

**IMPROVING STUDENTS' SPEAKING SKILLS BY USING  
SNAKE AND LADDER GAMES FOR THE EIGHTH  
GRADE STUDENTS AT SMPN 3 BUPON**

*A Thesis*

*Presented as Partial Fulfillment for the Attained of S.Pd Degree in English  
Education Research Program Tarbiyah and Teacher Training Faculty State  
Islamic Institute of Palopo*



**IAIN PALOPO**

**ENGLISH EDUCATION RESEARCH PROGRAM  
TARBIYAH AND TEACHER TRAINING FACULTY  
STATE ISLAMIC INSTITUTE OF PALOPO**

**2022**

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Supervised by

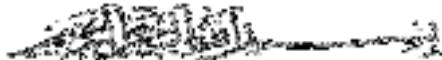
**IAIN PALOPO**  
1. Amalia Yahya SE., M.Hum

2. Dewi Furwana. S.Pd.I.,M.Pd

**ENGLISH EDUCATION RESEARCH PROGRAM  
TARBIYAH AND TEACHER TRAINING FACULTY  
STATE ISLAMIC INSTITUTE OF PALOPO**

**2022**

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Finally, the researcher prays that Allah SWT remembers all of the people who have assisted him. The researcher expects that this thesis will be beneficial to the readers and others.

Palopo, ..... 2022

**IAIN PALOPO** The researcher

HARIANA

## PRONOUNCEMENT

I have been signature bellow :

Name : Hariana

Reg. Number : 1602020023

Study program : English Language Study Program

Faculty : Tarbiyah and Teacher Training

With all awareness and conscience, the researcher who signs below, pronounces that this is the work of the researcher himself. This thesis is not lawful if someday there is no shared evidence that this thesis is duplicated copied or made by other people wholly or partially.

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Researcher

Hariana

1602020023

## THESIS APPROVAL

This thesis entitled "Improving Students Speaking Skill by Using Snake and Ladder Game for the Eighth Grade Students at SMPN 3 Bupon" Which is written by **Hariana, Reg. Number. 16.0202.0023**, S1 English Language Study Program of Tarbiyah and Teacher Training Faculty of Institute for Islamic Studies (IAIN) Palopo, has been examined and defended in Munaqasyah session which is carried out on **Thursday, 14<sup>th</sup> of April 2022 M**, coincided with **12 Ramadhan 1443 H**, it is authorized and acceptable as partial fulfillment for **S.Pd.** degree in English language teaching.

Thursday, 14<sup>th</sup> of April 2022

12 Ramadhan 1443 H

### COMMITTEE OF EXAMINATION

1. Amalia Yahya, S.E.,M.Hum
2. Muh. Iksan M. Pd
3. Fadhlia Rahma Muin M. Pd
4. Amalia Yahya, S.E.,M.Hum
5. Dewi Furwana, S. Pd.I M. Pd

Trial Chairman (.....)

Examiner I (.....)

Examiner II (.....)

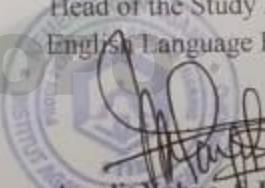
Consultant I (.....)

Consultant II (.....)

Approved by:

Rektor IAIN Palopo  
The Dean of Tarbiyah and  
Teacher Training Faculty  
  
Dr. Nurdin K. M.Pd  
NIP. 19681231 199903 1 014

Head of the Study Program  
English Language Education

  
Amalia Yahya, S.E.,M.Hum  
NIP.19771013 200501 2 006

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## ABSTRACT

**Hariana, 2021.** “Improving students’ Speaking Skills by Using Snake and Ladder Games For Eight Grade Students’ of SMPN 3 Bupon”. A thesis of English Education Research Program Tarbiyah and Teacher Training Faculty State Islamic Institute of Palopo.”Supervised by: (1) Amaliyah Yahya and (2) Dewi Furwana.

This thesis focused on improving students speaking skills by using the snake and ladder game for the eighth-grade students of SMPN 3 Bupon. The research question is: does the use of the snake and ladder game improve students speaking skills? The objective of this research was to find out whether or not the use of snake and ladder games improved the students speaking skills. Pre-experimental research is used in this research. The population for this research is 160 students. Random sampling was used by the researcher, and the research sample is class VIII A, which consisted of 20 students with an odd number on their attendance list. The data from the pre-test and post-test was then computed and analyzed with SPSS 20. Based on the findings and discussions, this research concluded that using snake and ladder games improves students' speaking skills. The statistics showed that there was a considerable difference between the pre-test and post-test, which proves the point. The pre-test means the score was 29,2, whereas the post-test mean score was 44,5. At the level of significance of 5%, the value of  $t_0$  (count) = 10,576, and the value of  $tt(ttable)$  = 2,093 with degree freedom(df) = 19. The result was  $10,576 > 2,093$  or  $t_0$ (tcount) was higher than  $tt$  (ttable). It means that the snake and ladder game helps students improve their speaking skills.

**Keywords:** *English Language Teaching, Snake and Ladder game, Speaking skills*

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## CHAPTER I

### INTRODUCTION

#### A. Background

English is one of the most widely used languages in the universe. So, it is considered an international language. Language serves as a means of communication, and the ability to speak or communicate with others plays an important role. People have to understand how to express their feelings, opinion, thoughts, and ideas by using language. Language is a very important means of communication in daily human life. In other words, people can work together and interact with each other. According to Dreyer in Eko Aji Prasetyo, a language is a dynamic set of auditory, visual, or communication tactical symbols, and elements used to manipulate them. It is also represented to be the use of some systems as a general phenomenon.<sup>1</sup>. They can do the things they do, such as talking, interacting, and getting to know other people giving the discussion in a nutshell.

Harmer said that there are four basic skills in any language; receptive skills in reading and listening, and productive skills in speaking and writing<sup>2</sup>. Because of these abilities, speaking is one of the most important skills in language learning. By communicating, we can share knowledge and ideas and then maintain social

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<sup>1</sup>Eko Aji Prasetyo, “Teaching English Using High Town Card Game to Enhance Students’ Speaking Ability at 7th Grade Students of SMPN 02 Sumbangin Academic Year 2010/2011” (Semarang State University, 2011).1.

<sup>2</sup>Harmer Jeremy, *The Practice of English Language Teaching* (New York: Grow Hill Press, 2001).

relationships by interacting with others. As a second foreign language, English can be used in formal and informal education.

However, teaching English as a foreign language is not easy. The biggest challenge was getting the students to speak English through the process. Most students are native speakers with limited English. Based on the observation on 21<sup>st</sup> June 2021, there are so many problems faced by the students in Bupon.<sup>3</sup> The problem that cannot be neglected is the students were difficulty speaking skills. It is because of their mental problem when they start to speak and the learning activity is boring.

Those problems caused them to choose to speak English fluently and were required to speak good English. Therefore the researcher wants to make the solution to make the students reach communicative competence; a variety of practices is needed. The solution to the problem that can be found in the classroom learning process; especially in the speaking activities is playing the game.

Language skills are the priority here are many techniques or strategies that can improve students' English skill, including snake and ladder games. In this research, the researcher offers the game; the game is snakes and ladder games. The research aims to know whether or not the snake and ladder game has an impact on teaching speaking skill. With the snakes and ladder, the students know how to speak in English without caring about grammatical just speak what they

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<sup>3</sup>Muh.Rangga, a student in Bupon *Observation result*, Bupon(21<sup>st</sup> June 2021)

know and bravely in speaking. Because the game just describes the pictures and explains about describing things. It contributes to improving student participation. In short, it can be described that the design of learning and learning works well, is fun, and eliminates the fatigue and stress of process learning.

## **B. Research Question**

Based on the background of the research question presented previously, the statement of the problem is: "Does the use of snakes and ladder games improve students speaking skill?"

## **C. The Objective of the Research**

From the discussion above, the purpose of this research is "To find out whether or not the use of snakes and ladder games improve students' speaking skill."

## **D. Significance of the Research**

There are two kinds of significance, namely theoretically and practically.

### 1) Theoretically

- a. The research result can be used as a reference for those who want to observe the teaching and learning process by using snake and ladder games.
- b. The research can give a new opinion to researchers in teaching English.

## 2) Practical benefit

- a. The research can help the students' to find an easy way of learning English.
- b. The research can help the researcher teach a better way of teaching speaking skill using the snakes and ladder board game.
- c. The research can be useful for English researchers in giving additional input on the teaching-learning process of speaking.

## E. The Scope of the Research

This research focused on teaching speaking skill by using snake and ladder games to students at SMPN 3 Bupon. The researcher uses the snake and ladder game here as a technique to improve students' speaking skill in describing things that focus on building In this research, the researcher will as assess accuracy, fluency, and comprehensibility in speaking.

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## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Previous Studies

To increase students speaking skill the researcher found some previous related to speaking by using snakes and ladder board games.

The first researcher is Agnes Ambar Pratiwi Bayuningsih had found in their thesis with the title "*Improving Students' Speaking Ability Using The Snakes And Ladder Board Game At 11<sup>th</sup> Grade Of Saint Pius X Vocational High School Magelang*"<sup>4</sup>. In this research, the method conducted by researchers is class action research. This research also focuses on developing students speaking skill by using the game snake and ladder, the researcher tells that the students' problem is some students were using Bahasa Indonesia when they speak and making them difficult in speaking English. The researcher conducted this research and applied the snake and ladder game. The research question of this research was how the snake and ladder game improves the students' ability. This research used classroom action research.

The result of this research showed that the use of the snake and ladder game had improved the student's speaking ability. So, using a snake and ladder game becomes an appropriate method to improve students speaking ability.

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<sup>4</sup>Agnes Ambar Pratiwi Bayuningsih, *Improving Students' Speaking Ability Using The Snakes And Ladder Board Game At 11<sup>th</sup> Grade Of Saint Pius X Vocational High School Magelang*, 2016.

The difference in this research is the researcher wants to achieve the goal of the conversation while this researcher wants to achieve the goal of the explanation for something.

The second researcher is Rizky Amalia Azzahroh with the title “*the effectiveness of using board games towards students' speaking skill*”<sup>5</sup> the objective of this research was to find out the effectiveness of using board games on students speaking skill. This research used quasi-experimental research. To get the data the researcher uses an oral test as the instrument for the research. The object of this research is students of SMAN 1 Parung. The method of this research is the quantitative method.

The result of this research showed that the board game is effective to be applied in teaching speaking and it had a significant effect on students' speaking skill in senior high school.

The third researcher is Khoirotun Nisa with the title *Peningkatan Keterampilan Berbicara Materi Do You Have A Pet Menggunakan Media Snake And Ladder Game Di Kelas IV B Mi Wachid Hasjim Sedatigede Sidoarjo*<sup>6</sup> tell about that students can increase their confidence gradually increasing and getting better. The method of this research is classroom action research. During this time researchers tend to use conventional learning i.e. lectures and assignments.

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<sup>5</sup>Rizky Amalia Azzahroh, “The Effectiveness Of Using Board Games Towards Students' Speaking Skill” (Uin Syarif Hidayatullah) (UIN Syarif Hidayatullah, 2015) .4.

<sup>6</sup>Khoirotun Nisa’, ‘Khoirotun Nisa’, ‘Peningkatan Keterampilan Berbicara Materi Do You Have A Pet Menggunakan Media Snake And Ladder Game Di Kelas Iv B Mi Wachid Hasjim Sedatigede Sidoarjo” (Universitas Islam Negeri Sunan Ampel Surabaya, 2019). 24.

English learning focuses only on cognitive spheres such as assignments on package books and the lack of use of varied learning media so that students become bored faster.

The result of this research indicates that the application of snake and ladder media is improved and speaking skill using snake and ladder media have increased.

The difference is that students must answer questions from questions or verbally translated sentences from a box containing "you get a gift" and students memorized the vocabulary obtained to improve their speaking skill while researchers prefer to improve students' speech skill rather than improve their pronunciation.

The fourth researcher is Rahmawati Jufri with the title "*The Use of Snake And Ladder Game To Improve Students' Speaking Ability of The Tenth Grade At SMKN 1 Palopo*"<sup>7</sup> tell that the objective was finding out the best way to teach speaking, and how to describe things by using a snake and ladder board game. This research used Class Action Research and the procedure used two cycles. The subject of this research was class X marketing at SMKN 1 Palopo.

The result of this research showed that there were significant developments in students' speaking skill in the tenth class students of SMKN 1 Palopo after conducting the treatments through snake and ladder game. It means that the snake

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<sup>7</sup>Rahmawati Jufri, "The Use of Snake and Ladder Board Game to Improve Students' Speaking Ability of the Tenth Grade at Smkn 1 Palopo" (IAIN PALOPO, 2019).

and ladder game was appropriate to improve the students' speaking skills. The researcher also found that all of the students gave a positive response, such as they gave attention seriously in the learning process, they had been more active than before.

The difference of this research is how to describe someone for students in SMK while the researcher on this research explains how to describe things that focused on building for students in SMP.

## B. Literature Review

In the literature review of this research, some concepts were put forward as follows:

1. Speaking
  - a. The nature of speaking

Speaking is the process of conversing through the use of words.

Speech is used to communicate with others, and speaking is referred to as verbal production in this statement. Speaking is a productive verbal talent that entails making a series of structured verbal statements to transmit information. Speaking, in both first and second languages, is a skill that deserves just as much attention as literary ability. One of the most significant components of learning English as a foreign language is mastering the speaking skill, and success is judged in terms of the ability to carry on a conversation in the language.

Speaking, according to David Nunan, speaking is to utter words orally, talk to communicate by talking; make a request; to make a speech.<sup>8</sup> According to Hornby, is using language in a normal voice, uttering words, understanding and being able to use a language, expressing oneself in words, and forming a speech<sup>9</sup>. Broughton further claims that just because a student is skilled at hearing and understanding does not mean he is good at speaking.<sup>10</sup>.

The proficiency levels of every English have two, namely receptive skill and producing skill. The receptive skill, consists of two parts: comprehension and reading; while the producing skill consists of writing and speaking. Speaking, according to Gate, is a skill that demands equal attention to literary skill in both native and foreign languages<sup>11</sup>. When a student speaks with confidence and comfort; they can communicate well in real situations. There are a variety of approaches that can be used to assist students in overcoming their difficulties in speaking English. When teachers want to encourage students to speak, Harmer suggests using a communicative approach that avoids focusing on grammar and vocabulary

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<sup>8</sup> Nunan David, *Practical English Language Teaching*, ed. Mc Grow Hill (New York, 2003).

<sup>9</sup> Hornby, *Oxford Advanced Learner's Dictionary of Current Language* (Oxford: Oxford University Press, 1995).

<sup>10</sup> Geoffrey Broughton, *Teaching English as Foreign Language* (London: Routledge&Kegan Paul Ltd, 2001).76.

<sup>11</sup> M Bygate, *Language Teaching: Speaking.*, ed. Oxford University Press (New York, 2006).

and instead emphasizes the importance of language function.<sup>12</sup> As a result, the goal of this research is to promote the development of spoken English fluency. It's appropriate for students with only rudimentary English language skills. We believe that acquiring fluency entails taking risks by experimenting with language in a casual, pleasant setting - one that fosters trust and support. Speaking fluently, of course, entails conversing with others naturally and suitably. From the aforementioned definitions, it can be deduced that speaking is how the language system manifests itself through the organs of speech, which utilize words in a normal voice. It also demonstrates how vital speaking is in language learning, particularly in English subjects.

#### b. The Strategy of Teaching Speaking

In applying the strategies, the researcher was consistent. There were six strategies applied by the researcher:

##### 1) Setting clear lesson goal

The researcher explained the aims of the lesson at the start of the teaching-learning process in this technique. Before beginning the session, she instructed the students to listen carefully to what the researcher said.

##### 2) Showing and telling

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<sup>12</sup>Ratna Sari Dewi, Ummi Kultsum, and Ari Armadi, "Using Communicative Games in Improving Students' Speaking Skills," *English Language Teaching* 10, no. 1 (2016), <https://doi.org/10.5539/elt.v10n1p63>.

The researcher uses this method to communicate the rules of the teaching-learning process. It was also to disseminate lesson information.

### 3) Questioning to check for understanding

Following the presentation, the researcher double-checked the students' comprehension by letting another learner ask the presenters a question, as well as assisting students who could not even ask with the correct sentence.

### 4) Plenty of practice

By providing a presentation, the researcher provided enough space for students to develop their speaking skills. Students were allowed to practice their speaking skills and pronunciation. The researcher assists students in identifying and fixing errors.

### 5) Providing students with feedback

The researcher provided feedback following the presentation in this method. It's all about the language, PowerPoint, and how to deliver a presentation. The researcher made suggestions and informed the presenters of their shortcomings, as well as requested that they change them.

### 6) Being flexible about how long it takes to learn

The presenters were given time to practice their speaking skills as well as time to learn about the topics they were discussing.

### c. Aspect of Speaking

The ability to convey orally is not the only criterion for high speaking ability. However, to have effective speaking skills, students must learn several components of speaking. These qualities, according to Brown, are pronunciation, vocabulary, fluency, and accuracy.<sup>13</sup>

#### 1) Pronunciation

According to Hornby pronunciation is how a language or particular word or sound is spoken. Pronunciation is very important to be learned, especially in speaking skills. Pronunciation is how people make sounds of words<sup>14</sup>

##### a) Sound

Some of the preambles that speakers of English as a foreign language, because they have difficulties with an individual sound, maybe nonsensical on their own.

##### b) Stress

Stress is a characteristic of the word that is present not just when the words form a phonemically minimum pair partner, but also when the word is uttered.

##### c) Intonation

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<sup>13</sup>H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy* (San Francisco: Longman, 2001).168.

<sup>14</sup>A.S Hornby, *Oxford Advanced Learners Dictionary* (New York: Oxford University Press, 2001).

According to Harmer, intonation is "the tune you use when you speak, the music of speech."<sup>15</sup>

## 2) Fluency

Fluency, according to the Webster Dictionary, is the ability to be ready and expressive in the use of language. Fluency is always a concern when it comes to speaking abilities. Some factors, for example, cause some of the following: self-confidence

## 3) Vocabulary

Vocabulary is a collection of lexemes that include a word, complex phrases, and idioms that are commonly used when discussing a topic. A foreign language speaker should have a large vocabulary and can use it correctly to communicate fluently and accurately.

## 4) Accuracy

According to Longman Dictionary, accuracy is the capacity to construct phrases with the correct form in grammar. To speak correctly, people must adhere to the norms of the language, such as grammar and structure.

### d. Types of Speaking

Brown suggests some types of classroom speaking performance as follows:

#### 1) Imitative

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<sup>15</sup>Harmer Jeremy, *The Practice of English Language Teaching*(New York: Grow Hill Press, 2001),12.

A small percentage of class time may legitimately be used to generate human recorder speech, in which students, for example, practice an intonation contour or try to pinpoint a specific vowel sound. This type of imitation is done to focus on a specific aspect of language form rather than for a meaningful engagement.

## 2) Intensive

Intensive speaking extends beyond imitation to encompass any speaking performance that is intended to improve phonological or grammatical skills. Intensive speaking can be self-initiated or part of a pair work exercise in which learners are "going over" specific forms of language.

## 3) Responsive

In the classroom, a lot of student speech is reactive: quick responses to researcher or student-initiated inquiries or comments.

These responses are usually sufficient and do not lead to conversations.

## 4) Transactional (dialogue)

Transactional language is an expanded form of responsive language that is used to express or exchange specific information.

## 5) Interpersonal (dialogue)

Interpersonal discourse was the other type of communication, which was used more to preserve social ties than to convey facts and information.

## 6) Extensive (monologue)

Finally, intermediate and advanced students are required to deliver prolonged monologues in the form of oral reports, summaries, or perhaps brief speeches. The register is more formal and deliberate in this instance. These monologues can be prepared or spontaneous.<sup>16</sup>

#### e. Problem in speaking

Brown recommends the following factors that make speaking difficult:

- 1) Fluent speech clustering is phrasal, not word-by-word. Learners can use clustering to order their output both cognitively and physically (in-breath groups).
- 2) Redundancy Through the use of redundancy in language, the speaker can clarify meaning. Learners can make use of this aspect of spoken language.
- 3) Simplified Forms Contractions, elisions, shortened vowels, and other issues all pose unique challenges when teaching spoken English. Students who do not master colloquial contractions may develop a stiff, literary style of speech, which can lead to stigmatization.
- 4) Variables Affecting Performance

One of the benefits of spoken language is that it allows you to express a certain amount of action hesitations, pauses, backtracking, and corrections since you are thinking as you speak. It is possible to teach students how to pause and hesitate. In English, for example, our 'thinking time' is not silent; we use "fillers" like eh, um, well, you know,

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<sup>16</sup>H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy* (San Francisco: Longman, 2001).271-274.

I mean, like, and so on. The hesitation phenomenon is one of the most noticeable contrasts between native and nonnative speakers of a language.

- 5) The Use of Colloquial Language Ascertains that your students are familiar with the vocabulary, idioms, and phrases of colloquial language and that they have practiced producing these forms. Rate of Delivery Another salient characteristic of fluency is the rate of delivery. One of your tasks in teaching spoken English is to help learners achieve an acceptable speed along with other attributes of fluency.
- 6) Intonation, Rhythm, and Stress The most significant feature of English pronunciation is this. The stress-timed rhythm and intonation of spoken English
- 7) Messages are conveyed by patterns.
- 8) Learning to make waves of language in a vacuum – without interlocutors – would deprive speaking ability of its most valuable component: conversational negotiating innovation.<sup>17</sup>

## 2. Snake and Ladder Game

The snake and ladder game is a game that is used in language teaching. According to Porenzo, the snake and ladder game is also used to teach the children about basic facts and real-life information. In this game, the materials needs are dice, counters, board, and clue cards. This game is the

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<sup>17</sup> Brown H. Douglas, *Teaching by Principle: An Interactive Approach to Language Pedagogy*, ed. Longman, 2001.

type of game that mainly involves moving markers on a long path<sup>18</sup>. There are many types of board games such as monopoly, snakes and ladders, ludo, etc.

Using games in teaching the English language can convey exciting and excitement but researchers ought to be certain of its goal and purpose. Researchers need to think about which video games to use when to use them, how to hyperlink them up with the syllabus, textbook, or program, and how unique video games gain in exceptional ways. Moreover, researchers should observe the curriculum which has been designed to go well with English language learners.

To create a fascinating learning atmosphere, researchers need to practice an appropriate approach in the research process. Making use of games can be a nice technique for educating language. It is due to the fact video games can take away boredom besides sacrificing repetition which is integral for successful mastering of language elements, particularly grammar. Using board games in language education is an effective, low anxiety and enjoyable war for the students to learn and exercise conversation talent as properly as strengthen their conversation strategies that can be easily applied to the real world.

Applying the snake and ladder game gave the students an interesting activity in the class. This sport is fun and handy to do, and it helps the students analyze the language while enjoying it with less anxiety. The

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<sup>18</sup>Gordon Lewis and Gunther Bedson, *Games For Children*, Tygn (Oxford: Oxford University Press, 2008).

students spoken used English with their buddies to entire the venture of the game clues. They repeated the use of the same expression and vocabulary which assist them to enhance their fluency during enjoying the game. They have been accustomed to the phrases and expressions related to the topic. It is used to be prompted students to interact and to take sections actively in speaking class. However, getting ready a snake and ladder game for speaking which is suitable for language education is now not an effortless task. It wants effort and time.

Snake and ladder game is a children's game that can be performed by two or greater players. Snake and ladder is a board game in which the players' progress is slowed or sped up by depictions of snakes and ladders. The snake and ladder sport is a dice-based board game in which players pass a counter alongside a succession of tiles. A ladder leads to a rectangular nearer to the end line, while a snake forces a player to return to a tile closer to the beginning.

Some of the advantages of playing board games for learners, according to Rodilla, include providing rich learning opportunities and refining their learning methods, linking to real-life situations, encouraging the use of authentic resources, and ensuring fresh information.

This game can also be used to teach, entertain, and encourage interactive conversation amongst participants. The game board is divided into small boxes, with multiple "ladders" or "snakes" connecting each box to the next.

This game used to be developed in the 12 months of 1870. Each participant takes turns tossing the dice, starting with a piece in the first box (typically the box in the lower-left corner). The pawn is controlled by the number of dice eyes that show up on the table. If the participant lands at the bottom of a stairwell, they can rapidly ascend to the top. When the snake lands in a field at the backside end. The first participant to attain the closing field is the winner. When a participant gets a 6 on the dice, they generally get another turn; if not, the flip is handed to the subsequent player.

The following are some of the advantages of playing the snake and ladder board game with children: (1) Provide knowledge to children through the learning process of playing while learning. (2). Encourages the growth of critical thinking, creativity, and teaching skills. The snake and ladder board game promotes a positive attitude, mentality, and morality. (3). Creating a pleasant playing area with a sense of safety and sunshine. (4). Understand the difference between losing and winning. (5). They must learn to cooperate and wait for their turn. According to Chang and Cogswell, using board games in the language classroom is an effective, low-anxiety, and enjoyable way for students to research and exercise conversation capabilities as properly as construct conversation strategies that can be implemented in real-life situations.

Then there are some advantages to adopting board games for students (1). Providing a diverse range of learning opportunities. (2). Improving their methods of learning (3). Linking to real-life scenarios (4). The usage of

authentic materials is admirable. Then there are some advantages of employing board games for researchers (1). assisting researchers in enlisting the participation of students (2). Increase the likelihood of a more positive and proactive response (3). Increasing motivation in students (4). Providing an infinite number of possibilities and types of material (5). Enhance the researcher's ability to instruct (6). Encourage researchers to temporarily abandon textbooks and traditional teaching methods.

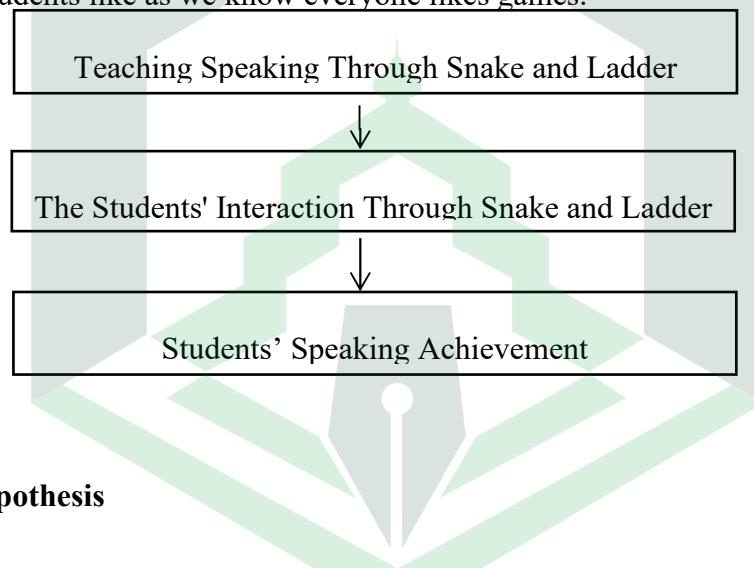
The process for playing the snake and ladder board game follows. (1) To begin, place the media game (whichever you want) and gather around it. (2) Decide the sequence of the player who goes first, and then assign each individual a different colored counter. (3) Place all of the counters on the board's side, and the first player can roll their dice. They can only begin if they obtain a 6 on either dice. (4) If you don't obtain either 6, it's the turn of the next player to roll the dice. (5) Continue to roll the dice until you receive a 6. Once you have either one, count the two numbers on your dice and move accordingly. (6) Continue to add after each turn you have. As you progress, keep track of the numbers. (7) If you land on a rung of a ladder, go up (8); if you land on the tail of a snake, go down. (9) You must explain the image you see to score a point. (10) The winner is the first person to complete the game.

### C. The Conceptual Framework

Speaking is essentially a process of verbal communication between the speaker and the interlocutor. According to Tarigan "speaking is the ability to say sounds of articulation to express and convey thoughts, ideas, and feelings."

Furthermore, it is explained that speaking is a system of audible and visible signs that utilize a number and the human body for purposes.

In this case, this method can improve students' vocabulary in terms of speaking. Students were more active in the learning process because this is a teaching method in the form of games and they were happier learning. We used this method students' speaking skill in public was increased little by little because students enjoy learning if there are games that make their brains unconsciously do what students like as we know everyone likes games.



#### D. Hypothesis

$H_0$ : The implementation of the snake and ladder does not improve students' speaking skill students

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$H_1$ : The implementation of the Snake and ladder game improve students' speaking skill for students.

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Design

This research design used a pre-experimental design. The researcher used this research design because this research design is proper to use in this research problem, where experimental research is used to know the effect caused by intentional treatment. In the pre-experimental research, the researcher focuses on a group of students where the researcher conducts a pre-test before treatment and a post-test after treatment. The aim is to determine the students' speaking skill by using the snake and ladder game.

Creswell notes that pre-experimental procedures chosen as remedies centered on restricted trials of one celebration pre-test configuration (to promote implementation) or temporary treatments. Choose a representative sample of the population and communicate the findings to them. There were three stages to the pre-experimental process: pre-test, treatment, and post-test. This thesis aimed to decide whether snake and ladder games are effective in improving speaking skill.

Pretest	Treatment	Post-test
O1	X	02

O1 = pre-test

X = Treatment

O2 = post-test

## B. Time and Place of the Research

This research took place at SMPN 3 Bupon. The purpose of this research was to see if snake and ladder games could help students at SMPN 3 Bopun enhance their speaking skills. This research was also conducted fr six meetings.

	June	August	October	November	december	April
Pre observation	✓					
Proposal seminar		✓	□			
Giving pre-test			✓		□	
Giving treatment			✓	✓	□	□
Giving post-test				✓		□
Research result seminar					✓	
Final examination						✓

## C. Variable operational definition

In this section, the researcher included the dependent variable and the independent variable.

The dependent variable was the speaking skill of students

The Independent variable was utilizing snake and ladder

## D. Population and Sample

### 1) Population

This research used the students in SMPN 3 Bupon as the population. The population were 160 students consisting of 4 classes, each class consisting of 40 students.

### 2) Sample

In this research, the researcher used random sampling because of this Covid-19 pandemic; the classes were divided into two sections which consist of 20 students in each section. The class was divided by considering the absence number of the students. So, the sample of this research was the VIII A class who have the odd number on the attendance list. It consists of 20 students.

## E. The procedure of Collecting Data

The data collection followed the procedure below:

### 1. Pretest

Before beginning treatment, the researcher conducted a pre-test to assess the students' abilities. The researcher asks some questions to the students about themselves and gave one topic namely "describing things about what is your favorite thing". It is to consider students' previous capability to speak. The researcher records the students' voices when speaking. It was utilized to assist the researcher in assessing the students' ability to

communicate before the treatment. The researcher also writes the students' speaking scripts.

## 2. Treatment

The treatment was done in six meetings offline in the classroom. In this treatment, the students practiced more in describing things by playing the snake and ladder game. It is because when playing the game, the students answered the questions in the box where they stop. All the questions were about describing things and has a different topic in each meeting.

The steps in each meeting are:

### Opening

- a. The researcher greet the students and check the attendance list
- b. The researcher asked the students to pray before the research
- c. The researcher explained the aim of the learning activity

### Main Activity

- a. The researcher prepared the snake and ladder game and dice.
- b. The researcher introduced the snake and ladder game to the students and explain the role of the game, they are:

- 1) The researcher divided students into 4 groups, each group has 5 students.
- 2) Each student took turns throwing the dice.
- 3) If the falling dice show 3 dice, then students have to go 3 squares on the snake and ladder board game

- 4) If it had been run, the box containing the question is answered by the students to get point. The question was the form of describing things, each meeting is different.

Meeting 1: living room

Meeting 2: bedroom

Meeting 3: bathroom

Meeting 4: kitchen

Meeting 5: hospital

Meeting 6: school

- 5) The game continued to the following groups. Each student in the group took turns doing the learning method.

- 6) The winner of each meeting was played again to find the winner at the end of the meeting and get the prize

Closing

- a. The researcher evaluated the result of the learning method using the snake and ladder game.
- b. The researcher determined the conclusion of the learning concept and closes the class.

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### 3. Post-test

After the treatment, a post-test was performed. The post-test took the same format as the pre-test. The researcher gave them a post-test, which was a speaking exam after they had received treatment. The test was administered orally and had the theme of "describing a telephone." The

researcher also recorded the students' speaking examinations to aid in scoring.

#### **F. Research Instrument**

##### 1. Speaking test.

A speaking test was employed to gather information for this research. The researcher squanders students' basic abilities to communicate in English. The students were asked to describe anything in their own words or sentences for the test. The students were given two minutes to speak or describe items by the researcher.

##### 2. Tape recorder

The record was being used as a tool to analyze the way students speak and measure it with a certain scoring classification.

#### **G. The technique of Data Analysis**

##### 1. Classifying the students' score

The student's overall performance was be divided into six levels, as follows:  
the students' speaking skill' scoring classification

Table 3.2. The Classification Score For-Test

NO	Score	Scale	Classification
1	86-100	6	Excellent
2	71-85	5	Very good

3	56-70	4	Good
4	41-55	3	Average
5	26-40	2	Poor
6	<25	1	Very Poor

2. Calculating the rate percentage of the students' score
3. Using the SPSS 20 version, the percentage of the students' speaking test results on both the pretest and post-test would be determined.
4. Determining the hypothesis acceptability

Also, the researcher used the criteria of hypothesis acceptability to know whether the pre-and post-tests were acceptable, which is:

If  $t_o \geq t_l$  it means the null hypothesis is rejected.

If  $t_o < t_l$  it means the null hypothesis is accepted.

## H. Validity and Reliability

Before collecting the data, the researcher should validate the instrument that will be used. The research can not be continued if the instrument of the research does not valid. So, the researcher validates the instrument of the research first. 2 experts have validated the instrument, they are the English lecturer in IAIN Palopo, especially speaking subject, Dr. Masruddin, S.S., M.Hum. The second expert was the English teacher at SMPN 3 Bupon, Wa Ode Hariana, S.Pd. The validation has done by giving the questionnaire to the experts. The questionnaire

was the checklist form which contains a statement to assess the feasibility of the instrument. After all, the instrument can be used to collect the data.



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## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

#### **A. Findings**

This chapter gives the statically tabulated consequences of the statistical analysis. It covered students' pre-test scores, classification of students' pre-test and post-test scores, the mean rating and standard deviation of students' pre-test- and post-test scores, and transcription of students' pre-test and post-test scores.

##### **1. The analysis of students' speaking skill scores in pre-test and post-test**

###### **a. Pre-test**

The researcher displayed the students' speaking test scores, the mean and standard deviation of the students' scores, the rate percentage of students' scores, the information in the tables, and calculated the score using SPSS 20 in this part. The researcher and an English teacher from SMPN 3 Bua Ponrang evaluated the students' performance on a speaking test. The researcher then displayed the students' total speaking skill scores from the pre-test. Table 4.1 shows the results of the pre-test scores of the students:

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Table 4.1 The Score of Students' Speaking Skill In Pre-Test

No	Students	The Aspect of Speaking			Score of Test
		Accuracy	Fluency	Comprehensibility	
1	AS	1	1	1	15
2	MR	3	3	3	42
3	RA	2	1	1	25
4	SA	2	2	2	35
5	ZA	2	3	2	40
6	AS	1	1	1	15
7	NZ	1	1	1	17
8	MF	2	1	2	26
9	MR	1	2	1	25
10	AS	3	2	3	45
11	BE	2	2	1	28
12	PU	2	3	2	30
13	NA	1	2	2	28
14	QI	2	2	3	34
15	VA	1	1	1	10
16	PW	2	2	2	30
17	AP	2	3	3	45
18	AS	1	2	1	25
19	NA	2	3	2	29
20	SK	2	2	2	40

The researcher described the average score of students' speaking abilities as incorrectness, fluency, and comprehensibility in this case part.

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### 1) Accuracy

The researcher utilized SPSS 20 to find out the statistics in descriptive form and the accuracy of the rate percentage to establish the students' mean scores accuracy in the pre-test. The results are shown in table 4.2 and table 4.3, respectively, as descriptive statistics.

Table 4.2 Descriptive Statistic of Accuracy in Pre-Test

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Accuracy	20	1.00	3.00	1.7500	.63867
Valid N (listwise)	20				

Table 4.3 The Rate of Percentage Score of Students' Accuracy in Pre-Test

Classification	Score	Rating	Pre-Test	
			F	Percentage (%)
Excellent	86-100	6	0	0
Very Good	71-85	5	0	0
Good	56-70	4	0	0
Average	41-55	3	2	10%
Poor	26-40	2	11	55%
Very Poor	$\leq 25$	1	7	35%
Total			20	100%

## 2) Fluency

The researcher utilized SPSS 20 to determine descriptive statistics and the rate of percentage of fluency to establish the average score of students' fluency in the pre-test. The results can be found in tables 4.4 and 4.5, which show descriptive statistics:

Table 4.4 Descriptive Statistic of Fluency in Pre-Test

Descriptive Statistics					
------------------------	--	--	--	--	--

	N	Minimum	Maximum	Mean	Std. Deviation
Fluency	20	1.00	3.00	1.9500	.75915
Valid N (listwise)	20				

Table 4.5 The Rate of Percentage Score of Students' fluency in Pre-Test

Classification	Score	Rating	Pre – Test	
			Frequency	Percentage (%)
Excellent	86-100	6	0	0
Very Good	71-85	5	0	0
Good	56-70	4	0	0
Average	41-55	3	5	25%
Poor	26-40	2	9	45%
very poor	$\leq 25$	1	6	30%
Total			20	100%

### 3) Comprehensibility

The researcher utilized SPSS 20 to find out the descriptive statistics and the rate of percentage of comprehensibility to establish the average score of students' comprehensibility in the pre-test. The results are shown in table 4.6 and table 4.7, which contain descriptive statistics.

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Table 4.6 Statistics of Comprehensibility In Pre-Test

	Descriptive Statistics				
	N	Minimum	Maximum	Mean	Std. Deviation
Comprehensibility	20	1.00	3.00	1.8000	.76777
Valid N (listwise)	20				

Table 4.7 The rate of percentage score of students' comprehensibility in the pre-test

Classification	Score	Rating	Pre – Test	
			Frequency	Percentage (%)
Excellent	86-100	6	0	0
VeryGood	71-85	5	0	0
Good	56-70	4	0	0
Average	41-55	3	4	20%
Poor	26-40	2	8	40%
Very Poor	$\leq 25$	1	8	40%
Total			20	100

#### b. post-test

In the post-test, the researcher displayed the whole score of students in the speaking skill, particularly the correct answer from the students, the average score and standard deviation of students, and the rate percentage of students' speaking skill scores. The researcher and an English teacher from SMPN 3 Bua Ponrang assessed the students' speaking exam results. The data were presented in a table, and the researcher used SPSS 20 to compute the score. In the post-test, the researcher displayed the students' total speaking scores. Table 4.8 displays the tabulation of students' post-test scores.

Table 4.8 The Score of Students' Speaking Skill In Post-Test

No	Student	The Aspect of Speaking			Score of Test
		Accuracy	Fluency	Comprehensibility	
1	AS	2	2	2	35
2	MR	4	4	4	60
3	RA	3	3	3	40
4	SA	3	3	3	48
5	ZA	3	3	3	47
6	AS	2	2	3	32
7	NZ	2	2	2	40
8	MF	3	2	3	45
9	MR	2	3	2	40
10	AS	4	3	4	58
11	BE	3	4	3	55
12	PU	2	2	2	40
13	NA	2	3	2	41
14	QI	3	2	3	45
15	VA	2	2	2	30
16	PW	4	3	3	56
17	AP	2	3	3	45
18	AS	2	2	2	40
19	NA	2	3	3	46
20	SK	3	2	3	48

In this part, the researcher also delivered the average score of students' speaking skill in accuracy, fluency, and finally comprehensibility.

### 1) Accuracy

The researcher used SPSS 20 to find out the descriptive statistics and the rate of percentage of accuracy to calculate the average score of students' accuracy in the post-test. The results can be found in tables 4.9 and 4.10, which show descriptive statistics.

Table 4.9 Descriptive Statistics of Accuracy in Post-Test

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Accuracy	20	2.00	4.00	2.6500	.74516
Valid N (listwise)	20				

Table 4.10 The Rate of Percentage Score of Students' Accuracy in Post-Test

Classification	Score	Rating	Post- Test	
			Frequency	Percentage (%)
Excellent	86-100	6	0	0
Very Good	71-85	5	0	0
Good	56-70	4	3	15%
Average	41-55	3	7	35%
Poor	26-40	2	10	50%
Very Poor	$\leq 25$	1	0	0
Total			20	100%

## 2) Fluency

The researcher utilized SPSS 20 to determine descriptive statistics and the rate of percentage of fluency to establish the average score of students' fluency in the post-test. The results are shown in table 4.11 and table 4.12, which are descriptive statistics.

Table 4.11 Descriptive Statistic of Fluency in Post-Test

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Fluency	20	2.00	4.00	2.6000	.68056
Valid N (listwise)	20				

Table 4.12 The Rate of Percentage Score of Students' Fluency in Post-Test

Classification	Score	Rating	Post- Test	
			Frequency	Percentage (%)
Excellent	86-100	6	0	0
Very Good	71-85	5	0	0
Good	56-70	4	2	10%
Average	41-55	3	8	40%
Poor	26-40	2	10	50%
Very Poor	$\leq 25$	1	0	0
Total			<b>20</b>	<b>100%</b>

### 3) Comprehensibility

The researcher utilized SPSS 20 to determine descriptive statistics and the rate of percentage of comprehensibility to calculate the average score of students' comprehensibility in the post-test. The results can be found in tables 4.13 and 4.14, which show descriptive statistics.

Table 4.13 Descriptive Statistic of comprehensibility in Post-Test

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Comprehensibility	20	2.00	4.00	2.7500	.63867
Valid N (listwise)	20				

Table 4.14 The Rate of Percentage Score of Students' Comprehensibility in Post-

Classification	Score	Rating	Pre – Test	
			Frequency	Percentage(%)
Excellent	86-100	6	0	0
Very Good	71-85	5	0	0
Good	56-70	4	2	10%
Average	41-55	3	10	50%
Poor	26-40	2	8	40%
Very Poor	$\leq 25$	1	0	0
Total			20	100%

## 2. The mean score and standard deviation

After presenting the data about the percentage of the students' results in the test, the researcher then found the mean score and standard deviation of the

scores. The following is how the result was reported in the table descriptive statistic:

Table 4.15 The Mean Score and Standard Deviation in Pre-Test ( $T_1$ ) and Post-

Test ( $T_2$ )					
Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	20	10.00	45.00	29.2000	10.10784
Posttest	20	30.00	60.00	44.5500	8.17232
Valid N (listwise)	20				

The table showed that the standard deviation in the pre-test is 10.10784 and in the post-test is 8.17232. It also indicates the mean score in the pre-test was 29.20, and in the post-test was 44.55. It means that the mean score was high in the post-test than in the pre-test. So, it can be concluded that the snake and ladder game was effective in teaching speaking.

To find out the significant difference between pre-test and post-test, the researcher also utilized the SPSS 20. The table below could be shown the result.

Table 4.6 The Paired Sample Statistic of Pre-Test and Post-Test

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	29.2000	20	10.10784	2.26018
	Posttest	44.5500	20	8.17232	1.82739

The above table showed that the standard deviation in the pre-test is 10.10784 and 8.17232 in the post-test. Besides, the standard deviation error in the pre-test is 2.26018 and 1.82739 in the post-test.

Table 4.7 The Paired Sample Correlation of Pre-Test and Post-Test

Paired Samples Correlations			
	N	Correlation	Sig.
Pair 1   Pretest & Posttest	20	.768	.000

The table above delivered that the students' ability before and after treatment has a 0.768 correlation value. It means that the correlation of the students' ability before and after treatment was significant.

The inferential statistic was used to check out the hypothesis. In this situation, the researcher utilized a t-test (testing of significance) for a paired sample t-test, which is a test to determine whether there is a significant difference between the pre-test and post-test results.

Assuming that the threshold of significance ()= 5% (0,05), the only thing that is required is the degree of freedom (df)= N-1, with N=12, the t-test is provided in the table below:

Table 4.8 The Paired Sample Test of Pre-Test and Post-Test

	Paired Samples Test						Sig. (2-tailed)	
	Paired Differences				T	df		
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				

					Lower	Upper		
Pair 1	Pretest - Posttest	5.35000	6.49109	1.45145	-18.38792	2.31208	-10.576	19 .000

The researcher discovered that  $t_{\text{count}} = 10.576$  and  $\text{df}(\text{degree of freedom}) = 19$  in table 4.18. While the  $t_{\text{table}} = 2.093$ , the degree of freedom ( $\text{df}$ ) = 19, and the significance level = 5%, the degree of freedom ( $\text{df}$ ) = 19.

**10,576 > 2,093**

The  $t_{\text{count}}$  is higher than the  $t_{\text{table}}$ , based on the fact that  $(t_0 > t_t)$ . There is a considerable difference between before and after using the snake and ladder games, it may be determined.

## B. Discussions

The results of the data analysis showed that the mean score of the students' pre-test was 29.2 and the average score of the post-test was 44.55. The standard deviation of the pre-test was 10.10784 and the standard deviation of the post-test was 8.17232. This means that using snake and ladder games can improve students' speaking skill. After analyzing student data in the speaking test, it shows that  $t_{\text{count}}$  ( $t_0$ ) with a value (10.576) is higher than  $t_{\text{table}}$  ( $t_t$ ) with a value (2.093) with degrees of freedom ( $\text{df}$ ) = 19, and at a significance level of 0.05, the hypothesis zero ( $H_0$ ) is rejected and the alternative hypothesis ( $H_1$ ) is accepted. Based on the results of the study, the researchers found that the snake and ladder game was effective in improving speaking skill for novice learners.

This means that there is a significant difference between the results of the pre-test and post-test. In summary, based on the results of the research above, there is also previous research results that found that the snake and ladder game was effective in improving speaking skill as previous research by Agnes Ambar Pratiwi Bayuningsih found that the results showed that after taking action, snake and ladder games could increase students' speaking skill. Rizky Amalia Azzahroh found that the results of the study indicate that the effectiveness of using board games can improve students' speaking skill. This increase can be seen in the final research data. Khoirotun Nisa showed in his research that students' English skill can be improved if one method is used, namely games. One of them is the Snakes and Ladders game where the skill is improved in the form of pronouncing vocabulary, answering questions, and translating orally. Rahmawati Jufri in her research said that the snake and ladder game method improves students' English skill in describing and describing people.

The similarity of the results from previous studies found that the effectiveness of snake and ladder games to improve students' speaking skill, by using snake and ladder students can play while learning and can improve their speaking skill. While the difference between the results of previous studies and this research is that this research found the effectiveness of the snake and ladder game from thirty-six students because there were several students, twenty students who wanted to be sampled in this study because in this case the school still enforces the system. Shifts where only a few students are allowed to be in class because it's still a pandemic.

Meanwhile, previous research found scores of speaking skill from several students, and the effectiveness of using snake and ladder games from many students could be seen because the research was carried out in schools as usual. In addition, the uniqueness of the snake and ladder game is that this snake and ladder game is a very simple but very effective way for someone to learn a certain topic. There are major advantages to using snake and ladder games in studying for exams, interviews, or other similar purposes. In this study, by using the snake and ladder game, beginners can understand how to describe a picture, command, and vocabulary in a difficult lesson by describing something.

As for the advantages of the game used by the researcher in this research, students can be more active in learning English, have more confidence, and are not afraid to speak in English because researchers are more focused in speaking so that students can speak in English.

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## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

#### **A. Conclusions**

The snake and ladder game is beneficial in enhancing students' speaking skills for students in eighth grade at SMPN 3 BUPON, according to the researcher's findings and discussion. It is visible following treatments. The results revealed that there is a significant change between the pre-test and post-test mean scores of the students. The students' mean score on the pre-test was 29,2, while their mean score on the post-test was 44,55.

#### **B. Suggestions**

Based on the above explanation, the researcher would like to give some suggestions, they are:

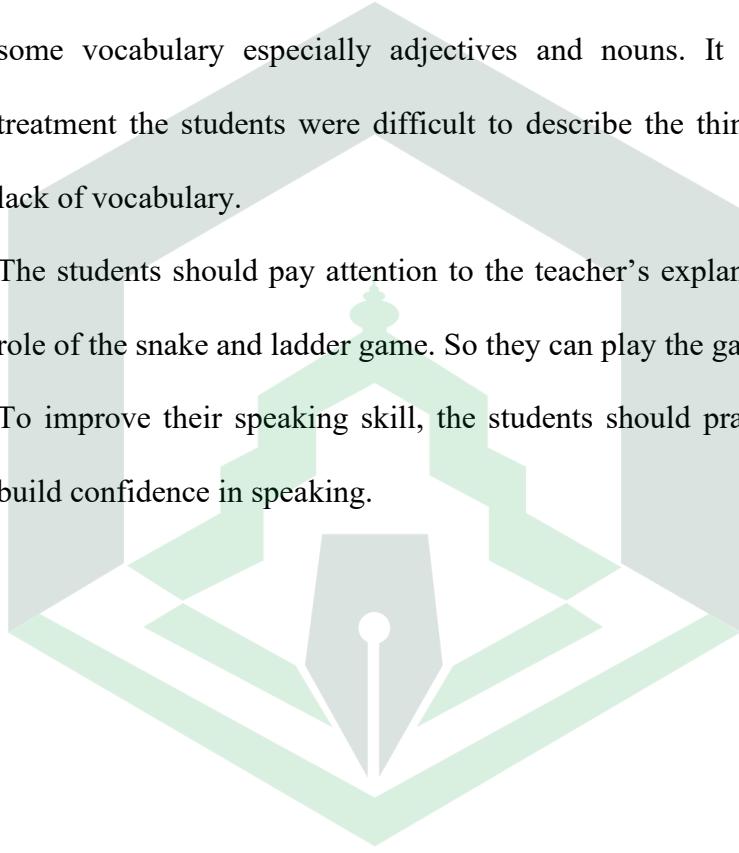
##### **1. For Teacher**

- a. The teacher should utilize some techniques, and strategies, and make the students interested in the learning process.
- b. The teacher should use activities, such as snake and ladder games, to keep the students engaged and not bored during the learning process.
- c. Before beginning the snake and ladder game, the teacher should provide a thorough explanation of the game's purpose.

d. To make students more understand the game, the teacher should write a clear command or question in the box of the snake and ladder media game and even make an example before asking the students to answer it.

## 2. For Students

- a. Before playing the snake and ladder game the students should know some vocabulary especially adjectives and nouns. It showed in the treatment the students were difficult to describe the thing because of a lack of vocabulary.
- b. The students should pay attention to the teacher's explanation about the role of the snake and ladder game. So they can play the game easier.
- c. To improve their speaking skill, the students should practice more and build confidence in speaking.



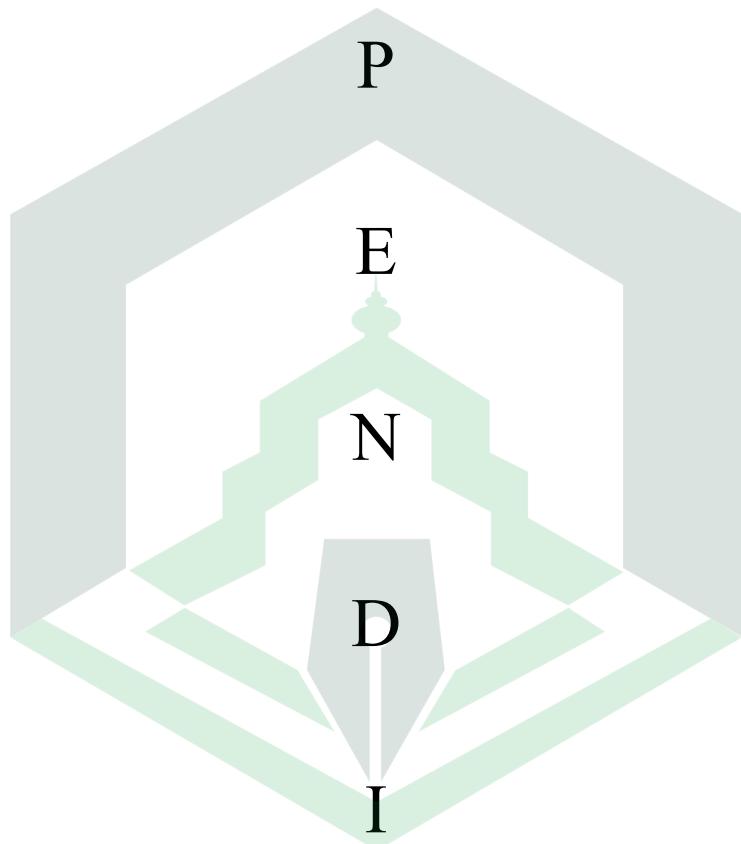
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A

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**IAIN PALOPO**  
X

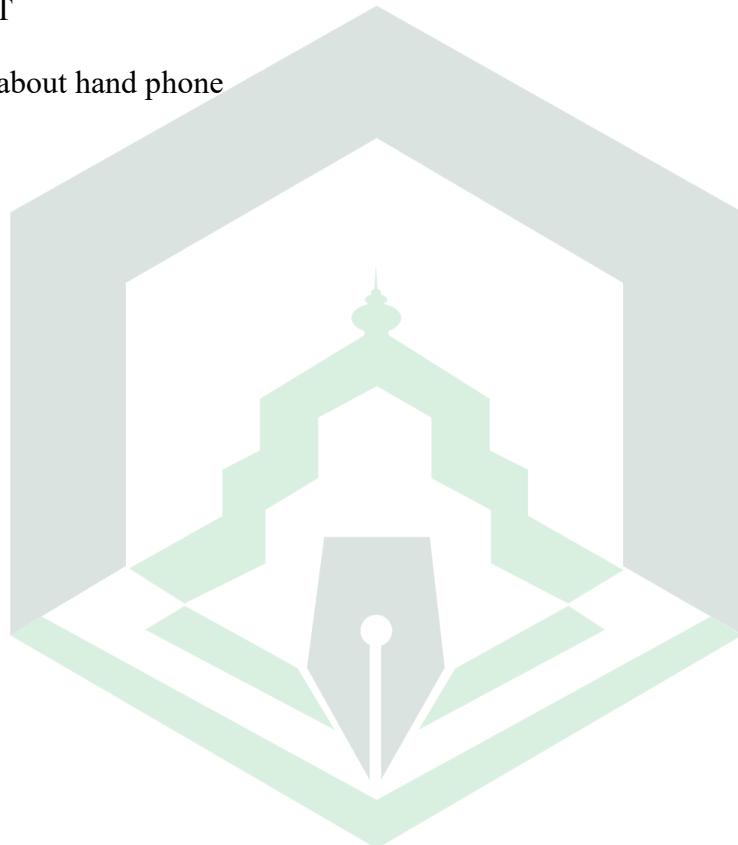
## PRE-TEST DAN POST-TEST

### PRE-TEST

Describing about what is your favorite thing

### POST-TEST

Describing about hand phone



**IAIN PALOPO**

## LESSON PLAN

### (FIRST MEETING)

#### **A. Identity**

Subject : English  
School : SMPN 3 Bupon  
Class : VIII A  
Aspect/Skill : Speaking Skill  
Time : 60 Minutes

#### **B. Standard Competence**

English communication at the junior level.

#### **C. Basic Competence**

1. Responding to the meaning of material accurately, fluently, and acceptable in simple short functional spoken of context daily life-day.
2. Expresses the moral in snake and ladder material using the variety of oral language in different contexts daily life-days.

#### **D. Indicators**

1. Understand about describing thing
2. Understanding the use of snake and ladder to speaking skill
3. Describing things with snake and ladder game

#### **E. Objectives**

1. Students are able to understand about describing things
2. Students are able understand the use of snake and ladder game
3. Students are able to play the snake and ladder game
4. Students are able to describe the things with snake and ladder game

#### **F. Learning Strategy**

Practicing

#### **G. Source/Media**

Source: Internet

Media: Snake and Ladder Game

#### **H. Material learning:**

Explanation about describing things

#### **I. Learning Media**

1. Discussion
2. Practicing

#### **J. Teaching and Learning Activity**

**Opening Activity Apperception**

1. Praying
2. Checking an attendance list
3. Drawing up the Students' learning

#### **Core Activity Exploration**

The researcher explains speaking and snake and ladder game

#### **Elaboration**

1. The researcher gives opportunity to the students to listen to the explanation
2. The researcher asks about the Students' understanding of describing things and ask a question
3. The researcher orders the Students to explain the describing things
4. The Students play the snake and ladder game.

#### **Confirmation**

By doing these activities, it is hoped the Students can improve their skill in speaking skill and their comprehension and also their soft skill such as active, creative.

#### **Closing Activity**

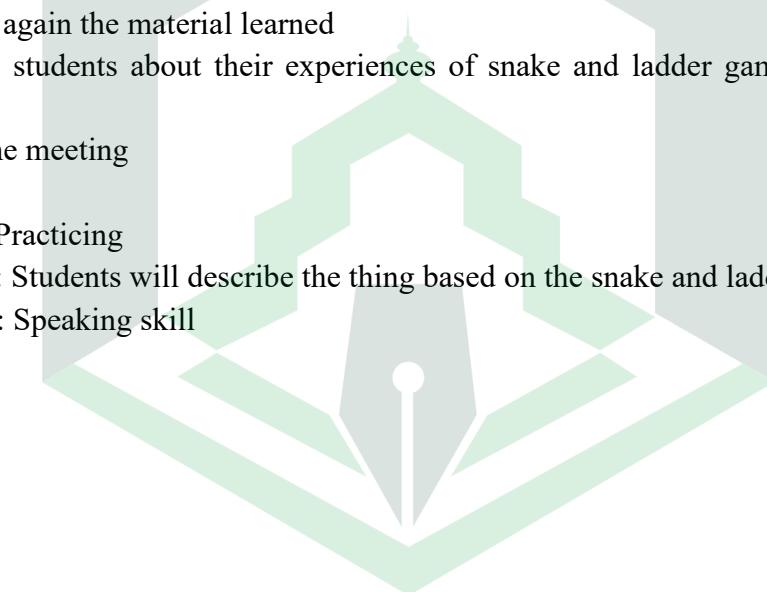
1. Review again the material learned
2. Ask the students about their experiences of snake and ladder games in their learning activity
3. Close the meeting

#### **K. Assessment**

Form: Practicing

Technique: Students will describe the thing based on the snake and ladder game

Aspect: Speaking skill



**IAIN PALOPO**

## LESSON PLAN (SECOND MEETING)

### A. Identity

Subject : English  
School : SMPN 3 Bupon  
Class : VIII A  
Aspect/Skill : Speaking Skill  
Time : 60 Minutes

### B. Standard Competence

English communication at the junior level.

### C. Basic Competence

1. Responding to the meaning of material accurately, fluently, and acceptable in simple short functional spoken of context daily life-day.
2. Expresses the moral in snake and ladder material using the variety of oral language in different contexts daily life-days.

### D. Indicators

1. Understand about describing the thing
2. Understanding the use of snake and ladder to speak skill
3. Describing things with snake and ladder game

### E. Objectives

1. Students are able to understand about describing things
2. Students are able understand the use of snake and ladder game
3. Students are able to play the snake and ladder game
4. Students are able to describe the things with snake and ladder game

### F. Learning Strategy

Practicing

### G. Source/Media

Source : Internet  
Media : Snake and Ladder Game

### H. Material learning:

Explanation about describing things

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### I. Learning Media

1. Discussion
2. Practicing

### J. Teaching and Learning Activity

#### Opening Activity Apperception

1. Praying

2. Checking an attendance list
3. Drawing up the Students' learning

#### **Core Activity Exploration**

Researcher gives the explanation about speaking and snake and ladder game

#### **Elaboration**

1. The researcher gives opportunity to the Students to listen to the explanation
2. The researcher asks about the Students' understanding of describing things and ask a question
3. The researcher orders the Students to explain the describing things
4. The Students play the snake and ladder game.

#### **Confirmation**

By doing these activities, it is hoped the Students can improve their skill in speaking skill and their comprehension and also their soft skill such as active, creative.

#### **Closing Activity**

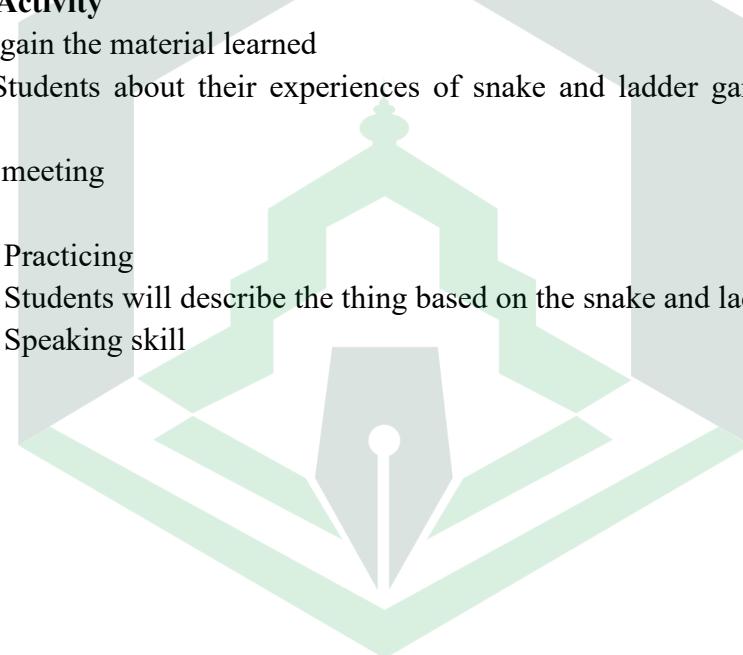
1. Review again the material learned
2. Ask the Students about their experiences of snake and ladder game in their learning activity
3. Close the meeting

#### **K. Assessment**

Form : Practicing

Technique : Students will describe the thing based on the snake and ladder game

Aspect : Speaking skill



**IAIN PALOPO**

## LESSON PLAN (THIRD MEETING)

### A. Identity

Subject : English  
School : SMPN 3 Bupon  
Class : VIII A  
Aspect/Skill : Speaking Skill  
Time : 60 Minutes

### B. Standard Competence

English communication at the junior level.

### C. Basic Competence

1. Responding to the meaning of material accurately, fluently, and acceptable in simple short functional spoken of context daily life-day.
2. Expresses the moral in snake and ladder material using the variety of oral language in different contexts daily life-days.

### D. Indicators

1. Understand about the expressions in describing things
2. Understanding the use of snake and ladder to speaking skill
3. Describing things with snake and ladder game

### E. Objectives

1. Students are able to understand about the expressions in describing things
2. Students are able understand the use of snake and ladder game
3. Students are able to play the snake and ladder game
4. Students are able to describe the things with snake and ladder game

### F. Learning Strategy

Practicing

### G. Source/Media

Source : Internet  
Media : Snake and Ladder Game

### H. Material learning:

Some expression in describing things

### I. Learning Media

1. Discussion
2. Practicing

### J. Teaching and Learning Activity

#### Opening Activity Apperception

1. Praying

2. Checking an attendance list
3. Drawing up the Students' learning

#### **Core Activity Exploration**

Researcher gives the explanation about speaking and whispering game

#### **Elaboration**

1. The researcher gives opportunity to the Students to listen to the explanation
2. The researcher asks about the Students' understanding of the expressions describing things and ask a question
3. The researcher orders the Students to identify the expressions in describing things
4. The Students play the snake and ladder game.

#### **Confirmation**

By doing these activities, it is hoped the Students can improve their skill in speaking skill and their comprehension and also their soft skill such as active, creative.

#### **Closing Activity**

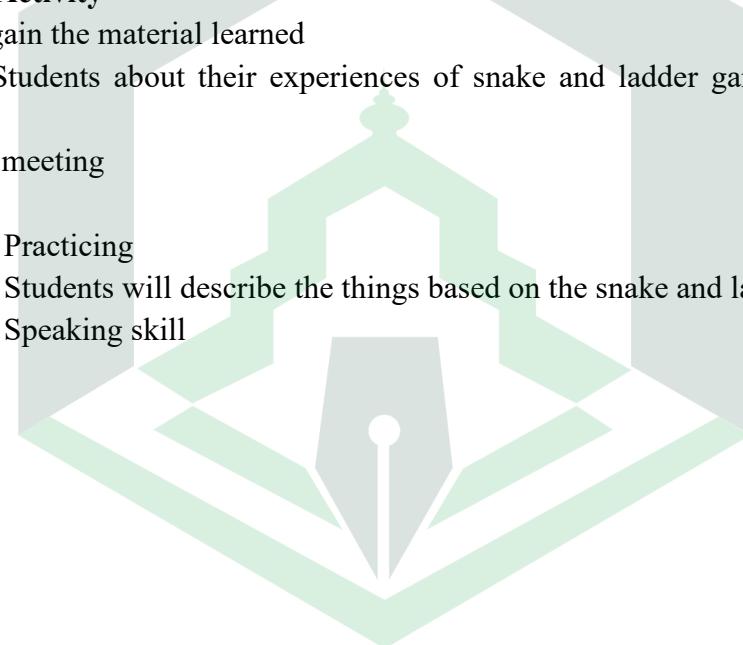
1. Review again the material learned
2. Ask the Students about their experiences of snake and ladder game in their learning activity
3. Close the meeting

#### **K. Assessment**

Form : Practicing

Technique : Students will describe the things based on the snake and ladder game

Aspect : Speaking skill



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## LESSON PLAN (FORTH MEETING)

### A. Identity

Subject : English  
School : SMPN 3 Bupon  
Class : VIII A  
Aspect/Skill : Speaking Skill  
Time : 60 Minutes

### B. Standard Competence

English communication at the junior level.

### C. Basic Competence

1. Responding to the meaning of material accurately, fluently, and acceptable in simple short functional spoken of context daily life-day.
2. Expresses the moral in snake and ladder material using the variety of oral language in different contexts daily life-days.

### D. Indicators

1. Understand about example of describing things
2. Understanding the use of snake and ladder to speaking skill
3. Describing things with snake and ladder game

### E. Objectives

1. Students are able to understand about example of describing things
2. Students are able understand the use of snake and ladder game
3. Students are able to play the snake and ladder game
4. Students are able to describe the things with snake and ladder game

### F. Learning Strategy

Practicing

### G. Source/Media

Source : Internet  
Media : Snake and Ladder Game

### H. Material learning:

Some example of describing things

### I. Learning Media

3. Discussion
4. Practicing

### J. Teaching and Learning Activity

#### Opening Activity Apperception

1. Praying
2. Checking an attendance list

3. Drawing up the Students' learning

#### **Core Activity Exploration**

Researcher gives the explanation about speaking and snake and ladder game

#### **Elaboration**

1. The researcher gives opportunity to the Students to listen to the explanation
2. The researcher asks about the Students' understanding of describing things and ask a question
3. The researcher orders the Students to explain the describing things
4. The Students play the snake and ladder game.

#### **Confirmation**

By doing these activities, it is hoped the Students can improve their skill in speaking skill and their comprehension and also their soft skill such as active, creative.

#### **Closing Activity**

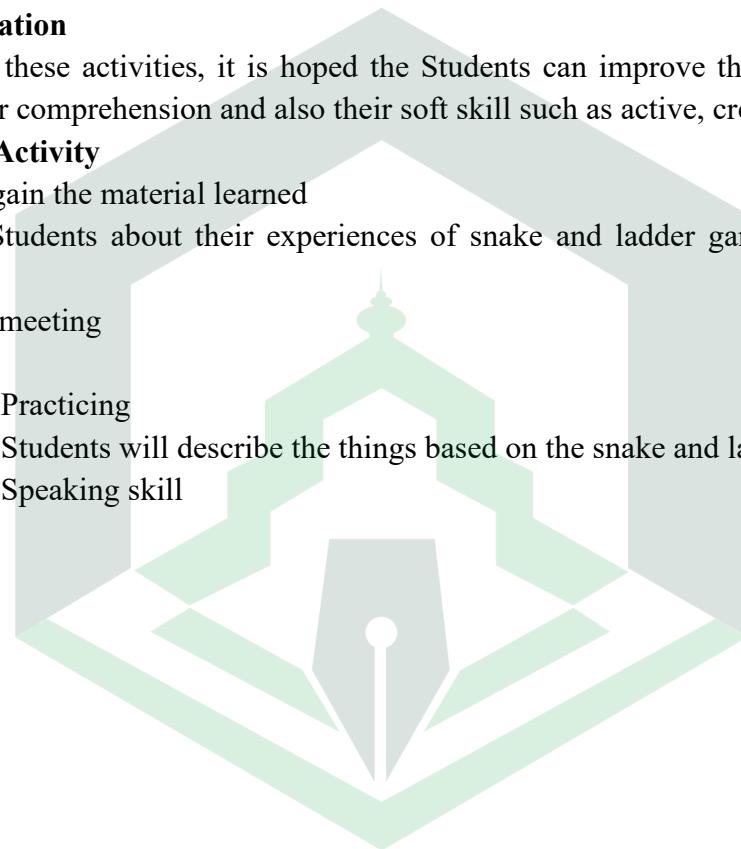
1. Review again the material learned
2. Ask the Students about their experiences of snake and ladder game in their learning activity
3. Close the meeting

#### **K. Assessment**

Form : Practicing

Technique : Students will describe the things based on the snake and ladder game

Aspect : Speaking skill



**IAIN PALOPO**

## LESSON PLAN (FIFTH MEETING)

### A. Identity

Subject : English  
School : SMPN 3 Bupon  
Class : VIII A  
Aspect/Skill : Speaking Skill  
Time : 60 Minutes

### B. Standard Competence

English communication at the junior level.

### C. Basic Competence

1. Responding to the meaning of material accurately, fluently, and acceptable in simple short functional spoken of context daily life-day.
2. Expresses the moral in snake and ladder material using the variety of oral language in different contexts daily life-days.

### D. Indicators

1. How to describing things
2. Understanding the use of snake and ladder to speaking skill
3. Describing things with snake and ladder game

### E. Objectives

1. Students are able to understand how to describing things
2. Students are able understand the use of snake and ladder game
3. Students are able to play the snake and ladder game
4. Students are able to describe the things with snake and ladder game

### F. Learning Strategy

Practicing

### G. Source/Media

Source : Internet  
Media : Snake and Ladder Game

### H. Material learning:

Practicing to describing things

### I. Learning Media

1. Discussion
2. Practicing

### J. Teaching and Learning Activity

#### Opening Activity Apperception

1. Praying
2. Checking an attendance list

3. Drawing up the Students' learning

### **Core Activity Exploration**

Researcher gives the explanation about speaking and snake and ladder game

### **Elaboration**

1. The researcher gives opportunity to the Students to listen to the explanation
2. The researcher asks about the Students' understanding of describing things and ask a question
3. The researcher orders the Students to explain the describing things
4. The Students play the snake and ladder game.

### **Confirmation**

By doing these activities, it is hoped the Students can improve their skill in speaking skill and their comprehension and also their soft skill such as active, creative.

### **Closing Activity**

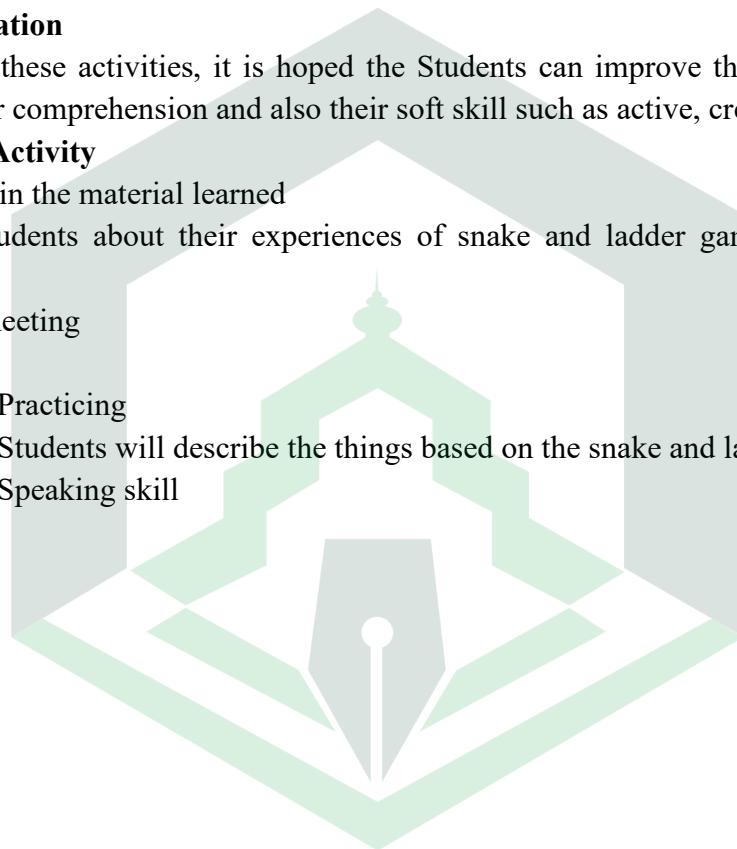
1. Review again the material learned
2. Ask the Students about their experiences of snake and ladder game in their learning activity
3. Close the meeting

## **K. Assessment**

Form : Practicing

Technique : Students will describe the things based on the snake and ladder game

Aspect : Speaking skill



# **IAIN PALOPO**

## LESSON PLAN (SIXTH MEETING)

### A. Identity

Subject : English  
School : SMPN 3 Bupon  
Class : VIIIA  
Aspect/Skill : Speaking Skill  
Time : 60 Minutes

### B. Standard Competence

English communication at the junior level.

### C. Basic Competence

1. Responding to the meaning of material accurately, fluently, and acceptable in simple short functional spoken of context daily life-day.
2. Expresses the moral in snake and ladder material using the variety of oral language in different contexts daily life-days.

### D. Indicators

1. Understand about describing thing
2. Understanding the use of snake and ladder to speaking skill
3. Describing things with snake and ladder game

### E. Objectives

1. Students are able to understand about describing things
2. Students are able understand the use of snake and ladder game
3. Students are able to play the snake and ladder game
4. Students are able to describe the things with snake and ladder game

### F. Learning Strategy

Practicing

### G. Source/Media

Source : Internet  
Media : Snake and Ladder Game

### H. Material learning:

Explanation about describing things

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### I. Learning Media

1. Discussion
2. Practicing

### J. Teaching and Learning Activity

#### Opening Activity Apperception

1. Praying

2. Checking an attendance list
3. Drawing up the Students' learning

#### **Core Activity Exploration**

Researcher gives the explanation about speaking and snake and ladder game

#### **Elaboration**

1. The researcher gives opportunity to the Students to listen to the explanation
2. The researcher asks about the Students' understanding of describing things and ask a question
3. The researcher orders the Students to explain the describing things
4. The Students play the snake and ladder game.

#### **Confirmation**

By doing these activities, it is hoped the Students can improve their skill in speaking skill and their comprehension and also their soft skill such as active, creative.

#### **Closing Activity**

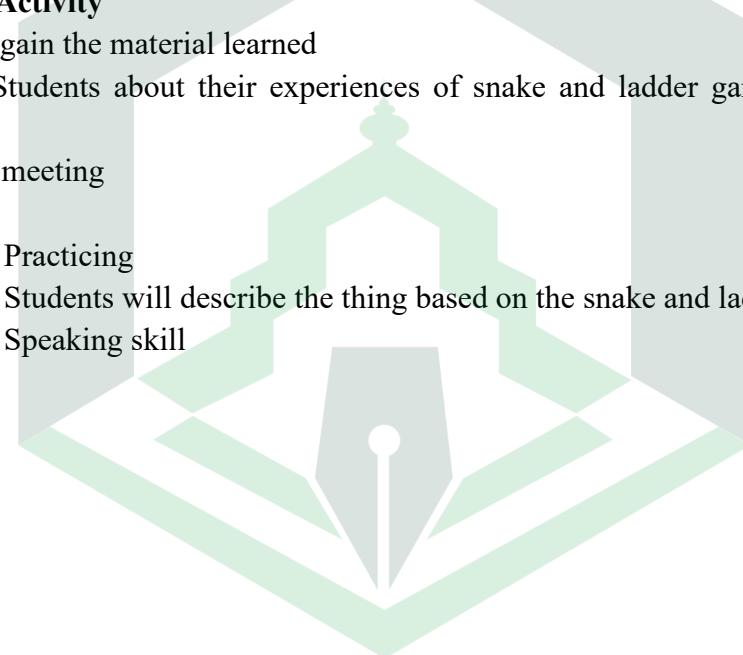
1. Review again the material learned
2. Ask the Students about their experiences of snake and ladder game in their learning activity
3. Close the meeting

#### **K. Assessment**

Form : Practicing

Technique : Students will describe the thing based on the snake and ladder game

Aspect : Speaking skill

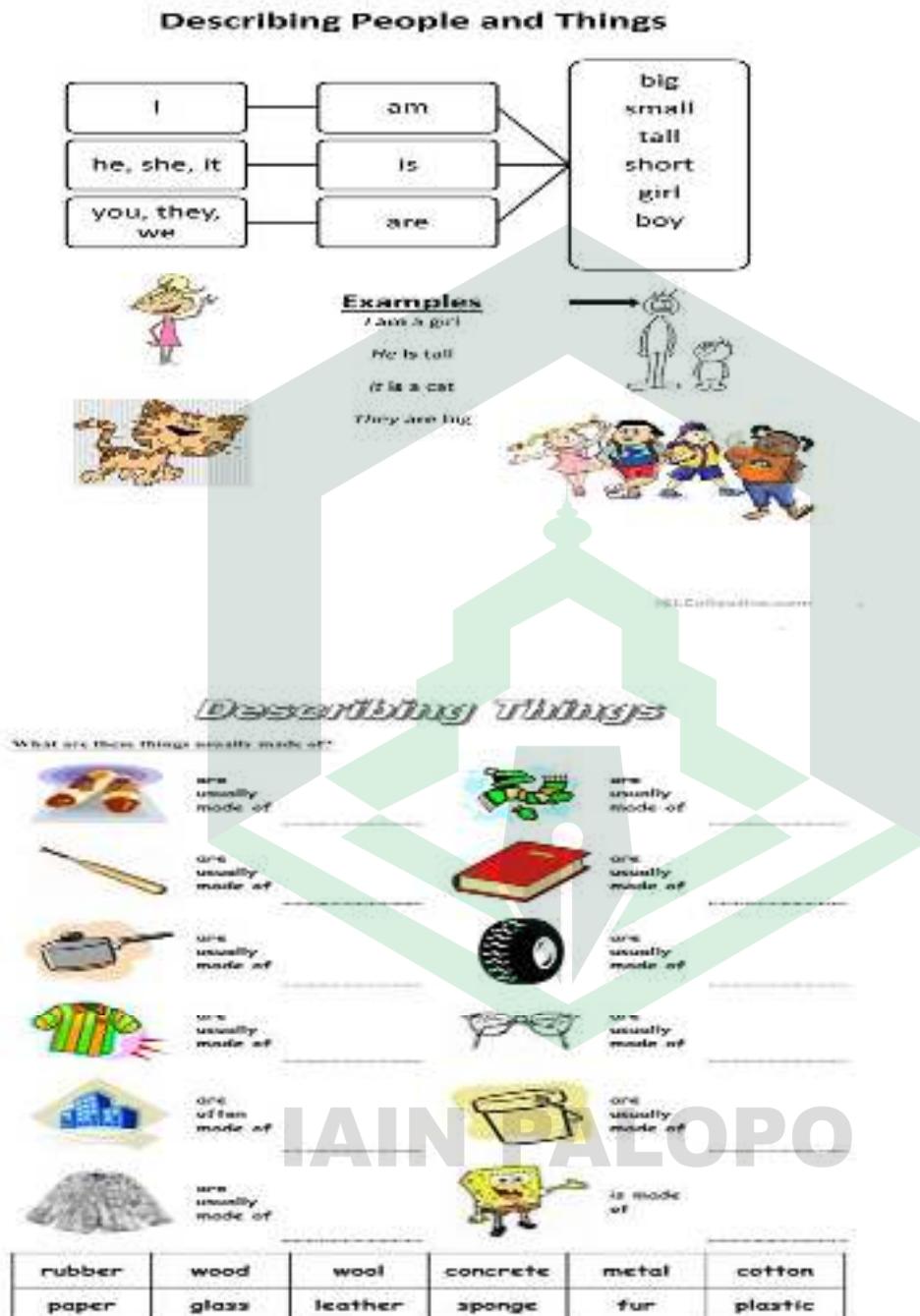


**IAIN PALOPO**

Picture of the media



## The Example of Describing Thing



<b>Scent</b>	<b>Flavor</b>	<b>Texture</b>
Floral Earthy Fresh Citrusy feminine Smoky Pungent rotten Spiced Musty fishy Subtle Nauseating gaseous	Savory Sweet Sour Bitter Tangy Burnt Flavorless Bitter Stale Raw Hearty Cheesy Fried	Leathery Slippery Rough Sharp Silky Creamy Squishy Fluffy Grainy Crunchy Gooey Sticky juicy crisp
<b>Temperature</b>	<b>Describing Things</b>	
Lukewarm Scalding refreshing frigid boiling mild chilly pleasant brisk scalding tepid fair toasty		
<b>Size/Amount</b>	<b>Color</b>	<b>Shape</b>
Dense Full Slim Fitted Overgrown Gargantuan Menial Empty Meager Snug Plus-size Tad Substantial	Dark Yellowish Neon vibrant Pale Pastel Bright Shaded Translucent Blended Matte Bold Festive monochrome	Oblong Pyramid Rectangular Concave Solid Geometric Boxy Three-dimensional Assymetrical Bulbous Contoured Pointy Twisted Fitted

IELTSCollective.com

IAIN PALOPOLI

Documentation

Pre-test



## Treatment



Post-test



Pre-test transcription of students' speaking skill

1. Assalamualaikumwarahmatullahihibaraku. My name is Alika SaldiI will describe eemmm doll. I like doll beruang yang besar hmmm because cute and hmmm beautiful. Thank you Assalamu alaikum warahmatullahi wabarakatuh..
2. Assalamu alaikum warahmatullahi wabarakatuh. Good morning guys my name is Muhammad Rangga... I will describe eee hand phone. Hand phone is using untuk calling and playing game. Eeee the color is black and the merek is Oppo. Thank you very much Assalamu alaikum warahmatullahi wabarakatuh
3. Assalamu alaikum warahmatullahi wabarakatuh good morning guys my name is Ratu Atut I will describe about my favorite things adalah sepatu. The color is white Assalamu alaikum warahmatullahi wabarakatuh
4. Assalamualaikum warhamatullahi wabarakatuh good morning my name is Sesi Aziska my favorite thing is pillow. The pillow is so empuk and I like to sleep dengan my pillow. Thank you very much Assalamu alaikum warahmatullahi wabarakatuh
5. Assalamualaikum warhamatullahi wabarakatuh my name is Zahra I will describe about eee doll. Bentuknya like eee panda. The color is black and white. Tidak terlaluong .Ahahah thank you very much Assalamualaikum warhamatullahiwa barakatuh
6. Assalamualaikum warhamatullahi wabarakatuh my name is Amanda Saputri I will describe about my laptop. I dapat dari my father. The color is black and I like that. Thank very much Assalamualaikum warhamatullahi wabarakatuh
7. Assalamu alaikum warahmatullahi wabarakatuh my name is Nur Dzakiyyah I want to describe about hand phone. The color eee red. Thank you Assalamu alaikum warahmatullahi wabarakatuh..

8. Assalamu alaikum warahmatullahi wabarakatuh my name is Muhammad Fatir I want to describe about eee my favorite thing eee shoes. The color is blue and white. My brother give me. wassalamu alaikum warahmatullahi wabarakatuh..
9. Assalamu alaikum warahmatullahi wabarakatuh good morning guys eeemm my name is Muhammad Revan I will describe about my laptop.. eeee The color is grey. thank you wassalamu alaikum warahmatullahi wabarakatuh..
10. Assalamu alaikum warahmatullahi wabarakatuh. Good morning guys eemmm my name is Asrulla I will describe about my favorite things yaitu guitar the color is brown. I beli sendiri from my tabungan. I like that so much thank you wassalamu alaikum warahmatullahi wabarakatuh..
11. Assalamu alaikum warahmatullahi wabarakatuh. Good morning guys my name is Bella I want to describe about my favorite thing eee pillow. The color ee blue eemm and ada fotonya wassalamu alaikum warahmatullahi wabarakatuh
12. Assalamu alaikum warahmatullahi wabarakatuh my name is Puput I want to describe about shoes. I like it because cool. The color ee black and white. I think that's all Thank you wAssalamu alaikum warahmatullahi wabarakatuh
13. Assalamu alaikum warahmatullahi wabarakatuh my name is NurAeni I will describe ee bag. The color is black. Emmm ada gambar catnya Ahahah thank you wassalamu alaikum warahmatullahi wabarakatuh
14. Assalamu alaikum warahmatullahi wabarakatuh my name is Qian I will describe about my hand phone. Mereknya Redmi emmm The color is black. Digunakan for call dan playing game. I thing that all wassalamu alaikum warahmatullahi wabarakatuh

15. Assalamu alaikum warahmatullahi wabarakatuh my name is Vita Adriani I will describe about bag. Eemmm color is black thank you wassalamu alaikum warahmatullahi wabarakatuh
16. Assalamu alaikum warahmatullahi wabarakatuh good morning guys my name is PinkaWahyuni I will describe about hand phone emme the color is red emmmmerkenya Oppo. Thank you wassalamu alaikum warahmatullahi wabarakatuh
17. Assalamu alaikum warahmatullahi wabarakatuh good morning guys emmm my name is Adi Putra I will describe about my laptop the color is black my sister beli for me. Emmm my laptop help me kerja tugas. Emmm thank you so much wassalamu alaikum warahmatullahi wabarakatuh
18. Assalamu alaikum warahmatullahi wabarakatuh my name is Adi Saputra I will describe about hand phone the color is black mereknya Vivo. Digunakan for call and playing game.wassalamu alaikum warahmatullahi wabarakatuh
19. Assalamu alaikum warahmatullahi wabarakatuh good morning guys my name is NailaAfirah will describe about eee pillow the color is pink I like that my mother belikan for me. Hmm thank you so much wassalamu alaikum warahmatullahi wabarakatuh
20. Assalamu alaikum warahmatullahi wabarakatuh good morning guys my name is SyakilaKirani I will describe about my hand phone the color is red mereknya Oppo. the camera is good for selfi. Hmm thank you wassalamu alaikum warahmatullahi wabarakatuh

Post-test transcription of students speaking skill.

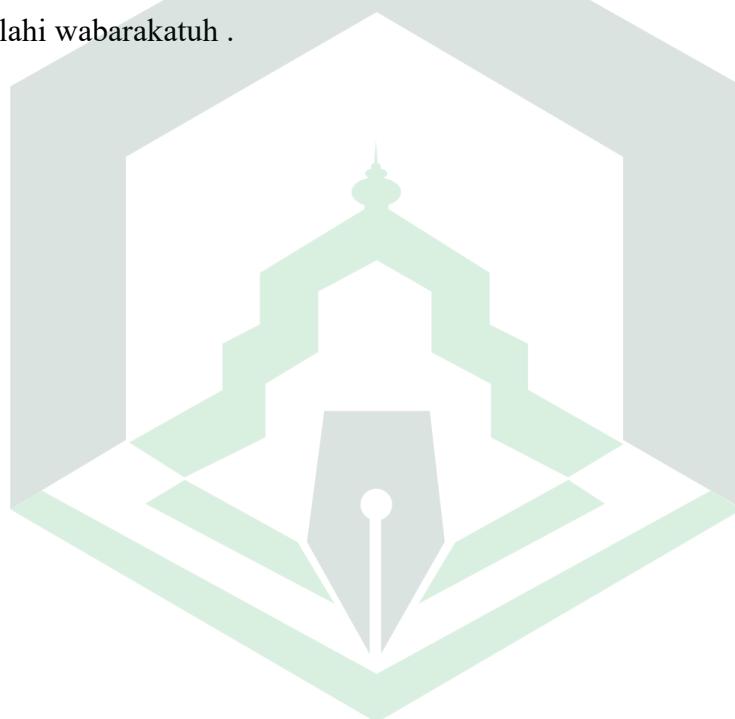
1. Assalamu alaikum warahmatullahi wabarakatuh good morning guys emmm my name is Alikasaldi I will describe about my hand phone. Emmm the merek is Asus and eemm the color is black use for game and fast hot ahahah. I think that all wassalamu alaikum warahmatullahi wabarakatuh
2. Assalamu alaikum warahmatullahi wabarakatuh good morning guys, my name is Muhammad Rangga hmm I will describe about hand phone. Hand phone is using for communication, playing game, and playing sosmed. The merek my hand phone is Realmi. Always hot and lowbat ahaha I think that's all wassalamu alaikum warahmatullahi wabarakatuh
3. Assalamu alaikum warahmatullahi wabarakatuh good morning guys my name is Ratu Atut I will describe about hand phone. Hand phone is using for communication, playing sosmed and playing game. The merek is Vivo. Thank you wassalamu alaikum warahmatullahi wabarakatuh
4. Assalamu alaikum warahmatullahi wabarakatuh my name is SesiAziska I will describe about hand phone. My mother buy for me emmm the merk is Xiomi using for playing game. Thank you very much Assalamu alaikum warahmatullahi wabarakatuh
5. Assalamu alaikum warahmatullahi wabarakatuh my name is Zahra I will describe about hand phone. Hand phone is using for communication and playing game and saving file. Hmm thank you wassalamu alaikum warahmatullahi wabarakatuh

6. Assalamu alaikum warahmatullahi wabarakatuh hmm my name is Amanda Saputri I will describe about my hand phone. The merek is Oppo and have good camera for selfie and communication emmm thank you Assalamu alaikum warahmatullahi wabarakatuh
7. Assalamu alaikum warahmatullahi wabarakatuh my name is Nur Dzakiyyah I will describe about hand phone . emm hand phones use for communication thank you Assalamu alaikum warahmatullahi wabarakatuh
8. Assalamu alaikum warahmatullahi wabarakatuh my name is Muhammad Fatir I will describe about hand phone. Hand phone have many merek ee Oppo, Vivo, Samsung, Iphone and yang lainnya. Hand phone is using for communication. Thank you wassalamu alaikum warahmatullahi wabarakatuh.
9. Assalamu alaikum warahmatullahi wabarakatuh my name is Muhammad Revan I will describe about hand phone. Hand phone is using for communication and playing game. Thank you Assalamu alaikum warahmatullahi wabarakatuh
10. Assalamu alaikum warahmatullahi wabarakatuh my name is Asrulla I will describe about my hand phone. The color is Black use for communication, playing sosmed, watch film and video save photo and video. Emmm oke thank you wassalamu alaikum warahmatullahi wabarakatuh
11. Assalamu alaikum warahmatullahi wabarakatuh my name is Bella I will describe about hand phone. Hand phone use for communication the color is red the merek is Oppo. use for communication playing sosmed. Thank you so much wassalamu alaikum warahmatullahi wabarakatuh

12. Assalamu alaikum warahmatullahi wabarakatuh my name is Puput I will describe about hand phone. Hand phone is use for communication and playing sosmed. Thank you wassalamu alaikum warahmatullahi wabarakatuh
13. Assalamu alaikum warahmatullahi wabarakatuh my name is Nur Aeni I will describe about hand phone. The color is black my hand phone use for playing game thank you. Assalamu alaikum warahmatullahi wabarakatuh
14. Assalamu alaikum warahmatullahi wabarakatuh my name is Qian I will describe about hand phone. Hand phone is use for communication the color is grey and fast hot thank you wassalamu alaikum warahmatullahi wabarakatuh
15. Assalamu alaikum warahmatullahi wabarakatuh my name is Vita Adriani I will describe about my hand phone. Hand phone is using for communication, playing sosmed thank you wassalamu alaikum warahmatullahi wabarakatuh
16. Assalamu alaikum warahmatullahi wabarakatuh my name is Pinka Wahyuni I will describe about my hand phone. The merek is Oppo and the color is red I like that for selfi. I think that's all Thank you so much wassalamu alaikum warahmatullahi wabarakatuh
17. Assalamu alaikum warahmatullahi wabarakatuh my name is Adi Putra I will describe about hand phone. Hand phone is using for communication, listening music and watch video. Thank you wassalamualaikum warahmatullahi wabarakatuh
18. Assalamualaikum warahmatullahi wabarakatuh my name is Adi Saputra I will describe about hand phone. Hand phone is important for live for communication. hmmm thank you wassalamualaikum warahmatullah iwabarakatuh

19. Assalamualaikum warahmatullahiwabarakatuh good morning guys my name is Naila Afirah I will describe about hand phone. Many merek from hand phone eeemmm like Samsung, Vivo, and Oppo. hand phone is using for communication. I think that's all wassalamualaikum warahmatullahi wabarakatuh.

20. Assalamualaikum warahmatullahiwabarakatuh good morning guys my name is Syakila Kirani I will describe about my hand phone. The color is red and Oppo is merek my hand phone. Good for using selfie and communication. Hmm thank you wassalamualaikum warahmatullahi wabarakatuh .



**IAIN PALOPO**

## CURRICULUM VITAE



The researcher, Hariana was born on February 15<sup>th</sup>1998 in Maili, Kabupaten LuwuTimur. She is the last child and has two brothers. Her father's name is Nahir and her mother's name is Mudira.

She lives in Kecamatan Malili Kelurahan Malili Kabupaten Luwu Timur. The researcher began her study at SDN 221 Malili and graduated in 2006 then she continued her study at SMPN 1 Malili and graduated in 2013 and then continues her study at SMAN 1 Malili and graduated in 2016. After that, she continues her study at the State Islamic Institute of Palopo In 2016 and taking English Department and finished in 2021.

In the end study at the State Islamic Institute of Palopo, wrote a thesis entitled is **“Improving Students’ Speaking Skill by Using Snake and Ladder Games for the Eight Grade Students at SMPN 3 Bupon”**

**IAIN PALOPO**

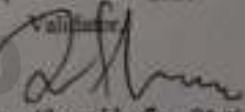
### Lembar Validasi Soal Pretest-Posttest

#### Petunjuk :

1. Berdasarkan Bapak/Ibu berilah penilaian: " V (Valid), CV (Cukup Valid), KV (Kurang Valid), TV (Tidak Valid)" pada kolom validitas isi dengan memberi centang (✓)
2. Berdasarkan Bapak/Ibu berilah penilaian " SDP (Sangat Dapat Dipahami), KDP (Kurang Dapat Dipahami), TDP (TIDAK Dapat Dipahami)" pada kolom bahasa dan penulisan dengan memberi centang (✓)
3. Sebagaimana petunjuk untuk mengisi tabel, perhatikan hal berikut:
  - a. **Validasi Isi**
    - 1) Apakah soal sudah sesuai indikator pembelajaran yang ingin dicapai,
    - 2) Apakah soal dirumuskan secara singkat dan jelas,
    - 3) Apakah petunjuk pengajaran soal dituliskan secara jelas.
  - b. **Bahasa Dan Penulisan Soal**
    - 1) Apakah soal menggunakan bahasa Inggris yang baku sesuai kaidah
    - 2) Apakah bahasa menggunakan soal yang komunikatif, mudah dipahami
4. Isiilah kolom berikut:

Bapak Soal	Validasi Isi				Bahasa dan Penulisan			Kesimpulan			
	V	CV	KV	TV	SDP	KDP	TDP	Tanpa Revisi	Revisi Kecil	Revisi Besar	Soal Tidak Dapat Digunakan
1	✓				✓			✓			
2					✓			✓			
3											
4											
5											
6											

Palopo, 2021

  
(Dr. Macriddin S.S., M.Hum.)

IAIN PALOPO

## LEMBAR VALIDASI INSTRUMENT

### A. Petunjuk pengisian

1. Lembar penilaian kelayakan ini meliputi aspek isi, bahasa.
2. Berilah tanda ('') pada kolom angka yang sesuai dengan penilaian yang anda berikan.
3. Podoman skala penilaian adalah sebagai berikut:
  - 1: tidak layak
  - 2: kurang layak
  - 3: cukup layak
  - 4: layak
  - 5: sangat layak
4. Anda di mohon kesedianya untuk memberikan saran-saran perbaikan pada bagian akhir lembar ini.

### B. Penilaian Kelayakan

NO	URAIAN	Kelayakan				
		1	2	3	4	5
I	Aspek Isi				<input checked="" type="checkbox"/>	
	a. Instrument sesuai dengan indikator pembelajaran yang ingin dicapai			<input checked="" type="checkbox"/>		
	b. Instrument dirumuskan secara singkat dan jelas		<input checked="" type="checkbox"/>			
	c. Petunjuk penggerjaan instrumen dituliskan secara jelas			<input checked="" type="checkbox"/>		
II	Aspek Bahasa				<input checked="" type="checkbox"/>	
	a. Instrument dirumuskan dalam bahasa indonesia yang baik dan benar					
	b. Instrument dirumuskan dalam bahasa yang mudah dipahami sesuai tingkat kemampuan berbahasa responden			<input checked="" type="checkbox"/>		

**C. Komentar**

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**D. Saran**

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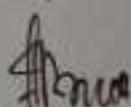
**E. Kesimpulan**

Instrument ini (lingkari salah satu pilihan)

1. Tidak dapat digunakan
2. Dapat digunakan
3. Dapat digunakan dengan perbaikan sebagai berikut

Palopo,

Penilai Kelayakan

  
Wa Ode Hariawa, S.pd  
NIP 19740109 200003 2 007

**IAIN PALOPO**



**PEMERINTAH KABUPATEN LUWU**  
**DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU**

Alamat : Jl. Opu Dewi Ratu No. 1, Bantara Tepian (0471) 3254115

Nomor : 377/PENELITIAN/10.08/OPMPTSPK/2021  
Lampu : -  
Sifat : Biasa  
Perihal : Izin Penelitian

Kepada  
Yth. Ka. SMPN 3 Bupon  
di -  
Tempat

Berdasarkan Surat Dekan Institut Agama Islam Negeri Palopo : 195/ln.19/FTIKHM/01/10/2021  
Tanggal 12 Oktober 2021 tertulis permohonan Izin Penelitian.  
Dengan ini disampaikan kepada saudara /i/ bawahan yang tersebut di bawah ini

Nama	Hanana
Tempat/Tgl Lahir	Malli / 15 Februari 1998
Nim	NE 0202.0023:
Jurusan	Pendidikan Bahasa Inggris
Alamat	Jl. Samudra Malli Kecamatan Malli

Bermakna akan mengadakan penelitian di daerah/instansi Saudara /i/ dalam rangka penyusunan  
"Skripsi" dengan judul :

**IMPROVING SPEAKING SKILLS BY USING SNAKE AND LADDER GAMES FOR EIGHT GRADE STUDENTS OF SMPN 3 BUPON**

Yang akan dilaksanakan di SMPN 3 BUPON, pada tanggal 14 Oktober 2021 s/d 14 November 2021

Sehubungan hal tersebut di atas pada prinsipnya kami dapat mempertujuk kegiatan dimaksud dengan ketentuan sbb

1. Setelah dan sebelum melaksanakan kegiatan, kepada yang beranggutan harus melaporkan kepada Bupati Luwu Up. Dinas Penanaman Modal dan PTSP Kab. Luwu.
2. Penelitian tidak memungkangi dan Izin yang diberikan.
3. Minta izin peraturan perundang-undangan yang berlaku.
4. Memperbaiki 1 (satu) eksemplar copy hasil penelitian kepada Bupati Luwu Up. Dinas Penanaman Modal dan PTSP Kab. Luwu.
5. Surat Izin akan dicabut dan dinyatakan tidak berlaku apabila temanya pemerintah surat izin tidak memastikan ketentuan-ketentuan tersebut di atas.



IAIN PALPO



Lembaga:

1. Bupati Luwu sebagai Lembaga di Bantara
2. Kepala Kelembagaan dan Umum Kab. Luwu di Setiake
3. Dekan Institut Agama Islam Negeri Palopo
4. Mahasiswa /i/ Hanana
5. Ayah:



PEMERINTAH KABUPATEN LUWU  
DINAS PENDIDIKAN DAN KEBUDAYAAN  
**SMP NEGERI 3 BUA PONRANG**

Alamat : Lanipa, Desa Bahti Kec. Ponrang Selatan Kab.Luwu

**KETERANGAN PENELITIAN**

NOMOR: 132 DIKBUD / SMP.16 /XI/2021

Yang bertanda tangan dibawah ini Kepala SMP Negeri 3 Bua Ponrang, menerangkan bahwa :

Nama	<b>HARIANA</b>
Nim	: 1602020023
Tempat/Tgl Lahir	: Malili, 15 Februari 1998
Program Studi	: S1/ Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Ilmu Keguruan
Tempat Penelitian	: SMP Negeri 3 Bua Ponrang
Alamat	: Lanipa, Desa Bahti, Kec.Ponrang Selatan Kab.Luwu

Yang bersangkutan benar telah melaksanakan penelitian pada SMP Negeri 3 Bua Ponrang, Selama 1 Bulan, TMT. 14 Oktober sd 14 November 2021 dalam penulisan Skripsi S1 dengan judul

**"IMPROVING SPEAKING SKILL BY USING SNAKE GAMES FOR THE EIGHT GRADE STUDENTS' OF SMP NEGERI 3 BUA PONRANG.**

Demikian surat keterangan ini dibuat dan diberikan kepada yang bersangkutan untuk digunakan sebagaimana mestinya.

**TAIN PALOPO**

Lanipa, 18 November 2021

