

## Teaching Simple Structure by Using Snakes and Ladders Games to Improve Students' Speaking Skill

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### Abstract

*This article discusses teaching strategies in teaching simple structure with snakes and ladders games to improve students' speaking skill. Specifically, this article presents how teaching through games can improve students' speaking by using snake and ladder games in simple structure. Teaching English by using board game materials (snakes and ladders) is great for learning English simple structure. This activity allows students to improve their understanding. This game is a simple and fun media for students. It can be found that from observation, questionnaires and writing and speaking exercises in learning English by using the ladder snake game. From the questionnaire data, it can be seen that all student answers that media board games can improve students' speaking ability. The sample of the research is class VII A MTS Sulamul Ma'ad Penujak in academic year 2022/2023 and there are 20 students in this class consisting of 7 male and 13 female. The data collection used direct observation techniques, measurement techniques and documentation techniques. The techniques of data analysis used descriptive and qualitative. It was found that students enjoy, interesting, learn while playing, effective, understand, think creatively and remember the material. The use of the ladder snake game to teach speaking and writing competence improves students' ability in simple structure. This media is not only easy but also brings many advantages and effectiveness in teaching English. This was seen in the pre-test, cycle I, and cycle II in learning processes. It increased by 40% during the learning process from the pre-test to the Cycle I, taking the overall proportion to 85%. This may be because students are unfamiliar with the learning process by using the games of snakes and ladders. These were well implemented with an average category score of 75.72. The increase in student learning outcomes recorded a 10% increase from Cycle I to Cycle II, while the overall percentage of passing students increased to 85%. In other words, improving student learning outcomes at each level is a good improvement category with an average score of 80.33.*

**Keywords:** teaching, simple structure, snakes and ladders, fun, understanding

### INTRODUCTION

English is a complex language, unique and has different characteristics than exact science or social science, which lies in the function of language as a communication tool. This proves that learning English is not only learning grammar, new vocabulary or sentence structure but also how to apply and use English in daily activities as a communication tool (Ajeng: 2021). Speaking ability at the primary level of 7th grade students in Mts Sulamul Ma'ad Penujak is relative low. This can be seen with the lack of opportunities for students to speak English. This is because the classroom teaching and learning system is less interesting, as teachers often only give homework by answering questions in reading passages and students have plenty of time to complete the questions. The lack of opportunities for students to speak in English causes students to be lazy to express ideas in English orally, often stop in the middle of speaking or have long pauses, even starting a sentence is difficult to develop. sound, uses limited vocabulary, and does not have the

courage to start speaking in English, both with teachers and classmates. In lectures, students are often only able to respond to main ideas, less likely to develop answers and even ask questions in English.

In order to overcome the problems that arise, appropriate methods are needed to improve students' English skills. One of them is the use of learning aids and emphasizing the game model, the use of games needs to further increase students' mastery of the teaching material so that the level of acceptance of the material is improved. Offer more and permeate and make students interested. in learning. (Wright, 1984). One of the games organized in the study was snakes and ladders.

In teaching and learning is a process of communication. Communication between students and teachers (Arfani and Sulistia: 2019). Communication often has deviations and communication is not effective and efficient. Miscommunication can be caused by poor student preparation, lack of student interest, etc. One of them is the use of media in the teaching

and learning process to overcome this situation. This is because the function of media in teaching and learning activities is not only to convey information stimuli and attitudes, but also to coordinate information absorption. In addition, the media also play a role in setting progress steps and providing feedback (Taka: 2019).

Snakes and ladders is a type of game commonly used by students. The snakes and ladders game presents an effective way to get students talking in conversation lessons. In Snake and Ladder, he encourages students to use verbal communication instead of non-verbal communication (Albab: 2014). In addition, the ladder snake game is also meaningful and communicative because it can improve students' speaking skills and activities related to real-world activities by discussing students' daily activities or students' habits using the simple present tense pattern (Alfi and Listiadi: 2015).

This study aims to improve students' speaking skills and can certainly help students increase their vocabulary and pronunciation, correct and standard sentences when students actively ask and answer questions from other students through the ladder snake game. An interesting learning and teaching process requires interesting and fun activities for students. Teaching grammar requires creativity so that students are interested and can understand it. Based on the above background, the formulation of the problem in this study is as follows; Is the media suitable for teaching grammar? Can the media game snakes and ladders improve speaking and writing skills in students? What do students gain in improving speaking and writing skills? What are the activities carried out in using the snakes and ladders game?

## METODE

Research method is a scientific way to obtain data with a specific purpose. Based on the opinion above, the research method is a way to solve problems by using the scientific method. The method used in this research is the action research method. The form of research used in this class action research is collaborative (Sugiyoo: 2016).



Picture 1: Cycle of CAR (Sugiyono: 2016)

According to Sudjana (2016) there are four stages in Classroom Action Research, namely:

### Planning

This action plan includes all action steps in detail. All the needs of implementing CAR, starting from teaching materials/materials, teaching plans that include teaching methods/techniques, as well as observation/evaluation techniques or instruments, are carefully prepared at this planning stage.

### Action

Implementation (implementation) of all plans that have been made. This stage is the realization of all educational theories and teaching techniques that have been prepared beforehand.

### Observation

Activities to collect data or implementation of actions and plans that have been made. At this stage also consider the type of instrument, and data triangulation.

### Reflection

At this stage, the data processing that has been obtained is carried out which can later be concluded by the researcher.

The sample of the research is class VII A MTS Sulamul Ma'ad Penujak in academic year 2022/2023 and there are 20 students in this class consisting of 7 male and 13 female. The data collection used direct observation techniques,

measurement techniques and documentation techniques. The techniques of data analysis used descriptive and qualitative.

**RESULT AND DISCUSSION**

During the initial learning process, it was agreed to set academic achievement criteria (KKM) according to the results in the meetings of principals and teachers with a fixed value of 75 for English.

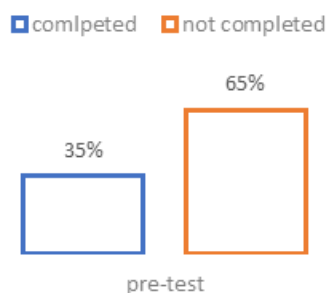
**Pre-test**

Pre-test was given to know the students' ability and the problem that exists in the class. The result of the Pre-test was known that the achievement rate of students who have reached KKM or have finished is 35% (7 students), while students who have not finished reached 65% (13 students) the average score is 67.06. Such a situation must be managed with improvement efforts to maximize the learning process and results.

Table 1. The students' result in pre-test

NO.	THE RESULT	TOTAL	PERCENTAGE
1	completed	7	35%
2	Not completed	13	65%
<b>TOTAL</b>		20	100%

The students' result in pre test



Picture 2: The Graph of the students' result in pre-test

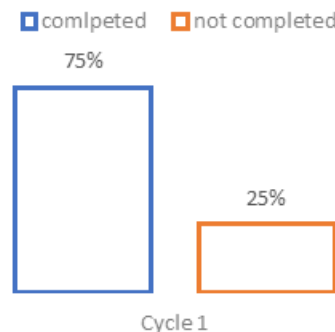
**Cycle 1**

After the Cycle I was conducted by using the snakes and ladders games as a teaching media and the final test for the cycle 1 was done. This was intended to determine the results of the test after using the Snakes and Ladders games as a teaching media in class VII A at MTS Sulamul Ma'ad Penujak. The results of this Class Action Research (CAR) came in the form of test results.

Table 2. The students' result in cycle 1

NO.	THE RESULT	TOTAL	PERCENTAGE
1	completed	15	75%
2	Not completed	5	25%
<b>TOTAL</b>		20	100%

The students' result in cycle 1



Picture 2: The Graph of the students' result in Cycle 1

Based on the data collected in Cycle I, the teaching and learning process was characterized as suboptimal. Students were unfamiliar with teaching and learning activities with snakes and ladders games in learning simple structure. The teacher forgot to communicate the learning objectives at the beginning of the activity, didn't detail how to play the game of Snakes and Ladders, and didn't complete the material with the students. The researchers therefore decided to continue and improve the learning process and learning outcomes in Cycle II.

**Cycle 2**

The results of the first retrospective showed that the learning process had not yet gone as planned. The researchers ponder to identify the barriers that prevent learning from happening as expected. There are several factors that make the Cycle I learning process less than optimal, reflecting teacher activity in the teaching and learning process.

Observations were conducted by the researcher during the Action Cycle II learning process activity. Teachers continue to observe and use the same tools as in Cycle I: a structured observation sheet created in the plan. Observation sheets for components included in the lesson plan.

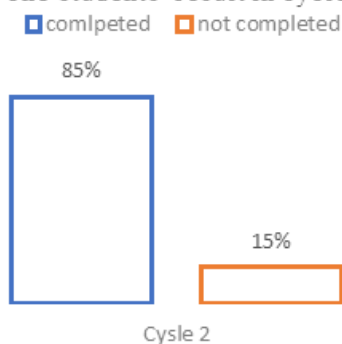
Based on the observations of the learning process and the test results of Cycle II, the game

snakes and ladders were successfully implemented. student getting grades  $\geq 75$  is above desired perfection. A student graduates according to the standard of perfection 75% of the students' total. Learning prosses in Cycle II Student learning achievement percentages can be found in the following table.

**Table 3.** The students' result in cycle 2

NO.	THE RESULT	TOTAL	PERCENTAGE
1	completed	17	85%
2	Not completed	3	15%
<b>TOTAL</b>		20	100%

The students' result in cycle 2



Picture 3: The Graph of the students' result in Cycle 2

Based on the data obtained in Cycle II, the teaching and learning process was considered fairly optimal. Students were familiar with teaching and learning activities with snakes and ladders games in learning simple structure.

**Improving Students' Speaking Skill**

Teaching simple structure by using snake and ladder games generated the students having a better skill in speaking English and more understanding the material presented by the teacher. This game of snake and ladder was suitable for use in teaching and learning activities as a variation on how teachers communicate material to students. The teacher's role is very important when using Snakes and Ladders games. Teachers are facilitators, influencing the process of conducting learning, preparing procedures, and marking student learning outcomes.

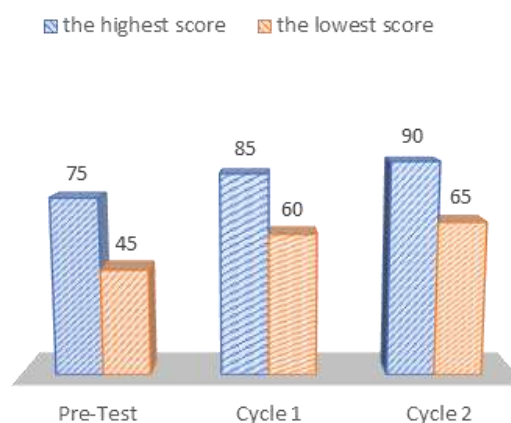
The students' learning outcomes in this research activities carried out from the beginning of activity implementation, including the

planning, implementation and observation stages of Cycle I and Cycle II activities, the final reflection of the activity. All these learning outcomes made them one measure of success in conducting research. Overall data on student learning outcomes is shown in the table below.

**Table 4.** Improving of the students' speaking skill

Description	Pre-test	Cycle 1	Cycle 2
Completed	7	15	17
Not completed	13	5	3
The highest score	75	85	90
The lowest score	45	60	65
Completed Percentage	35%	75%	85%

IMPROVING THE STUDENTS' SPEAKING SKILL



Picture 4: Improving Students' Speaking Skill

The graph above shows an increase in the students' speaking skill. This was seen in the pre-test, cycle I, and cycle II in learning processes. It increased by 40% during the learning process from the pre-test to the Cycle I, taking the overall proportion to 85%. This may be because students are unfamiliar with the learning process by using the games of snakes and ladders. These were well implemented with an average category score of 75.72. The increase in student learning outcomes recorded a 10% increase from Cycle I to Cycle II, while the overall percentage of passing students increased to 85%. In other words, improving student learning outcomes at each level is a good improvement category with an average score of 80.33.

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