

**THE EFFECTIVENESS OF USING SNAKE AND LADDER BOARD GAME
TO ENHANCE STUDENTS' SPEAKING SKILL AT THE THIRD SEMESTER
OF IAIN PALOPO**



IAIN PALOPO

By

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**ENGLISH STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
THE STATE INSTITUTE FOR ISLAMIC STUDIES
(IAIN) PALOPO
2015**

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IAIN PALOPO

A THESIS

*Submitted To the English Study Program of Tarbiyah and Teacher Training Faculty of the
State Islamic Institute of Palopo For S.Pd Degree in English
Education*

BY

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**ENGLISH STUDY PROGRAM
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2015**

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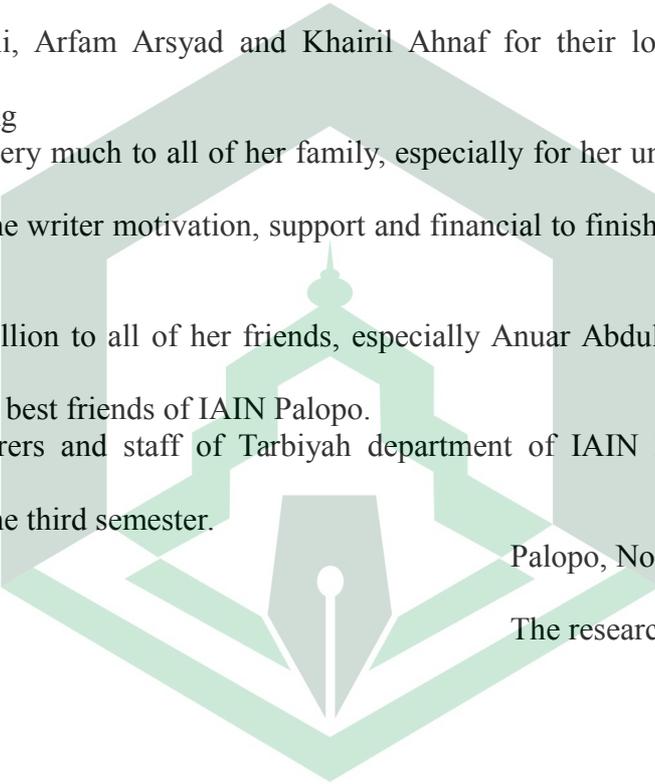
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Palopo, November 2015

The researcher



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CONSULTANT APPROVAL

This thesis entitles “ *The Effectiveness of Using Snake and Ladder Board Game to Enhance Students’ Speaking Skill at The Third Semester of IAIN Palopo* ”

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ABSTRACT

Nurhikma Abbas, 2015, **The Effectiveness of Using Snake And Ladder Board Game To Enhance Students' Speaking Skill At The Third Semester of IAIN Palopo**. Thesis, English Study Program of Tarbiyah and Teacher Training Faculty of State Institute for Islamic Studies (IAIN) Palopo. Under Consultant: Dr.H.Dahlan,M.Hum as the first consultant and Dr.Jumhariah Djamereng,M.Hum as the second consultant.

Key Words: Effectiveness, Snake And Ladder Board Game, enhance Students Speaking skill.

This thesis focus on the Effectiveness of using snake and ladder board game to enhance Students' Speaking Skill at the third semester of IAIN Palopo. The problem statements of these research were "is the use of snake and ladder board game effective to enhance students' speaking skill?". The objectives of the research to find out whether the use of snake and ladder board game effective in teaching speaking at the third semester.

This research applied pre experimental method with one group pre-test and post-test design. It was intended to express or describe systematically based on the data that had been collected from experimental research. The target population of this research was all of the third English semester of IAIN Palopo.

The sample was taken from the population by using purposive sampling. This sample was taken from the response and active class and the number of sample were 20 students of class BIG A. The instruments of the research are speaking test and questionnaire. Speaking test was given to know the ability of students in speaking that has been given in treatment and questionnaire to know the students response.

The result of this research shows that there were significant improvements in students speaking skill at the third English semester of IAIN Palopo after researcher conducting treatments by using snake and ladder board game than before treatment. It is means that the snake and ladder board game gives significant improvement to students in learning speaking. Proved by calculating the difference of both test (pre-test and post-test) by using test. Analysis were, the result of t-test (17,667) and t-table (2,093). It means that there is significant difference between students' ability before and after giving treatment. It could conclude that the snake and ladder board game can improve students to speak.

CHAPTER 1

INTRODUCTION

A. Background

English is international language has an important role in this globalization era, it is a language. It is used that mostly spoken by people all over the world for economic area, technology, and communication among people.

According to Jumiasni There are four skills that are essential to improve in language learning namely, listening, speaking, writing, and reading. Speaking is one of the skill of language. Speaking skill is very important because without speaking the people cannot communicate with other people and they cannot express their ideas. By speaking the students can improve their vocabularies, pronunciation, and increase our knowledge and some aspects.¹

In fact, students face difficulties in speaking, because there were some factors that may effect them when they learn, such us the lack of knowledge in expressing the ideas and low confidence students to learn and practice more and more. Teacher needs a good method which can make motivation. This statement is similar to what is characteristics and attitude of the students that they were curious and often seeks something that the teacher notices them and show appreciation for what they are doing. So that, the teacher must be creative to make the students interest to study

English in the class, When talking about interest, I would think about our positive

¹ Jumiani. *the effectiveness of using number head together method to improve students' speaking skill at The tenth Class Students of SMA Negeri 2 Palopo.*(IAIN :Palopo, 2015).P.1.

response or attitude to something that we like and enjoy. The writer want to enhancing students' speaking skill by using snake and ladder board game, because the writer think the students was interest by use the game.

Based on the problem above the teacher need a learning strategy to solve the problem. Therefore the researcher was interested in using game, it could be usefull for teacher to motivate and encourage them to speak English. It also can help students to firstly, they can develop high motivation in studying English. Secondly, they could be easy to understand the English by playing game that as they are mostly applied in teaching language correctly.

Based on the previous statements, the writer conducted which us research entitled "The Effectiveness of Snake and Ladder Board Game to Enhance Students' Speaking Skill at the third semester of IAIN Palopo".

B. Problem Statement

Based on the statement above, the writer formulated the problem statement as follows to what extent is the use of snake and ladder board game effective to enhance students' speaking skill at the third semester of IAIN Palopo?.

C. Objective of the research

The related to the problem statement, the researcher formulated the objectives of the researcher to find out whether the snake and ladder board game is effective in teaching speaking skill at the third semester students of IAIN Palopo.

D. Significance of the research

The result of this research is expect to be useful information for the students especially to the third semester students of IAIN Palopo to improve their speaking skill by using snake and ladder board game. The researcher result of this research can be useful :

For students:

1. To improve students' speaking skill, by emerging their self confidence to in expressing idea and opinion.
2. To improve students' motivation to study and share in order that they can be more active in speaking with friend in the classroom and outside classroom

For teacher or lecturer:

1. To develop learning strategies, so that it can motivate students to more active in learn English actively to enhance student's speaking skill
2. To get opportunities who will conduct the research related to the English language teaching to improve the quality in learning process and students' development.

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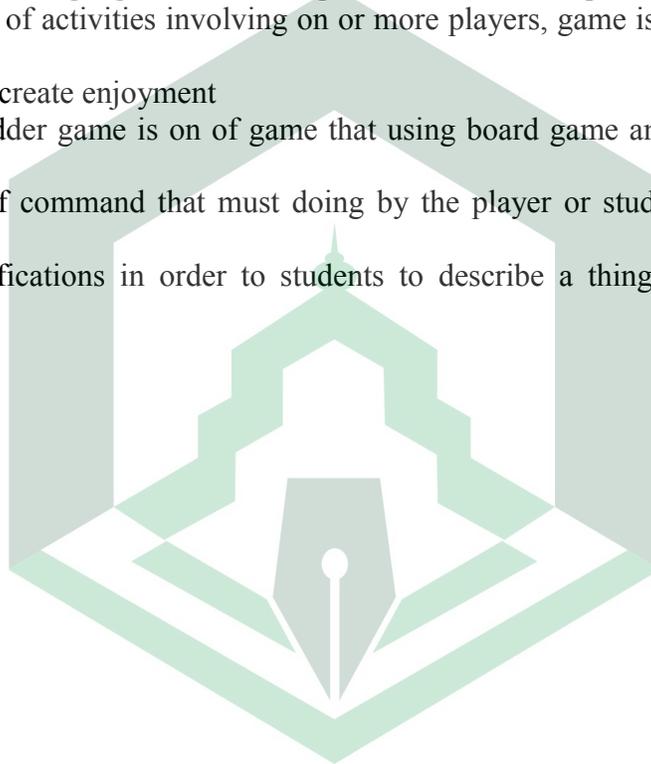
E. Scope of the research

This research was limited on the effectiveness of using the snake and ladder board game to improve speaking skill at the third semester of IAIN Palopo by this game. In this research, the researcher only focus on accuracy, fluency and comprehensibility in speak by use formal language, for example explain about education.

F. Operational definition

To get general understanding about the title, the researcher will explain as follows:

1. Speaking skill is one important role in education of English, because speaking is communication language between one person and the other person.
2. Game is a set of activities involving on or more players, game is an activity which is rules and can create enjoyment
3. Snake and ladder game is on of game that using board game and a dice contains of twenty box of command that must doing by the player or students. Box command already modifications in order to students to describe a thing, people, place, and activity.



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CHAPTER II REVIEW OF RELATED LITERATURE

A. Previous of related research findings

In writing this thesis, the researcher found some researches which are closely related to this research, those researchers:

1. The researcher, Amran Usman (2013), in his thesis the title is “*improving students’ speaking skill through guessing game of the second semester students at STAIN Palopo*“. He concluded learning English for speaking skill the students really need a good method, interest, and funny that can touch their mind set and make them refresh. So that the students involved a whole learning processed, it indicates that the students have much chance to express their opinion about the topic during they can speak. With the guessing game can improving speaking skill at the second semester in English department at STAIN Palopo is effective.¹
2. The researcher, Abd. Rauf (2011), in his thesis the title is “*improving students’ speaking skill through retelling English story of third semester at STAIN Palopo*“. He concluded that using retelling English story, it was found that this method could give significant development toward the students’ speaking ability in English. It meant that retelling English story could develop speaking skill at the third semester English

¹ Amran Usman, *improving students’ speaking skill through guessing game of the second semester students at STAIN Palopo* “. (Palopo 2013) p.59

study program of STAIN Palopo. He found that most of the students gave positive respond and enjoy learning by retelling English story.²

3. The researcher, Agus Suganda (2008) the title is “*Upaya Meningkatkan kemampuan bicara siswa dalam bahasa inggris melalui snake and ladder board game kelas VII SMPN Negeri 1 Cimahi*” dari hasil penelitiannya, dia menyimpulkan bahwa snake and ladder board game mampu meningkatkan kemampuan bicara bahasa inggris siswa kelas VII SMPN 1 Cimahi.³

B. Speaking

1. Definition of speaking

Speaking is a language skill that is developed in child life, which is produced by listening skill, and at the period speaking skill is learned. Based or competence based curriculum speaking is one of the four basic competences that the students should gain well. It has an important role in communication.⁴

In carrying out speaking, students face some difficulties one of them is about language its self. In fact, most of students get difficulties to speak even though they have a lot of vocabularies and have written them well. The problems are afraid for students to make mistake.

²Abd. Rauf, *improving students' speaking skill through retelling English story of third semester at STAIN Palopo*”. (Palopo 2011) p.72

³ Agus Suganda “*Upaya Meningkatkan kemampuan bicara siswa dalam bahasa inggris melalui snake and ladder board game kelas VII SMPN Negeri 1 Cimahi*”, (Cimahi Jawa Barat 2008)p.16

⁴ Tarigan, H. Guntur, *Prinsip – prinsip dasar metode riset pengajaran dan pembelajaran bahasa*. (Bandung; Angkasa,1990),P.56-58

Speaking is the productive skill. It could not be separated from listening. When we speak we produce the text and it should be meaningful. In the nature of communication, we can find the speaker, the listener, the message and the feedback. Speaking could not be separated from pronunciation as it encourages learners to learn the English sound.⁵

Teaching speaking or producing skill, can apply three major stage, those are :
Introducing new language, practice and communicative activity.⁶

It means that the speaking as the way of communication influences our individual life strongly. From the explanation above, the researcher concludes that speaking is what we say to what we see, feel and think. When we feel something, we want someone can hear us. So, in this process we can call it is an interaction between two sides.

On the other hand, speaking can be call as oral communication and speaking is one of skills in English learning. This become one important subject that the teacher should given. That is why the teachers have big challenge to enable their students to master English well, especially speaking English in class or out of the class.

5 Ibid.p12

6 Nunan, op.cit.p.23

2. Types of Speaking

a. Imitative

At one end of a continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. While this is purely phonetic level of oral production, a number of prosodic, lexical and grammatical properties of language may be conclude in the criterion performance

b. Intensive

A second type of speaking frequently employed in assessment contexts is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical or phonological relationship. Example of extensive assessment tasks include directed response task, reading aloud, sentence and dialogue completion limited picture-cued task including simple sequences and relationship up to the simple sentence level.

c. Responsive

Responsive assessment tasks include interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and a small task, simple request and comments and the like.⁷

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3. Component of speaking

The speaking divide into three main components, as follows :

a. Accuracy

⁷ Brown, H. Douglas. *Language assessment principle and classroom practice.* (New York; Longman.2001).p141

Accuracy is the ability in the use target language clearly intelligible pronunciation, particular grammatical and lexical accuracy. Accuracy is achieved to some extent by allowing students to focus on the elements of phonology grammar and discourage in their spoken output.⁸ In testing speaking proficiency, we use some elicitation technique is the ways to get students to say something test.⁹

b. Fluency

Fluency is the ability to produce what one wishes to say smoothly and without undue hesitation and searching¹⁰. Speak without too great to say smoothly and effort with a fairly wide range of expression in the past research Rasyid find that in the students speaking skill they were fairly fluent in interaction with speak of 75-89 words per minute. Fluency is a speech and language pathology term that mean the smoothness, syllables, words and phrase are joined together when speaking quickly¹¹.

⁸ H.Douglas Brown, *Teaching by principle*, new york : longman Inc,2001),P.268

⁹ Martin H. Manser, *oxford learners "pocket Dictionary*, (Oxford : Oxford University Press,1995), P.81.

¹⁰ Wilga M. river,*Teaching foreign language Skill*,(London : The University of Chicago Press, 1981),P.372

¹¹ Bruce harrer. 1996 *language fluency*.([http :// www.fluentzy.com.html](http://www.fluentzy.com.html).accessed on 10 december 2014

Fluency is design to let you speak that give your feedback as to how you did what to let you speak, that give you feedback as to how you did-what to correct and how to correct it¹².

c. Comprehensibility

Comprehensibility is the ability to understand quite well to the topic nomination with considerable repetition and rephrasing.¹³ In testing speaking profanely, we use some elicitation techniques.

According to Madsen elicitation technique is a way to get students to say something in speaking test. For example, through limited response, direct response, question about picture, reading- aloud, paraphrase explanation, guide role play or relaying information, visual and paraphrase technique through oral interview¹⁴.

4. The Problem of Speaking

a. Clustering

Fluent speech is phrasal, not words by words. Learners can organize their output both cognitively and physically through such clustering.

b. Redundancy

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¹² Washington. 2000. *Automatic foreign language pronunciation training*. (<http://www.Iti.cs.cmu.edu/research/fluency/html.accessed/html>. Accessed on 10 december 2014)

¹³ Scott Thoubury ,*How to Teach Speaking* ,p.6

¹⁴ Harold Thornbury, *teqhniques in testing* , (Ed. II; New York : Oxford University,1983), P.162.

The speaker has an opportunity to make meaning clearer through the redundancy of language learners can capitalize on this feature of spoken language.

c. Reduce forms

Contraction, elisions, and reduced vowels. all form special problems in teaching spoken language.

d. Performance variables

One of the advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performance hesitations, pauses, backtracking and corrections.

e. Colloquial language

Make sure your students' reasonable well acquainted with the words. Idioms and phrases of colloquial language and those they get practice in producing these forms.

f. Rate of Delivery

Another salient characteristic of fluency is rate of delivery. How to help learners achieve an acceptable speed along with other attributes of fluent.

g. Stress, rhythm and intonation

The most important characteristics of English pronunciation, as well be explained below. The stress time's rhythm of spoken English and its intonation pattern convey important messages.

h. Interaction

Learning to produce moves of language in a vacuum-without interlocutors would rob speaking skill of its richest component : the creativity of conversational negotiation.¹⁵

C. Media of Learning

Media of learning is aids in the learning process. Something that can be used to simulate the mind, attention, feel and skill in learning process, so that give motivation to the process learning process activity is effective and fun, Learning media is also a tool that server as an intermediary for the understanding of meaning of the material presented by the teacher either print media or electronic media. And learning media is also aids to expedite of the application components of the learning system, So that the learning process can be long-lasting, effective and fun.

So, the conclusion of learning media is all of something that can use as intermediaries to channel messages, stimulate the mind, interest, feel and willingness of students, so as to encourage the creation of the learning process for the students.

1. The purpose of media of learning

The purpose of learning media are as a tool is to facilitate the learning process in the classroom, improve the efficiency of learning, and helps concentration of students in the learning process.

2. Benefit media of learning

- a) Teaching more attractive in order to motivate students to learn

¹⁵ H. Douglas Brown, *teaching by principle: an Interactive approach to language pedagogy*; Second Edition. New York; Longman. Inc, P. 268

- b) Teaching material will be more clearly, so that the meaning can be understood
- c) Learning methods vary, not merely verbal communication through the spoken words

narrative of teachers and students not bore

d) Many students more learning activities.¹⁶

3. Type of media

- a) Media auditory ,example: radio and tape recorder
- b) Media visual , example card and picture
- c) Media auditory and visual, example film
- d) Media game

4. Game as a media of learning

Game as a media of learning is highly recommended by the psychologist, because

it is very beneficial for the development of cognitive and creative students.

The game is one of the activities that cause pleasure playing for participants. And the play contains aspect of excitement, relief, pleasure intensive, free from tension or grief and freeing the soul.

5. Game as a media of learning has several advantages:

- a) Game is the something that fun to do, that is something entertaining and interesting
- b) Game allows the active participation of students to learn
- c) Game can immediate feedback
- d) Help students to improve their communicative abilities
- e) Help students to solve the real problems.¹⁷

D. Definition of Game

A game is an activity with rules, a goal and an element of fun. One of most important reason for using game is simply that they are immensely enjoyable for both teacher and students.

¹⁶ http://www.google.co.id/?Gws_rd=ssl#q=apa_itu_media.diunduh pada tanggal 1 October 2015

¹⁷ <http://www.lpmpsulsel.net/v2/attachments/349-game.pdf>. diunduh pada tanggal 11 october 2015

Before starting the game ordinances, rules of the game must be written or described. Teacher provided time for students to learn the rules of the game and perform game example to students. Students will more quickly find the idea of the game, as well as the tools prepared in advance of loading game, There are three types in the game, pair work, small group work and whole class activity, In the process of learning to be aware of the benefits to be gained from the game, because the right game will increase the success of the desired learning.

E. Snake and Ladder Board Game

Scheiber (2012:1) said, snake and ladder board game that played two people or more. Board game divided into little boxes, and each boxes have been give some pictures. The pictures are snake and ladder that connection from one box to the other box. This game created on 1870. UNESCO (1988:27) in its serial documentation said “snake and ladder board game is a popular game in many countries of the world. It is easy to make from basic material and can be adapted to suit many learning situations”¹⁸

Snake and ladder board game is a kind of educational game that purpose on exercising students’ rapidity in speaking. This game requires some kind of tool among others board, snake and ladder are equipped image paper, and dice. Teacher can make the dice by herself in English number (Mujib and Rahmawati :2011).¹⁹

¹⁸ <http://li2khandayani.blogspot.co.id/2012/12/media-permainan-ular-tangga.m=1.diunduh> tgl 7 December 2015

¹⁹ <http://jurnal.untan.ac.id/index.php/jpdpb/article/view/10260.diunduh> pada tanggal 7 december 2015

Snake and ladder is a game that has been known previously. In the domain or natural snake and ladder game emphasizes students to use verbal communication instead of visual communication and motor. Therefore using snake and ladder game in English need to do to enhancing speaking skill.

Snake and ladder game is one of game that using board game and a dice, contains of twenty box of command that must do by the player or students. Box command already modifications in order to students to describe a thing, people, place and activity.²⁰

➤ Advantages of snake and ladder board game

- 1) To interested the students' attention in other to learning activity have interesting
- 2) Help in develop the learning media
- 3) Learning activity did not focus in one method and given bored effect. Because, the students play during study.

➤ Disadvantages of snake and ladder board game

- 1) The researcher was tired to manage time, because this game did in pairs
- 2) The students very noisy, because the students alternately to play

F. Procedure of Applying Snake and Ladder Board Game

The procedure of applying snake and ladder board game as follows:

1. Understand the object of the game. The object of the game is to be the first player to reach the end by moving across the board from square one to the final square. Most board wrap back and forth. So, move left to the right across first row, then more up to the second and move right to left, and so on. Follow the numbers on the board to see how to move forward. For example, if you rolled a five and you were on space number eleven, then you would move your game piece to space number sixteen.
2. Decide who goes first. Each player should roll and die to see who gets the highest number. Whoever rolls the highest number gets to take the first turn. After the first

²⁰ <http://sumsel.kemenag.go.id/file/file/TULISAN/dzmg1353830080.pdf>.di unduh tgl.19 September.

player takes a turn, the person sitting to that player's left will take a turn. Play continues in a circle going left. If two or more people roll the same number, and it is the highest number rolled, each of those people roll die and additional time to see who gets to go first.

3. Roll the die and move. To take your turn, roll the die again and read the number that you rolled. Pick up your game piece and move forward that number of spaces. For example, if your piece forward five square, ending up on square seven. Some people play that you can only move onto the board if you roll a one, and if you do not get a one, you just skip your turn. This is not recommended, since this can be frustrating for unlucky players.
4. Climb up ladders. The ladders on the game board allow you to move upwards and get ahead faster. If you land exactly on a square that shows an image of the bottom of ladder, then you may move your game piece all the way up to the square at the top of the ladder. If you land at the top of a ladder or somewhere in the middle of a ladder, just stay put. You never move down ladder.
5. Slide down snakes or chutes. Some versions have snakes on the board, while others have chutes (slides). Snakes (or chutes) move you back on the board because you have to slide down them. If you land exactly at the top of a snake or chute, slide your game piece all the way to the square at the bottom of the middle or at the bottom of a snake (or chute) just stay put. You only slide down if you land on the top square of a snake (or chute).
6. Take an extra turn if you roll a six. If you roll a six, then you get an extra turn. First, move your piece forward square and then roll the die again. If you land on any snakes

or ladders, follow the instructions above to move up or down and then roll again to take your extra turn. As long as you keep rolling sixes, you can keep moving.

7. Land exactly on the last square to win. The first person to reach the highest square on the board wins, usually square 100. But there is a twist. If you roll to high, your piece “bounce” of the last square and moves back. You can only win by rolling the exact number needed to land on the last square. For example, if you are in square 99 and roll a four, move your game piece to 100 (one move), then “bounce” base to 99, 98, 97(two, three, then four moves). If square 97 is ladder base or snake head, climb or slide as usual.²¹

F. Conceptual framework

Speaking is an important part of language teaching. From speaking the students can expression their opinion and can speak well by using the game. Because if the students speak from the game they can expression their idea and opinion, The focus of the research is enhancing students’ speaking skill by using snake and ladder with the board game. The theoretical framework in this research is show in the diagram below.

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Students’ Speaking skill at the third semester of IAIN Palopo

²¹ <http://www.wikihow.com/play-snake>  ders.diunduh tanggal 1 October 2015

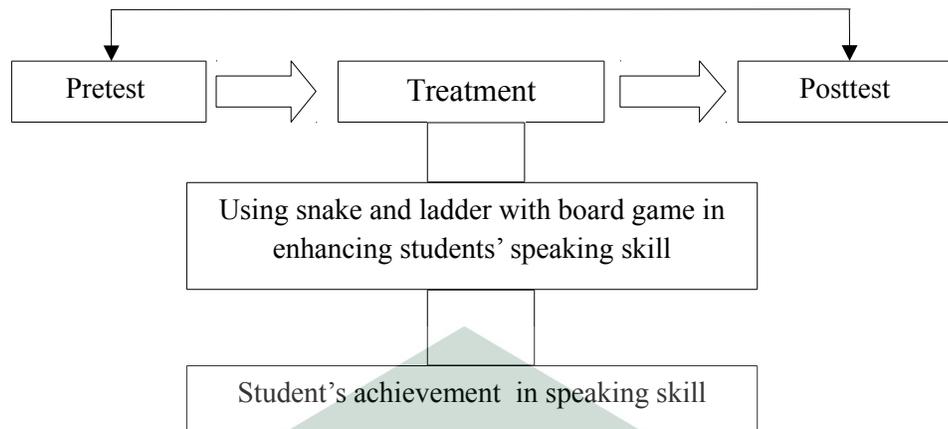


Figure II.1 Conceptual Framework

G. Hypothesis

There are two hypothesis of this research as follow:

1. Null hypothesis (H_0) means that the use of snake and ladder game is not effective to enhancing students' speaking skill at the third semester of IAIN Palopo.
2. Alternative hypothesis (H_a) means that the use of creative snake and ladder is effective to enhancing students' speaking skill at the third semester of IAIN Palopo.

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CHAPTER III

METHOD OF THE RESEARCH

A. Method and Design of Research

1. Method of research

The method was used in this research is pre experimental research. It was used to know the effectiveness of using snake and ladder board game to enhancing students' speaking skill at the third semester of IAIN Palopo.

2. Design of Research

To do the experimental, the researcher used one group pre-test and post-test design. The design is write as follows:

$$O_1 - X - O_2$$

Remaks:

O_1 : Pre- test

X : Treatment

O_2 : Post- test¹

B. Research Variables

This research used two variables:

1. Independent variable : Snake and ladder board game
2. Dependent variable : Students speaking skil

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C. Population and Sample

1. Population

The population of this research is the third semester of IAIN Palopo. The total number of population are 162 students, That distribution into four classes.

2. Sample

In this research, the researcher used purposive sampling technique and the researcher took one class to be sample that is class English A. The number of sampling are 20 students. The researcher selected this class because their speaking is low, students had respond and followed the learning activity very well and was interested to play game in the learning activity.

D. Instrument of the Research

This research, the researcher used test, which was consist of pre-test , post-test and questioner in collecting data, the researcher record the respondents by using mobile recorder/tape recorder. Then the researcher use game assigment after giving pre-test as a treatment.

In the treatment, the researcher gave a writing assigment to the students in the text form until fourth meeting. And in this research, the researcher used the questionnaire to measure the students' interest in learning English by snake and ladder board game.

The questionnaire was intended to find out whether the students were interest in learning speaking by using snake and ladder board game or not. The questionnaire consists of 7 items. There were four alternative choices namely; strongly agree, agree, disagree, and strongly disagree. Every items had score where strongly agree = 4, agree = 3, disagree = 2, strongly disagree = 1.¹

E. Procedure of Collection Data

In collecting data, the researcher used some procedures. The procedures are:

¹ Subana, *Dasar-Dasar penelitian ilmiah*. (Bandung; pustaka setia, 2005), p.136

a. Giving pre- test before treatment

The pre- test would use to know the students' ability of speaking by using interview test. The test was given three question for each students. The researcher would be asked them one by one, after that the researcher recorded all students' answer.

1. What is your name?
2. Introduce your self
3. Could you explain about education?

a. Treatment

The treatments were given after pretest in the class room. The treatment conduct for fourth meeting and this treatment used snake and ladder board game.

➤ The first meeting

The researcher gave action learning to ask for opinion and request, In this case doing in pairs.

➤ The second meeting

The researcher taught about descriptive text, so that the students' easily to play snake and ladder board game.

➤ The third meeting

The students would be divided into four groups and play snake and ladder board game, and then the researcher was ask for opinion, describing/explaining something.

➤ The last meeting

The four group that each consisted of four students doing snake and ladder board game. In pairs the students doing question and answering on the orders

contained in the media game. Students asked to measure the accuracy, fluency and comprehensibility of his speech in speak English.

b. Post test

After giving treatments to the students for fourth meetings, the researcher gave post-test. In the post-test the researcher gave different test from pre-test to the students. The students was given interview test. The interview, the researcher gave three questions and recorded the answer all of respondents one by one by using mobile recorder or tape recorder, the question consisted of three questions.?

1. Introduce your self
2. If you have much money, where do you want to go?
3. Can you explain about effect of technology?

F. Giving questionnaire

The sheets of questionnaire instrument, the questionnaire contain some questions which to measure the effort of the students who were given. There were four chooses in the questionnaire namely; strongly agree, agree, disagree and strongly disagree. Every items have score where strongly agree = 4, agree = 3, disagree = 2, and strongly agree = 1.²

G. Technique of Data Analysis

2 Subana, *Dasar-dasar Penelitian Ilmiah*, (Bandung; Pustaka Setia, 2005), p. 136

a. Scoring Classification

In analyzing the data, the researcher determined the scoring classification which included of accuracy, fluency and comprehensibility. Those assessment criteria explained by J.B. Heaton as follows:

There were three criteria that resided in speaking skill to evaluated it, they were :

1). Accuracy

The ability to pronounce in the target language, clearly, grammatically and logically.

2). Fluency

The ability to use the target language fluently and in accepting and giving information quickly.

3). Comprehension

The ability to understand the general meaning and the speaker intention the category of oral test assessment as follows.³

The technical of scoring through six scales.

N	NO	Accuracy	Fluency	Comprehensibility
	6.	Pronunciation is only very slightly influenced by the mother-tongue. Two	Speaker without to great an effort with a fairly wide range of expression. Searches	Easy for the listener to understand the speaker's intention

3 J. B. Heaton, *Writing English Language Test*, (New York; Longmen, 1988), p. 98

	or three minor grammatical and lexical errors.	for words occasionally but only one or two unnatural pauses	and general meaning. Very few interruption or clarification required.
5	Pronunciation is slightly influenced the mother tongue. A few minor grammatical and lexical errors but most utterance are correct.	Has to make an effort at to search for words. Nevertheless smooth, delivery on the whole and only a few unnatural pauses	The speaker's intention and general meaning are fairly clear. A few interruption by the shake or clarification are necessary.
4	Pronunciation is still moderately influenced by the mother-tongue but not serious phonological errors. A few grammatical and lexical errors but only one or two major errors causing confusion.	Although he has to make an effort and search for words. There are not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but succeeds in conveying the general meaning fair range or expression.	Most of what the speaker says is easy to follow. His intention is always clear but several interruptions are nessesary to help him to convey the massage or to seek clarification.
3	Pronunciation is influenced by the mother-tongue but	Has to make an effort for much of the time. Often has to search for	The listener can understand a lot of what is said, but

	only a few serious phonological errors, some of which cause confusion.	the desired meaning. Rather halting delivery and fragmentary. Range of expression often limit.	the most constantly seek clarification. Cannot understand many of the speaker's more complex or longer sentences
2	Pronunciation seriously influenced by the mother-tongue with errors causing a breakdown in communication. Many 'basic' grammatical and lexical errors.	Long pauses while he searches for the desired meaning. Frequently fragmentary and halting delivery. Almost gives up making the effort at times. Limited range of expression.	Only small bits (usually short sentences and phrases) can be understood-and than with considerable effort by someone who is used to listening to the speaker.
1.	Serious pronunciation errors as well as many 'basic' grammatical and lexical errors. No evidence of having mastered any of the language skills and areas practiced in the course.	Full of long and unnatural pauses. Very halting and fragmentary delivery. At times gives up making the effort. Very limited range of expression.	Hardly anything of what is said can be understood. When the listener makes a great effort or interrupts. The speaker is unable to clarify anything he seems to have said

Beside the technical of scoring through six scales above, the researcher also make rating classification which using to give students obtained. The following in rating scale classification:⁴

Classification	Scale	Rating
Excellent	6	86-100
Very Good	5	71-85
Good	4	56-70
Average	3	41-55
Poor	2	26-40
Very Poor	1	≤25

⁴ Daryanto, *Evaluasi Pendidikan*, (Jakarta: PT Rineka Cipta, 2007), p.211

Looking for mean score and standard deviation the researcher use SPSS 21.

Criteria hypothesis of acceptability

$t\text{-table} < t\text{-test}$: Reject null hypothesis

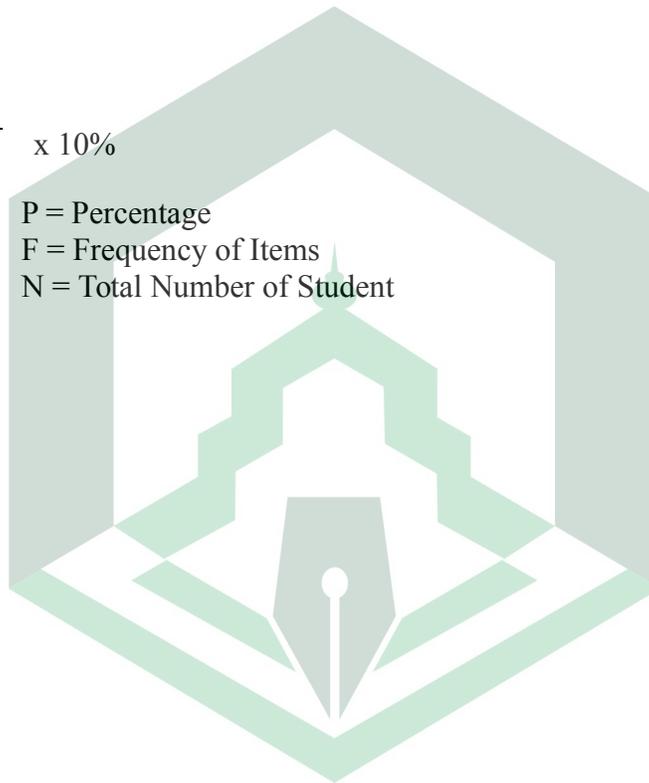
$t\text{-test} > t\text{-table}$: Receive null hypothesis⁵

Calculating the percentage of the students' score by using the following

formula:⁶

$$P = \frac{F}{N} \times 10\%$$

where: P = Percentage
F = Frequency of Items
N = Total Number of Student



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⁵ Suharsimi arikunto, *prosedur Penelitian*, (cet.IV; R Cipta, 1997), p.156

⁶ Sudjana, *Metode Statistika* (Bandung: PT Tarsito, 1982), p.40

CHAPTER IV

FINDINGS AND DISCUSSION

This is chapter the researcher explains about finding and discussion of the data of the researcher. This chapter describes about the result of the research shows the realities and comparing between theory and application in educational institution.

A. Findings of the Research

The findings of the research are showed to describe the result of the data that analyzed statistically. It comprised of the students' score in pre-test, and post-test, classification percentage of students score and standard deviation of the students' pre-test and post-test, the mean score and standard deviation of the students' pre-test and post-test.

1. The Analysis Students' Speaking Score in Pre-test and Post-test.

a. Pre-test

In this section, the researcher shows the complete score of students in speaking ability (accuracy, fluency, and comprehensibility) in pre-test, the mean score and standard deviation of students, and the rate percentage of students' speaking score in pre test. The researcher presents them in tables and calculates the score by using SPSS 21. For more clearly, at the first the researcher would show the complete students' score on speaking ability of accuracy, fluency, and comprehensibility in pre-test. It is tabulates by following table:

Table 4.1
The Score of Students' Speaking Skill in Pre-test

Respondent	The Aspect of Speaking Skill			Total
	Accuracy	Fluency	Comprehensibility	

R1	2	1	2	5
R2	2	2	1	5
R3	1	3	2	5
R4	3	2	3	7
R5	1	3	2	6
R6	2	2	3	7
R7	2	3	2	7
R8	3	2	1	6
R9	2	2	3	7
R10	2	2	2	6
R11	2	2	3	7
R12	3	2	2	7
R13	2	2	2	6
R14	3	1	2	6
R15	2	3	1	6
R16	3	2	2	7
R17	3	3	1	7
R18	3	2	2	7
R19	2	3	1	6
R20	3	3	2	8
N=20				$\Sigma X=135$

Speaking skill consists of three aspects: they were accuracy, fluency and comprehensibility. So in the section, the researcher would presents and tabulates the mean score of the students' speaking ability one by one through the following tables:

1) Accuracy

Table 4.2

The score of students' Accuracy in Pre-test

Respondents	Accuracy
R1	2
R2	2
R3	1
R4	3
R5	1
R6	2
R7	2
R8	3
R9	2
R10	2
R11	2
R12	3
R13	2
R14	3
R15	2
R16	3
R17	3
R18	3
R19	2
R20	3
N=20	

For looking the mean score of students' accuracy in pre-test, the researcher calculates it by using SPSS 21. The result was presents into descriptive statistic table as follows:

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

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Accuracy	20	1.00	3.00	2.3000	0.65695
Valid N (listwise)	20				

From the table 3.00, it shows that the highest score of students were 3 and the lowest score was 1.00. Besides, it also indicates that the mean score of students' accuracy in pre-test were 2.30 and the standard deviation was 0,65695S.

In other side, the researcher also had written the students' score of accuracy before gave treatment by using snake and ladder board game and it presents through the table rate percentage scores. The table are shown as follows:

Table 4.4
The Rate Percentage Score of the Students' Accuracy in Pre-test

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

In the table above, there were 20 students observed before giving treatment. There were eight students (40%) who got **average** score, ten students (50%) who got **poor** score and two students (10%) who got **very poor** score. It is means that the students' accuracy of speaking skill is low.

2) Fluency

Table 4.5	
The Score of Students' Fluency in Pre-test	
R18	2
R19	3
R20	3
N=20	



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Look at the mean score of students' fluency in pre-test, the researcher calculates it by using SPSS 21. The result is presents into descriptive statistic table as follows:

Table 4.6
The Mean Score of Students' Fluency in Pre-test

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Fluency	20	1.00	3.00	2.2500	0.63867
Valid N (listwise)	20				

The table shows that the highest score of students were 3.00 and the lowest score was 1.00. Besides, it also indicates that the mean score of students' accuracy in pre-test were 2,2500 and the standard deviation was 0,63867.

In other side, the researcher also have written score of the students' fluency before giving treatment by using snake and ladder board game and presents through the table rate percentages scores. The table is shows as follows:

Table 4.7
The Rate Percentage Score of Students' Fluency in Pre-test

Classification	Score	Rating	Frequency	Percentage
Excellent	86 – 100	6	-	0%
Very Good	71 – 85	5	-	0%
Good	56 – 70	4	-	0%
Average	41 – 55	3	7	35%
Poor	26 – 40	2	11	55%
Very Poor	≤ 25	1	2	10%
Total			20	100%

In the table above, there were 20 students observed before giving treatment. There were seven students (35%) who got **average** score, eleven students (55%) who got **poor** score and two students (10%) who got **very poor** score. It is means that the students' fluency of speaking skill is low.

3) Comprehensibility

Table 4.8
The Score of Students' Comprehensibility in Pre-test

Respondents	Comprehensibility
R1	2
R2	1
R3	2
R4	3
R5	2
R6	3
R7	2
R8	1
R9	3
R10	2
R11	3
R12	2
R13	2
R14	2
R15	1
R16	2
R17	1
R18	2
R19	1
R20	2
N=20	

Look at the mean score of comprehensibility students' in pre-test, the researcher calculates by using SPSS 21. The result is presents into the table descriptive statistic as follows

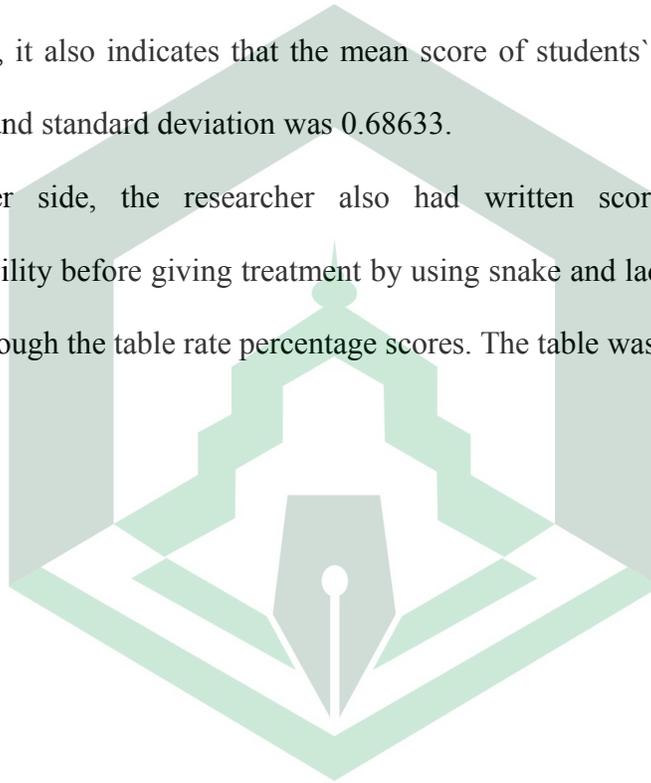
Table 4.9
The Mean Score of Students' Comprehensibility in Pre-test

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Comprehensibility	20	1.00	3.00	1.9500	0.68633
Valid N (listwise)	20				

The table shows that the highest score of students is 3.00 and lowest score was 1.00. Besides, it also indicates that the mean score of students' accuracy in pre-test were 1.9500 and standard deviation was 0.68633.

In other side, the researcher also had written score of the students' comprehensibility before giving treatment by using snake and ladder board game and it presents through the table rate percentage scores. The table was showed as follows:



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Table 4.10**The Rate Percentage Score of Students' Comprehensibility in Pre-test**

Classification	Score	Rating	Frequency	Percentage
Excellent	86 – 100	6	-	0%
Very Good	71 – 85	5	-	0%
Good	56 – 70	4	-	0%
Average	41 – 55	3	4	20%
Poor	26 – 40	2	11	55%

Very Poor	≤ 25	1	5	25%
Total			20	100%

In the table above, there were 20 students observed before giving treatment. There were four students (20%) who got **average** score, eleven students (55%) who got **poor** score and five students (25%) who got **very poor** score. It is means that the students' comprehensibility of speaking skill is low.

b. Post-test

In this part, the researcher made the rate percentage of students' score speaking ability in post-test. The result of the students' score in post-test were presented in the tables, The complete of the students' score speaking ability of accuracy, fluency, comprehensibility in post test were tabulates as follows :

Table 4.11
The Scores of Students' Speaking Skill in the Post-test

Respondent	The Aspect of Speaking Skill			Total
	Accuracy	Fluency	Comprehensibility	
R1	3	4	3	10
R2	4	3	3	10
R3	3	3	4	10
R4	3	3	3	9
R5	4	5	4	13
R6	4	5	3	12
R7	3	4	4	11
R8	4	4	5	13
R9	4	4	4	12
R10	3	5	4	12
R11	4	4	5	13
R12	4	3	3	10
R13	4	4	3	11

R14	3	4	3	10
R15	3	4	5	12
R16	5	4	5	14
R17	5	4	5	14
R18	4	5	4	13
R19	3	4	5	12
R20	4	4	5	13
N=20				$\Sigma Y=285$

In other side, the researcher had classified based on English speaking assessments that consisted of accuracy, fluency, comprehensibility and it was presented through the table distribution frequency and percentage. It shows as follows:

1) Accuracy

Table 4.12
The Score of Students' Accuracy in Post-test

Respondents	Accuracy
-------------	----------

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R1	3
R2	4
R3	3
R4	3
R5	4
R6	4
R7	3
R8	4
R9	4
R10	3
R11	4
R12	4
R13	4
R14	3
R15	3
R16	5
R17	5
R18	4
R19	3
R20	4
N=20	

Look at the score of students' accuracy in post-test, the researcher calculates it by using SPSS 21. The result presents into descriptive statistic table as follows:

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Table 4.13
The Mean Score of Students' Accuracy in Post-test

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
AccuracyPostTest	20	3.00	5.00	3.7000	0.65695
Valid N (listwise)	20				

The table shows that the highest score of students were 5.00 and the lowest score were 3.00. Besides, it also indicates that the mean score of students' accuracy in post-test were 3.70 and the standard deviation was 0.65695.

In other side, the researcher also had written score of the students' accuracy who had been given treatment by using snake and ladder board game and it presents through the table rate percentage score. The table was showed as follows:

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

classification	Score	Rating	Frequency	Percentage
Excellent	86 – 100	6	-	0%
Very Good	71 – 85	5	2	10%
Good	56 – 70	4	10	50%
Average	41 – 55	3	8	40%
Poor	26 – 40	2	-	0%
Very Poor	≤ 25	1	-	0%
Total			20	100%

In the table above, there were 20 students observed after giving treatment.

There were two students (10%) who got **very good** score, ten students (50%) who got **good** score and eight students (40%) who got **average** score. It is means that the students' accuracy of speaking skill is increase.

2) Fluency

Table 4.15

The Score of Students' Fluency in Post-test

Respondents	Fluency
R1	4
R2	3
R3	3
R4	3
R5	5
R6	5
R7	4
R8	4
R9	4
R10	5
R11	4
R12	3
R13	4
R14	4
R15	4
R16	4
R17	4
R18	5
R19	4
R20	4
N=20	

Look at the score of students' accuracy in post-test, the researcher calculates it by using SPSS 21. The result presents into descriptive statistic table as follows:

Table 4.16
The Mean Score of Students' Fluency in Post-test

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
FluencyPostTest	20	3.00	5.00	4.0000	0.64889
Valid N (listwise)	20				

The table shows that the highest score of students were 5.00 and the lowest score were 3.00. Besides, it also indicates that the mean score of students' accuracy in post-test were 4.00 and the standard deviation was 0,64889.

In other side, the researcher also had written score of the students' accuracy who had been given treatment by using snake and ladder board game and it presents through the table rate percentage score. The table was showed as follows:

Table 4.17
The Rate Percentage Score of Students' Fluency in Post-test

Classification	Score	Rating	Frequency	Percentage
Excellent	86 – 100	6	-	0%
Very Good	71 – 85	5	4	20%
Good	56 – 70	4	12	60%
Average	41 – 55	3	4	20%
Poor	26 – 40	2	-	0%
Very Poor	≤ 25	1	-	0%
Total			20	100%

In the table above, there were 20 students observed after giving treatment. There were four students (20%) who got **very good** score, twelve students (60%) who got **good** score and four students (20%) who got **average** score. It is means that the students' fluency of speaking skill is increase.

3) Comprehensibility

Table 4.18
The Score of Students' Comprehensibility in Post-test

R19	5
R20	5
N=20	



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Look at the score of students' accuracy in post-test, the researcher calculates it by using SPSS 21. The result presents into descriptive statistic table as follows:

Table 4.19
The Mean Score of Students' Comprehensibility in Post-test

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
PostTest	20	3.00	5.00	4.0000	0.85840
Valid N (listwise)	20				

The table shows that the highest score of students were 5.00 and the lowest score were 3.00. Besides, it also indicates that the mean score of students' accuracy in post-test were 4.00 and the standard deviation was 0.85840.

In other side, the researcher also had written score of the students' accuracy who had been given treatment by using snake and ladder board game and it presents through the table rate percentage score. The table was showed as follows:

Table 4.20
The Rate Percentage Score of Students' Comprehensibility in Post-test

Classification	Score	Rating	Frequency	Percentage
Excellent	86 – 100	6	-	0%
Very Good	71 – 85	5	7	35%
Good	56 – 70	4	6	30%
Average	41 – 55	3	7	35%
Poor	26 – 40	2	-	0%
Very Poor	≤ 25	1	-	0%

Total	20	100%
--------------	----	------

In the table above, there were 20 students observed after giving treatment. There were seven students (35%) who got **very good** score, six students (30%) who got **good** score and seven students (35%) who got **average** score. It is means that the students' fluency of speaking skill is increase.

Table 4.21

The Mean Score and Standard Deviation of Pre-test and Post-test

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
PreTest	20	5.00	8.00	6.4000	.82078
PostTest	20	9.00	14.00	11.7000	1.49032
Valid N (listwise)	20				

In this table 4.21 indicates that the standard deviation in pre-test were 0.82078 and in post-test 1,49032. It also shows that mean score of the students in pre-test were 6.400 and the mean score of the students and the mean score of the students in post-test were 11.70. The result of the table above shows that mean score of students in post-test was higher than the mean score of students in pre-test. It concludes that using snake and ladder board game was effective in teaching speaking.

To know whether the pre-test and post-test were significantly different, and also to know acceptability of the hypothesis of this research, the researcher used t_{test} analysis and calculates it by using SPSS 21. The result could be shown in the table

of paired samples statistics, paired sample correlations, and paired sample test. It presents in the following tables:

Table 4.22
The Paired Samples Statistic of Pre-test and Post-test

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PreTest	6.4000	20	0.82078	0.18353
	PostTest	11.7000	20	1.49032	0.33325

In this table 4.22 samples statistics of pre-test and post test above indicates that the value of standard deviation in pre-test are 0.82078 and 1.49032 in post-test. Besides, the standard deviation error in pre-test was 0.18353 and 0.33325 in post-test. The table above also shows that mean score in pre-test were 6.4000 and in post-test were 11.7000. It concludes that the students' score improved from 6.4000 to 11.7000.

Table 4.23
The Paired Samples Correlations of Pre-test and Post-test

Paired Samples Correlations					
		N	Correlation	Sig.	
Pair 1	PreTest & PostTest	20	0.447	0.048	

In this table 4.23 paired samples correlations of pre-test and post-test above presented that the correlation of the students' ability before and after treatment was 0.048. It means that there was significant correlation of students ability in teaching speaking by using snake and ladder board game before and after treatment.

Table 4.24
The Paired Samples Test of Pre-test and Post-test

Paired Samples Test								
	Paired Differences					t	df	Sig. (2- taile d)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 PreTest - PostTest	5.30000	1.34164	.30000	5.92791	4.67209	17.667	19	.000

From the table sample test, the researcher got the data that t_0 (t_{count}) = 17.667 and df (degree of freedom) = 19. According to the Gay the value of t_t = 2.064¹. It is the standard of signification 0,05 with degree of freedom (df) = 19. Based on the result, the researcher concluded that t_0 (t_{count}) was higher than t_{table} (t_{table}), $t_0 > t_t$.

$$17,667 > 2,093$$

Related to the result that ($t_0 > t_t$) the t_{count} was higher than t_{table} . It was concluded that there was a significance difference in teaching speaking before and after using snake and ladder board game. Because of that, the researcher believed that

¹ L.R. Gay. Geoffrey E. Mills, Pette airasian, education research

the snake and ladder board game was effective to improve students' speaking skill at the third semester of IAIN Palopo.

For more clearly, it shows in the following table :

The Table Distribution of t (L.R Gay)

Df	P (Level of Significance 2 Tailed Test)			
	0.01	0.05	0.01	0.001

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1	6.314	12.076	63.657	636.619
2	2.920	4.303	9.925	31.598
3	2.533	3.182	5.841	12.924
4	2.132	2.776	4.604	8.610
5	2.015	2.571	4.032	6.869
6	1.934	2.447	3.707	5.959
7	1.895	2.365	3.499	5.048
8	1.960	2.306	3.355	5.041
9	1.833	2.262	3.250	5.781
10	1.812	2.228	3.169	5.587
11	1.796	2.201	3.106	4.437
12	1.782	2.179	3.055	4.221
13	1.771	2.160	3.012	4.318
14	1.761	2.143	2.977	4.221
15	1.753	2.131	2.947	4.140
16	1.746	2.120	2.921	4.073
17	1.740	2.110	2.989	4.015
18	1.734	2.101	2.878	3.922
19	1.729	2.093	2.861	3.883
20	1.725	2.086	2.856	3.850
21	1.721	2.080	2.831	3.819
22	1.717	2.074	2.819	3.792
23	1.174	2.069	2.807	3.767

24	1.711		2.797	3.745
25	1.708	2.060	2.787	3.725
26	1.706	2.056	2.779	3.707
27	1.703	2.052	2.771	3.690
28	1.701	2.048	2.763	3.674
29	1.699	2.045	2.756	3.659
30	1.670	2.042	2.750	3.646
40	1.640	2.021	2.704	3.551
60	1.571	2.000	2.660	3.460
120	1.558	1.980	2.617	3.373

2. Analysis of Questionnaire

To the students' response in learning speaking by using snake and ladder board game, the researcher made questionnaire that consists of 7 items. To find out the percentage of students in questionnaire assessment by using the formula below:

$$P = \frac{F}{N} \times 100\% \quad \text{Where;}$$

P = The Percentage from the students' response

F = The Frequency

N = Number of Students

The result and the percentage of students' score would be presents by using table. It would be explains one by one according to the indicators of response and it could be seen by following tables:

Table 4.25

Questionnaire no. 1

No	Statement	Classification	Frequency	Percentage
1.	Do you enjoy learning speaking using this method?	Strongly Agree	10	50%
		Agree	10	50%
		Disagree	-	-
		Strongly Disagree	-	-
		TOTAL	20	100%

Table presents that there were 10 students (55%) choose “strongly agree”, 10 students (50%) choose “agree”. Besides, it shows that none of the students choose “disagree” and “strongly disagree”. It means the students enjoy in learning speaking using snake and ladder board game.

Table 4.26
Questionnaire no. 2

No	Statement	Classification	Frequency	Percentage
2.	The snake and ladder board game can help students confidence to speak english in class activity.	Strongly Agree	11	55%
		Agree	14	70%
		Disagree	-	-
		Strongly Disagree	-	-
		TOTAL	20	100%

Table presents that there 11 students (55%) choose “strongly agree”, 14 students (70%) choose “agree”. Besides, it shows that there was nothing student

choose “disagree and strongly disagree”. It means the snake and ladder board game can help the students to confidence in learning speaking in class activity.

Table 4.27
Questionnaire no. 3

No	Statement	Classification	Frequency	Percentage
3.	Your speaking ability enhance after used snake and ladder board game .	Strongly Agree	16	80%
		Agree	2	10%
		Disagree	2	10%
		Strongly Disagree	-	-
		TOTAL	20	100%

Table presents that there were 16 students (80%) choose “strongly agree”, 2 students (10%) choose “agree”, 2 students (10%) choose “Disagree”. Besides, it shows that nothing students choose “strongly disagree”. It means the snake and ladder board game gives improvement to students in learning speaking in class activity.

Table 4.28
Questionnaire no. 4

No	Statement	Classification	Frequency	Percentage
4.	The snake and ladder board game can motivated the students to improve speaking ability.	Strongly Agree	15	75%
		Agree	5	25%
		Disagree	-	-
		Strongly Disagree	-	-
		TOTAL	20	100%

Table presents that there were 15 students (75%) choose “strongly agree”, 5 students (25%) choose “agree”, beside none student choose Disagree, none students choose “strongly disagree”. It means the students motivated to improve their speaking by using snake and ladder board game.

Table 4.29
Questionnaire no. 5

No	Statement	Classification	Frequency	Percentage
5.	Through this game we can learn speaking easily and enjoyably.	Strongly Agree	15	75%
		Agree	5	25%
		Disagree	-	-
		Strongly Disagree	-	-
		TOTAL	20	100%

Table present that there were 15 students (75%) choose “strongly agree”, 5 students (25%) choose “agree”. Besides, it shows that nothing student choose “disagree” and “strongly disagree”. It means the students feel enjoyable in learning speaking using snake and ladder board game in class activity.

Table 4.30
Questionnaire no. 6

No	Statement	Classification	Frequency	Percentage
6.	The application of snake and ladder board game can add the students vocabulary.	Strongly Agree	11	55%
		Agree	7	35%
		Disagree	2	10%
		Strongly Disagree	-	-
		TOTAL	20	100%

Table presents that there were 11 students (55%) choose “strongly agree”, 7 students (35%) choose “agree”, 2 students (8%) choose “Disagree”. Besides, it shows that nothing student choose “strongly disagree”. It means the students got improvement vocabulary in learning speaking of using snake and ladder board game.

Table 4.31

Questionnaire no. 7

No	Statement	Classification	Frequency	Percentage
7.	The used of snake and ladder board game in learning speaking is not effective to improve students speaking.	Strongly Agree	-	-
		Agree	1	5%
		Disagree	4	20%
		Strongly Disagree	15	75%
		TOTAL	20	100%

Table presents that there was nothing student choose “strongly agree”, and 1 students (5%) choose “agree”, 4 student (20%) choose “Disagree”, 15 students (75%) choose “strongly disagree”. It means the students effective in learning speaking of using snake and ladder board game.

Table 4.32

The Students' Perception Score in Questionnaire

No	Respondent	Number of Items							Score
		1	2	3	4	5	6	7	
1	R1	4	3	2	4	4	4	1	22
2	R2	4	3	4	4	3	3	2	23
3	R3	3	3	4	3	3	4	1	21

4	R4	4	4	4	4	4	4	2	26
5	R5	3	4	4	3	4	3	2	23
6	R6	4	3	4	3	4	4	1	23
7	R7	3	3	4	4	4	4	1	23
8	R8	3	3	4	4	4	4	1	23
9	R9	3	4	4	4	3	2	1	21
10	R10	3	4	4	4	4	4	1	24
11	R11	4	4	2	3	4	3	1	21
12	R12	3	3	2	4	3	3	1	19
13	R13	4	4	4	4	4	4	1	25
14	R14	4	3	4	3	4	4	1	23
15	R15	3	4	4	4	4	4	1	24
16	R16	4	4	4	4	4	3	1	24
17	R17	3	3	4	4	4	4	2	23
18	R18	4	4	4	4	4	3	1	24
19	R19	3	3	4	4	4	3	1	22
20	R20	4	3	2	4	3	2	3	19

By totaling the score of the students' answering toward the statement in questionnaire that was given to the students, it concludes that the lowest score were 19 and the highest score were 26.

The table distribution frequency about the students' response score toward the learning process by using snake and ladder board game shown by table distribution of single data. It was done because the spreading score that was the researcher presented was not too wide.

To make table distribution frequency, the researcher used the single data of table distribution frequency that was most of the score frequent more than one. The way needs to do, that is:

- a) Looking for the highest score (H) and lowest (L) and from the data that was got, it shows that H= 26 and L=19. After knowing the score H and L, the researcher arranged the score of students' responses from the highest rank into the lowest rank, it started from the highest score successively until the lowest score in the first column of table distribution frequency.
- b) Counting the frequency in each score that had been got, then it is result was come into the second language that had prepared, next the score was added so that it was got the total of frequency ($\sum N$ or N).

Table 4.33
Distribution Frequency of Students' response

Score	Frequency	Percentage
26	4	16%
25	4	16%
24	5	20%
23	4	16%
22	3	12%
20	2	8%
19	2	8%
18	1	4%

$\Sigma=177$	$N=20$	100%
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Based on the table 4.33, it shows that the students got the high score 26 was 4 students (16%) and there was 1 student (4%) got lowest score 18. The others got 25 was 4 student (16%), 5 students (20%) got score 24, 4 students (16%) got score 23, 3 students (12%) got score 22, 2 students (8%) got score 20, 2 students (8%) got score 19, 1 student (4%) got score 18.

B. Discussion

1. Speaking Test

This section presents the result of data analysis in findings. It discussed about the using snake and ladder board game to improve speaking skill students' at the third semester of IAIN Palopo since the pre-test until post-test had been conducted.

After analyzing the data of students' test, it showed that t_{count} (t_0) with the value (17,667) is higher than t_{table} (t_t) with the value (2,093) with degree freedom (df) = 19 and on the level significance 0,05. It means that there is significant difference between the result of pre-test and result of post-test.

In pre-test

R16. Assalamualaikum wr.wb.

I would like introduce my self.....my name is Ayu Faramita..aa you can call me Ayu, Im from Walenrang. I live in.....karetan. im nineteen Years old right now. I greedit from porgesional high school number one.....eeee now I study in IAIN Palopo. I choose English department. I am third semester... I think education . . . is important for.... Our life. I think enough thank you. Assalamualaikum wr.wb.

= aI wud laik introjus mai self... mai neim is Ayu Faramita... eee yu ken kɔ:l mi Ayu, aI am from Walenrang aI lip in ... Karetan. aI am nain'ti:n yers ol raigh nɔw... aI gredit from porgessional haI skul namber ... wɔn eee nɔw aI stɔdi in IAIN Palopo... aI cuz engli:sh department. aI em tird semester... aI ting eʒu'kesion ... is important for ... xɔə(r) laip. Eee ai θɪŋk inaf θæŋk yu.

Point of Accuracy is 3, pronunciation is influenced but a few serious phonological errors. Fluency 2, Long pauses, short paragraph and limited prang of expression and

Comprehensibility 2, Short sentence and difficulties to understood what the students said.

R11. Assalamualaikum wr.wb.

I want to introduce my self, eee my name is Andi Mitra Yani andd you just call me Andin. I come from Malangke ee I am in.. theee class big a. education eee ... very important in our life ... becauseeee aaa education ... is... use to... eee makes know how to, how too eee age to other people and we know about eee knowledge and than and we know the moral and ... attitude... oke tidak ku tau mi apa mau ku bilang. Thank you, assalamualaikum wr.wb.

= aI wɔnt tu: introjus mai self... eee mai nem is Andi Mitra Yani ... jas ko:l mi Andin... aI kam from Malangke, ai em in... deee clas.. big A. Eʒukesion is very important in aɔə(r) laip... biko:z eee edʒukesion ...is yus... tu: eee meiks nɔʊ hɔw tu:, hɔw tuuu: eee edʒ tu oder pipl. ənd wi nɔʊ əbaut eee nɔwɪdʒ ənd den wi nɔʊ de moral ənd ɔttiʒud. Tidak ku tau mi apa mau ku bilang. θæŋk yu.

Point of Accuracy is 2, Pronunciation is not clear and influenced, Many basic grammatical and lexical errors. Fluency 2, there are many and long pauses. Limited prang of expression and comprehensibility 3, the listener can be understood a lot of what is said but the most constantly seek clarification.

R17. Assalamualaikum wr. Wb.

I want to introduce my name... my name is Andi Intan Sari, I was born in eee Makassar. Eee one January 1996 ... I from Larompong I live... in eee Bakau street

eee my mother's name is Nurbaiti my... father's name is Mustami. I want to explain about education... I have my story the education of Indonesia. ... more study there many teacher... in... Indonesia were ... same in Indonesia, Students when over there, education in eee Indonesia become lower and lower. Thank you.

= *aI wʌnt tu: introdʒus mai neim.. eee mai neim is Andi Intan Sari, aI wəz bon in Makassar. wʌn dʒanuary 1996... aI frɒm Larompong aI laiv ... in Bakau stri:t eee mai mʌdə(r)'s nem is Nurbaiti mai... eee fʌdə(r)'s nem is Mustami. aI wɒnt tu explain ə'baʊt eʒukesion ... aI həv mai stori ... de eʒukesion of Indonesia ... mɔ:r stʌdi deər. meni ti:tʃer ... in ... Indonesia wi sem in Indonesia. Stju:dnts when over deər, eʒukesion... in eee Indonesia became lower ənd lower. θæŋk yu.*

Point of Accuracy is 3, pronunciation was influenced, but only a few serious phonological errors. Fluency 3, Has to make an effort for much of the time and range of expression often limit and Comprehensibility 1, very difficulties to understood what the students said.

R20. Okey assalamualaikum wr.wb

I want to introduce my self,eee my name... is Asriani Tahir and eee but you ... can call me Asriani... well... I come from Malangke but eee I stay here at Bitti street with my friends. And... I think ... education is very important to our life ... we can eee get ... knowledge and more information, something we can know about it. Before educattt education we Eee need to get ambition. Thank you very much. Assalamualaikum wr.wb.

= *aI wɒnt tu: introdʒus mai self, eee mai neim... is Asriani Tahir ənd eee bʌt ju... kən kal mi Asriani ... well ... aI kʌm frɒm Malangke bʌt ... eee aI stei: hɪə(r) et Bitti stri:t wit mai frens. ənd... aI tɪŋ... edʒukasion is very impərtən tu: əʊər laip,eee wi cən eee get ... nəʊwlɪdʒ ənd mɔr ɪnfɔməʃən. sʌmθɪŋ wi cən nəʊ əbout it. Eee bɪfɔr edʒucatt edʒukasion wi... eee ni:d tu: get ʌmbɪʃn. θæŋk yu very mʌt.*

Point of Accuracy is 3, pronunciation is influenced, but only a few serious phonological errors, some of which cause confusion. Fluency 3, has to make an effort for much of the time and range of expression often limit and comprehensibility 2, short sentences and phrases but can be understood.

In this pre test we can see how the students' speak. They were not clear in three indicators namely accuracy, fluency and comprehensibility.

- Accuracy. From the statement above, we can see how the students speak on accuracy.

There were some students get the high score but just three. Because pronunciation is influenced by the mother- tongue but only a few serious phonological errors, some of which cause confusion. And lower score is two because pronunciation influenced by the mother tongue with errors causing a breakdown in communication. Many basic grammatical and lexical errors.

- Fluency. From the statement above, we can see how the students speak on Fluency

the high score is three because has to make an effort for much of the time. Often has to search for the desired meaning. Rather halting delivery and fragmentary, range of expression often limit. And the lower score is two because long pauses while search chess for the desired meaning. Frequently fragmentary and halting delivery. Almost hives up making the effort at times. Limited prang expression.

- Comprehensibility. From the statement above, we can see how the students' speak on

comprehensibility the high score that get is three because the listener can understand a lot of what is said, but the most constantly seek clarification. Cannot understand many of the speaker's more complex or longer sentences. And the lower score is two because usually shorts sentences and phrases can be understood and then with considerable effort by someone who is used to listening to the speaker.

In post-test

R16. Assalamualaikum wr.wb.

I would like introduce my self. My name is Ayu Faramita, you can call me Ayu, I am from Walenrang. I live in Karetan. I am nineteen years old raigh now. If I have much money I want to go to Paris and makkah ... I want see eifel tower and the other place there. Tell about technology is very have many benefits but many people do not know that. Thank you.

= aI wəd laik intrə'dju:s mai self. Mai neim is Ayu Faramita, ju kən kɔ:l mi Ayu, aI em from Wlenrang. aI lif in karetan. aI em nain'ti:n years old raigh nɔw. if aI həv mʌʃ mani aI wɒnt tu: go tu: paris ənd Mekkah ... aI wɒnt si: eifel taʊə(r) əde oder pleis ðeə(r). tel ə'baʊt tekhnolodʒi is very həf meni benefits bʌt meni pi:pl don't naw ðæt. θæŋk yu.

Point of Accuracy is 5, pronunciation was slight influenced. A few minor grammatical and lexical errors but most utterance correct. Fluency 4, although has to make an effort and search for words fairly smooth delivery mostly and Comprehensibility 5, general meaning were fairly clear, so the listener can easy to understand

R11. Assalamualaikum wr.wb.

I want to introduce my self, my name is Andi Mitra Yani just call me Andin... I come from Malangke. And if I have much money I want to around my country, Indonesia and visit all the tourism object in each area. Tell about technology, technology have negative and positive effect. ... the negative effect is many people use it for deception and the ... example of positive effect is it can use for developing of business to introduce their product... or service for consumer. Thank you.

= aI wɒnt tu: intrə'dju:s mai self. Mai neim is Andi Mitra Yani, jas kɔ:l mi Andin. aI kʌm from Malangke. aI em in de class big A. ənd if aI həv mʌʃ mani, aI wɒnt tu: ə'raʊnd mai kʌntri, Indonesia ənd visit ol de tourism əb'dʒekt in ɪtʃ area. Tell ə'baʊt tekhnolodʒi, tekhnolodʒi həv negative ənd positive ɪ'fekt. Eee de negative ɪ'fekt is meni pi:pl yus it for dɪ'sepʃn ənd de ɪg'zʌmpəl of positive ɪ'fekt is it cən yus for dɪ'veləpɪŋ of bɪznəs tu: intrə'dju:s ðeə(r) prɒdʌkt or sɜrvɪs for kən'sju:mə(r). θæŋk yu.

Point of Accuracy is 4, pronunciation was still moderately influence but not serious phonological errors. Fluency 4, many unnatural pauses but success in conveying the general meaning fair range or expression and comprehensibility 5,

what the speaker said was easy to follow. But several interruptions are necessary help to convey the messages or to seek clarification

R17. Asalamualaikum wr.wb.

I want to introduce my self, my eee my name is Andi Intan Sari, I was born In Makassar 1 January 1996. I live in Bakau street. Well, If I have much money I want to around the world and visit the interest place. About technology, technology have many benefits, but... if the people use to bad way technology changesis broken. Ok thank you

= aɪ wɒnt tu: intrə'dju:s maɪ self, maɪ neɪm ɪs Andi Intan Sari. aɪ wəz bɔ:n ɪn Makassar wʌn dʒʌnuəri 1996. aɪ laɪv ɪn Bakau Stri:t. well, ɪf aɪ hæv mʌʃ mʌni aɪ wɒnt tu: əraʊnd de wɜ:ld ænd vɪzɪt de ɪnterest pleɪs. ə'baʊt tekhnolodʒɪ, tekhnolodʒɪ hæv meni beɪnɪfɪts, bʌt ... ɪf de pi:pl yus tu: bæd weɪ. tekhnolodʒɪ ɪs brəʊkən.

Point of Accuracy is 5, pronunciation is influenced and few minor grammatical and lexical errors but most utterance are correct. Fluency 4, in the paragraph there are not long pauses and Comprehensibility 5, very easy to understand what the students said

R20. Okey, Assalamualaikum wr.wb.

I want to introduce my self, my name is Asriani Tahir. But you can call me Asriani. I come from Malangke but I stay here at bitti street with my friends. And if I have much money I want to holiday in korea with my family. And about technology can help me to communicate with other people . thank you

= aɪ wɒnt tu: intrə'dʒʌs maɪ self, maɪ neɪm ɪs Asriani Tahir. ænd ɪf aɪ hæv mʌʃ mʌni I wɒnt tu: hɒlɪdɛɪ ɪn kɔ:riə wɪθ maɪ fə'mɪli. ænd ə'baʊt tekhnɒlədʒi kæn help mi tu: kəmʌnɪkeɪt wɪθ ʌðə(r) pi:pl.

Point of Accuracy is 4, pronunciation is influenced. Not serious phonological errors, a few grammatical and lexical errors but only one or two major errors causing confusion. Fluency 4, there are not too many unnatural pauses. Fairly smooth delivery mostly, the general meaning fair range or expression and Comprehensibility

5, general meaning are fairly clear, A few interruption by the shake or clarification were necessary.

From the statement above we can see different from pretest and posttest. In posttest was clear the three indicators namely accuracy, fluency and comprehensibility.

- Accuracy. The high score that get by students is five because pronunciation is slight influenced the mother tongue. A few minor grammatical and lexical errors but most utterances are correct. And the lower score is four because pronunciation is still moderately influenced by the mother tongue but not phonological errors.
- Fluency. The high score that get by students is five because has to make an effort at to search for words. Nevertheless smooth, delivery on the whole and only a few unnatural pauses. And the lower is four because although has to make an effort and search for words. There are not too many unnatural pauses.
- Comprehensibility. The high score that get by students is five because the speakers' intention and general meaning are fairly clear. And the lower score is four, because most of what the speaker says is easy to follow. Their intention is always clear but several interruption are necessary to help them to convey the messages or to seek clarification.

During the learning process in treatments, most of students got their motivation when they do not interest to speak in front of the class during the process learning. It occurs because they obtained their confidence to express their ideas, opinions, and arguments in the class. It also made the students did not get many difficulties in communication by using English. The students were taught by using

snake and ladder board game was easier to present their ideas, opinions, and arguments.

In fact, by using snake and ladder board game that the students were more active in learning process to improve their speaking. The students can freely express and share their ideas and opinion about the problems that has been faced.

Snake and ladder board game was facilitated the students to had more interested and motivation to used English in communication with their friends. They could practice how to express their ideas, they could also appreciate the other opinions of other students and also they could practice. Besides, the advantages of snake and ladder board game is to train students` speaking to formulate sentence based on material in teaching and provide mutual knowledge and students feel comfortably, because the students could learn and play together.

The researcher in this discussion is researcher argue that this game is good to enhancing students` speaking skill, because the students had responded and interested to follow the learning activity in the class. The students said “we can play during study, so we happy and enjoy to speak”.

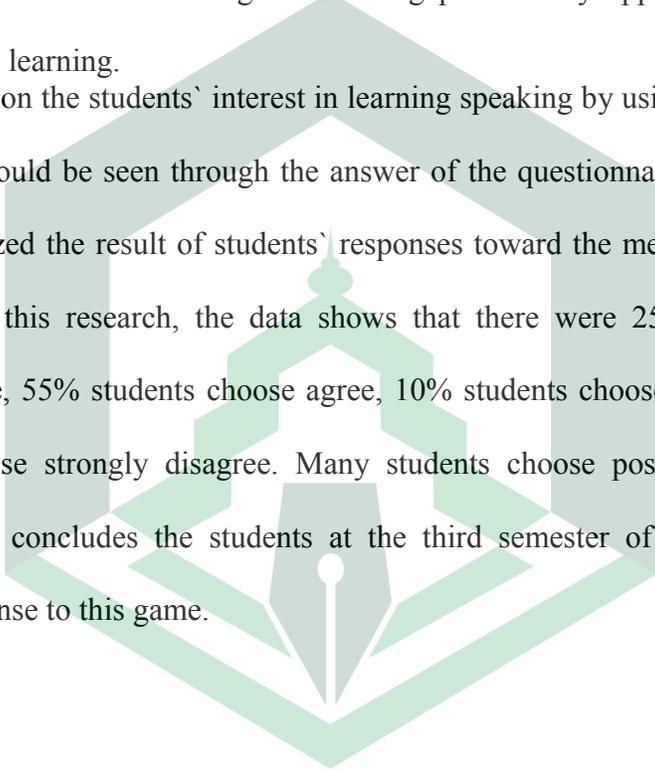
2. Analysis questionnaire

This research presents the result of data analysis from questionnaire, in relation to the findings of the percentage on the students` response in learning speaking by snake and ladder board game, it indicates that there were most of the students very interested in learning speaking.

Learning speaking by using snake and ladder board game was effective and interesting ways that could be applied in the classroom. Besides, snake and ladder

board game could motivate the students` to improve speaking skill. In this game, the students` were expected to contribute ideas, opinion, feelings to others, tell about their dream and answer the question, so that the way students` could get new solution in speaking skill. This game could improve the students` speaking skill, make the students focus and active during the learning process. By applying this game we could enjoy to learning.

In addition the students` interest in learning speaking by using snake and ladder board game could be seen through the answer of the questionnaire by the students`. Having analyzed the result of students` responses toward the method applied by the researcher in this research, the data shows that there were 25% students choose strongly agree, 55% students choose agree, 10% students choose disagree and none students choose strongly disagree. Many students choose positive choices in all statements. It concludes the students at the third semester of IAIN Palopo gave positive response to this game.



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CHAPTER V

CONCLUSSION AND SUGESSTION

This chapter presents about conclusions and some suggestions related to the findings and the discussion of the research.

A. Conclusions

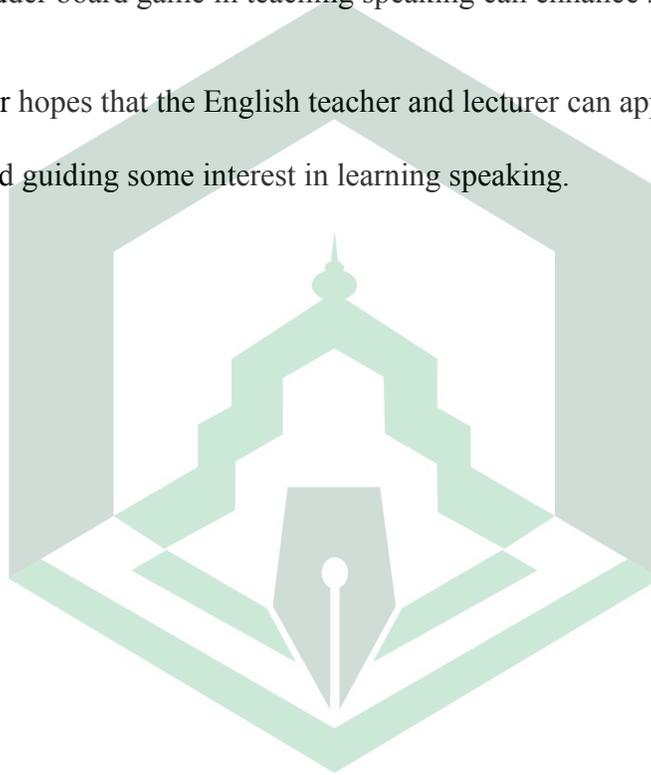
Based on the findings, data analysis, and discussion in the previous chapter, the researcher gives conclusion as in following:

1. Snake and ladder board game is effective to enhance the students' speaking skill at the third semester of IAIN Palopo. It is proved by calculating the difference of both test (pre-test and post-test) by using test. Analysis were, the result of t-test (17,667) and t-table (2,093). It means that there is significant difference between students' ability before and after giving treatment. It could conclude that the snake and ladder board game can improve students to speak.
2. Having analyzed the result of students' response toward this game applied by the researcher in this research, the data shows that many students chose positive choices in all the statements. It shows that the students gave positive response to this game. Based on the data, the researcher concluded that the students at the third semester of IAIN Palopo were interested in learning speaking through snake and ladder board game.

B. Suggestions

Based on the findings, the application of the research, the conclusion above, the researcher would like to give some suggestions to the reader as follows:

1. The teacher and lecturer of English are suggested to use snake and ladder board game that are perceived positive by the students, because responses of the students toward snake and ladder board game in teaching speaking can enhance students' speaking skill.
2. The researcher hopes that the English teacher and lecturer can apply this game in motivating and guiding some interest in learning speaking.



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