DEVELOPING SNAKE AND LADDER GAME TO TEACH STUDENTS SPEAKING SKILL FOR JUNIOR HIGH SCHOOL

Arfa'un Nadhiroh[1], Ahmad Saifudin[2], Tyas Alhim Mubarok[3]

Universitas Nahdlatul Ulama Blitar, Indonesia
[1] arfanadhiroh@gmail.com, [2] saif.ahmad123coretandinding@gmail.com, [3] tyasalhim@gmail.com

Abstract

This research aims to develop a snake and ladder game as a learning media to teach English speaking skill. The snake and ladder game could be used as a solution to attract students' interest in learning English speaking skills. This study is an R&D research that used the ADDIE model. Qualitative data was obtained from the unstructured interview during the preliminary study meanwhile quantitative data was obtained from the questionnaire to validate the product by instrument expert, media expert, lesson expert, and student's satisfaction. The instrument expert achieved 92,5%, the media expert achieved 91% and the lesson expert achieved 90%. All of those percentages are in the category "Very Valid". The student's satisfaction reached 86,2% which includes in the category "Very Satisfied". In conclusion, the snake and ladder game could be used as learning media to teach speaking skill for junior high school to achieve learning objectives effectively.

Keywords: Junior High School Students; Snake and Ladder Game; Speaking Skill

INTRODUCTION

In the Independent Curriculum, English learning emphasizes the development of students' proficiency in 6 key language skills: listening, speaking, reading, viewing, writing, and presenting. These skills are interrelated and applied across different types of texts. One of the skills that is important to be mastered is speaking. Reading is the ability to understand text according to its goals and interests (Sujinem, 2023). Speaking is the way how people communicate with others. In the process of communication, humans exchange useful information in their daily lives. Speaking is the two-way process of communication to express opinions, information, or emotions (Torky, 2006).

Speaking is very important to learn by students since speaking skill is included in produced skills in the English language. Mastering speaking makes students easier to communicate with others. Moreover, speaking will be very useful for their future. The ability to speak English will be very much needed in the world of work in this era of globalization. Effective communication through speaking is widely regarded as a crucial aspect of professional success. Professionals need to improve verbal skills to succeed (Clement & Murugavel, 2018). Considering the importance of English for students, speaking skill believed as a difficult skill to master by Indonesian students.

Speaking skill are considered a difficult skill to master because students often feel under pressure to talk in English. Students often lose confidence talking in front of the class, and apprehension of committing errors and being ridiculed by classmates is the biggest factor influencing students' self-confidence. This problem is called Psychological Problems. The term "linguistic problems" refers to difficulties with vocabulary, pronunciation, and grammar knowledge (Maji et al., 2022). Psychological issues such as anxiety and low self-confidence are major obstacles that students commonly encounter in speaking classes (Fitriani et al., 2015). These problems also happen in MTs Sunan Ampel.

The preliminary study that was conducted by the researchers on an English teacher and 7th-grade students in MTs Sunan Ampel found that the students still have difficulty in mastering speaking skill. They lose confidence due to poor pronunciation of words in English and interaction between students using the English language. This problem decreases the courage to speak in the English language in front of the class. Even though all of the students realize that English is an important subject that needs to be learned in school, they do not really enjoy speaking in English. The teacher rarely uses media that increases student's pronunciation and encourages the student to interact with others using the English language.

One of the interesting media that could be used is the Snake and Ladder Game. Implementing games like the snake and ladder game into speaking lessons is a creative approach to engaging students. Students are more captivated and less possibly to feel bored or disinterested in speaking activities, making the learning experience more effective and enjoyable. The game is a well-known game to students. This game could increase students' competitiveness to win. Snake and Ladder games also increase student's interaction with others. Students' speaking skills can potentially improve as they experience increased enthusiasm and enjoyment in class, resulting in a more active and interactive learning environment (Dapa Taka, 2019).

Developing media that attract student's interest in learning to speak is an effective way to teach Speaking Skill. It is proved by research done by Savitri et al. (2020), the conclusion of this study is the snake and ladder game is declared valid to teach speaking skill to elementary school children and widely recognized for its ability to evoke feelings of joy and fun among players. Another research done by Kidi (2021) explored the effectiveness of a snake and ladder board game as a tool for speaking practice among 7th grade students. The game incorporated educational content related to gratitude, including the use of specific language. This innovative approach aimed to enhance the student's speaking skills while engaging them in a fun and interactive manner.

Research about developing snake and ladder game to teach speaking skill was also done by Ruri (2020), the results showed that the developed game is included in a "very good" category. Therefore, the game set is feasible to use. Furthermore, the results also unveiled that the game is able to implement skill of the 21st-century for the teaching of speaking to fifth-grader students specifically, analytical thinking, innovative problem-solving, effective communication, and teamwork abilities (the 4 Cs). Previous research by Pratiwi et al. (2023) proved that snake and ladder game can help the students understanding and memorizing English vocabulary effectively. This game could be played as English teaching-learning media to motivate the students to learn more vocabulary.

From the result of the previous studies above, the researchers chose to develop a snake and ladder game as the learning media that helps teachers to teach speaking skill. This research aims to know how is the process and the result of Developing Snake and Ladder Game to Teach Students Speaking Skill for Junior High School. Developing Snake and Ladder Game is an efficient method to get student's attention. It is also hoped that Snake and Ladder Game can strengthen student's interaction with others and help students in learning speaking skill. The similarity between this research and previous research is that both researchers are developing a snake and ladder game as a learning media. The difference between this research and previous research is that this research focused on developing the snake and ladder game as media to teach speaking skill. The game is specifically designed to teach Descriptive Text material according to the problems and needs of students at MTs Sunan Ampel. This product features various colors and images that are attractive to students. The size of this product is medium, making it practical for teachers to use in teaching-learning activities.

METHOD

This research used Research and Development (R&D) as the method. R&D is a research method used to create and refine products, as well as evaluate the function and quality of the products (Sugiyono, 2021). Research and development procedures use models developed by Robert Maribe Branch, which consist of five steps. The five steps are: Analyze, design, develop, implement, evaluate. Every process stage in the ADDIE model is related to each other. Therefore, the use ADDIE needs to be carried out slowly and entirely to ensure the creation of an effective learning product (Branch & Clark-Stallkamp, 2023). The ADDIE model is selected because ADDIE is a research model that pays attention to the basic details of developing educational products that adapt to technology, student needs, and content (Savitri et al., 2020). In this research and development, the source of the data was all 7th-grade students of VII C at MTs Sunan Ampel, totalling 15 students (7 male and 8 female), and an English teacher of VII C at MTs Sunan Ampel. In conducting the research, the researchers used a purposive sampling technique. This sampling is a sampling technique with certain considerations (Sugiyono, 2022). All of the sample was selected with the consideration that the sample was in the same class and taught by the same English teacher.

The researchers used unstructured interview and questionnaires to collect all the data. The research results are categorized into qualitative and quantitative data. Qualitative data were obtained from the field notes of an unstructured interview with a teacher of English Subject during the preliminary study. Quantitative data were obtained from the questionnaire sheets of validators that validated the product in the developing process and the students' satisfaction toward the media during the implementation stage. The data was then analyzed based on the kind of the data, for the qualitative data the researchers did several things to formulate the final result obtained, namely: 1) Organize and prepare the data for analysis; 2) Read or look at all the data; 3) Start coding all of the data; 4) Generate description and themes; 5) Represent the description and theme (Creswell & David Creswell, 2022). The results of this analysis were used to develop the product. The Quantitative data of validity was processed by the experts to count the validity of the instrument, media, lesson, and students' satisfaction. Questionnaire answers use a Likert scale and the variables measured are described in variable indicators (Sugiyono, 2021). The Likert scale used consists of:

Table 1. Likert Scale by Sugiyono (2021)

Description	Score
Very Good	4
Good	3
Bad	2
Poor	1

RESULTS AND DISCUSSION

Results

Research and development procedures use models developed by Robert Maribe Branch (2010), which consists of five steps. The results are:

Analyze

This step was done by distributing questionnaires to the students to know the condition of the English subject teaching-learning process. The researchers distributed a questionnaire to the

students to analyze their conditions, problems, and necessities. The result can be viewed in the table below.

Table 2. Need Analysis Result

No	Indicator	Very Less	Less	Good	Very Good
1.	English is a very important subject to learn	13%	13%	27%	67%
2.	English is a difficult subject to learn	-	-	-	100%
3.	I have a good ability of the Speaking Skill in English language.	20%	60%	20%	-
4.	During English classes, I speak English as much as possible with my teachers and friends.	27%	47%	20%	7%
5.	I have an English speaking partner outside/inside school.	73%	20%	7%	-
6.	I can answer the teacher's questions in English.	40%	40%	20%	-
7.	The teacher provides English books (LKS, modules, package books) for each student.	-	-	-	100%
8.	The teacher often uses learning media that improve students' speaking skills.	40%	47%	13%	-
9.	Teacher uses interesting media in each chapter	27%	73%	-	-
10.	The students speak English actively when the media were used by the teacher	40%	53%	7%	-
11.	I am able to answer questions asked by the teacher in English	27%	47%	20%	7%
12.	I can ask questions related to the lesson in English	53%	33%	7%	7%
13.	I am able to pronounce English vocabulary well	-	80%	-	20%
14.	The learning media makes students interact with other students using English.	20%	40%	20%	20%
15.	The learning media can increase my motivation in learning speaking skill.	33%	47%	13%	7%

To confirm the students' answers, the researchers conducted an unstructured interview toward an English Teacher. From this interview it is found that all of the 7th grade including VII C at MTs Sunan used Kurikulum Merdeka (Independence Curriculum), the hardest ability to be mastered by the students is speaking skill and the teacher admitted that the infrequent use of the learning media causing the student do not have interest in learning Speaking skill.

Design

This stage begins by selecting the material of the board, dice, pawns, and paper. The researchers also chose the color, font size, and pictures that will be used to create the media. The researchers chose colors and font types that were not too flashy and easy to read. For pictures and graphs, the researchers chose the most realistic picture and ensured that the picture could represent students' thoughts about something. Selecting the material for the question/instruction card was done by looking at the learning objectives created by the English Teacher, the researchers also looked for the material from the student's and teacher's book. After knowing the material of the media, the researchers make a blueprint for the snake and ladder media and guidebook.

Develop

The third step is developing learning media according to the initial media design. The stages carried out by the researchers in developing the media are creating the design using Canva and Microsoft Word. Canva website was used to design the snake and ladder sticker, guide book, question/instruction cards, and question/instruction cards box then print the entire design. The sticker then stuck to the chessboard. The pawns are made of chess pieces that have been given different colors while the dice come from snake and ladder dice with the size 20 mm. The pictures below are the result of the media:

Figure 1. Snake and Ladder Game Product

After the media was ready to implement, the researchers conducted a media review by validating the learning media to instrument expert, media expert, and lesson expert. Expert validity questionnaire tests on this learning media can be done by counting the percentage of the score obtained over the total score from each expert. The formula used are shown below (Arifin, 2011):

$$P = \frac{\Sigma R}{N} \text{ x } 100\%$$

Note:

P = Percentage of validity

ΣR = Total score given by expert

N = Maximum score of the questionnaire

Then, validity must be interpreted in the rank scale of validity, as follow:

Table 3. Validity Categories by Arikunto (2016)

Interpretation	P
Very Valid	85-100%
Valid	70-84%
Less Valid	55-69%
Invalid	40-45%

The results of the validation are:

Table 4. Instrument Validation Result

Aspect	Indicator	Score

Completeness	The validation instrument has complete components such as the identity of the validator, instructions for filling in, assessment column, comment/suggestion column, conclusion and validator signature.	4
	The components of the validation questionnaire are written coherently	3
	The questions in each validation questionnaire cover all aspects that must be assessed.	4
	The number of questions is as needed	4
Accuracy	The questions in each questionnaire can measure exactly what should be measured.	3
Ambiguity	The statements in each questionnaire are easily understood by each validator	4
	The language used does not cause confusion, is clear and easy to understand.	4
	Instructions for filling out are complete, clear and easy to understand	4
	Questions are organized coherently and easy to understand	4
	The questionnaire rating scale is straightforward to understand	4
	The validation instrument has complete components such as the identity of the validator, instructions for filling in, assessment column, comment/suggestion column, conclusion and validator signature.	4
	Total Score	**37**
	Percentage	**92,5%**

Table 5. Media Validation Result

Aspect	Indicator	Score
Cohesiveness	Media consists of complete components	4
	Images, illustrations, fonts, and graphics are clearly printed	3
	The user guide is clearly written and easy to understand	4
	Question cards have language structure that is easy to understand	3
Size	Letter size is appropriate for the size of the media and can be clearly seen	4
	Images, illustrations and graphics used have the right size	4
	The overall size of the media is appropriate, considering its practicality.	4
	The size of each component in the media is appropriate to the overall size of the media	3
Colour	Media uses attractive colors	3
	The combination of colors used in the media is very appropriate and good	3
	The product is made of sturdy materials	4
Quality	The media is made of good quality paper	4

	The pieces are made of wood that is not easily weathered	4
	The cubes are easy to read The validation tool has complete components such as the	4
	Media consists of complete components	3
	Total Score	**51**
	Percentage	**91%**

Table 6. Lesson Validation Result

Aspect	Indicator	Score
Learning Objectives,	Learning media can be used to teach speaking skills of English subject for 7th grade students.	4
	Learning media can help teachers in achieving learning objectives	4
	The questions on the Learning Media are designed to match the learning material, namely Descriptive Text.	4
	The questions on the learning media can train students' speaking skills	4
	The learning media can fulfill the teacher's and students' need for the lack of media to teach and learn speaking skills 5.	3
Attractiveness	The combination of colors used in the media is the attraction of this media	4
	The images/illustrations in the media are interesting	3
	Learning media can increase student motivation to learn	3
	The media is fun to play with	3
	Learning media makes teaching and learning activities more fun	4
	Total Score	**36**
	Percentage	**90%**

Based on the result above, the media is valid and ready to be implemented. The media then improved based on the suggestions from the media and lesson experts.

Implement

After the media is revised, the implementation stage is conducted by implementing the media to 7th-grade students of VII C at MTs Sunan Ampel. The researchers introduced the media, explaining the rules and how to use it. After that, the researchers demonstrated how to use the media to learn speaking skills. The students then used the media individually with the researcher's guide. In this stage, the researchers also distributed a questionnaire to measure the feasibility/satisfaction of the students towards the media.

To calculate the student's responses, the researchers used the formula below (Arikunto, 2016):

$P = \frac{\Sigma x}{\Sigma xi} \times 100\%$

Note:

P   = Percentage of feasibility

Σx = Total score given by the students

Σxi = Maximum score of the questionnaire

The scores category for the student satisfaction questionnaire can be viewed in Table 7 below:

Table 7. Feasibility Categories by Arikunto (2016)

Criteria	Completeness Presentation
Very Satisfied	81-100%
Satisfied	61-80%
Quite Satisfied	41-60%
Dissatisfied	21-40%
Very Dissatisfied	0-20%

The result of the student satisfaction is:

Table 8. Students Satisfaction Result

No	Indicator	Score
1.	Learning media has attractive colors	60
2.	Learning media has attractive pictures/illustrations	52
3.	Learning media usage instructions are clearly explained	50
4.	The letters used in the learning media are well-written and clear	60
5.	The learning media is played in an exciting way	48
6.	Learning media makes learning activities more interesting	54
7.	The learning media makes it easier for me to hone my English speaking skills	52
8.	Learning media makes me speak in English more often	53
9.	Learning media increases my motivation to learn English, especially speaking skills.	46
10.	The learning media makes me interact with my peers using English	48
11.	The media can help me organize my ideas in constructing sentences	46
	Total Score	**569**
	Percentage	**86,2%**

After counting the results, the final score of all students' questionnaire results is 569, with an 86,2% percentage that has reached the "Very Satisfied" category.

Evaluate

In the evaluation stage, final revisions are made to the products developed based on students' suggestions and input provided during the implementation stage.

Discussion

This research describes the process and result of developing snake and ladder game as learning media. From this analysis, the researchers found that 80% of 7th-grade students of VII C at MTs Sunan Ampel had difficulty in speaking skill. All students agree that the English language is a complex subject. 74% of students admit that they rarely use the English language while they are learning English in the classroom, and 83% of students don't have a partner to talk to in the English language. The students rarely use English during English lessons, which causes them to have a lousy pronunciation of English words. Moreover, the students lost confidence

when being asked to speak English. These factors caused the students to feel unmotivated to learn speaking skill. The present study proves that self-efficacy, goal orientation, achievement anxiety, and social support are the factors that encourage students' academic motivation (Hidajat et al., 2020). The teacher admits it is hard to make students interested in speaking skills. The teaching-learning activities run without many methods, so students feel bored. The unavailability of learning media in school became a challenge for the teacher in making teaching-learning activities fun. Snake and ladder were chosen because this media could be used as a game. The students can learn while playing. Achieving social competence, learning about the world, and developing knowledge in various subject areas can be reached through playing as a medium to learn. Play provides optimal conditions for learning to build an environment and approach that focuses on the child's interests and developmental level (Pertiwi et al., 2020). In the original snake and ladder game, each color of the tiles represented each player. To determine the pawn movement of the players, a single dice were used. The dice have one to six dots on each side, the dot decides how many steps the players move. The fastest player to the finish line is the winner. The fastest player who reaches the "Finish" square first is the winner (Nachiappan et al., 2014).

The validation results show that Snake and Ladder Game could be used as learning media to teach students speaking skill. Instrument validation got 92,5%, media validation got 91% and lesson validity got 90% or in the category "Very Valid". It can be explained that the visualization and the material of the media are very valid to be used as learning media. The media component is completed and suitable for 7th-grade students. The chessboard, which became the foundation of the media, makes it easy to save and bring. Media can be reused repeatedly without getting damaged. The rules of the media meet the TP (*Tujuan Pembelajaran*/learning objectives) that have been decided by the English Teacher and the CP (*Capaian Pembelajaran*/learning outcomes) that was regulated by Kemendikbudristek of Indonesia. The feasibility of the media shows that students are "Very Satisfied" with the media with the percentage 86,2% satisfied. Through the implementation stage, the student gives some suggestions about the media, most of the students agree that the snake and ladder game makes learning fun and enjoyable and also makes them interested in learning speaking skill ability, especially in describing person/something and place.

CONCLUSION

The result of this research is proved that snake and ladder that could be used as learning media to teach English speaking skill. The media could be used to teach and learn the speaking skill to describe person, something, and place. This game could only apply to teach 7th grade students. Through the five steps of developing the media, it is found that snake and ladder games could be used to teach speaking skill and the product is well-created. The students can feel the excitement of the lesson activity by using this media as a game. The media can motivate students to learn speaking skill. By developing this media, it is hoped that the teaching-learning media will be more varied so that students and teachers can conduct many learning activities. The students hoped to practice speaking skill and interact using the English language during English subject learning. The teachers hope to be more creative in using teaching methods and media to reach the learning objectives effectively. The researchers expected that the result of this research could be a reference to consider and support net research about the same case.

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