

THE EFFECTIVENESS OF USING SNAKES AND LADDERS GAMES TO IMPROVE STUDENTS' SPEAKING ABILITY FOR SEVEN GRADERS IN MTSN MOJOSARI

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ABSTRAK

According to observation in MTsN Mojokerto, it has been found that there are some problems in classroom. There are many students cannot speak well. Because the students seldom practicing English speaking. They felt afraid to make some errors in speaking English. It made the students prefer to be quiet or passive in class. To overcome this problem, this study was designed to solve the problem using media snakes and ladders games, and investigate the use of snakes and ladders games in speaking class in improving students speaking ability. This study was an experimental quantitative study which had the students of VII A as experimental group and VII B as control group of MTsN Mojokerto, as the participants.

It was found that there was increasing mean of experimental group. The increasing mean of experimental group prove that the treatment by using snakes and ladders game could improve the students' speaking ability in speaking class. From the calculation of t-test, it was showed the result of t-value was 8.88, which is higher than t-table (1.98). It showed that there was a significant improvement after conduction of treatment. Thus snakes and ladders game was an effective media to improve students' speaking skills. Therefore the advantages of snakes and ladders game were proven. It could encourage students' speaking confidence, develop students' speaking fluency, and group development related to the a short conversation about asking and giving service.

The researcher used at least three categories of students' responses in the questionnaire, including interested, motivated, and helped. Based on the tables and charts, most students respond that snakes and ladders game was an effective media for learning asking and giving service in speaking. They were interesting, motivating, and helpful in order to learn the asking and giving service activier in speaking by using snakes and ladders game.

Key words: Snakes and ladders game, Media, and the Improvement Speaking

ABSTRAK

Menurut observasi di MTsN Mojokerto, telah ditemukan beberapa masalah di dalam kelas. Ada banyak siswa tidak dapat berbicara dengan baik. Karena mereka jarang mempraktekan berbicara bahasa Inggris. Mereka merasa takut untuk membuat kesalahan dalam berbicara Inggris. Hal ini membuat siswa lebih suka untuk diam dan pasif di dalam kelas. Untuk mengatasi masalah ini, penelitian ini dibentuk untuk memecahkan masalah menggunakan media ular tangga, dan menyelidiki penggunaan dari permainan ular tangga dalam kelas berbicara dalam meningkatkan kemampuan berbicara siswa. Penelitian ini merupakan sebuah penelitian eksperimental kuantitatif, partisipan dalam penelitian ini mencakup para siswa kelas VII A sebagai kelas eksperimental dan VII B sebagai kelas control dari MTsN Mojokerto kota Mojokerto.

Dalam penelitian ini diketahui bahwa ada kenaikan rata-rata dari grup eksperimental. Kenaikan nilai rata-rata dari grup eksperimental membuktikan bahwa penggunaan permainan ular tangga dapat meningkatkan kemampuan berbicara siswa dalam kelas. Dari perhitungan t-test, menunjukkan hasil dari t-value adalah 8.88 yang lebih tinggi dari pada t-tabel yaitu 1.98. Itu dapat terlihat bahwa ada peningkatan yang signifikan setelah dilakukan treatment. Demikian permainan ular tangga merupakan media yang efektif untuk meningkatkan keahlian berbicara siswa. Oleh karena itu keuntungan dari permainan ular tangga telah terbukti. Ini dapat mendorong siswa yakin untuk berbicara, mengembangkan kelancaran berbicara siswa, dan perkembangan grup dalam percakapan pendek tentang meminta dan memberi jasa.

Peneliti menggunakan kurang lebih tiga kategori dari respon siswa dalam angket, yang meliputi, ketertarikan, dapat dimengerti, dan berpengaruh. Dari tabel dan grafik, lebih banyak siswa merespon bahwa permainan ular tangga merupakan media yang efektif untuk pembelajaran menerima dan meminta jasa

dalam berbicara. Mereka tertarik, termotivasi dan terbantu untuk belajar meminta dan memberi jasa secara aktif dalam berbicara dengan menggunakan permainan ular tangga.

KataKunci:Permainanulartangga,media,danPeingkatanberbicara.

BACKGROUND OF STUDY

In English learning, there are four skills must be mastered by the learners. Including speaking, listening, reading, and writing. Those skills are very important in learning English. According to Content Standard (Depdiknas: 2006) the aim of teaching English is to develop students' speaking ability and the students' competence.

Speaking is a part of learning besides listening, reading, and writing. It is the ability to accomplish pragmatic goals through interactive discourse with other speakers of the language (Brown, 2001). To convey message to the hearer effectively, the speaker should speak well. But, now there is some problem in classroom. There are many students can not speak well. Because the students are seldom practice English in speaking class. They feel afraid to make some errors in speaking English It makes the students prefer to be quite or passive in class. This will be serious problem if teacher can not solve the problem faster.

Here, speaking is important skill in learning English as a foreign language because the main purpose of learning English is that the students can speak English fluently. In order that students can speak forthrightly and confidently with their classmates, and then, they get used in rehearsing English conversation so that they are at clumsy in practicing at gradually. In that way, learning speaking becomes the greatest interest for foreign language learners (Ur, 1999).

To overcome this problem, the teacher needs to find the effective way to teach speaking. The teacher should create a media to make student speak up. Students often think that the ability to speak a language is the product of language learning, but speaking is also a crucial part of the language learning process. Using games will be effective way to make students speak up and speak well. Snakes and ladders games is one of games that can be used in teaching speaking .Using that game will help to improve speaking ability. Using game will make the student interest to the lesson. One of the interest games is snakes and ladders games. Snakes and ladders games is kind of simple game and it have been familiar in student seven graders.

Snakes and ladders game is fun game to do in class. Students can play game and learning about speaking skill at the same time. Snakes and ladders

game is a children's game that is played by two or more on a square board with 100 numbered squares. On some squares or box, there are ladders and snakes. The objective is to reach the end of the board. But here, snakes and ladders game will modify to be interesting game and lesson. Snakes and ladders games have function in giving an authority for every student to speak up in the class. The rule of this game is the students must use English when they want to say something. if they can not use English, they will have punishment. The aim of this game is makes students accustomed to speak English and vanish their feeling about afraid to speak up. Therefore the students can speak as well. The important of this activity that the ritual is observed and no-one, including the teacher, speaks out of turn because students are the people who need the practice, not the teacher (Harmer, 1998). In general terms, therefore, a good teacher maximizes student talking time.

Based on the reason above, the writer is interested in introducing a media in teaching English, named snakes and ladders games as a media, using snakes and ladders game as media to teach speaking skill is one way to improve speaking skill. This game needs the speaker to be active. Teacher can help the students speak up with use snakes and ladders game. By using snakes and ladders game, it cans easy students to practice English in speaking. Because of its advantages when the teacher will be able to drill the students to speak English well in a fun way.

METHODOLOGY

This study is concerned with developing of speaking skill, in this case is developing speaking skill through games entitled "The Effectiveness Using Snakes and Ladders Games to Improve Speaking Ability for Seventh Graders". The researcher wants to test an interesting theory with use snakes and ladders games. In conducting this study, the writer uses an experimental research design with quantitative approach. It is scientific investigation in which manipulation on dependent variable is done (Ary, et al, 1985:298). One primary reason the researcher chooses the design is because the researcher wants to find out whether there is significant difference in speaking ability between the students who are taught by using snakes and ladders games and those who are taught

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without using snakes and ladders games. It is also to find out the student's response toward snakes and ladders games in teaching speaking.

This includes collecting the data from test and questionnaire. There are two kinds of test. The test particularly consisted of pre-test and post-test. The treatment and control group are given the same material. Both of these groups get the teacher's instruction only. The pre-test is done to find out how can the students speak up in the class, while the purpose of doing post-test is to examine whether or not the treatment that was taken effectively improve their speaking mastery. Both test are use the same sheet test. Pre-test and post-test for both two groups were administered to measure student's speaking ability

The Design of Experimental and Control group

Group	Pre-test	Treatment	Post-test
A	Y1	X	Y2
B	Y1	-	Y2

Before pre- test and pos- test are held, the test's reliability and validity should be checked at the first place. Its can called try out. The researcher matched with the curriculum to get content validity. Asking and giving service is one of the basic competences for seventh graders of junior school in even semester. It belong to basic competence 9.1 (KD 9.1). Thus, the test is subjective test in performing dialogues of expressing giving and asking service. It can be said that it substance content validity.

To measure the reability of the test sheet, the researcher used pearson product-moment correlation (Bartz, 1976:195). Based on tryout has been done on January 27th2014, the result of the test shows the reliability from X1 is $r_{xy} = 0.99$, X2 is $r_{xy} = 0.8$, X3 is $r_{xy} = 0.8$, X4 is $r_{xy} = 0.65$, and X5 is $r_{xy} = 0.75$ (Appendix 1). The result of that analysis shows that the test had high positive reliability. Ary, Jacobs, and Razavieh (1985:237) stated that a lower reliability coeddicient (in the range of .30 to .50) might be acceptable for research purposes. It means that this research can be used as the instrument if the larger than .05.

RESULT AND DISCUSSION

A. Result

1. The Improvement of Seven Graders' Speaking Ability in Giving and Asking Service by Using Snakes and Ladders Game

The data of this research are represented and analyzed by using t-test procedure. It describes the effectiveness of snakes and ladders game on increasing students' speaking ability in giving and asking service. It was found that pre-test score

between experimental and control group was different. It means that the result of pre-test show the speaking skill of the experimental group and control group was different. The following table showed the result of both group mean value.

The Pretest scores and means of experimental and control groups

Group	N	Score	Mean
Experimental group	40	2948	73.7
Control group	40	3036	75.9

The table above showed that the pre-test means of both groups are not exactly the same. The control group was a little bit higher than the experimental group. It is proved that the mean of experimental group is 73.7, while the mean of control group is 75.9.

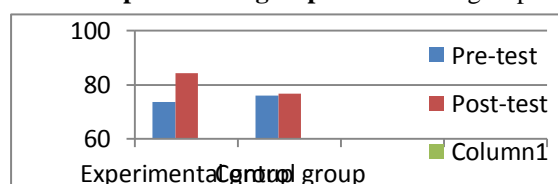
After giving the treatment to the experimental group, the researcher did post-test to the experimental and control group. it was used in order to know whether the treatment that had been given could increase the experimental students' speaking ability through their speaking score. In this test there was also the same test like the previous pre-test. After getting the post-test score, the writer calculated it using independent t-test). The result of the value was 14,9. It is higher than t-table (1.98). It means there is significant difference of score in Experimental group after giving the treatment.

The post-test scores and means of experimental and control groups

Group	N	Scores	Mean
Experimental group	40	3368	84.2
Control group	40	3064	76.6

From both table above, it can be shown that both of the groups' mean score were increase. Experimental groups' mean in pre-test was 73,7 meanwhile in the post-test increase to 84.2. Control groups' score in pre-test was 75.9 and in the post-test increase to 76.6. However the experimental group's score improvement was much higher than the control group. Chart 4.1 below showed the comparison score pre-test and post-test of experimental and control group.

The comparison mean pre-test and post-test from Experimental group and control group



From the chart above, it could be seen that there was increasing mean of experimental group. The increasing mean of experimental group prove that the treatment by using snakes and ladders game could improve the students' speaking ability in speaking class. In addition, to know whether the increasing score was significant or not, the writer measures it by using conducting independent sample t-test. As stated before that the researcher conducted this research to find out the significance different between the students who are taught by using snakes and ladders game (in experimental group) and those who are taught without using snakes and ladders game (in control group). From the calculation of t-test, it was showed the result of t-value was 8.88, which is higher than t-table (1.98). It means that there was differences mean between experimental and control group after the treatment was significant. Therefore the alternative hypothesis was accepted. It was stated that there was significant difference in students' score between the students who are taught by using snakes and ladders game and those who are taught without using snakes and ladders game.

2. Students' Responses

The data are analyze in percentage in order to know the students' responses toward a snakes and ladders game from the first meeting until the last meeting. To prove all the effect of the application of snakes and ladders game, questionnaire is a administered to experimental class. The students' eagerness in experimental class during all the sessions has indicated their good responses toward the effectiveness of using snakes and ladders game. This responses are clearly shown in the table below

The Result of students' Responses based on Categories

Categories	Responses			
	1		2	
	Σ	%	Σ	%
A	112	93	8	7
B	89	74	31	26
C	111	69	59	37

There are ten questions in the questionnaire. Ten question are classified into three main question categories. They are the students' interest towards the media snakes and ladders game (A), the students' understanding in asking and giving service by using snakes and ladders game (B), The influence of the media snakes and ladders game in students' speaking skill (C)

Based on the categories of students respond, the researcher found that snakes and ladders game are effective media for learning asking and giving service in speaking. They were interested, understandable, and influenced in learning asking and giving service in speaking class by using snakes and ladders game.

A. Discussion

As be seen in the result above, the use of snakes and ladders game in teaching speaking might improve the students' ability in speaking. It was because the result of posttest shows that there are differences in the mean values of experimental and control group in which the mean of experimental group is higher than the mean of control group. The higher scores of the experimental group could be indicated as the improvement because this group had received snakes and ladders game treatment. It also indicates that there is significant difference between the students in experimental classes and control classes. Thus snakes and ladders game is effective media to improve students' speaking skill context. Therefore the advantages of snakes and ladders game are proven. It can encourage students' speaking confidence, develop students' speaking fluency, and encourage the group in developing a short conversation about asking and giving service. The improvement of students' speaking skill could be seen in their main score. The percentage calculation of mean value could be seen in this following table.

Post –test Mean Score of Control and Experimental Group Percentage

	Control Group	Experimental Group
Pre-test Mean	75.9	73.7
Post-test Mean	76.6	84.2
Increasing Percentage	0.7%	10.5%

In the table above shows that in an experimental group increasing test score was much more significant (10.5%) than the control group test value (0.7%). The significant increasing level might be because they have got media snakes and ladders game as a speaking treatment but it might be not because the control group value is also increased even though it is not as high as the experimental group. Moreover, since the first time control group and experimental group was different. In the pre-test, the mean score of control group was 75.9 and the experimental group was 73.7. Although the range is not too significant but it might influence in the final score of post-test

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The result of questionnaire show that the response of the students from the use of snakes and ladders game was high or it can indicate it's good. It proves that many students choose in option one. Option one was the answer yes. From the questionnaire the researcher can take that the students were interested, understandable, and influenced in learning asking and giving service in speaking class by using snakes and ladders game.

CONCLUSION AND SUGGESTION

A. Conclusion

This research is aimed to find out the effectiveness of using snakes and ladders game on improving speaking ability of Islamic junior high school students. In the previous chapter, the researcher had already analyzed the data. It shows that snakes and ladders game is effective media. from this finding and based on the hypothesis which said that there is no significant difference in speaking score between the students who are taught without snakes and ladders game and the students who are taught using snakes and ladders game is rejected meanwhile the alternative hypothesis which said there is significant difference in speaking score between the students who are taught using snakes and ladders game and students who are taught without using snakes and ladders game is accepted. The hypothesis was tested by using t-test comparing the scores of post-test between control and experimental class. Therefore, the result rejected to accept null hypothesis and accepted alternative hypothesis at $p \geq 2.36$. When the students taught by using snakes and ladders game they would learn to speak more because the interaction among them increased. by increasing their interaction they were able to effectively express asking and giving something given. Eventually their speaking ability also increased.

The result of questionnaire showed that most of the students' responses were in the level of advance (option 1). It is prove that the students interested, understandable, and influenced by using media snakes and ladders game in speaking class with material asking and giving service.

B. Suggestion

1. The Teacher

It is suggested for English teacher in Islamic junior high school to use some media in the teaching and learning process. The teacher can use media snakes and ladders game in improving students speaking skill. Therefore the students can be confident in interacting to each other by using target language. Media in teaching makes the students enjoy in the learning process. The students also understand the material well and can explore their ideas in speaking without afraid to speak up.

2. The Researcher

The other researchers are suggested to develop the effectiveness of media snakes and ladders game in speaking ability or the other skill. Developing in other skill to know the use of snakes and ladders game in other skill is also effective or not. It is also recommended for the researcher to continue this research which is related to other media in teaching speaking in order to reach the best pedagogic outcomes in learning English.

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