

## THE DEVELOPMENT OF SNAKE AND LADDER GAME IN IMPROVING STUDENT'S ENGLISH SPEAKING SKILLS

**Diterima:**

21 Desember 2021

**Revisi:**

4 Januari 2022

**Terbit:**

14 Januari 2022

<sup>1</sup> Cherissa Jeihan, <sup>2</sup> RR Retno Kusumastuti, <sup>3</sup> Noer Rahmat

<sup>1,2,3</sup> Universitas Doktor Nugroho Magetan

<sup>1,2,3</sup> Magetan, Indonesia

E-mail: <sup>1</sup>cherissajeihan@udn.ac.id

**Abstract**— The ability to speak at junior high school level VIII at SMP NEGERI 1 Ngariboyo is still relatively low. This can be seen from the lack of opportunities for students to speak English, especially speaking skills, this research aims to determine the development of snake and ladder game in improving English speaking skill in class VIII SMP NEGERI 1 Ngariboyo. This research uses the research and development strategy to bridge between educational research and educational practice, the product that will be developed in this research is snake and ladder for animals and places speaking material, so that it is expected to be a decent media for learning English in junior high school, especially grade VIII. The researcher uses instrument in the form of test results of learning, questionnaire, and interviews for collecting data, the analysis used in this development research has three techniques, as follow: learner content analysis, descriptive analysis, and test result analysis. The use of snake ladder game media as learning material in the classroom is a method of learning by adding some vocabulary. The result of the development of snake and ladder media that are declared "feasible" are used by students of class VIII in SMP NEGERI 1 Ngariboyo by following four Borg & Gall development procedures. These development research procedures include: 1) Initial research and information collecting by conducting interviews with class VIII teachers, 2) Planning, after interviewed the teacher, the researcher plan how to develop a media to teach speaking skill, 3) develop preliminary form of product, developing initial product format by designing a snake and ladder media and then validating it to media experts with 85% results in the "Good" category, Material expert with 86,6% result in the "Good" category, and teacher result with 85% in the "Good" category, and 4) operational field testing are conducted to 10 students with results 89,7% in the "Good" category. Therefore, snake and ladder was declared "worthy" of use in students of class VIII SMP Negeri 1 Ngariboyo because it obtained grades with category "Good" on each aspect of the assessment.

**Keywords**— Speaking skill, Snake and Ladder Game, Development, Media.

### I. INTRODUCTION

English is a Global language. This statement represents the meaning that English is used by various nations to communicate, with nations all over the world. English is one of the international languages. At the same time a global language Learning and understanding English becomes a necessity, which cannot be avoided. By learning English, someone will be open to broader insights and international knowledge (Harmer, 2018). The ability to speak at junior high school level vii at SMP 1 Ngariboyo is still relatively low. This can be seen from the lack of opportunities for students to speak English, especially speaking skills. This is because the teaching and learning system in the classroom is less attractive, as teachers usually only give assignments by answering the questions in the reading and students are given a long time to work on the question. The lack of opportunities for students to speak English well, makes students less confident when speaking English for example students often stop in the middle of the conversation " Student said ( that book is on uummm my.... uummm. on my table), even to start a sentence alone is difficult to pronounce.

This is due to limited vocabulary and a lack of courage to start speaking English, both to teachers and to classmates. In the learning process that often occurs is that students are only able to answer questions in accordance with the sentences in the book, so that students are less in developing answers, and less in asking using English orally. To solve the problem, the researcher offer the right solution to overcome the problem, by using learning media to improve students' English speaking skills. Therefore, the use of interesting media is indispensable for students in learning English, especially in speaking skills, use media the game is expected to further improve the ability of students to master the teaching materials so that the level of acceptance of the material provided is more pervasive and students will be more interested in receiving the learning. One of the media used as a game in this study is snakes and ladder games.

Snake and ladder game is a type of game that students have known before. The snakes and ladder board game introduces an effective way to keep students active in the classroom. In snake and ladder, it emphasizes students to use verbal communication rather than non verbal communication. In addition, snakes and ladder games are also meaningful and communicative because they can improve the ability to speak between students and activities related to real- world activities by talking about students' daily activities or student habits by using simple present tense sentence patterns. This research seeks to improve students' speaking skills and will certainly help students to improve their vocabulary and be able to pronounce, make sentences well and correctly when students actively make questions and answer questions from other students using this game of snakes and ladders. From the background of the problem outlined above, researchers want to solve the problem above by conducting a study entitled " Development of snakes and ladder media to improve the ability to speak English very well".

## **II. RESEARCH METHODOLOGY**

This research uses the research and development strategy. According to Borg and Gall, research and development of the world of education aim to bridge between educational research and educational practice. Therefore it can also be referred to as educational research and development. Research and development is a series of stages carried out to develop and validate an educational product. The product that will be developed in this research is Snake and Ladder for mousedeer and crocodile speaking material so that it is expected to be a decent media for learning English in junior high school, especially grade VIII. Product trials were conducted to collect accurate data by experimenting on several subjects to look for shortcomings in the learning media developed. By this trial is expected to be produced later in accordance with the needs and interests of students in improving their speaking skills.

## **III. RESULT AND DISCUSSION**

The use of ladder snake game media as learning material in the classroom is a very interesting learning method and as an additional teaching method in the classroom, by adding some vocabulary so that learners are accustomed and can add new vocabulary that they previously did not understand, with the use of snake game media stairs are expected to be able to improve english speaking skills without having to feel burdened with vocabulary (lack vocabulary) because with the same vocabulary. The snake and ladder game

can not only be useful to improve the cognitive abilities of learners, but it is able to improve other abilities such as motor skills, counting skills, and cooperation skills in children.

Of course, the learning process through this medium must still be accompanied by the teacher as a mediator and also a motivator so that the purpose of learning through the medium of snake stairs will be in accordance with the expected. As researchers have done while teaching in class using the medium of snake ladder games, students are very enthusiastic in learning English using game media, because students can additional knowledge about new vocabulary and sentence pronunciation in English to hone speaking skills. Before the researchers practiced the medium of snake ladder game, first students were asked to create two groups, one group consisting of five students, after which the researcher introduced the medium of snake ladder game which will be used as a teaching media in class, the researcher showed the media board which has been designed attractively consisting of 25 columns of image columns containing images of animals, Places, snakes and stairs, researchers change the numbers contained in each column and on each side of the dice replaced with the vocabulary "I YOU WE THEY SHE HE IT" is expected students will get used to the vocabulary.

During the process of using snake and ladder game media, each student is given one opportunity to roll the dice and if the dice throw is in the field according to the results of the throw, the student must describe or make a simple sentence with English orally according to the vocabulary in the animal image column. If you can't answer the student won't get any additional grades, because the assessment is seen from fluency, vocabulary, pronunciation, and when in the snake's tail, the player descends on the snake's head tile and must describe or make a simple sentence from both images and the player who reaches the finish first is the winner and will get additional grades.

As some experts put it as follows: The snake and ladder game with a large size will attract the attention of children and make children more free in moving and expressing themselves. The game is usually played by involving dice, pieces, snake and ladder boards (Rahman, 2018:45). According to Rahmawati (2018), snakes and ladders games are educational board games that can be played by two or more players and are designed to make learning more enjoyable for children. The game board is divided will be used as a teaching media in class, the researcher showed the media board which has been designed attractively consisting of 25 columns of image columns containing images of animals, Places, snakes and stairs, researchers change the numbers contained in each column and on each side of the dice replaced with the vocabulary "I YOU WE THEY SHE HE IT" is expected students will get used to the vocabulary.

During the process of using snake and ladder game media, each student is given one opportunity to roll the dice and if the dice throw is in the field according to the results of the throw, the student must describe or make a simple sentence with English orally according to the vocabulary in the animal image column. If you can't answer the student won't get any additional grades, because the assessment is seen from fluency, vocabulary, pronunciation, and when in the snake's tail, the player descends on the snake's head tile and must describe or make a simple sentence from both images and the player who reaches the finish first is the winner and will get additional grades. As some experts put it as follows: The snake and ladder game with a large size will attract the attention of children and make children more free in moving

and expressing themselves. The game is usually played by involving dice, pieces, and a snake and ladder board (Rahayu, Marheni, & Purnomo, 2018).

According to Sari and Wahyuni (2020), snakes and ladders games are educational board games commonly used to make learning more interactive and enjoyable for students. The board is divided into numbered squares with snakes and ladders that connect them, helping players progress or regress based on their luck. The use of such learning media has been proven effective. This can be seen from the analysis of media effectiveness through small group evaluations and limited trials, which showed significant improvement in students' vocabulary and speaking skills after the intervention.

Based on some of the above opinions, it can be concluded that the game Snake and Ladder or snake ladder is a type of traditional game that is a type of "board game" played by two or more people, in the form of a board divided into small boxes and in some boxes there are pictures of snakes and ladders that connect between boxes. The game is very popular and has simple rules so that children easily play it. The response of students to the medium of snake ladder game is very enthusiastic, because they can interact with other students using the medium of snake ladder game, as well as can additional knowledge of new vocabulary, in addition they can learn to pronounce vocabulary correctly and make simple sentences according to the direction of the educator. This can be seen from the average assessment of the medium of snake ladder game that has been practiced in class, with an overall score of 89.7%, this proves that learners are very enthusiastic about the development of snake ladder game media as an additional medium for class teaching materials and further to overcome the saturation that arises, it is necessary to hold variations in the learning process through this medium by replacing the snake theme. The ladder will be played.

#### **IV. CONCLUSION**

Conclusions that can be taken based on the results of the study of the results of research and discussion in the previous chapter, among others: The results of this study are a product of learning snake and ladder game media with the theme of animals and places. This product is feasible and valid for learning use in students of class VIII of State Junior High School 1 Ngariboyo Magetan through assessment, vision and validation from several experts. This conclusion is taken based on the results of the analysis of experts consisting of material experts with an average value of 86.6 means very valid and with media experts with an average value of 85 means very valid. Respon of the use of learning media is very effective to used. This can be seen from the results of analysis of the effectiveness of learning media. The effectiveness of learning media based on product trials with two phases, namely, small group evaluation and limited trials. In the evaluation phase of the small group obtained a percentage of 63% and in the limited trial phase obtained a percentage of 88%.

## BIBLIOGRAPHY

- Harmer, J. (2018). *The Practice of English Language Teaching* (5th ed.). Pearson Education Limited.
- Rahayu, S. P., Marheni, E., & Purnomo, E. (2018). *Modification of Snakes and Ladder Games as Psychosexual Learning Media for Mentally Retarded..*
- Rahman, A. (2018). *The Use of Traditional Games in Enhancing Students' Learning Motivation in Elementary Schools*. Yogyakarta: Deepublish.
- Rahmawati, S. (2018). *The use of snakes and ladders game to improve students' vocabulary mastery*. English Education Journal, 8(2), 134–142.
- Sari, N. P., & Wahyuni, S. (2020). *The effectiveness of using snakes and ladders game in teaching vocabulary at elementary school*. Journal of English Language Teaching and Linguistics, 5(3), 289–301.