

components are the ones described before, such as body positioning and gestures, eye contact, facial expression, and conversational distance. On the other hand, the components that measureable and observable are explicit components.

The "components of speaking indicates the aspects needed to be considered in the decision whether the speakers are able to speak in the language or not." As a result, the components are typically included as the indicators in speaking assessment rubrics especially in analytical scoring are the aspects assessed in speaking test.

Brown classifies speaking components into five which are grammar, vocabulary, fluency, and pronunciation.[22] In fact, all of these elements are really essential and connected. Below is the explanation of each component:

a. Grammar

Yule describes "grammar as a way of describing the structure of phrases and sentences.[23]" Similarly, Veit identifies grammar as some set of rules for putting words into sentences.[24] In addition, Cook also states, "A language has patterns and regularities which are used to convey meaning, some of which make up it is grammar.[25] "It can be said then that grammar is the construction that builds a language in the form of rule or and repeated-pattern."

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[22] Gani et al, S. A. Students' Learning Strategies for Developing Speaking Ability. Studies in English Language and Education, Vol. 2, No. 1 , (2015) 18.

[23] Yule, G. The Study of Language: An Introduction. New York: Cambridge University Press. (1985).

[24] Veit, R. Discovering English Grammar. Boston: Houghton Mifflin Company, (1986).

[25] Cook, V. Second Language Learning and Language Teaching: Fourth Edition. London: Hodder Education. (2008).

In the teaching practice in class, in term of speaking activity, "sometimes the teacher should not always teach the grammar by the formula like common people do." It is easier to teach the grammar by the context, for communication purpose, in order to avoid the confusing though sometimes it is very difficult for the learners to understand specific grammar rules.

b. Vocabulary

Vocabulary is the lexis of the language which is what words mean and how they are used.[26] Although grammar is the construction of the language, vocabulary is the component that is constructed in a language. When the user of a language constructs sentences," it is recalled and restored.

The English vocabulary may vary and occasionally change. Comparing to the English today, there are many language transformations including the vocabulary. "Turning back to the English history, it derived and influenced by other countries nearby at the time-France, Germanic, and Latin." In addition, the vocabulary may change due to some factors, such as compounding, borrowing, clipping, blending, back formation, coinage, acronym, conversion, and derivation.

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[26] Harmer, J. The Practice of English Language Teaching. New York: Longman, (1991).

c. Fluency

According to Harmer, "Fluency is the assumption that speakers set out to produce discourse that is comprehensible, easy to follow, and free from errors and breakdowns in communications.[27]" Similarly, Bailey states, "Fluency is the extent to which speakers use the language quickly and confidently, with few hesitations or unnatural pauses, false starts, and words searches, etc.[28]"

"It can be concluded that fluency is related to the smoothness of speaking process which means that there is acceptable pauses and halts." Speaking English fluently requires the confidence of the speaker in order to speak orderly. This is the issue for the English learners. It is no wonder that as a foreign language learner, we are afraid to make errors either in grammar or in pronunciation, and any factors.

d. Pronunciation

Lastly, pronunciation is the component in the matter on how the words are spoken correctly. In Aboe's"perspective, pronunciation is the act or result of producing the sound of speech, including articulation, stress and intonation often with reference to some standard of correctness or acceptability.[29]

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[27] Richards, J. C. The Language Teaching Matrix. New York: Cambridge University Press, (1990).

[28] Bailey, M. K. Practical English Language Teaching: Speaking. New York: McGraw-Hill Education.(2005).

[29] Aboe, R. M. Buku Ajar Pronunciation Practice. Yogyakarta: Deepublish Publisher, (2018).

When learning English language, pronunciation is sometimes viewed as an important aspect in speaking. "It is because speaking deals with how sound is produced, how words are pronounced properly and correctly which affects the style of speaking." Additionally, pronunciation covers many aspects including rhythm, articulation, intonation, and phrasing, and more peripherally even body language, gesture, and eye contact. "Since speaking deals with listening," it takes good pronunciation to deliver the meaning and avoid the misinterpretation while talking.

Briefly, spekaing has several components that language lerners need to learn in order to be able to speak in English. "As a result, those components are included in scoring of oral assassment to decide whether they are capable or not in the speaking."

d. Basic types of speaking

According to Brown, there are six types of classroom speech performances that students in the classroom are expected to speak by speaking.

1. Imitative

This category includes the ability to practice intonation and focus on a few specific elements of speech form. it just imitates a word, phrase or sentence, but the most important thing is to focus on the pronunciation. The teacher uses drilling in the teaching-learning process. Through the use of exercises, students have the opportunity to hear and repeat some words orally.

2. Intensive

This is the students' oral presentation where students practice some phonological and grammatical aspects of the language. Students work on the task in pairs (group work), for example, reading about it involves reading paragraphs, taking turns reading dialogues with a partner, or reading information from a graph.

3. Responsive

Receptive performance includes interaction and comprehension tests at a limited level of very short conversations, standard greeting and small talk, simple requests and feedback. This is a kind of short answers to questions or comments initiated by the teacher or student, giving instructions and directions. However, these answers are usually sufficient and meaningful.

4. Transactional

It is done for the purpose of transmitting or exchanging certain information. For example, it is a conversation that takes place in pairs.

5. Interpersonal

The purpose is to maintain social relationships, transmit facts and information. The performance forms of interpersonal speech are the interview; Role play, debate and talk nick games.

6. Extensive

The teacher gives detailed monologues to students in the form of oral reports, summaries, narrations and short speeches.[30]

e. Characteristics of successful speaking activities.

Brown says the spoken language is easy to perform, however in some cases it is miles tough, simply so they are able to carry out the a hit speaking, they must have some characteristics of successful talking sports including:

1. Learners talk a lot

As lots as viable of the time period allotted to the hobby is in reality occupied through inexperienced persons speak. This can be obvious, however regularly maximum time is taken up with instructor speak or pauses.

2. Motivation is high

Learners like to speak because they are interested in the topic and have something new to say about it or want to contribute to the achievement of a task.

3. Language is of an acceptable level

Learners express themselves in relevant terms that are easily understood by each other and with an acceptable level of verbal accuracy.[31]

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[30] Brown, H. D." Principles of Language Learning and Teaching," 4th ed. New York: Longman, (2000).

[31] Brown. "Characteristic of successful speaking activities," new york: Cambridge University press. (2001).

f. Teaching Speaking

The class the teacher has the responsibility of getting the students to develop their language skills. Speaking becomes one of the most important concerns in the foreign language among the four English skills. Despite this approach, teaching to speak has been underestimated for years. For this reason, in language classes, the teacher often gives direct reference to some features of the language, such as grammar and vocabulary. They continually teach speaking only as memorization of Language or even repetition in it.

In many English classes, the teachers in Indonesia rely on dialogues found in the textbook, often role-playing as simple conversation. Often there are no differences and no concrete goals are explained. Simply put, language lessons are about questions and answers. Some ask and another answer, reversed and repeated. That is the boring cycle. However, what the world needs to teach the goal of speaking is how foreign language learners can use and improve oral communication skills and motivate students to learn English.

The teacher should be more creative in choosing the best form of communicative activities that encourage students to improve their oral skills Zulfiqar.[32] This means that the teacher has to create the corresponding media on the given topic. As such, the students enjoyed and felt comfortable in and were also motivated in the teaching and learning process and made them more active in learning English in the classroom.

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[32] Zulfiqar, S. "Teaching Speaking (English) Through Yahoo Messenger," Jakarta: Qalam Media Pustaka, (2013).

g. Speaking Scoring Rubric

The writer divided the oral tests' score into four criteria in determining the assessment or score, which are the score of pronunciation, grammar, vocabulary and fluency. "Each criterion, then, was rated into four scales. It was chosen because it was specialized in measuring speaking performance which was suitable for this study.

It was also simple and easy to understand. The selected rubric was more convenient and effective for the teacher and the writer to assess the students' speaking performance. The detail rubric showed in the table 2.1.

Table 2.1 │ Four Component of Grading Speaking Scale

No	Criteria	Ranting score	Comments
1	Pronunciation	5	Equivalent to and fully accepted by educated native speakers.
		4	Error in in pronunciation are quite rare.
		3	Error never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.
		2	Accent is intelligible though often quite faulty.
		1	Error in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.
2	Grammar	5	Equivalent to that of an educated native speaker.
		4	Able to use the language accurately on all levels normally pertinent to professional needs. Error in grammar are quite rare.
		3	Control grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social, and professional topics
		2	Can usually handle elementary construction quite accurately but does not have thorough or confident control of the grammar

		1	Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language
3	Vocabulary	5	Speech on all levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialis ms, and pertinent cultural references.
		4	Can understand and participate in any conversatio n within the range of his experience with a high degree of precision of vocabulary.
		3	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversatio ns on practical, social, and professional topics. Vocabulary is broad enough that rarely has to grope for a word.
		2	Has speaking vocabulary sufficient to express himself simply with some circumlocuti ons.
		1	Speaking vocabulary inadequate to express anything but the most elementary needs.
4	Fluency	5	Has complete fluency in the language such that his speech is fully accepted by educated native speakers.
		4	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversatio n within the range of his experience with a high degree of fluency.
		3	Can be discuss particular interest of competence with reasonable ease. Rarely has to grope for words.
		2	Can handle with confidence but not with facility most social situations, including introduction s and casual conversatio ns about current events, as well as work, family, and autobiograp hical information.
		1	No specific fluency description.[33]

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[33] H. Douglas Brown, Language Assessment Principles and Classroom Practice (Longman: California 2003), 172.

2. Games

a. Definition of Game

Game is an activity that one engages for amusement or fun. Game is an activity or sport usually involving skill, knowledge or chance in which you follow fixed rules and try to win against an opponent or to solve a puzzle. Game is one of method to improving ability students. The use of games in a learning environment will not only change the dynamic of the class, but it will also rejuvenate students and help the brain to learn more effectively. Incorporating games in the classroom can increase students learning experience, make materials more current and relevant. games provide the students with new and varied learning environments that meet learners learning style.

The more exciting and interactive a teacher can make the learning environment, the more a teacher tries to introduce games and activities.[34] Games are highly motivating because they are amusing and interesting.[35] Game is an activity or a sport with rules in which people or teams compete against each other.[36] Games automatically stimulate the students interest and properly introduced game can be one of the highest motivating tehniques. And one significant different between language games and other activities is that they introduce an element of competition into the lesson.[37] Games make learners more willing to ask questions and think creatively about how to use English to achieve the goal.[38]

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[34] Redjeki Agoestyowati. "102 English Games"(Pt gramedia pustaka utama 2007)

[35] Aydan Erzos. Six games for EFL/ESL Classroom. The internet TESL jurnal, vol 6 no 6. (2005).

[36] Hornby. Oxford Advance Learner's Dictionary. Seventh Edition. (New York: Oxford University Press,2006).612

[37] P. McCallum and P. George. 101 Games. (London: Oxford University Press,1980).9

[38] Chen, I-Jung. Using Games to Prommote Communicative Skill in Language Learning. The Internet TESL Journal, XI (2),1-4. (2005).

Based on the explanation experts above the researcher concluded game is an activity that give motivation and interested to students in learning process, because game will increase concentration and students will more active in learning.

b. Advantages of games Advantages to playing game in the classroom

    a. More motivation

    b. Controlled competitiveness

    c. Strategy simulator

    d. Peer positivity

    e. Smaller stress

    f. Mighty memory

    g. Class cooperation

    h. Alert attention

    i. Friendly fun

    j. New knowledge.[39]

Carrier state that the advantages of using games can be summarized as follows:

a. Games add variety to range of learning situations.

b. Games can minting motivation.

c. Games can refresh learners during formal learning.

d. Games can encourage an interest of those students whole feel intimidated by formal classroom situations.

e. Games can make a teacher-student distance less marginal.

f. Games give an opportunity for students communication and can reduce more usual student-teacher communication.

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[39] https://www.teachstarter.com/blog/10-benefits-playing-games-classroom/

g. Games can act as a testing mechanism, in the sense that they will expose areas of weakness.[40]

c. Types of language

    Game Classifying games into categories can be difficult, because categories often overlap. Hadfield explains two ways of classifying language games.

    The First, she divide language games into two types: lingusitic games and communicative games. Linguistic games focus on accuracy, such as supplying the correct antonym. On the other hand, communicative games focus on succesful exchange of information and ideas, such as two people identifying the differences between their two pictures which are similar to one another but not exactly a like. Correct language usage, though still important is secondary to achieving the communicative goal.

    The second, Taxonomy that Hadfield uses to classify language games has many more categories. As with the classification of games as linguistic games or communicative games, some games will contain elements of more than one type:

1. Sorting, ordering or arranging games.

2. Information gap games.

3. Search games.

4. Excharging games.

5. Role play games.

6. Matching games.[41]

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[40] Carrier, michael and the centre for british teachers. Take 5 game and activities for the language learners. Nelson and sons Ltd,1985.ISBN 0-17-444199-1

[41] Hadfield Jill, Elementary Vocabulary Games, online :http://www.google.com.Accesed on December 15th2012

3. Snake-Ladder Game

In this section, the researcher discussed about, definition of Snake-Ladder, rules in the snake-ladder game, snake-ladder design, and teaching speaking through snake-ladder game.

a. Definition snake-ladder game

"According to Hornby game is an activity that you do to have some fun. Board game can be defined as something or an instrument that is used to attract students' motivation to follow the teaching and learning process because board game can make the students more focus in learning, because they do not feel that they are forced to learn. They also enable learners to acquire new experiences within a foreign language which are not always possible during a typical lesson".[42] Board game is a kind of game that can be applied in language teaching as porenzo said that board game has also been used to teach children basic fact and information about the world in which they live. In the snake-ladder board game the materials that are needed include counters, dice, game board, and clue cards. There are many type of board game such as monopoly, snakes and ladders, ludo etc. Snakes and Ladders originated in India as part of a family of dice board games that included Gyanchauper and Pachisi Ludo and Parcheesi Pritchard.[43]

This game was known as Snakes and Ladders in England in. Snakes and Ladders gives students the opportunity to learn about life, counting, interaction and socialization. In this game, students are implicitly learning about the ups and downs of life, or the joys and troubles. The stairs represent life and happiness, while the

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[42] Aida Suryani, Rusdi Noor Rosa. "Using A Board Game "Snake and Ladder" In Teaching Speaking at Junior High School," *JELT*, Vol. 2, No.2, Serie A. (March 2014), 17.

[43] Pritchard, D. B. "Snake and Ladders", the Family Book of Games. Brock Hampton Press. (1994).

existence of the serpents represents life or trouble Sari and Muniroh. The students also learn tolerance, fairness and variety.[44]

The Snake and Ladder game is played with squares of size 10 x 10 Nachiappan et al.[45] The squares on the board are counted starting with number 1 going from the bottom left corner to number 10 in the bottom right corner, right to left starting with number 11 in the second row to number 20 and so on to number 100 in the upper left corner. Packages have photos with message and writing. Order or good deeds usually go through a ladder to reach the upper compartment, while bad deeds go back through the snake to the lower compartment.

The Snake and Ladder game is a two or more player game on a board with numbered spaces 100. Commonly, the gear in the game consists of board games, small dice, and colored tiles. The size of each square in the board game often varies from 5x5 cm, 8x8 cm, 10x10 cm or 12x12 cm to, as does the exact snake and ladder arrangement, and both factors affect the duration of the game. The game path consists of about squares from the start square and ends at the finish square where players will find the Snake and Ladder around the squares.

The authentic snake and ladder game, each player is represented by colored tiles. In the traditional form of play, a single die is rolled to determine the random movement of a player's pawn. The die is a small die with one to six dots on each side. The dice decide how many steps the players move, and the number of dice decides who will be the first player to play the game. The winner of the game is the one who gets the "Finish" square seized.

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[44] Sari, C. C., & Muniroh, S. (n.d.). Developing Snake and Ladders Game Board as a Media to Teach English Vocabulary to Elementary School Students. 2.

[45] Nachiappan et al, S." Snake and Ladder Games in Cognition Development on Students with Learning Difficulties,". Review of Arts and Humanities, Vol. 3, No. 2, (2014), 220.

b. Rules in the Snake and Ladder game

The game Snake and Ladder is played with at least two or more players. The players first determine the rounds to decide who should roll the dice first. After determining the moves, the students roll the dice and see how many numbers they can move on (if the students roll the number six, the players get a second chance to play the game). Players are placed on a board with snakes and ladders where the squares are from start to finish. The structure and layout of the board may or may not be the same as the traditional board. The position and effect of snake and ladder will be consistent (terms like forward, backward, up, down, etc.). The game continues until someone clicks the finish button.

On the other hand, the snake and ladder game for language teaching has the same rules as a regular snake and ladder board game, "but here are some modifications in this game to enable students to communicate in English. Below are the rules of the snake and ladder board game for teaching the language related to Haryati;

1. The student starts from took a number.

2. The students decided who starts and in what order students play.

3. The students who get the first play roll the dice and advances according to the number thrown.

4. The student take a card with the firth question.

5. The students read the questions on the cards aloud.

6. The students needs communicate with their friends in the group about the questions on the cards.

7. The groups members have to encourage friends who are played.

8. The students who get the number 6 in the dice, continue to play and roll the dice again.

9. The student who get a snake; down from the tip of the snake to the tail of the snake.

10. The students who get ladder; climb from the bottom of the ladder to the top of the ladder.[46]

c. Snake and Ladder game Design

To adjust snake and ladder game board for our purposes, we need to formulate questions to which students would be able to answer by giving their opinion. The learning material was about simple past tense. The students already learned about simple past tense in the previous meeting and the teacher gave these topics that related with their lives.

Figure 2.1 │ The Snake-Ladder Game Design

d. Teaching Speaking Through Snake and Ladder game

There are actually a lot of strategies, methods and techniques that can be used in teaching speaking. "According to Chang, at all. Using board game in the

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46 Hayati, S. The Use of " The Snakes and Ladders Game" to Improve the Vocabulary Mastery: A Case of the Seventh Grade of SMPN 20 Semarang. Semarang: English Education Department, facaulty of Languages and Arts Education, IKIP PGRI Semarang. (2012).

learning teaching is an effective, low anxiety, and fun war for the students learn and practice communication skills as well as develop their own communication strategies that can be readily applied to the real world." Applying snake and ladder game is one of the techniques that is suitable to apply to help students build up the students' speaking ability. Snake and ladder game will modify to be interesting game and lesson. It has function for each student in giving an authority to speak up in the classroom. The rule of this game is the students must use English when they want to say something. If they cannot use English, they will have punishment. According to Rodilla some benefits of using board games for learners are providing rich learning opportunities and improving their learning ways, connecting to real life situations, encoring the use of authentic materials and guarantee fresh content."[47]

The aim of snake and ladder board game is makes student accustomed to speak English and vanish their feeling about afraid to speak up. The crucial thing about this activity is that the ritual is observed and no-one, including the teacher, speak out of turn. The teacher speaks less than the students. It is because if teacher want the students to learn how to speak, they must speak Brooks. In general terms, therefore, a good teacher maximizes talking time for students.[48]

Snake and ladder game is a game that uses a dice and a board game. The board consists of twenty command squares, and must be played by more than one player. In this case, each square contains the command that has been modified to give opinion about anything, person, place or activity. Practically in applying this

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[47] Rodilla, R.H.M. (2012) Playful Learning in the EFL Class: The Benefical of Board Games and the LEGO Serious Play Method. Retrieved December 1,2014.

[48] Brooks, K. W. Introduction to TESOL: "A Beginning Approach to Teaching Second Language Learners," (2015).

technique, the students are expected to be active in the classroom because they are the centre of teaching learning process.

e. The Advantages snake and ladder board game

According to Rodilla some benefits of using games for learners are providing rich learning opportunities and improving their learning ways, connecting to real life situations, encoring the use of authentic materials and guarantee fresh content."[49]

1. Provide knowledge to children through the learning process of playing while learning.

2. Stimulates developing thinking, creativity, and language so as to be able to foster good attitude, mentality and morals.

3. Creating an attractive playing environment, providing a sense of security and sun.

4. Know losing and winning

5. Learn to work together and wait for their turn.[50]

Some benefits using game for teacher

1. Helping teacher get learners involved

2. Get a more positive and proactive response

3. Enhancing students motivation

4. Providing endless possibilities and kinds of material

5. Improve teacher's teaching practice

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[49] Rodilla, R.H.M. (2012) Playful Learning in the EFL Class: The Benefical of Board Games and the LEGO Serious Play Method. Retrieved December 1,2014.

[50] Fatkhan, Pengertian Media Pembelajaran Permainan Ular Tangga. Http://fatkhan.web.id/pengertian-media-pembelajaran-permainan-ular-tangga/

6. Encourage teachers to put aside the text book and usual teaching practices temporarily.[51]

f. The Disadvantages Snake-Ladder Game

"According to Melsi the disadvantages of snake and ladder game media consist of several parts, namely:"

1. Requires careful preparation in order to adjust the concept of material and learning activities.

2. If there are students who tend to get bored quickly, they will lose interest in playing.

3. The use of snakes and ladders game media takes a lot of time to explain to children.

4. Snakes and ladders game cannot develop all learning materials.

5. Lack of understanding of the rules of the game by children can lead to chaos.

6. If students go down the stairs then the probability of getting the same type of question.

7. For children who do not master the material well will have difficulty in playing.[52]

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[51] Rodilla, R.H.M. (2012) Playful Learning in the EFL Class: The Benefical of Board Games and the LEGO Serious Play Method. Retrieved December 1,2014 from http://www2.uah.es/master_tefl_alcala/pdf/tfm/regina_mateos_rodillo.pdf.

[52] Fatkhan, Pengertian Media Pembelajaran Permainan Ular Tangga. Http://fatkhan.web.id/pengertian-media-pembelajaran-permainan-ular-tangga/

C. Conceptual Framework

The conceptual framework is the concept in theory that relates to many factors that have been identified as an important problem.[53] Thesis is survey research theories descriptions are:

Snake-Ladder   (as variable X)

Speaking Skill   (as variable Y)

Snake and Ladder Games is one of the examples of games. It is a popular game all over the world, in Indonesia is popular with (permaianan ular-tangga). Snake and Ladder makes it easy for students to learn about counting, life, interaction, and socialization. A ladder provides a shortcut to a space closer to the end, and a snake forces the player back to a space closer to the beginning. The game Snake and Ladder is a simple game with pieces and dice. On certain squares of the there are a series of stairs connecting two squares with a high number square. It also has snakes ranging from a high numbered square to a lower numbered one.

Considering the theories have been presented, Snakes and Ladder game is a fun game and it helps it students play and learn a language without fear. With Snakes Ladder games help build excitement and interest speaking student teacher. The purpose of this game is to make students teach you to speak in a Snake and Ladder game eliminate the confidence and fear of speaking English. Students speak English with friends and complete tasks game notes. So students learn while playing games snakes and Ladders game.[54]

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[53] Sugiono, Metode Penelitian dan Pendekatan Kyantitatif, Kualitatif, dan R&D (Bandung: Alfabeta,2015)

[54] Soleman Dapa Taka. "Teaching Speaking by Using Snake and Ladder Board Game," *IDEAS Journal of Language Teaching and Learning, Linguistics and Literature,* Vol 7, Num 2, (December 2019), 73-74.

Speaking is an activity used by someone to communicate with others. It takes place everywhere and has become a part of daily activities. When someone speaks, they interact and use language to express their ideas, feelings, and thoughts. He or she also shares information with others through communication. And speaking is an important skill because one of the keys to communicating in English is the ability to speak.[55]

Based on the conceptual framework above, the researcher looking for the significant effect of snake-ladder in improving students's speaking skill.

D. Hypothesis

Since this study is purposed for finding the empirical evidence of the effectiveness of snake and ladder game on "students' speaking ability, the research hypotheses of this study are:

1. Null Hypothesis (Ho)

   Snake and ladder game has no significant effect on students' speaking skill in class 8th SMPN 1 Karangjati.

2. Alternative Hypothesis (Ha)

   "Snake and ladder" game has significant effect on students' speaking skill in class 8th SMPN 1 Karangjati.

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[55] Cirilo Baltazar. " The Use Of Song To Improve Speaking Skill Of Second Semester Students Of Teachers Training and Educational Scince Faculty Of Unital In Academic 2017," *International Jurnal of Advanced Research (IJAR), (*19 July 2017), 1464.

CHAPTER III

RESEARCH METHOD

This chapter describes the research design, the place and time of the study, population and sample, research instrument, data collection technique, data analysis technique.

A. Research Design

In this study, the researcher applied the quantitative research method. Quantity research tools to test objective theories through the relationship between variables.[56]

The type of research used in the research is quasi-experimental metdohs. The experimental it has the control group but it can not work completely to control the external variables that affect the conduct of the experiment. Sugiyono the design used is Non-equivalent Control Group Design.[57] The form of the research design can be seen in Table:

TABLE 3.1 | Non-Eqivalent Control Group Design

CLASS	Pre-test	Treatment	Post-test
EXPERIMENTAL	0_1	X	0_2
CONTROL	0_3	-	0_4

Where:

0_1 : Pre-test Experimental class

0_3 : Post-test Experimental class

0_2 : Pre-test Controlled class

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[56] John W. Creswell, Research Design (London: SAGE Publication Inc,2009), 145.

[57] Sugiyono, Metode Penelitian Kuantitatif, Kualitatif, dan R&D (Bandung: Alfabeta,2016), 79.

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0_4 : Post-test Controlled class

X   : Treatment by snake-ladder

In the experimental research, there are two variables to be manipulate by the researcher. That is the independent variable in which it is variable that influences or causes it is changes or occurence of the dependent variable. While the dependent variable is an output variable, a variable that is influenced or becomes a result, because of the independent variable.[58]

1. Independent Variable

   In this research, the snake-ladder game is the independent variable (X).

2. Dependent Variable

   In this research, the students' skills in speaking English is the dependent variable (Y).

B. Place and Time of the Study

This reasearch was officially carried out on March 5 to 31 in 2022, during which therehad been previous preparations made by the researcher regarding technical matters such as submssion of permits and consultation meetings with English teachers at schools. This research took place at SMPN 1 Karangjati which is located on Jl. Raya Karangjati-Ngawi. The institution was chosen becouse the school is relatively easy to acces. Data collection was held in six meeting, the first meeting was for the pre-test, the second, third, fourth, and five meeting was for treatment, and the last meeting was for post-test.

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[58] Sugiyono, Metode Penelitian Kuantitatif, Kualitatif, dan R&D (Bandung: Alfabeta,2016), 39.

C. **Population and Sample**

In this section, researcher discussed about population and sample.

1. Population

The population in this study was taken from the eight grade at SMPN 1 Karangjati in 2021/2022 academic year. Were the total number of the students population is 128, of 128 students are included in the VIII F,G, H and I. It can be seen at the table below:

Table 3.2 │ Population of the research

No.	Classes	Students' Quantity
1.	VIII F	32
2.	VIII G	32
3.	VIII H	32
4.	VIII I	32

2. Sample

This researcher uses two classes as a sample to be studied. Were this class is divided into two groups. Namely, the control group and the experimental group. This study had 64 students as the research sample. Where the students of grade VIII H as he experimental group and the grade VIII G as the control group. Where eah other has 32 students. The selection of this research was agreed upon by the researcher's observation. And why did the researcher choose these classes as the research sample besad on the recommendation of the English teacher at SMPN 1 Karangjati, that this class is easier to observe.

D. **Research Instrument**

This researcher was an instrument with a speaking test. Were the test will be taken from the oral test. This study aims the snake-ladder game in improving students speaking skils.

This research uses pre-test and post-test. Where from the control and experimental groups, pre-test were administeres before the instrument was available. Then, this post-test is used to find out whether there is an increase in students' speaking ability after treatment using snanke-ladder games. The instrument of data collection is used to collect data about instagram vlog and speaking skill.

Table 3.3 Instruiment of Data Collection

Variable	Indicators	Test	Technique
X: Snake-Ladder Game	• The student starts from took a number. • The students decided who starts and in what order students play. • The students who get the first play roll the dice and advances according to the number thrown. • The student take a card with the firth question. • The students read the questions on the cards aloud. • The students needs communicate with their friends in the group about the questions on the cards. • The groups members have to encourage friends who are played. • The students who get the number 6 in the dice, continue to play and roll the dice again. • The student who get a snake; down from the tip of the snake to the tail of the snake. • The students who get ladder; climb from the bottom of the ladder to the top of the ladder.	Oral	Performance
Y: Student Speaking Skill	• Students are able to use appropriate grammar, vocabulary and pronounciation. • Students are able to speak fluently.	Oral	Performance

The quantitative research, the instruments for collecting data is agreed upon by the existence of validition and reliabilition.

1. Validity

This validity is a major key slash to measure whether there is effectiveness of instrumental research or not. Validity is the extent to which the conclusions that have been drawn from the assessment results are reasonable and meaningful. And useful in relation to evaluation purposes.[59] Validity is the most important consideration when researchers design and evaluate a measurement device. This validity has been defined to what extent the instrument measures what should be measured. The new idea of validity does not focus on the instrument itself, but on the interpretation and meaning of the score coming from the instrument.[60]

The researcher uses the SPSS version 25 application. To calculate the validity of the results obtained. After the researcher finds r_{xy}, it is equal to or greater than the value of r_{table}, on which indicator applies. According to the R-$_{table}$ value of N = 32 at the 5% significance level, as 0.349. And the end of the test results that are declared valid is as follows:

Table 3.4 │ The Result Validity Test of Speaking

Item	r_{xy}	r_{table}	Criteria
Pronunciation	0.621	0,349	Valid
Fluency	0.655	0,349	Valid
Grammar	0.761	0,349	Valid
Vocabulary	0.826	0,349	Valid

From the table above, it is known that of the four items. namely, pronunciation, fluency, grammar and vocabulary. All of them are valid from the sample there are 32 respondents from class VIII F.

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[59] H. Douglas Brown, Language Assessment Principles and Classroom Practice (Longman: California 2003) 22.

[60] Donald Ary, Et Al, Intro11duction to Research in Evducation Eight Edition (Canada: Wadsworth, 2010) 225.

2. Reliability

Reliability testing consistent and reliable ability.[61] The reliability of measuring instrument is the degree of consistency in measuring whatever anything.[62] In order to measure reliability, researchers uses SPSS programs.

Table 3.5│ Reliability Statistics

Cronbach's Alpha	N of Items
0, 685	4

It can be seen from the table above statistical reliability value is 0.685. as a high and low reliability size. There are several indicators, as a high and low reliability size as follow:

Table 3.6│ The Indicator of Reliability

No.	Scale	Interpretation
1.	0.800 – 1.000	Very high
2.	0.600 – 0.799	High
3.	0.400 – 0.0599	Enough
4.	0.200 – 0.399	Low
5.	0.000 – 0.199	Very low

Based on these indicators, it can be seen that the reliability of a high instrument. As staded in indicator number 2 namely, 0.600 - 0.799 is declared high.

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[61] H. Douglas Brown, Language Assessment Principles and Classroom Practice (Longman: California 2003), 20.

[62] Donald Ary, Et Al, Intro11duction to Research in Evducation Eight Edition (Canada: Wadsworth,2010)

E. Data Collection Technique

In this section, where the researcher will discuss about test and documentation.

1. Test

Test is method of measuring a person's ability, knowladge, or performance in a given domain.[63] In this research, the test was used to test speaking skill. The researcher chose the test by conducting performance test. There are four indicators to be assessing in speaking skill test, such as the the students are able to use appropriate grammar and vocabulary, students are able to speak fluently and good pronunciation.

a. Pre-test

At the first meeting where the pre-test will be given first, before the research takes action in the research. This test aims to measure how a student speaks before doing treatment.

b. Post-test

On this occasion after the researcher gave treatment to the students. The researcher will give a post-test, where the test is more or less like the previous test, namely the pre-test. In this test, the researcher wanted to see if there was any improvement in the students after doing the treatment.

2. Documentation

According to Brown, documents are a written tool that may be created by schools and organizations.[64] In this study, that the researchers used the documentation method to analyses the students in using snake-ladder game in the 8th grade of SMPN 1 Karangjati. Documentation was created based on standardized procedures for

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[63] H. Douglas Brown, Language Assessment Principles and Classroom Practice. (Longman: California 2003), 3.

[64] H. Douglas Brown, Language Assessment Principles and Classroom Practice. (Longman: California 2003), 129

applying documentation methods. The documentation made is an interview of an English teacher, the result of students' test both pre-test and post-test, students' attendance list, photos of teaching and learning process.

F. Data Analisis Technique

On this occasion, the researcher are analyzes the data in a way after the researcher has succeeded in collecting data from the pre-test and post-test. The results of the pre-test and post-test scores are analyzed by the researcher using the T-test. However, before the data are analyzed by the researcher, they are checked first with the normality test and homogeneity test.

1. Normality

The researcher are show that the purpose of the normality test is to find out whether the normality is distributed from the data. But the normality test are also used to determine if the data of the two sample groups examined are from the population or the distribution. On this occasion, the author will conduct a normality test using IBM SPSS (Special Package for the Social Sciences) statistics. On this occasion, the normality test are applied to employ the pre-test and post-test of the control and experimental groups. The feature used was the Kolmogorov Swirnnov and Shapiro-Wilk Test. "Normality test was purposed to perceive whether the data collected was normally distributed or not. The steps were as follows (Performing Normality in PASW SPSS:

a. "Formulating normality hypothesis of the data; H0: sample data was normally distributed, while H1: sample data was not normally distributed."

b. "Testing the normality of the data using Kolmogorov-Swirnov Test, and the steps according to math-statistic-tutor.com are in the following:"

1) "Select Analyze => Descriptive Statistics => Explore."

2) "When a window pops up, fill the variable in the Dependent List box and fill the other variable in the Factor List."

3) "Click Plots on the right." A new window pops out. Check "none" for boxplot, uncheck everything for descriptive and make sure the box "normality plots with test" is checked.

4) The result now pops out in the "output" window.

5) We can now interpret the result."

c.   Using the degree of significance 5% ($\alpha = 0.05$), the criteria in taking the decision is; If the probability value (p) $\geq \alpha$, H0 was accepted." On the other hand, H0 was rejected if the probability value (p) $< \alpha$."If the data shows that it is distributed normally, it can be continued to test the homogeneity of data using the Levene test on IBM SPSS Statistics 25."

2. Homogeneity Test

    After the researchers found out the dark results of the normality test, then, the next step was to take a homogeneity test. Where the homogeneity test will be applied to data from both classes. This test shows the similarities and abilities of the control and experimental groups' class, in this case, the students' speaking ability. On this occasion, the research will use the SPSS version 25 program for Windows to calculate the homogeneity test. The feature used to test the homogeneity One-Way ANOVA which displayed the result in Levene Statistics." The steps are as follows:

    a.   "Open file One-Way ANOVA on CD, parametric statistic folder."

    b. "Click Analyze => Compare Means => One-Way ANOVA on menu until One-Way ANOVA dialogue box appears."

    c. "Fill variable on Dependent List and fill another variable on Factor box."

    d.   "Click Option and choose Descriptive and Homogeneity of variance test."

    e.   "Click Continue until it comes back to One-Way ANOVA dialogue box."

f. "Click OK.

3. T –test

> After the researcher tested the normality and the homogeneity, the next step was to analyze the data using the t-test. Where the T-test is used to determine whether the means of the two groups are statistically different from each other. T-test test, the researcher will analyze the data by comparing the scores between the control and experimental groups in the results of the pre-test and post-test. From these results, it is calculated that it will show whether the snake ladder game is effective in teaching speech or not. the researcher used Independent-Samples T-Test to compare them. The steps below:

> a. "Click Analyze => Compare Means => Independent-Samples T-Test."

> b. "Independent-Samples T-Test" pops out, then inserts the variables to grouping variables box.

> c. "Click Define Groups, move variables to each box and continue."

> d. "Click Options, and then fill on confidence interval percentage with 95% then click Continue."

> e. "Click OK."

4. Statistical Hypotheses

> After the researcher has succeeded in calculating the T-Test test value, the researcher will find the value with the alternative hypothesis (HA) and the null hypothesis (HO), as a summary of the following statement:

> a. If T-tes > T-table in the 0.05 level of significance, HO (null Hypothesis) is rejected. " That means the score means the experimental score is higher tha the control class". The game snake-ladder has an impact on students' speaking ability.

b. If T-test < T-table in the significant level of 0.05, HO (Null Hypothesis) is accepted. " That means the score means oh the experimental calss score is aqual or lower than control class". The game snake-ladder efffect of students' speaking skill.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter, the researcher discussed about data description, data analysis, and data discussion and interpretation.

A. Data Description

The researcher used quasi-experimental as the research design. The population that used in this research was the eight grade students of SMPN 1 Karangjati in academic year 2021/2022. The researcher took two classes as a sample, experimental and control class. In experimental class the students were taught "snake-ladder" game, while in the control class students were not taught by snake-ladder game. In the end of this research, the researcher wants to compared the achievement between students who were taught by snake-ladder game and those who were not.

1. Schedules of the Research

The researcher divided the sample into two classes. The first class is VIII H is the experimental class. The second class is VIII G as the control class. Researchers conducted four meetings in the experimental class. It is a pre-test, the first and second treatments using the snake-ladder game, and post-test at the last meeting. In while the control class consisted of four meetings. It was a pre-test, first and the second treatment using conventional strategies, and post-test at the last meeting. The schedule of the research could be seen in the table 4.1 and 4.2.

Table 4.1 │ Research schedule of experimental class

Date	Activities
March, 8th 2022	Pre-test
March, 10th 2022	First treatment
March, 22th 2022	Second treatment
March, 24th 2022	Third treatment
March, 29th 2022	Fourth treatment
March, 31nd 2022	Post-test

Table 4.2 │ Research schedule of control class

Date	Activities
March, 7th 2022	Pre-test
March, 9th 2022	Teaching and learning process without snake-ladder game
March, 21th 2022	Teaching and learning process without snake-ladder game
March, 23th 2022	Teaching and learning process without snake-ladder game
March, 28th 2022	Teaching and learning process without snake-ladder game
March, 30nd 2022	Post-test

2. The Research Procedure in the Experimental and Control Class

The research procedure the experimental class. At the first meeting the researcher explained the advantages of the snake-ladder game education. After that, the researcher did a pre-test, namely speaking test in oral test. This test is used to test students' speaking ability skill. Students are asked to tell sad experiences they have experienced in front of the class and the researcher assessed their speaking in four aspects; grammar, vocabulary, pronunciation, and fluency.

At this meeting, learning will use media, where this method aims to improve students' speaking skills using the snake and ladder game method. Treatment occurs here in six meetings and it takes 90 minutes for each class. The treatment procedure is as follows:

a). Experimental class

1. The first

   a) At the first meeting the teacher enters the class greets the students' before the teacher introduced the material that will be brought at this meeting.

   b) The next step, the teacher gives a pre-test to the students before doing the treatment.

2. second meeting:

   a) In this second meeting the teacher explained the steps on how to use this snake-ladder game, and give examples of how to play it.

   b) Teacher show game instructions to the students who will play.

   c) On this occasion, the teacher divides all the students into six groups before the students play.

3. The Third

   a) At the third meeting the teacher combines the six groups to gather to their respective groups.

   b) Before starting this game the teacher asked the students again how the steps playing snake-ladder.

   c) The students starts from took a number.

   d) The students decide who stars and in what order students play.

   e) The students who get the frist, second and third play roll the dice and advances according to the number thrown.

   f) The students take a card with the frist question.

4. fourth meeting:

   a) At the fourth meeting the teacher combines the six groups to gather to their respective groups.

b) Before starting this game the teacher asked the students again how the steps would be tajen when playing snake-ladder.

c) The students who get the four, five and the six play roll the dice and advances according to the number thrown.

d) The students take a card with the frist question.

5. Five meeting

a) At the five meeting the teacher combines the six groups to gather to their respective groups.

b) Before starting this game the teacher asked the students again how the steps would be tajen when playing snake-ladder.

c) in this final meeting the teacher announces which group is the most superior in achieving the highest score and the teacher will give a prize as an appreciation of the student's activeness in this learning.

6. Six meeting

a) At the last meeting, the researcher conducted a post-test, namely speaking test in oral test. that is, students are asked to tell about an unforgettable experience, namely a happy experience, and tell it in front of the class. The test is used to check whether the effect of snake-ladder game on students' confidence in speaking or not.

b). Data description about speaking skill at 8th grade SMPN 1 Karangjati

In this description, the researcher explains the way to find the data of speaking skill. To determine how high the students speaking skill, the researcher used performance test. The test contains some indicators of speaking. It was spread to the students by the researcher to get score from performance test. The result of students' pre test and post test in experimental class.

This part describe the pre-test and post-test score experimental class. The describe is followed:

Table 4.3 │pre-test and post-test score experimental class

Experimental Class							
No	Name	Pre-test	Post-test	No	Name	Pre-test	Post-test
1.	ARA	55	70	17.	IAP	75	80
2.	ARD	50	75	18.	KNW	65	80
3.	AP	60	70	19.	KRW	60	75
4.	AF	60	70	20.	LU	55	65
5.	ATF	65	75	21.	ME	45	65
6.	AN	75	80	22.	MSA	50	65
7.	ANPL	70	75	23.	PWP	70	85
8.	AKM	55	65	24.	PF	55	70
9.	AE	60	75	25.	RDS	65	75
10.	APB	55	65	26.	RAM	75	80
11.	DK	65	75	27.	RAB	70	85
12.	EBLS	45	60	28.	SNP	65	75
13.	EAQF	65	75	29.	SK	55	65
14.	FRA	55	70	30.	SAP	60	65
15.	FMA	80	90	31.	UAR	70	80
16.	GAR	70	s85	32.	YA	75	85
Σ Students		32					
Σ Pre-Test		1995					
Σ Post-Test		2350					
Mean Pre-Test		62.34					
Mean Post-Test		73.44					

Based on the table, it can be seen that the highest score of students speaking in pre-test is 80 and the lowest score is 45. The total score of pre-test for experimental class is 1995 with the mean is 62.34.

Meanwhile, the result of the post test can be seen that the highest score of students speaking is 90 and the lowest score is 55. The total score of pos test for experimental class is 2350 with the mean is 73.44.

So, we can conclude that the post test of the students who were taught using snake-ladde game was betterr than pre-test. For more detail, the frequency distribution can be seen in as follow:

Table 4.4 │ Frequency distribution of pre-test experiment students speaking

Speaking				
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	45	2	6.3	6.3	6.3
	50	2	6.3	6.3	12.5
	55	7	21.9	21.9	34.4
	60	5	15.6	15.6	50.0
	65	6	18.8	18.8	68.8
	70	5	15.6	15.6	84.4
	75	4	12.5	12.5	96.9
	80	1	3.1	3.1	100.0
	Total	32	100.0	100.0	

From the table above, it can be seen that the students' speaking score vary widely. Based on the table, the histogram can be seen in as follow:

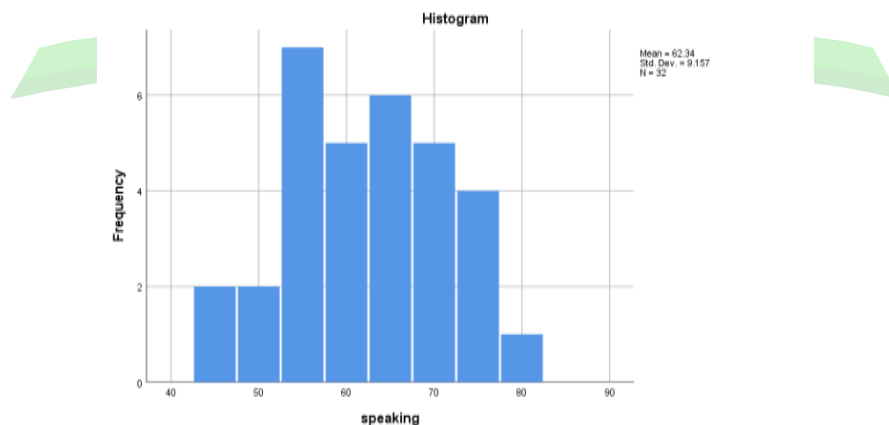Figure 4.1 │ Histogram of Pre-test in Experimental Class

From the histogram above, it is stated M= 62,34 and SD= 9.157 to know the speaking student category of good moderator or low, the researcher classify data using the following standards:

a. More than M + 1.SD (62,34 + 9.157 = 71,497) is classified as good

b. Between M-1.SD to M + 1.SD is classified as medium

c. Less than M-1.SD (62,34 – 9,157 = 53,183) is classifies as low

Therefore, the score which is more than 71 is classified good, the score is less than 53 is classified low, and score which is between 71-53 is classified medium.

Table 4.5 │ Frequency distribution of post-test experimental students speaking

Speaking				
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	55	1	3.1	3.1	3.1
	60	1	3.1	3.1	6.3
	65	7	21.9	21.9	28.1
	70	5	15.6	15.6	43.8
	75	8	25.0	25.0	68.8
	80	5	15.6	15.6	84.4
	85	4	12.5	12.5	96.9
	90	1	3.1	3.1	100.0
	Total	32	100.0	100.0	

From the table above, it can be seen that the students' confidence score was varieties. Based on the table above, the histogram can be seen in as follow:
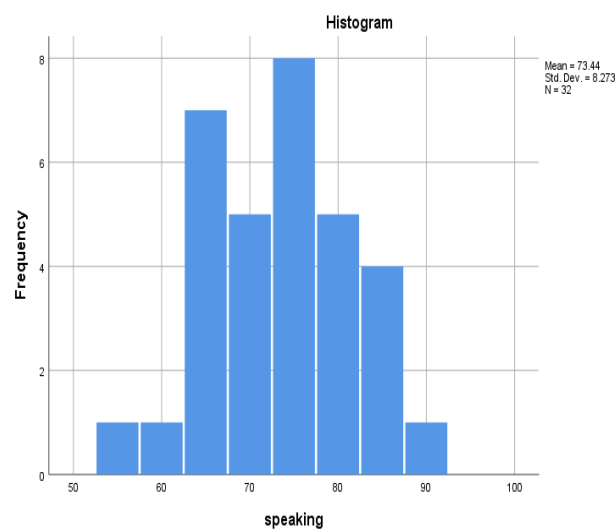

Figure 4.2 │ Histogram of Post-test in Experimental Class

From the histogram above, it is stated M= 73,44 and SD= 8,2713 to know the speaking student category of good moderator or low, the researcher classify data using the following standards:

a. More than M + 1.SD (73,44 + 8,273 = 81,713) is classified as good

b. Between M-1.SD to M + 1.SD is classified as medium

c. Less than M-1.SD (73,44 – 8,273 = 65,167) is classifies as low

Therefore, the score which is more than 82 is classified good, the score is less than 65 is classified low, and score which is between 82-65 is classified medium.

3. The Research Procedure in the Control Class

The research procedure the control class. At the first meeting the researcher explained the past tense education. After that, the researcher did a pre-test, namely speaking test in oral test. This test is used to test students' speaking ability skill. Students are asked to tell sad experiences they have experienced in front of the class and the researcher assessed their speaking in four aspects; grammar, vocabulary, pronunciation, and fluency.

At this meeting, learning will use media, where this method aims to improve students' speaking skills using the snake and ladder game method. Treatment occurs here in six meetings and it takes 90 minutes for each class. The treatment procedure is as follows:

a. control class

    1. The first

        a. At the first meeting the teacher enters the class greets the students' before the teacher introduced the material that will be brought at this meeting.

b. The next step, the teacher gives a pre-test to the students before learning process.

2. second meeting:

a. In this second meeting the teacher explained about simple past tense.

b. The teacher asks students to make sentences from the simple past tense.

c. The teacher asks each student to make a short story about past events

3. The Third

a. At the third meeting the teacher asks students to understand the simple past text.

b. The teacher asks students to understand the simple past text.

c. The teacher asks students to work on the questions that are already available in the textbook.

4. fourth meeting:

a. The teacher asks students to make 4 groups.

b. The teacher will distribute the existing questions to groups of students.

c. The students will answer the questions that have been taken.

d. The teacher gives ice breaking

5. Five meeting

a. At the five meeting the teacher shows the picture on the cardboard.

b. Each group must discuss the selected image.

c. Each group tells a story in front of the class about the picture they see, using the simple past tense.

d. The teacher give ice breaking.

6. Six meeting

a). At the last meeting, the researcher conducted a post-test, namely speaking test in oral test. that is, students are asked to tell about an

unforgettable experience, namely a happy experience, and tell it in front of the class. The test is used to check whether the effect of snake-ladder game on students' confidence in speaking or not.

b.   Data description about speaking skill at 8th grade SMPN 1 Karangjati

In this description, the researcher explains the way to find the data of speaking skill. To determine how high the students speaking skill, the researcher used performance test. The test contains some indicators of speaking. It was spread to the students by the researcher to get score from performance test. The result of students' pre test and post test in control class.

This part describe the pre-test and post-test score control class. The describe is followed:

Table 4.6 │ pre-test and post-test score control classs

No	Name	Pre-test	Post-test	No	Name	Pre-test	Post-test
			Control Class				
1.	AN	50	65	17.	FNM	70	75
2.	ANH	45	50	18.	IFR	60	75
3.	ALJH	55	65	19.	JKA	65	70
4.	AP	60	65	20.	JGM	55	60
5.	AAP	60	65	21.	JYW	50	55
6.	ASN	70	75	22.	LFA	40	55
7.	AAEP	65	65	23.	MSW	65	75
8.	BOP	45	55	24.	NAH	55	60
9.	CWK	55	65	25.	NAZ	70	75
10.	DWA	50	60	26.	OF	65	70
11.	DA	60	65	27.	RAA	75	75
12.	DR	55	55	28.	RN	55	65
13.	DNH	60	65	29.	SA	50	55
14.	EDC	70	70	30.	SDA	55	60
15.	EADF	75	75	31.	WRS	65	70
16.	FDA	80	80	32.	ZSWL	70	80
Σ Students		32					
Σ Pre-Test		1920					
Σ Post-Test		2115					
Mean Pre-Test		60.00					
Mean Post-Test		66.09					

Based on the table above, it can be seen that the highest score of students speaking in pre-test is 80 and the lowest score is 40. The total score of pre-test for control class is 1920 with the mean is 60.00.

Meanwhile, the result of the post test could be seen that the highest score of students speaking is 80 and the lowest score is 50. The total score of post test for control class is 2115 with the mean is 66.09. For more detail, the frequency distribution can be seen in as follow:

Table 4.7 │ Frequency distribution of pre-test control students speaking

		Frequency	Percent	Valid Percent	Cumulative Percent
Speaking					
Valid	40	1	3.1	3.1	3.1
	45	2	6.3	6.3	9.4
	50	4	12.5	12.5	21.9
	55	7	21.9	21.9	43.8
	60	5	15.6	15.6	59.4
	65	5	15.6	15.6	75.0
	70	5	15.6	15.6	90.6
	75	2	6.3	6.3	96.9
	80	1	3.1	3.1	100.0
	Total	32	100.0	100.0	

From the table above, it can be seen that the student talk score vary greatly. According to the chart, the histogram can be seen in as follow:
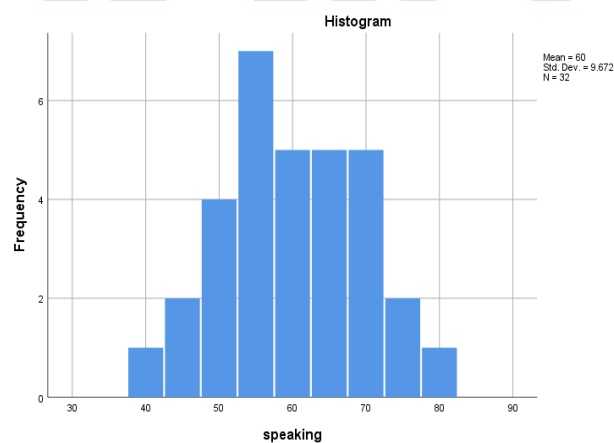

Figure 4.3 │ Histogram of Pre-test in Control Class

From the histogram above, it is stated M= 60,00 and SD= 9.672 to know the speaking student category of good moderator or low, the researcher classify data using the following standards:

a. More than M + 1.SD (60.00 + 9.672 = 69,672) is classified as good

b. Between M-1.SD to M + 1.SD is classified as medium

c. Less than M-1.SD (60.00 – 9,672 = 50,328) is classifies as low

Therefore, the score which is more than 69 is classified good, the score is less than 50 is classified low, and score which is between 69-50 is classified medium.

The frequency distribution can be seen in as follow:

Table 4.8 │ Frequency distribution of post-test control students speaking

Speaking					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	50	1	3.1	3.1	3.1
	55	5	15.6	15.6	18.8
	60	4	12.5	12.5	31.3
	65	9	28.1	28.1	59.4
	70	4	12.5	12.5	71.9
	75	7	21.9	21.9	93.8
	80	2	6.3	6.3	100.0
	Total	32	100.0	100.0	

From the table above, it can be seen that the students' confidence score was varieties. Based on the table above, the histogram can be seen in as follow:
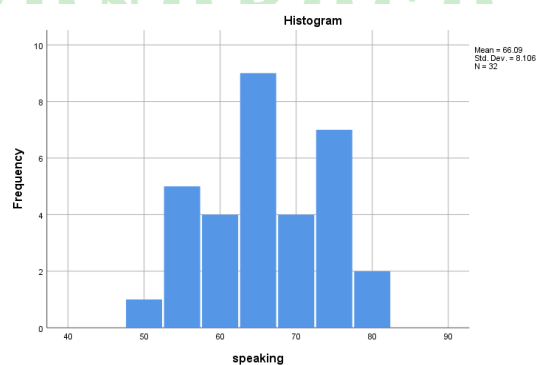
Figure 4.4 │ Histogram of Post-test in Control Class

From the histogram above, it is stated M= 66,09 and SD= 8,106 to know the speaking student category of good moderator or low, the researcher classify data using the following standards:

a. More than M + 1.SD (66,09 + 8,106 = 74, 196) is classified as good

b. Between M-1.SD to M + 1.SD is classified as medium

c. Less than M-1.SD (66,09 – 8,106 = 57,984) is classifies as low

Therefore, the score which is more than 74 is classified good, the score is less than 58 is classified low, and score which is between 74-58 is classified medium.

B. Data Analysis

Before testing the hypothesis, the data must meet the assumption in that data should be distributed normally and homogenous.

1. Normality Test

Normality tests are used to see if data are usually distributed or not. In determining data in normal distribution or not, the highest correction value is consulted to the colmogorov-smyrna chart. If the highest statistic is lower, 0.05 significance, it could be concluded that the data is in normal distribution. On the other hand, if the highest stats were higher than 0.05, it would be inference that data was normal distribution.

In this study, the researcher used Kolmogorov-Smirnov formula and the calculation using SPSS 25 as follows:

a. Experimental Class Normality Testing

Table 4.9 │ Experimental Class Normality Testing

Tests of Normality							
		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	GROUP	Statistic	Df	Sig.	Statistic	Df	Sig.
Experi mental	Pre-test	.132	32	.165	.960	32	.268
	Post-test	.137	32	.130	.960	32	.275
a. Lilliefors Significance Correction							

Based on the results of normality testing with Shapiro – Wilk method (because of n<32) it can be seen that the significance value or p-value at the pre-test was 0,268>0,05 and at the post-test 0,275 >0,05 so that the data was normally distributed.

b. Control Class Normality Testing

Table 4.10 │ Control Class Normality Testing

Tests of Normality							
		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	GROUP	Statistic	Df	Sig.	Statistic	Df	Sig.
Control	Pre-test	.135	32	.147	.973	32	.578
	Post-test	.147	32	.075	.940	32	.075
a. Lilliefors Significance Correction							

Based on the results of normality testing with Shapiro – Wilk method (because of n<32) it can be seen that the significance value or p-value at the pre-test was 0,578>0,05 and at the post-test 0,075>0,05 so that the data was normally distributed.

2. Homogeneity Test

Homogeneity test were used to decide whether the test is homogeneous or not. Homogeneity can be used to identify people's similarities. The researcher used the SPSS 25 versions to calculating homogeneity test as follow:

Table 4.11 │ Test of Homogeneity of Variance

		Levene's Statistic	df1	df2	Sig.
Speaking	Based on Mean	.016	1	62	.899
	Based on Median	.015	1	62	.902
	Based on Median and with adjusted df	.015	1	61.911	.902
	Based on trimmed mean	.013	1	62	.910

Based on the results of the homosexual test using the levene method of testing, it can be seen that its significance based on an average was 0.899. It's higher than feces (0.899 > 0.05). That is, experimental classes and controls are homogeneous.

3. Hypothesis Test

After testing the normality and homogenity the hypothesis was done using t-test research, the researcher used a SPSS version 25 to calculate a hypothesis. The following accounting results:

Table 4.12 │ The Result of Mean Score post-test of Experimental and Control Class

Group Statistics					
	GROUP	N	Mean	Std. Deviation	Std. Error Mean
Speaking	CLASS CONTROL	32	66.09	8.106	1.433
	CLASS EXPERIMENT	32	73.44	8.273	1.463

Based on the data above the counter, data analysis indicates that the average value of post-test experimental class (using snake-ladder) is 73.44. That higher than the average control class score (without the snake game) is 66.09.

Table 4.13 | The Result of T-test Calculation of Independent Sample Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Post-test	Equal variances assumed	.016	.899	-3.587	62	.001	-7.344	2.047	-11.437	-3.251
	Equal variances not assumed			-3.587	61.974	.001	-7.344	2.047	-11.437	-3.251

From the chart above, it can be seen that the value of the t-test of speech is 3,587, whereas the level of freedom is 62. The significance of the 5% t-table is 1.999. To interpret the data above, research formulates a hypothetical test as follows:

Ha : There is significant different score in speaking of students who are taught using snake-ladder game.

Ho : There is no significant different score in speaking of students who are taught using snake-ladder game.

Research indicates that t-test value is higher than t-table (3,587 > 1,999). It means Ha received and ho rejected. It may be inferred that there is a different difference in speaking in who is taught by the serpent's ladder and those who are not.

C. Discussion and Interpretation

According to the above calculation, the difference in the student coefficient taught using snake-ladder games and students who do not use snake-ladder games is 3.587. From

the above data, researchers interpret that there is significantly different from T-Test>T-Table, so Ha is accepted.

From the data analysis of the research, it can be concluded that "snake and ladder" game can give the positive effect of students' speaking ability because the score of students' speaking after being taught by using "snake and ladder" board game is higher than before the writer gave the treatment. Furthermore, snake and ladder game is an effective way to teach speaking. Applying snake and ladder game for students an interesting activity in the class. the students can not bored again in the class. This game is fun, easy to do, and it is help the students learn language while playing in less anxiety. The students will speak using English with their friends or teacher in order to complete the task of the game. However, preparing a snake and ladder game for speaking which is suitable for language teaching is not easy task, it is needs time and effort.

"According to Rodilla some benefits of using games for learners are providing rich learning opportunities and improving their learning ways, connecting to real life situations, encoring the use of authentic materials and guarantee fresh content."[65]

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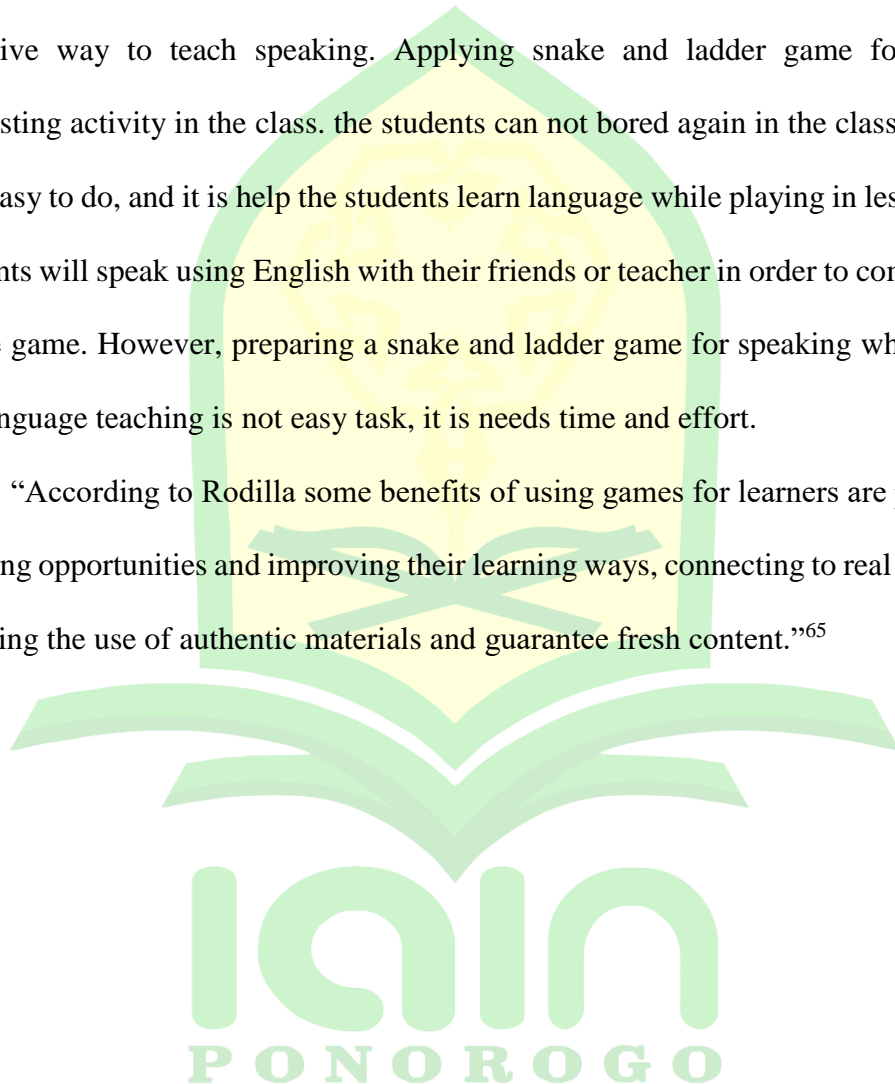
[65] Rodilla, R.H.M. (2012) Playful Learning in the EFL Class: The Benefical of Board Games and the LEGO Serious Play Method. Retrieved December 1,2014.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher discussed about conclusion and suggestion.

A. Conclusion

Based on data analysis, researcher conclude that there is a distinct value in speaking in who are taught by snake-ladder game and who were not taught by snake-ladder game at 8th grade SMPN 1 Karangjati in the academic year 2021/2022. One can see that the post-test shiped study scores in experiment class were 73.44, whereas the post test in control class was 66.09. It is shown that students who are taught using the game of snakes make better scores so that those who are taught use conventional strategies. Statistical calculations indicate that t-test value is higher than t-table (3,587 > 1,999). Based on the result, it can be conccluded that Ha is accepted and Ho is rejected. It mean there is the significant different in speaking skills between the students who are taught using snake-ladder game and those who are not.

B. Sugegestion

After conducting the study, the writer suggests that during the teaching and learning process, the teacher should deliver material more creatively and pay more attention to students' activity. "Thus, the point of success in teaching and learning English comes from a teacher who provides the proper and suitable tools for the students." Regarding to the teaching speaking by using "snake and ladder" board game, the writer listed several suggestions as follows: In order to set the "snake and ladder" board game, "the teacher should consider the following:"

1. The teacher should explain the objective of the speaking particularly in order to set the "snake and ladder" board game and familiarize the students with the topic in the previous meeting.

2. "The teacher should always make sure that the students understand the instructions before playing the game, so that how teacher deliver the instruction must be clear and comprehensible."

3. "In order to teach speaking as the goal, the teacher should always supervise how students speak in the target language without making bad vibes of being afraid of making mistakes."

4. The number of players should be more than two students and less than seven students.

5. "A group fewer than three students is too small, six or seven students are too large so three to four is an excellent number."

"For the students:"

1. The students are expected to take a part and have some fun with English."

2. The students are expected to be a self-independent learner and be more active to make good progress to speak more fluently.

3. The students are expected to use the target language in real communication out of the teacher's control.

Lastly, in conducting research especially in speaking, for further research, the writer suggests the following:

1. "The researchers are suggested to develop the speaking tools in English especially in teaching English for Young Learners."

2. "Later, the researchers are suggested to develop the research in integrated skillsResearch suggests that researchers have found it necessary to offer the following Suggestions:

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