

The Effect of Game-Based Learning Through the Snake and Ladder Game on Students' Speaking Skills

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Abstract

Speaking was crucial skill to be learnt by student in order to talk with others from around the world. Students would need to rehearse to be able to express their ideas in English. The students' Speaking skill was developed in the classroom when they have English class though in daily activities, they did not speak English. It made speaking as one of the most challenging things for students to grasp. The use of a good teaching method or media was really important in the teaching speaking process. The snake and ladder game was used as a medium by the researcher. This research was using experimental research with pre-experimental design (one group pretest-posttest). The data itself was analysed by using statistical through SPSS program. The participants of the research were the eleventh grades students of MA Falahiyah Lamongan. The data showed the students' basic speaking skill of eleventh grades students in MA Falahiyah Lamongan were poor, because most of the students score were under the minimum score criteria. There were only 13% students passed the test. After getting the treatment, the result of the finding of post-test, the data showed the students' speaking skill were improved because most of the students got enough score to complete the test. The result of the calculation of paired sample t-test with the sign (2 tailed) the result was .000, it was lower than 0.05 as level of significant. It means that the use of game-based learning through the snake and ladder game to teach speaking gave significant effect on students' speaking skills.

Keywords: *World Englishes, teaching listening, students' perspectives.*

INTRODUCTION

Speaking is crucial skill to be learnt by student in order to talk with others from around the world. Speaking appears to be a crucial ability for a learner to develop because one of the most important responsibilities of any English teacher working with learners is to enable them to communicate effectively through spoken language (Al Hosni, 2014). A discussion between two or more individuals about facts, ideas, alternatives, or feelings is referred to as speaking.

Speaking is one of the most challenging things for students to grasp. According to (Jarrín & Kim, 2019) Speaking is the most difficult talent to master since words must be created rapidly and spontaneously, which requires multiple practices. Therefore, students must consider everything that goes into speaking such as; idea of what to say, how to utilize structure, lexical, pronunciation, listening and reacting to the person with whom you're communicating.

Productive skill in the oral style is speaking. This skill is more complicated

than it seems at first and contains more than just pronouncing words. Speaking, on the other hand, might be considered the most difficult talent to learn since words must be generated rapidly and without preparation, which necessitates a lot of practice.(Wahyudi et al., 2022) Students must be able to communicate well in English if they are to engage effectively with others. Speaking wanted that students to realize how to create unequivocal marks of language, such as grammar, pronunciation, and vocabulary. One of the reasons why the researcher choose speaking was because by applying spoken language we could use verbal or non-verbal expression to emphasize meaning and communicate with others easily.

One of English skills taught in classrooms include at MA Falahiyah class is speaking. The students are expected to have speaking skills. Some Indonesian students have difficulties expressing their ideas orally since they don't know what they should talk about. Also, they really have difficulties to communicate with others.

Then students in MA Falahiyah Lamongan have English speaking problems during the learning process. Many factors contribute to the students' problem. They find difficulties in pronouncing some words and expressions in English. Also, they are lack vocabulary and lack of bravery to speak. The students felt inhibited to express their idea because their friends laugh at them when they made mistakes. Some students who never took English course, their speaking ability was bad and they did not have any confidence to speak either with their buddies or in front of class. Then, the students had poor grammar.

The use of a good method and media are really important in the teaching process. The researcher needs to guide the learners in getting ideas and making students speak up. (Al Halim, 2020) explained that learning media is an effective medium to carry out the teaching process that well planned. We can come to conclusion that the media are tools, means, intermediaries used to transport messages or information more

easily so that the information received corresponds to what was conveyed.

These problems may also be caused by a lack of encouragement and friendliness of the teacher or the use of teaching methods that are not motivating or do not provide sufficient opportunities for students to speak (Leong & Ahmadi, 2017). In order for teaching speaking to be successful, the problems mentioned above must be overcome with the right teaching methods and attitudes. One method that teachers can use is using games, because games have been proven by previous studies to be an effective method for increasing motivation and reducing anxiety (Wong & Yunus, 2021), reducing negative feelings felt by students during the learning process and good ways to improve students' communicative skills (Silsüpür, 2017).

In this study, the selected speaking games must be in accordance with the criteria of good language games and also in accordance with the principles of teaching speaking. According to (Thorpe & Bunker, 1997) the games used must be easy to prepare, easy to do in class, interesting, teach specific skills, and be

done in the appropriate timeframe. (Udosen & Ekpo, 2016) also provides the same criteria by adding that games must be in accordance with the subject and curriculum, and also according to the level and age of the students. Games must also meet the criteria for teaching good speaking, namely: allowing practice, providing equal opportunities for students to speak, and limiting teacher lectures (Marzuki & Kuliahana, 2021).

Fasten on the statement above, the snake and ladder game is used as a medium by the researcher. The snake and ladder game is one of the games applied in the teaching of the English language. (Learning, 2021) said that snake and ladder is a game that applies dice to determine how many steps must be taken by the pawns. This game belongs to the category "board games" or similar board games with monopoly games, pages, ludo, and so on. Here, to make the student fun in the teaching process, the game is applied to deliver the materials, so they will be enthusiastic to participate in the activity.

A Snake and Ladder Game is a traditional board game which can be played by two or more people. The game board is divided into small squares, and various "ladders" or "snakes" are drawn on certain squares to link them to other squares. Nowadays, this game can be played by all ages. As like said, snakes and ladders is a board game played by two or more people, both children and adults.

Snake and Ladder game is often played by all ages. As stated to (Srinivasan, 2018), a popular medium for youngsters in many nations across the world is snake and ladder. The snakes-and-ladders medium is simple to build and modify to a variety of learning scenarios. The snakes and ladders media is a well-known and simple to use the medium. Directions or exercises for students to acquire English, particularly speaking, are included in the medium.

Snake and Ladder game lets students enrol about counting, living, communicating, and socializing. In this game, students reflect indirectly about the motion, joys and troubles. The ladders reflect "the alternative way to get

higher thing and joy” while the presence of the snakes represents “the obstacle or trouble that let the players down”. This game can also help improve basic primary arithmetic such as counting, adding and subtracting, conversation, as well as the concept for which a game has been developed.

Teaching speaking using snake and ladder game needs some efforts to apply in the class. There are several tracks that the researcher should take in order to help the teaching and learning process run smoothly and effectively so that the qualification is obtained at the end of the class. In the first place, the gear of the game like the game sheets, dices, rules, and counters for each gathering ought to be ready. Second, the specialist should clarify the guidelines of the game. The researcher needs to ensure that the guidelines of the game should be truly perceived by the understudies. In case it is vital, the analyst can give illustration of the game for certain understudies before the class. Third, the students will be divided to work in the groups of six.

Methods

In this research, the researcher conducted an experimental research, the pre-experimental design (one group pre-test and post-test) was used by the researcher with quantitative methods. This study is classified as a pre-experimental study because there is only one class in that grade, according to (Ary et al., 2010) because it provide little or no control of irrelevant variables. From the statement above, since there was no control variable. So, in this study one group or class, pretest and post-test was used. This plan just accepting one gathering as its subject and it ensnares directing a pretest estimating the reliant variable, changing the exploratory treatment to the subjects, and leading a posttest.

The population in this research is the eleventh-grade students of MA Falahiyah Lamongan. The population of eleventh grade students consist of 27 students. The instruments used by researchers were pre-test, and post-test. The pre-test and post-test were made to determine the teaching-learning process before and after conducting research in

the classroom. The text was developed from the criteria of grammar, pronunciation, fluency, and content in speaking English. Identification before researchers collect data, instruments can be tests. Test is used to consider students' mastery of speaking skills. Pre-test was given for the first meeting. It is done before treatment. The reason for this exploration was to discover how students achievement in learning English, particularly in learning dominance of talking. After that, a post-test was carried out after the treatment and the scores before and after the treatment were taken.

Data collection techniques let the researcher to collect the information the researcher need, which is in accordance with the research objectives systematically. The availability of total data will lead researchers to draw conclusions in answering research problems. Conclusions that are not based on data (facts) are only assumptions/speculations that cannot be scientifically justified. Therefore, it is very important for researchers to have knowledge and skills about data

collection techniques for both field research and laboratory research.

The technique will be used by the researcher to get the data in this research is Pre-test and Post-test. The researcher let the students to present in front of class orally Pre-test gave toward the students before they got a treatment. The pre-test was oral test to know the students' prior knowledge of speaking. Students needed to finish the pre-test around 60 minutes. After treatment was given, the researcher gave post-test. The content of the post-test is as same as pre-test. The purpose of post-test is to find out the result of the treatment. The teacher asked each student to give their opinion and then the teacher takes the point from the student performance. After collecting the data, the next step is analyzing the data itself by using statistical. In data analysis, researcher must present information about the steps following the research stages. It aims to help the reader understand the steps involved in research.

RESULT AND DISCUSSION

The result of students' pretest score before adjusting the students treatment.

The details of students' speaking score can be seen in the descriptive statistics on the table bellow:

	N	Mini mum	Maxi mum	Mean	Std. Deviation
Pre-	27	60	85	72.96	1.393
Valid N	27				

According to the table 1, the data shows that the speaking skills of 11th grade students in MA Falahiyah lamongan was categorized low. The minimum score that the students got was 60, the mean score was 72.96, it was categorized low compared to the minimum score criteria of 70, it means that 87% students were fail, and The maximum score was 85, it was categorized high compared to the minimum score criteria 70, it means that 13% students passed the test.

Table 2. The Result of Post-test

	N	Mini mum	Maxi mum	Mean	Std. Deviation
Pre-	27	60	85	72.96	1.393
Valid N	27				

	Statistic ic	Statistic ic	Statistic ic	Statistic	Std. Error	Statistic
Pre-	27	75	95	86.30	1.323	6.877
Valid N	27					

Based on the table 2, the data showed that speaking skill of 11th grade students in MA Falahiyah Lamongan were increased. The minimum score that the students got was 75, it was categorized high compared to the minimum score criteria 70 and The maximum score was 95, it means that 100% students were passed the test. For more details, it could be seen in diagram bellow.

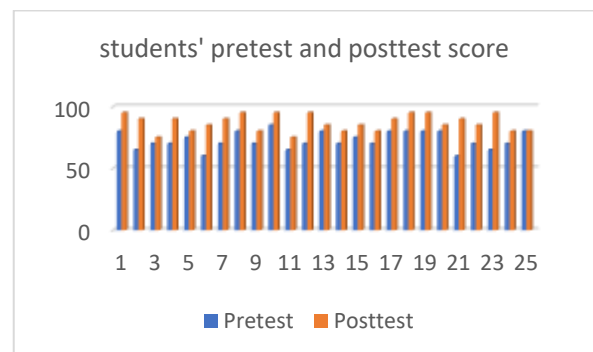


Table 3. Paired Sample T-test

Paired Samples Test						
	Paired Differences			t	df	Sig.
	Mean	Std. Deviation	Std. Error Mean			
pre - post	-13.33	8.321	1.601	-16.625	-10.042	-8.327 26 .000

The researcher used paired sample t test to find out the increase in the value of students score in pretest and posttest was significant. Based on the result of the calculation of paired sample t-test with the sign (2 tailed) the result was .000, it was lower than 0.05 as level of significant. It means that the use of game based learning through the snake and ladder game to teach speaking gave significant effect on students' speaking skills.

Discussion

Based on the result of researchers' observation at the pre-research stage that aimed to determine students' speaking skills, level of participation and learning motivation in the early stages before the cycle was enacted. The learning process that occurs during the pre-research was begun with the opening, namely with the self-introduction of researcher and students. To find out the level of student participation and motivation, researcher provided opportunities for students to ask questions, answer or express their opinions before the researcher appoints one of them to speak. The result was that student motivation and participation was still very low. No one took the

initiative to ask, answer, or convey ideas first. To determine speaking ability, the researcher asked questions and asked all students to answer one by one. The topic of the question was introducing self and daily life. All students got the opportunity to speak and the results of the speaking test could be seen in table 1. Based on the results of the speaking test in pretest, it was found that almost all students got low scores. This means that their speaking skills was still low in terms of fluency, pronunciation, and sentence accuracy. Almost all students were not fluent in speaking English. There were several factors that influence this, they lack confidence because they were afraid of being wrong, they did not know the words and how to pronounce these words, and they were not very familiar with English because they rarely used English as their communication.

While, Based on the results of the student posttest, it showed that there was an increase in the number of students who were no longer nervous when speaking so they could pronounce words more clearly. This game also forced students to take turns speaking providing more

opportunities for students to demonstrate their understanding. Vocabulary and pronunciation of students also increased because students helped each other when their friends did not know the pronunciation or translation of a word. Students' speaking skills improved due to question and answer activities and explanations of student mistakes after each lesson activity. These activities helped students learn from the mistakes they make. Analysis of the various treatments showed that the aspects that were continuously improving the most were grammar and pronunciation. These two aspects could develop because feedback was continuously given either by friends or researchers during the learning process. From these results, researchers could draw a conclusion that the game used in this study has been proven to influence the teaching and learning process positively both from the observations and student scores. It was proven by the significant different of the mean score of students' speaking test in pretest and posttest. The result based on Independent Sample t Test analysis

using SPSS software in the table above showed that the value of Sig. (2-tailed) was 0.000 lower than 0.05. Thus, it was enough to reject the null hypothesis which mean that there was a significant effect of game-based learning through the snake and ladder game on students' speaking skills.

CONCLUSION

Based on the result during the research, the researcher could conclude that the use of game-based learning through the snake and ladder game has a positive and significant effect on the speaking skills of 11th grade students in MA Falahiyah lamongan. The effect could be seen from the results of the average score of students during the pretest and posttest. This supports the opinion that in learning a language the most important thing was practice. The more often you practiced, the better you would be. The use of game-based learning in learning certainly provided many opportunities for students to practice speaking without realizing it. The improvement in speaking skills included pronunciation, fluency, and accuracy of

vocabulary and sentences made by students. Students who initially were not very fluent in pronouncing English sentences or words, after implementing game-based learning their level of fluency increased as seen in the results of their speaking posttest scores. The same thing could be seen in the student's pronunciation of English words and the accuracy of the vocabulary and sentences made has also increased. From these results, researchers could draw a conclusion that that the use of game-based learning through the snake and ladder game to teach speaking gave significant effect on students' speaking skills.

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