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PISCES**Proceeding of Integrative Science Education Seminar**Beranda prosiding : <https://prosiding.iainponorogo.ac.id/index.php/piscs>**Artikel****The Effectiveness of Snake-Ladder Game in Improving Students' Speaking Skill**Septi Winurjanah^{1*}, Ahmad Nadhif²^{1,2} Institut Agama Islam Negeri (IAIN) Ponorogo, Ponorogo**Corresponding Address: Winurjanah00@gmail.com***Info Artikel**

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ABSTRACT

The aim of this research is to investigate whether there is significant difference between students who are taught using snake-ladder game and those who are not in terms of their English speaking skill. The research applies quantitative approach and it is designed as quasi-experimental study. The population is all the 8th grade students of SMPN 1 Karangjari (who are grouped into 9 classes), from which two classes were taken as the sample; one of which is the experimental class and the other is the control group. The technique of data collection of this research is documentation and speaking tests. The data is then analyzed through SPSS program. The result of the research shows that experimental class has a higher mean score (73.44) in the post-test than the control class (66.09). The result of the T-test calculation shows that the value of t-test is higher than t-table ($3.587 > 1.999$). It can be concluded that H_a is accepted and H_0 is rejected. It means, therefore, that there is significant difference in terms speaking skill between the students who are taught using snake-ladder game and those are not.

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INTRODUCTION

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. Moreover, Brown and Yule suggest that speaking is the capacity in which students are most valued in real-life situations (Rao, 2019:8). Richard and Renandya, as cited by Hamsia (2018:57), states that "speaking is one of the central elements of communication".

Thus, it is an essential ability in both language acquisition and everyday living (Faruk & Fitria: 2021:15). Unfortunately, regardless of its interests, for many years, teaching speaking seems to be undervalued; and English teachers in many schools tend to continue teaching speaking only by practicing repetition or memorizing dialogue.

According to Leong and Ahmadi (2017:35), to speak English for non-English speakers is not 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 effectively.

In the teaching process there are many challenges, especially in the classroom. For instance, Maryam (2020) finds the following problems. Firstly, students are afraid of making mistakes when speaking English. Secondly, the students make many pronunciation and grammar errors. Finally, the teacher mostly use Bahasa for his explanation and communication in the classroom, In addition, in some schools, 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: 2013). As a result, students' have little opportunities to speak English in the class, and they often do not have enough encouragement to practice English outside the class. This affects their speaking ability. Based on the researchers' observation and interview with the English teacher, these kinds of problems are also found at the SMPN 1 Karangjati.

This study aims at investigating the effectiveness of a teaching-learning strategy, namely Snake and Ladder game, to deal with such problems, questioning whether or not the implementation of the strategy makes significant difference on the students' speaking skill compared to those who are not taught with the strategy. Snake and Ladder game can be used as a medium of teaching speaking (Suryani & Rosa, 2014). A game is an activity performed by the cooperation or competition of decision makers trying to reach a goal within a set of rules. Games are activities that both teachers and students can enjoy (Zhu, 2012). Basically, a play is activity chosen by the children because it is fun, not because of gifts of praise. (Latifah, et al., 2019)

Snakes and Ladder games are fun game and they can help students play and learn a language without fear, thus promoting students' excitement and interest (Taka, 2019).

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 and ladder pictures. The goal is to reach the end of the board. However, here the snakes and ladder have been modified into the game and interesting lessons. Snake- ladder game serves 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 students get used to speaking in English and issue fear of pronunciation. Therefore, students can also speak.

According to Rodilla (2012) 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 guaranteeing fresh content.

The snake and ladder game for language teaching has the same rules as a regular snake and ladder board game, but there 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 English according to Hayati (2012):

1. The students started from took a number.
2. The students decided who starts and in what order students play.
3. The students who got the first played roll the dice and advances according to the number thrown.
4. The students took 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 had to encourage friends who are played.
8. The students who got the number 6 in the dice, continued to play and roll the dice again.
9. The student got a snake; down from the tip of the snake to the tail of the snake.

10. The students got stairs; climb from the bottom of the stairs to the top of the stairs.

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 1. The Snake-Ladder Game Design

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: 2015). In general terms, therefore, a good teacher maximizes talking time for students.

METHODS

In this study, the writer applied a quantitative research method. Quantity research tools to test objective theories through the relationship between variables (Creswell, 2009: 145). The type of research used in the research is quasi-experimental metdohs. The experimental it has a control group but it can't work completely to control the external variables that affect the conduct of the experiment. According to Sugiyono (2016:79) the design used is Non-equivalent Control Group Design. The form of the research design can be seen in Table:

Table 1. Non-Equivalent Control Group Design

CLASS	Pre-test	Treatment	Post-test
EXPERIMENTAL	0 ₁	X	0 ₂
CONTROL	0 ₃	-	0 ₄

- 0₁ : Pre-test Experimental class
- 0₃ : Post-test Experimental class
- 0₂ : Pre-test Controlled class
- 0₄ : Post-test Controlled class
- X : Treatment by snake-ladder

In this reserach, the population becomes the sample, it is 64 students in the eight grade at SMPN 1 Karangjati. Based on that, the population of the research is seventh grade students of SMPN 1 Karangjati. The amount of the students is described as follows:

Table 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
5.	Σ	128

The data of this study taken from pre-test and post-test. Data collection in this research using a pre-test, treatment, post-test and documentation. And, data analysed is using by the test normality, homogeneity and T-test, the researcher use all data collection and analysed by using SPSS 25 program.

The instrument of Data Collection

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 skills.

This research uses pre-test and post-test. Where from the control and experimental groups, pre-test were administered 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 snake-ladder games.

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

Instrument Validity

In this study, the researcher used 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.

Reliability

According to Brown (2003) reliability testing is consistent and reliable. The reliability of the measure instrument is the degree of consistency in measuring anything (ary, etall: 2010). In order to measure, researchers use SPSS programs.

Table 3. 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.

Data Analysis

On this occasion, the researcher will analyze 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 will be analyzed by the researcher using the T-test. However, before the data is analyzed by the researcher, they will be checked first with the normality test and homogeneity test.

Normality

The researcher will show that the purpose of the normality test is to find out whether the normality is distributed from the data. But the normality test is also used to determine whether 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 will be applied to employ the pre-test and post-test of the control and experimental groups.

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.

T-test

After the researchers tested normality and 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.

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 $T_{test} > T_{table}$ 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 2 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 effect ob students’ speaking skill.

FINDINGS AND DISCUSSION

Data Description

Before the writer gave the treatments, the writer administered the pre-test to the students to know the students’ prior ability in speaking. The writer asked the students to speak orally in English individually in front of the class. Some students could not complete their speech even some students straightforwardly avoided the test.

After giving the students pre-test, the writer introduced a technique to improve their speaking ability. The technique was Snake and Ladder game. It was done in two times. After doing the treatment, the writer gave the students post-test. The writer wanted to know the students’ speaking improvement by using Snake and Ladder game.

Table 4. The Result of Mean Score of Experimental and Control Class

	GROUP	N	Mean	Std. Deviation	Std. Error Mean
Speaking	CONTROL	32	60.00	9.672	1.709
	EXPERIMENT	32	62.34	9.156	1.618

Based on the data in the table above, the result of data analyses showed that the mean score of pre-test of experimental class (using snake-ladder game) was 62.34. furthermore, the result of the mean score of control class (without snake-ladder game) was 60,00.

Table 5.The Result of Mean Score of Experimental and Control Class

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

Based on the data in the table above, the result of data analyses showed that the mean score of post-test of experimental class (using snake-ladder game) was 73,44. It was higher than the result of the mean score of control class (without snake-ladder game) was 66,09.

Data Analysis

Normality Test

Normality test is used to find out whether the data are normally distributed or not. In deciding the data are in normal distribution or not, the highest value of significant correction is consulted to Kolmogorov-Smirnov table. If ssthe highest value of statistic is lower that α 0.05 of significance, it can be concluded that the data are in not normal distribution. On the other hand, if the highest value of statistic is higher than α 0.05, it can be concluded that the data are normal distribution. In this research, the researcher used Kolmogorov-Smirnov formula and the calculation by using SPSS 25 as following:

- a. Experimental Class Normality Testing

Table 6. Experimental Class Normality Testing

		Tests of Normality					
		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	GROUP	Statistic	Df	Sig.	Statistic	Df	Sig.
Experimental	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 7. 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.

Homogeneity Test

Homogeneity test were used to decide whether a test was homogeneous or not. Homogeneity can be used to know the similarity of the population. The researcher used SPSS 25 versions for calculating homogeneity test as follow:

Table 8. 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 result of the homogeneity test with the Levene's test method, it can be seen that the significance based on mean was 0,899. It was higher than α ($0,899 > 0,05$). It means that both, experimental and control class were homogeneous.

Hypothesis Test

After testing the normality and homogeneity then the hypothesis is done using a t-test. In this research, the researcher using SPSS 25 version for calculating the hypothesis. The result of the calculation as follow:

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 table above, it could be seen that the value of speaking t_{-tes} was 3.587, while the degree of freedom was 62. The value of significance 5% of t_{-table} was 1.999. to interpret the data above, the research formulates the test of hypothesis 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.

The result of the research shows that the value of speaking T_{-test} was higher than T_{-table} ($3.587 > 1.999$). It means that H_a was accepted and H_o was rejected. It can be concluded that there was significant different score in speaking who are taught by snake-ladder and those who are not.

Discussion

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 H_a 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.

CONCLUSION

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?. Furthermore, it can be seen based on the data analysis, the researcher conclusion that there was a significant different score in speaking who were taught using snake-ladder game and who were no taught using snake-ladder game at eight graded at SMPN 1 Karangjati in academic year 2021/2022. It could be seen that the students’ speaking skill post-test score in experimental class was 73.44, while the post-test in control class was 66.09. it was indicated that the students who are taught using snake-ladder game got the better score that the students who were taught using conventional strategy. The result of the statistical calculation showed that the value of speaking T_{test} was higher than T_{table} ($3.587 > 1.999$).

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