

**THE TEACHING OF SPEAKING  
THROUGH SNAKE AND LADDER GAME  
AT THE EIGHTH GRADE STUDENTS OF SMPN 1 JENGGAWAH  
IN 2019/2020 ACADEMIC YEAR**

**THESIS**



**By:**

**Muhammad Zaki**

**NIM: T20166059**

**IAIN JEMBER**

**ENGLISH EDUCATION PROGRAM  
FACULTY OF TARBIYAH AND TEACHER TRAINING  
STATE INSTITUTE OF ISLAMIC STUDIES OF JEMBER**

**2020**

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In Partial Fulfillment of the Requirements  
For Degree of Strata-1  
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**APPROVAL OF ADVISOR**

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By:

Muhammad Zaki  
NIM. T20166059

Advisor:



Nina Hayuningtyas, M.Pd  
NIP. 19810814 201411 2 003

**VALIDATION OF EXAMINERS**  
**THE TEACHING OF SPEAKING**  
**THROUGH SNAKE AND LADDER GAME**  
**AT THE EIGHTH GRADE STUDENTS OF SMPN 1 JENGGAWAH**  
**IN 2019/2020 ACADEMIC YEAR**

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The Board of Examiners

Chairperson




As'ari, M.Pd.I  
NIP. 19760915 200501 1 004

Secretary





Praptika Septi Femilia, M.Pd.  
NIP. 20160390

Examiners:

1. Prof. Dr. H. Moh. Khusnuridlo, M.Pd. (  )
2. Nina Hayuningtyas, M.Pd (  )

Approved by  
Plh. Dean of Faculty of Tarbiyah and Teacher Training of IAIN Jember

  
  
D. H. Mashudi, M.Pd.  
NIP. 19720918 200501 1 003

## MOTTO

يَا أَيُّهَا الَّذِينَ ءَامَنُوا اتَّقُوا اللَّهَ وَقُولُوا قَوْلًا سَدِيدًا ﴿٧٠﴾

“O you who believe! Keep your duty to Allah and fear Him, and speak (always) the truth.”

(Q.S Al-Ahzaab : 70)<sup>1</sup>



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<sup>1</sup> Muhammad Taqi-ud-Din Al Hilali and Muhammad Muhsin Khan, *Translation of the Meaning of the Noble Qur'an in the English Language* (Madinah: King Fahd Complex, 1996), 572.

## **DEDICATION**

This undergraduate thesis is honorably dedicated to:

1. My beloved parents, Slamet and Rukiyah who always pray for me, give support and spirit to me in gaining success.
2. My beloved brother and sister, M. Syafik Danil and Intan Liana Balqis, beloved cousin, Ahmad Wasil, and all my family who always give me support and motivation.
3. My beloved advisor, Nina Hayuningtyas, M.Pd, thank you for your support, spirit, and your patience in helping me so much in finishing this thesis.
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6. My beloved senior from English Education Department, thank you for the support, spirit, and all the knowledge you give me in finishing my thesis.

Thus, I would be grateful for all people and my relatives who cannot be mentioned one by one. Thank you for giving support during my hard times, so I can finish this undergraduate thesis completely. I would like to say thank you very much for all the affection they gave.

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All praises be to Allah, Lord of the world, The Most Graceful, and The Most Merciful, who blesses the writer and gives guidance until finishing this thesis with the title “The Teaching of Speaking through Snake and Ladder Game at the Eighth Grade Students of SMPN 1 Jenggawah in Academic Year 2019/2020”. Peace may always be granted Prophet Muhammad SAW, his families and companion who become the best figure of human life.

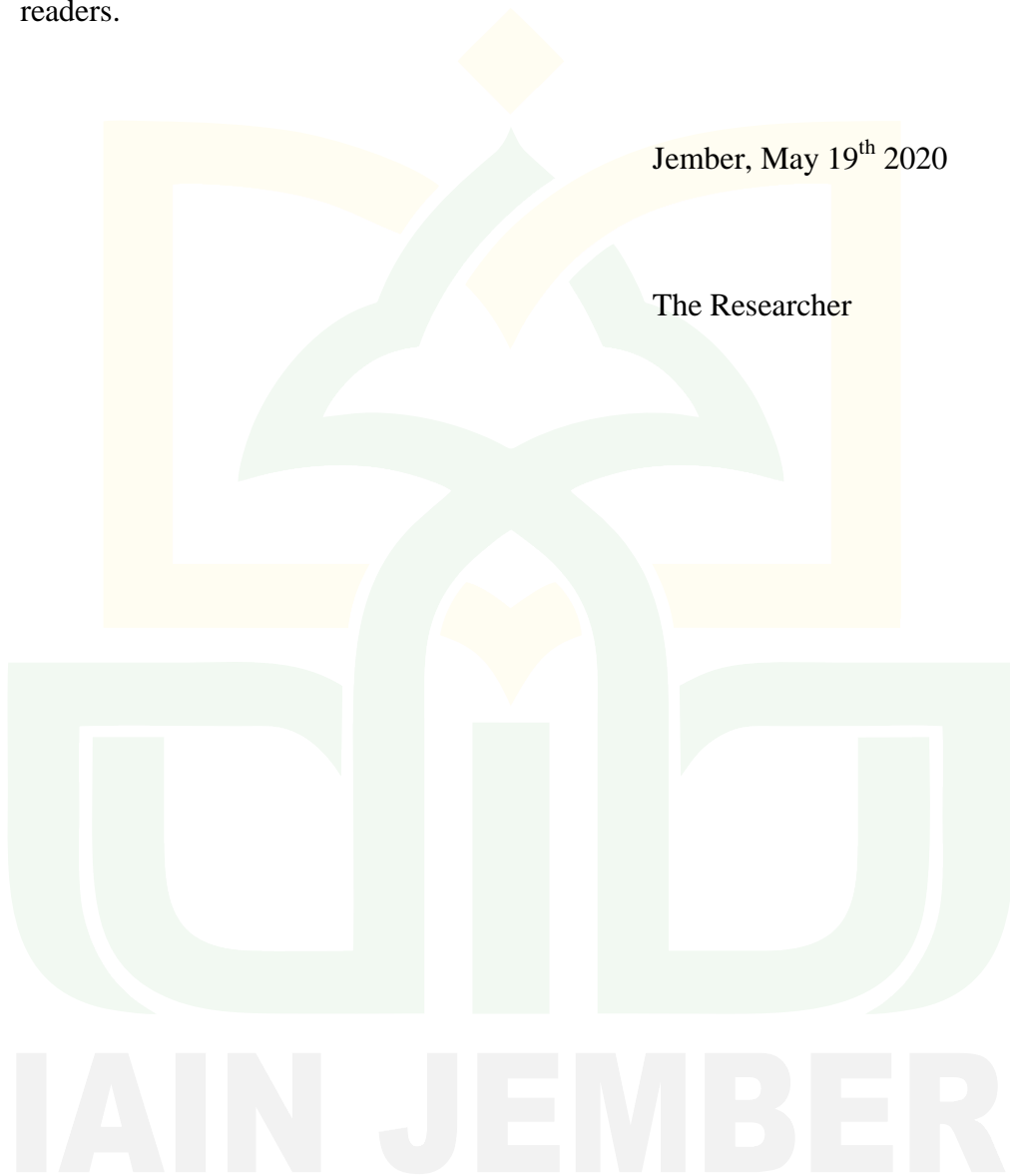
In agreement and finishing this thesis, the writer got guidance and helps from many people. Therefore, the writer would like to express the appreciation and sincere thanks to the following people:

1. **Prof. Dr. Babun Soeharto, S.E., MM.** as the Rector of State Institute of Islamic Studies of Jember.
2. **Dr. Hj. Mukni’ah, M.Pd.I.** as The Dean of the Faculty of Tarbiyah and Teacher Training, State Institute of Islamic Studies of Jember
3. **Asy’ari, M.Pd.I.** as the Head of English Educational Program.
4. **Nina Hayuningtyas, M.Pd** as the Advisor
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I believe that this thesis still might some weaknesses. Therefore, it is expected to the readers to give the criticism, comment, and suggestions that can make this thesis to be better. And hopefully this thesis can be useful for the readers.

Jember, May 19<sup>th</sup> 2020

The Researcher





## ABSTRACT

Muhammad Zaki, 2020: *The Teaching of Speaking through Snake and Ladder Game at the Eighth Grade Students of SMPN 1 Jenggawah in 2019-2020 Academic Year.*

Speaking is the most important skill that the students should master to communicate with others. By speaking, they can express something in their mind such as their emotions, feelings, arguments, ideas and etc. Yet, there are many problems faced by the students in learning speaking, so that teaching speaking to them is not easy to do. They still lack in vocabularies, afraid of making mistakes or making some errors in speaking English and also lack in willingness to speak in the classroom because they are not confident. Therefore, choosing an appropriate media for teaching learning is an ability that every teacher must have. The teacher can apply game as media for making English learning exciting and fun. So, it can solve some students' problems in speaking. Snake and ladder game is one of interesting and fun games that can be used as media in teaching speaking.

This research aims to describe how the teacher applies snake and ladder game in the teaching of speaking at the eighth-grade students of SMPN 1 Jenggawah in the Academic Year 2019/2020, to describe the material used in the teaching of speaking through snake and ladder game at the eighth-grade students of SMPN 1 Jenggawah in the Academic Year 2019/2020, and also to describe how the teacher evaluates the teaching of speaking through snake and ladder game at the eighth-grade students of SMPN 1 Jenggawah in the Academic Year 2019/2020.

This research used qualitative approach. Data were collected through observation, interview, and document review. To analyze the data, the researcher used data condensation, data display, and conclusion drawing. Data validations conducted by the researcher were namely technique triangulation and source triangulation.

The results of this research showed that the applying of snake and ladder game made the students more active and enthusiastic in learning English, especially speaking. They could deliver their ideas or speak English bravely without being fear or wrong. In using a snake and ladder game, the teacher chose the material based on the curriculum or the syllabus and the textbook made by the government. Then, the teacher evaluated the students' speaking skill by using some papers which consisted of pictures. The teacher used two kinds of pictures, the one with clue and the other without it.

**Keywords: the teaching of speaking, snake and ladder game**

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# CHAPTER I

## INTRODUCTION

This chapter presents the research background, research questions, research objectives, significance of the study, and definition of key terms.

### A. Research Background

Nowadays, every human in the world always uses language to communicate and interact with one another in daily life. Language is a centre to social interaction in every society. Language and social interaction have a reciprocal relationship; language shapes social interaction and social interactions shape language, so that by language, people can share their ideas, argument, emotion and etc to one another.

One of the languages used by people all over the world is English. English is an international language that should be mastered by us in the era of industrial revolution 4.0. English is used as a foreign language in Indonesia and the importance of learning English also has been explained in The Government Ordinance of the Republic Indonesia Number 32 of 2013 about Amendment to Government Regulation Number 19 of 2005 about National Standard of Education, Article 771 Section (1) Sub c point 3 explain that foreign language, especially English as a foreign language has an important role in live, including education, business, technology, and etc.<sup>1</sup> There are four skills that should be learned in English. Those

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<sup>1</sup> Republik Indonesia, *Peraturan Pemerintah Republik Indonesia Nomor 32 Tahun 2013 Tentang Perubahan Atas Peraturan Pemerintah Nomor 19 Tahun 2005 Tentang Standar Nasional Pendidikan Pasal 771 Ayat (1) Huruf c Poin 3, 7.*

skills are listening, reading, writing and speaking.<sup>2</sup> The four skills are important because they are relevant to each other.

Now, we live at a time where the ability to speak English fluently has become a must.<sup>3</sup> People who know a language are referred to as “speakers” of that language as if speaking included all other kinds of knowledge and many if not most foreign language learners are primarily interested in learning to speak.<sup>4</sup> In psycholinguistic, speaking is a productive language skill. It is a mental process. Mental process is also called as “a process of thinking”. We use word, phrases, and sentences to convey a message to a listener. It means in speaking, people are not just saying something through speech organ but also thinking how to express their ideas through words.

Speaking seems intuitively the most important from other skills. It is known as one of the most difficult aspect for students to master in the context of Indonesian classes and it is the basic skill that the students should process to be able to access other knowledge. Nunan stated that speaking is an oral skill which consists of producing systematic verbal utterances to convey meaning.<sup>5</sup> Speaking is also the ability to express oneself in one situation or the ability to report art or situation in precise

<sup>2</sup> H. Douglass Brown, *Teaching by Principle: An Interactive Approach to Language Pedagogy*. Second Edition (San Fransisco: Longman, 2001), 232.

<sup>3</sup> Samira Al Hosni, “Speaking Difficulties Encountered by Young EFL Learners”, *International Journal on Studies in English Language and Literature*, 6 (June, 2014),22.

<sup>4</sup> Penny Ur, *A Course in Language Teaching: Practice and Theory* (Cambridge: Cambridge University Press, 2009), 120.

<sup>5</sup> David Nunan, *Practical English Language Teaching* (Boston: McGraw Hill, 2003), 48.

words or the capability to express sequence or ideas fluently.<sup>6</sup> It means that speaking is the action of delivering information or expressing one's feelings orally. It should be meaningful, understandable, and communicatively as it stated in the Holy Qur'an verse, on surah An-Nisa: 63 as follows:

أُولَئِكَ الَّذِينَ يَعْلَمُ اللَّهُ مَا فِي قُلُوبِهِمْ فَأَعْرِضْ عَنْهُمْ وَعِظْهُمْ وَقُلْ لَهُمْ  
فِي أَنْفُسِهِمْ قَوْلًا بَلِيغًا ﴿٦٣﴾

*Artinya: "These are they of whom Allah knows what is in their hearts; therefore turn aside from them and admonish them, and speak to them effectual words concerning themselves."<sup>7</sup>*

Based on the explanations above, it can be concluded that speaking is the basic skill that the students should master to express oneself in one situation or convey information or meaning fluently and it should be understandable.

So, the students should have the ability to speak English and practice it in the order to communicate with others, share their ideas, argument, feelings and etc. Yet, teaching speaking for teachers is not easy to do.

Based on the researcher's observation and interview with the English teacher in SMPN 1 Jenggawah, many problems were faced by students in learning speaking. Thus, teaching speaking is not easy to do.

For example, they still lacked in vocabularies, they were afraid of making

<sup>6</sup> R. Lado, *Language Testing* (London: Longman Group, 1961), 240.

<sup>7</sup> Muhammad Taqi-ud-Din Al Hilali and Muhammad Muhsin Khan, *Translation of the Meaning of the Noble Qur'an in the English Language* (Madinah: King Fahd Complex, 1996), 119.



mistakes or making some errors in speaking English such as they did not know how to pronounce or express the words correctly which influences to their fluency and be shy. In addition, the students lacked of willingness to speak in the classroom because they were not confident. They were afraid their friends would laugh or make a joke of their inability. It absolutely would make the students like more to be passive in the class. They got bored and had no interest in joining the classroom activities in speaking. The teacher just asked the students to open an exercise book, read the task, and then do the exercise. Afterwards, they discussed it together. The teacher gave too much time for the students to do the task and consequently some of them were busy with their own business and chatted by using their mother tongue. Thus, their opportunity to speak English was low.

Considering those problems, the teacher should be more creative to make the students active in the speaking class. In order to achieve the teaching goals or the target of teaching speaking easily, the teacher is obligated to choose an appropriate technique, strategy, and media in teaching speaking because the material of the English subject is very varied. It will make the students be more motivated to study. Using the inappropriate technique, strategy, and media can make the students get difficulties in understanding the teacher's explanation as well, and the

teacher maybe failed in teaching them.<sup>8</sup> The teacher should think the best way to make the students speak up and interest in learning English.

Media can be used as tools to support the teaching-learning process and to help the students' understanding of the material that is explained. Teaching media is the media that carries information with instructional purpose or goals of teaching-learning process. Nana Sudjana and Ahmad Rivai stated that learning media can enhance students' learning process and learning achievement.<sup>9</sup> The use of a suitable and fun media will improve the students' motivation, interest, and comprehension in the learning activity. In applying media, the teacher has to prepare many things such as; teaching material, classroom management, and etc.

The teacher can apply game as teaching media in the teaching and learning process. Game is possible for making English learning exciting and fun.<sup>10</sup> It can make the students interested and wanted to take part in the lesson too. The use of games in a learning environment will not only change the dynamic of the class, but it will also rejuvenate students and help the brain to learn more effectively. Incorporating games in the classroom can increase students learning experience, make materials more

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<sup>8</sup> Aida Suryani, Rusdi Noor Rosa, "Using a Board Game "Snake and Ladder" in Teaching Speaking at Junior High School", *JELT*, 2 (March, 2014), 17.

<sup>9</sup> Nana Sudjana, Ahmad Rivai, *Media Pengajaran* (Bandung: Sinar Baru Algensindo Offset, 2013), 2.

<sup>10</sup> Sri Arfani, Atika Sulistia, "Teaching Speaking Using a "Snake and Ladder" Board Game: A Teacher Story", *Research and Innovation in Language Learning*, 1 (January, 2019), 67.

current and relevant.<sup>11</sup> Snake and ladder game is one of the board games that can be applied as media in teaching speaking.

Snake and ladder game is an educational game that aims at exercising students' rapidity in speaking.<sup>12</sup> It means that this game can be used to make the students practice their speaking skill in the teaching learning process. Snake and ladder game is a simple board game with counters and dice. It was played among two or more players on a playing board with numbered grid squares. When you went up the ladder, you progress quickly. When you down a snake, you went backward.<sup>13</sup> The first player to reach the last square wins the game.

Sari and Muniroh stated that snake and ladder game facilitates the students to learn about the life, counting, interaction, and socialization.<sup>14</sup>

Snake and ladder game is a familiar game among the children in Indonesia. It's an old game and easy to play. Snake and ladder game is not only fun but also meaningful in teaching and learning English. The students can enjoy the class while playing that game.

From the definitions above, it can be concluded that snake and ladder game is an educational and fun game that aims on exercising

<sup>11</sup>Soleman Dapa Taka, "Teaching Speaking by Using Snake and Ladder Board Game", *Journal of Language Teaching and Learning, Linguistics and Literature*, 2 (December, 2019), 75.

<sup>12</sup> Fathul Mujib and Nailur Rahmawati, *Permainan Edukatif Pendukung Pembelajaran Bahasa Arab* (Yogyakarta: Diva Press, 2012), 126.

<sup>13</sup> Meipina, "The Application of Snakes and Ladders Game in Teaching Vocabulary", *the Second International Conference on Education and Language*, 2 (2014), 381.

<sup>14</sup> Candrika Citra Sari and Siti Muniroh, "Developing Snakes and Ladders Game Board as a Media to Teach English Vocabulary to Elementary School Students", (Thesis, Malang University, Malang, 2012), 2.

students' rapidity in speaking played by two or more players and the students can enjoy the class while playing that game.

There are some previous studies that related to the teaching and learning process by using the Snake and Ladder game. The researcher has summarized some previous studies which can be the references or the guidelines for the researcher in conducting the new one in order to be a difference from the previous studies.

The first study is conducted by Muhammad Fajar Sidiq (2016). The title of this thesis is "Using Snake and Ladder Games in Teaching Speaking to the Second Year Students of SMAN 1 Takalar". The result showed that the use of a snake and ladder game was effective to improve students' speaking skill. Another research is conducted by Agnes Ambar Pratiwi Bayuningsih (2016). The title of this research is "Improving Students' Speaking Ability Using the Snakes and Ladders Board Game at 11<sup>th</sup> Grade of Saint Pius X Vocational High School Magelang". The result showed that snake and ladder game became a suited method to improve students' speaking ability. Research also related to snake and ladder game is conducted by Halimah (2012). The title is "Implementation Language Games "Snakes and Ladders" to Improve Students' Speaking Ability". The result of this study showed that the usage of snake and ladder game could improve the students speaking ability and make the students more active in the speaking class.

Based on the explanations and some previous studies above, it indicates that snake and ladder game has been effective to be implemented. The researcher has conducted a research entitled “The Teaching of Speaking through Snake and Ladder Game at the Eighth Grade Students of SMPN 1 Jenggawah in 2019/2020 Academic Year”.

### **B. Research Questions**

1. What are the goals of the teaching of speaking through snake and ladder game at the eighth grade students of SMPN 1 Jenggawah in 2019/2020 academic year?
2. What is the material used in the teaching of speaking through snake and ladder game at the eighth-grade students of SMPN 1 Jenggawah in 2019/2020 academic year?
3. How is the procedure of teaching speaking through snake and ladder game at the eighth-grade students of SMPN 1 Jenggawah in 2019/2020 academic year?
4. How is the evaluation of the teaching of speaking through snake and ladder game at the eighth-grade students of SMPN 1 Jenggawah in 2019/2020 academic year?

### **C. Research Objectives**

The researcher has four purposes in conducting this research, those are:

1. To find out the goals of the teaching of speaking through snake and ladder game at the eighth-grade students of SMPN 1 Jenggawah in 2019/2020 academic year.
2. To find out the material used in the teaching of speaking through snake and ladder game at the eighth-grade students of SMPN 1 Jenggawah in 2019/2020 academic year.
3. To describe the procedure of the teaching of speaking through snake and ladder game at the eighth-grade students of SMPN 1 Jenggawah in 2019/2020 academic year.
4. To describe the evaluation of the teaching of speaking through snake and ladder game at the eighth-grade students of SMPN 1 Jenggawah in 2019/2020 academic year.

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

This research is expected to give contributions to the language teaching-learning process as follows:

#### **1. Theoretically**

The result of this research would be hopefully helpful to contribute ideas or the concept related to snake and ladder game in teaching speaking English.

## 2. Practically

### a. For the researcher

The result of this research is expected to give the researcher more knowledge and experience in doing research about the teaching of speaking through snake and ladder game.

### b. For students of English Department

The result of the research is expected to be useful for students of the English Department in learning English. This research can be used as a reference or a reading material to get further knowledge of snake and ladder game and speaking skill.

## **E. Definition of Key Terms**

To avoid misunderstanding of terms that was used in this research, the researcher gave the definition as follows:

### 1. Teaching Speaking

Teaching speaking means the process of guiding and facilitating students in learning to speak or communicate with others.

### 2. Snake and Ladder Game

Snake and ladder game is a game played by two or more people by using some counters and dice on a squared board with 100 numbered square. There are ladders and snakes on some squares. The goal of this game is to reach the end of the board which would be the winner also.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter deals with theories used as the basis for supporting the research.

#### A. Previous Research

There are several previous researches that are conducted and related to this research, those are:

1. The thesis by Muhammad Fajar Sidiq, entitled “Using Snake and Ladder Games in Teaching Speaking to the Second Year Students of SMAN 1 Takalar”. The method was used quasi experimental design. The research population was 160 students. The sample used class XI MIPA 1 as the experimental class which consists of 20 students and class XI MIPA 3 as a controlled class which consists of 20 students also.

The data were analyzed using descriptive statistics (frequency, mean score, and standard deviation) and inferential statistics (independent sample t-test). The research discovers that students' speaking skill improved by Using Snake and Ladder Games by the increase of mean score of experimental class that is 7.65 in the pre-test and 10.85 in the post-test. The significant difference between the experimental classed is shown through the collected data from the post-test. The more students were more active in speaking and they were not as shy as before. The result of the data was the t-test, 7.77, is



higher than the t-table, 2.03 ( $2.06 > 2.04$ ). It indicates that the use of snake and ladder game was effective to improve students' speaking skill.

This research and Fajar Sidiq's have some differences. The differences were namely the location, the grade of the students, and the method of the research. This research was conducted at SMPN 1 Jenggawah. Meanwhile, Fajar Sidiq's was conducted at SMAN 1 Takalar. The other difference was the grade of the students that this research was conducted at the eighth-grade students of SMPN 1 Jenggawah while Fajar Sidiq's was conducted in the second-year students of SMAN Takalar. The last difference was the research method that this research used qualitative, while Fajar Sidiq used quasi experimental design.

2. The thesis by Agnes Ambar Pratiwi Bayuningsih, the title of her research is "Improving Students' Speaking Ability Using the Snakes and Ladders Board Game at 11<sup>th</sup> Grade of Saint Pius X Vocational High School Magelang". The research employed classroom action research (CAR). There were 38 participants of the study from a class of Cookery Department 1 of St. Pius X Vocational High School Magelang. The research was conducted in two cycles.

The action research result showed that the use of the snakes and ladders board game had improved the students' speaking ability. The significant improvement could be seen from the speaking test results

from cycle 1 to cycle 2 where the result of the students' mean score was increased from 69.5 to 79.2.

The differences between this research and Ambar Pratiwi Bayuningsih's were the location, the grade of the students, and the method of the research. The researcher conducted this research at SMPN 1 Jenggawah and Ambar Pratiwi Bayuningsih's research was conducted at Saint Pius X Vocational High School Magelang. The students' grade of this research was the eighth-grade students of SMPN 1 Jenggawah. Meanwhile, Ambar Pratiwi Bayuningsih's was at the eleventh-grade students of Saint Pius X Vocational High School. The last, this research method used qualitative, while Ambar Pratiwi Bayuningsih used classroom action research.

3. The thesis by Meta Asri Saraswati, entitled "Developing the Giant Speaking Snakes and Ladders Board Game for the Teaching of Speaking to Children Aged 9-11". This research was classified into research and development (R & D). The settings of that research were EFH (English for Holiday) and SEC (Semoya English Club) Yogyakarta. The subjects were 3 children from EFH and 10 children from the SEC. From the assessment, the average percentage of contents aspect is 93.5% and the average percentage of media aspect is 91.25%, it means that the product of the research is very good and feasible to be used for the English instruction. The result showed that

the implementation indicates that this board game is the appropriate media for teaching English speaking to children aged 9-11.

The differences between this research and Meta Asri Saraswati's were in terms of research method, the locations of the research, and the age of the children. This research used qualitative and Meta Asri Saraswati's research used research and development (R & D). Another difference was that this research was conducted at SMPN 1 Jenggawah and Meta Asri Saraswati's was conducted at English clubs which are EFH (English for Holiday) and SEC (Semoya English Club) Yogyakarta. The last difference was the age of the students. The research was conducted to students who were eleven and above. Meanwhile, Meta Asri Saraswati's was 9-11.

4. The thesis by Nuraini Albaniyah, entitled "The Use of Snake and Ladder Game to Develop Students' Understanding of Direct-Indirect Speech". The research employed classroom action research (CAR). The sample of this research was 36 students. The purpose of the study was to know the implementation of snakes and ladders game to develop students' understanding of direct-indirect speech. The result showed that the Snakes and Ladders game encouraged students' participation during the teaching learning process and developed students' understanding of direct-indirect speech. Students' participation in preliminary research was only 45%. Then, it increased to 58% in the first cycle, then, increased up to 78% in the second cycle.

The differences between this research and Nuraini Albaniyah's were the research methodology, the focus of the research, the location and the grade of the students. This research used qualitative and Nuraini Albaniyah used classroom action research. Nuraini focused on the students' understanding of direct-indirect speech, while this research focused on the teaching of speaking through snake and ladder game. The last one was the location of this research was at SMPN 1 Jenggawah and Nuraini Albaniyah's was at MA Matholibul Huda Mlongo Jepara.

5. The thesis by Rizka Sari, entitled "The Implementation of Snake and Ladder Game to Improve Students' Vocabulary of Second Grade Students at MTs Yayasan Madrasah Islamiyah Medan". The research used classroom action research (CAR). The sample of the research was 39 students. The purpose of the research was to improve the students' vocabulary by using snake and ladder game as media. The sample of the research was VIII 1 which consists of 39 students. The result showed that there was an improvement in the students' ability in vocabulary.

The differences between this research and Rizka Sari's were the research methodology, the students' ability, and the location of the study. This research methodology used qualitative and Rizka Sari used classroom action research. The students' ability in this research was speaking skill, while Rizka Sari's was vocabulary.

**Table 1.0**  
**The Similarities and the Differences**  
**Between Previous Research and This Research**

No	Name and Title	Similarities	Differences
1	2	3	4
1.	Muhammad Fajar Sidiq, Using Snake and Ladder Games in Teaching Speaking to the Second Year Students of SMAN 1 Takalar	<ul style="list-style-type: none"> <li>• Both used snake and ladder game in teaching speaking.</li> </ul>	<ul style="list-style-type: none"> <li>• Fajar Sidiq's was conducted at SMAN 1 Takalar, while the researcher conducted at SMPN 1 Jenggawah,</li> <li>• Fajar Sidiq's was conducted at the second years students of SMAN Takalar, while the researcher conducted at the eighth-grade students of SMPN 1 Jenggawah,</li> <li>• Fajar Sidiq used quasi experimental design, while the researcher used qualitative,</li> </ul>
2.	Agnes Ambar Pratiwi Bayuningsih, Improving Students' Speaking Ability Using the Snakes and Ladders Board Game at 11 <sup>th</sup> Grade of Saint Pius X Vocational High School Magelang	<ul style="list-style-type: none"> <li>• Both used the snake and ladder game in teaching speaking.</li> </ul>	<ul style="list-style-type: none"> <li>• Agnes' was conducted at Saint Pius X Vocational High School Magelang, while the researcher conducted at SMPN 1 Jenggawah.</li> <li>• Ambar Pratiwi Bayuningsih's was conducted at the eleventh grade students of Saint Pius X Vocational High School, while the researcher's was the eighth-grade students of SMPN 1 Jenggawah</li> <li>• Ambar Pratiwi Bayuningsih used classroom action research, while the researcher used qualitative.</li> </ul>
3.	Meta Asri Saraswati, Developing the Giant Speaking Snakes and Ladders Board Game for the Teaching of Speaking to Children Aged 9-11	<ul style="list-style-type: none"> <li>• Both used the snake and ladder game in teaching speaking.</li> </ul>	<ul style="list-style-type: none"> <li>• Meta's used research and development (R &amp; D), while the researcher used qualitative.</li> <li>• Meta's was conducted at English clubs/ EFH (English for Holiday) and SEC (Semoya English Club) Yogyakarta, while the researcher's was at SMPN 1 Jenggawah.</li> <li>• The age of the students in Meta's was 9-11, while the researcher's was eleven and above.</li> </ul>

1	2	3	4
4.	Nuraini Albaniyah, The Use of Snake and Ladder Game to Develop Students' Understanding of Direct-Indirect Speech	<ul style="list-style-type: none"> <li>Both used snake and ladder game.</li> </ul>	<ul style="list-style-type: none"> <li>Nuraini Albaniyah used classroom action research, while the researcher used qualitative.</li> <li>Nuraini focused on the students' understanding of direct-indirect speech, while the researcher focused on the teaching of speaking through snake and ladder game.</li> <li>Nuraini Albaniyah's was conducted at MA Matholibul Huda Mlono Jepara, while the researcher conducted at SMPN 1 Jenggawah.</li> </ul>
5.	Rizka Sari, The Implementation of Snake and Ladder Game to Improve Students' Vocabulary of Second Grade Students at MTs Yayasan Madrasah Islamiyah Medan	<ul style="list-style-type: none"> <li>Both used snake and ladder game,</li> <li>Both conducted at the eighth-grade students</li> </ul>	<ul style="list-style-type: none"> <li>Rizka used classroom action research, while the researcher used qualitative.</li> <li>Rizka Sari's focused on vocabulary, while the researcher focused on speaking skill,</li> </ul>

The uniqueness of this research that made it distinct from the five previous studies was about the type of the research. Most of the previous studies above used classroom action research (CAR), research and development (R&D), and also quasi experimental design, while the researcher used qualitative descriptive. Then, the material and the school were also different.

## B. Theoretical Framework

### 1. Speaking

#### a. Definition of Speaking

Speaking is a way of people to communicate with others. It enables a person to verbalize thoughts and idea. Speaking skill is very important in our daily life. People can talk each other by asking and telling information, debating argumentation, expressing feeling, desire and emotion.

Spratt et al stated that speaking involves using speech to express meaning to other people.<sup>15</sup> It means that speaking is used to express information orally. While Cameron stated that speaking is an active use of language to express our meanings so that other people can make sense of them, therefore the label of productive use of language can be applied to speaking.<sup>16</sup> It can be said that speaking is a productive language used to convey our thoughts so that it is understandable by people.

Turk also states that speaking as the direct route from one mind to another, and is the way we usually choose when we want to ask question or give explanation.<sup>17</sup> Boughton also argues that however good a student may be at listening and understanding, it

<sup>15</sup> Mary Spratt, Alan Pulverness, & Melanie Williams, *Teaching Knowledge Test Course* (Cambridge: Cambridge University Press, 2005), 34.

<sup>16</sup> Lynne Cameron, *Teaching English to Young Learners* (Cambridge: Cambridge University Press, 2001), 40.

<sup>17</sup> Turk C., *Effective Speaking: Communicating in Speech* (French: Spon Press Tatlor and Francis Group, 2003), 9.

needs not follow that he will speak well.<sup>18</sup> It means that listening always related to speaking. A good listener is needed to avoid miscommunication among them in a conversation.

From the definitions above, the researcher concludes that speaking is an important skill in our daily life because we need it to communicate with others. People can express their feelings, opinions, and thoughts orally in the form of conversation or from one mind to another.

#### b. Components of Speaking

Harris stated that there are five components of speaking skill concerned with comprehension, grammar, vocabulary, pronunciation, and fluency as follows:<sup>19</sup>

##### 1) Comprehension

Comprehension can be defined as the ability to understand completely and be familiar with a situation, facts, etc.<sup>20</sup> It means how well the students understand a language or that helps them or increase their understanding of it, in which they read a piece of writing or listen to someone speaking, and they answer the question.

<sup>18</sup> Geoffrey Broughton, Christopher Brumfit, Roger Flavell, Peter Hill, Anita Pincas, *Teaching English as Foreign Language* (London: Routledge and Kagan Paul Ltd, 1980), 76.

<sup>19</sup> David Harris, *Testing English as a Second Language* (New York: Mc. Graw Hill Book Company, 1996), 81-82.

<sup>20</sup> Don A. Welty, & Dorothy R. Welty, *The Teacher Aids in The Instruction Team* (New York: Mc. Graw Hill, 1976), 47.



## 2) Grammar

Grammar is usually defined as a rule of language, in which it has structure and system of a language in general. Grammar is the set of logical and structural rules that govern the composition of sentences, phrases, and words in any given natural language. Mastering grammar can help the students in understanding English and even they can speak English in the right form of language.

## 3) Vocabulary

Vocabulary means the appropriate diction which is used to communicate with others. If people have no sufficient vocabulary, they cannot communicate effectively or express their ideas in both oral and written forms. Having a limited vocabulary will make the learners difficult in learning a language. So that besides mastering grammar, we need to master many vocabularies to convey our mind correctly or speak English while knowing the meaning.

## 4) Pronunciation

Pronunciation means the way for students to produce clearer language when they speak or produce easily comprehensible articulation. There are many vocabularies which have the same pronunciation so that the students should

master it to make them easier comprehensible to other speaker and avoid misunderstanding in a conversation.

#### 5) Fluency

Fluency means the ability to read, write, or speak easily, smoothly and expressively. Fluency can be defined as the capability of someone speaks fluently and accurately with little using pauses such as, “ums”, “ers”, and so on.

#### c. Problems in Speaking Activity

According to Penny Ur, there are some problems faced by the learners in a speaking activity. Those are inhabitation, the lack of theme to be spoken, the low of participation, and the use of mother tongue. Here the explanations:<sup>21</sup>

#### 1) Inhabitation

Unlike writing, reading, and listening activities, speaking requires some real-time exposure to an audience. Learners are often inhibited about trying to say things in a foreign language in the classroom, such as worried about making mistakes, fearful of criticism, or shy of the attention that their speech attracts.

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<sup>21</sup> Ur, *A Course in Language Teaching*, 121.

2) Nothing to says

Some learners get the difficulties in thinking of anything to say, they have no motivation to express themselves beyond the guilty feeling that they should be speaking.

3) The low or uneven participation

Only one participant can talk at a time if he or she is to be heard. In a large group, this means that each one will have only very little time to talk. This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.

4) Mother tongue-use

In a number of classes, the learners share the same mother tongue. They may tend to use it because of some reasons, such as it is easier, it feels unnatural to speak to one another in a foreign language. If they are talking in a small group, it can be quite difficult to keep using the target language.

d. Problem Solving of Speaking's Problem

According to Penny Ur, there is some solving that can the teacher do to solve the speaking problems. Those are:<sup>22</sup>

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<sup>22</sup> Ibid., 121 - 122.

1) Use group work

This increases the sheer amount of learner talk going on in a limited period of time and also lowers the inhibition of learners who are unwilling to speak in front of the full class. It is true that group work means the teacher cannot supervise all learner speech, so that not all utterances will be correct, and learners may occasionally slip into their native language; nevertheless, even taking into consideration occasional mistakes and mother-tongue use, the amount of time remaining for positive, useful oral practice is still likely to be far more than in the full-class set-up.

2) Base the activity on easy language

In general, the level of language needed for a discussion should be lower than that used in intensive language-learning activities in the same class: it should be easily recalled and produced by the participants, so that they can speak fluently with the minimum of hesitation. It is a good idea to teach or review essential vocabulary before the activity starts.

3) Make a careful choice of topic and task to stimulate interest.

On the whole, the clearer the purpose of the discussion the more motivated participants will be seeing.

4) Give some instruction or training in discussion skills

If the task is based on group discussion then include instructions about participation when introducing it. For example, tell learners to make sure that everyone in the group contributes to the discussion; appoint a chairperson to each who will regulate participation.

5) Keep students speaking the target language

You might appoint one of the groups as monitor, whose job it is to remind participants to use the target language, and perhaps report later to the teacher how well the group managed to keep to it. Even if there is no actual penalty attached, the very awareness that someone is monitoring such lapses helps participants to be more careful.

However, when all is said and done, the best way to keep students speaking the target language is simply to be there you as much as possible, reminding them and modeling the language use yourself; there is no substitute for nagging.

## 2. Teaching Speaking

Teaching is guiding and facilitating learning, enabling learner to learn, setting the conditions for learning.<sup>23</sup> It means that speaking is to make the use of words in an ordinary voice to communicate with each other. It means that teaching speaking is guiding and facilitating

<sup>23</sup> H. Douglas Brown, *Principles of Language Learning and Teaching: Fourth Edition* (San Fransisco: Longman, 2000), 7.

learners to speak and communicate with each other, enabling learner to learn speaking, and setting the conditions for learning speaking. Teaching speaking can be defined as transferring knowledge of speaking to students through the teacher's way to improve their communicative skills.

While, Christine in Willy and Handoyo's book state that teaching speaking is facilitate our students understanding of speaking processes and scaffold their development of speaking competence in a systematic and theoretically-principled manner.<sup>24</sup> It means that teacher as facilitator has an important role to make the students understand how to speak.

Teaching speaking is a very important part of second language learning. The ability to communicate in a second language clearly and efficiently contributes to the success of the learner in school and success later in every phase of life. Therefore, it is essential that language teachers pay great attention to teaching speaking. Rather than leading students to pure memorization, providing a rich environment where meaningful communication takes place is desired.

The activities which are given by teachers are aimed to attract students' motivation to involve in speaking class. Thus, the teacher should use a good method in the teaching and learning process of speaking.

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<sup>24</sup> Willy A. Renandya and Handoyo Puji widodo, *English Language Teaching Today: Linking Theory and Practice* (Switzerland: Springer, 2016), 157.

### a. Speaking Activities

There are six similar categories applied to kinds of oral production that students are expected to carry out in the classroom.<sup>25</sup>

#### 1) Imitative

Imitative is a very limited portion of classroom speaking time may legitimately be spent generating “human type record” speech, where for example, learners practice an intonation contour or try to pinpoint a certain vowel sound.

#### 2) Intensive

Intensive speaking goes to one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language.

#### 3) Responsive

A good deal of student speech in the classroom is responsive: short replies to teacher or student-initiated question or comments.

#### 4) Transactional (dialogue)

Transactional language carried out for the purpose of conveying or exchanging specific information and it is an extended form of responsive language.

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<sup>25</sup> H. Douglass Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy* (San Fransisco: San Fransisco State University, 2001), 271

#### 5) Interpersonal (dialogue)

It carried out more for the purpose of maintaining social relationship than for the transmission of facts and information.

#### 6) Extensive (monologue)

Finally, the students at intermediate to advance levels or called on to give extended monologues in the form of oral reports, summaries, or perhaps short speech. Here the register is more formal and deliberative. These monologues can be planned or even impromptu.

#### b. Technique in Teaching Speaking

In teaching speaking, there are some techniques that used to promote the student's speaking skill, as follows:<sup>26</sup>

##### 1) Discussions

After a content-based lesson, a discussion can be held for various reasons. The students may aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussion groups. Before the discussion, it is essential that the purpose of the discussion activity is set by the teacher. In this way, the discussion points are relevant to this purpose, so that students do not spend their time chatting with each other about irrelevant things.

<sup>26</sup> Hayreyi Kayi, *Teaching Speaking: Activities to Promote Speaking in a Second Language (TESL/TEFL)*, The Internet TESL Journal, Vol. XII, No. 11, November 2006, 2.



## 2) Role Play

One other way of getting students to speak is role-playing. Students pretend they are in various social contexts and have a variety of social roles. In role-play activities, the teacher gives information to the learners such as who they are and what they think or feel.

## 3) Simulations

Simulations are very similar to role-plays but what makes simulations different than role plays is that they are more elaborate. In simulations, students can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, she brings a microphone to sing and so on.

Role plays and simulations have many advantages. First, since they are entertaining, they motivate the students. Second, they increase the self-confidence of hesitant students, because in role play and simulation activities, they will have a different role and do not have to speak for themselves, which means they do not have to take the same responsibility.

## 4) Information Gap

In this activity, students are supposed to be working in pairs. One student will have the information that other partner does not have and the partners will share their information. Information gap activities serve many purposes such as solving

a problem or collecting information. Also, each partner plays an important role because the task cannot be completed if the partners do not provide the information the others need. These activities are effective because everybody has the opportunity to talk extensively in the target language.

#### 5) Brainstorming

On a given topic, students can produce ideas in a limited time. Depending on the context, either individual or group brainstorming is effective and learners generate ideas quickly and freely. The good characteristics of brainstorming are that the students are not criticized for their ideas so students will be open to sharing new ideas.

#### c. Problem in Teaching Speaking

In teaching speaking, there are some problems that come from internal or external of the students their selves. The problems commonly become obstacles in the teaching speaking are as follows: native language, age, innate phonetic ability, identity and language ego, and also motivation.

##### 1) Native Language

Brown stated that “if you are familiar with the sound system of learner’s native language, you will be better able to diagnose students’ difficulties. Many L1-L2 carry over can be overcome through a focused awareness and effort on the

learners' part."<sup>27</sup> It means that the native language is the most influential part in teaching speaking. The native language students have is really different with the target language, so it will be hard things and teachers should decide a way to solve the condition as well.

## 2) Age

Learners are often described as children, young learners, adults or etc. The reason why age is being one of the problems in teaching speaking is because every step of age has its own part that has a potential to be a problem in teaching speaking. For the example, the children are sensitive and their egoism is still on fire, so the communication can be negatively interpreted. Then, the adults often bring global self-esteem into classroom and make it uncomfortable.

## 3) Innate Phonetic Ability

Other people might simply attune to phonetic discriminations, which seems to be difficult for some students for some reasons. As we know, speaking skill is a talent from an individual, but if the students give some effort and concentration, they can improve their speaking skill or other competence amazingly. That is why; the teacher should understand the situation and try to look them in diverse talents.

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<sup>27</sup> Brown, *Principles of Language Learning*, 284.

#### 4) Identity and Language Ego

Students' attitude is very important in speaking class, which will make them easier to master speaking skill better than before. So, if they are having bad attitudes, they will be more difficult to learn about speaking. At the end, the teacher should know the importance of identity and language ego of his students to reach the goals in speaking class.

#### 5) Motivation

Motivation is one of the problems in teaching speaking. Motivation and concern are high, and then the necessary effort will be expended in reaching the goal.<sup>28</sup> Without any motivation, the students will get obstacle and less confident to speak English. So, teacher can help them to develop motivation by showing, and giving speech in shaping their self-image as well. Then, students will be confident and active in speaking class.

### 3. The goals of Teaching Speaking

According to Isnawati, the goal of teaching speaking is the development of the ability to interact successfully in that language.<sup>29</sup> It means that after teaching speaking the students are able to speak up correctly. While Sri Wahyuni and Fitri Yulianti state that the goal of

<sup>28</sup> Brown, *Language Learning and Teaching*, 285.

<sup>29</sup> Ida Isnawati, *English Instructional Evaluation 1* (Tulungagung: State Islamic Institute of Tulungagung, 2014), 37.

teaching speaking skill is communicate efficiency.<sup>30</sup> The students should able to express themselves, understand the aspects that related to speaking and learn how to speak with suitable way in communication in order what the students said to be understood by others.

While Nunan stated that in the teaching and learning process of speaking, the students should be able to:<sup>31</sup>

- a. Produce the English speech sounds and sound patterns;
- b. Use word and sentence stress, intonation patterns, and the rhythm of the second language;
- c. Select suitable words and sentences according to the proper social setting, audience, situation, and subject matter;
- d. Organize their thoughts in a meaningful and logical sequence;
- e. Use language as a means of expressing values and judgments;
- f. Use the language quickly and confidently with few unnatural pauses, in which is called as fluency.

To achieve these goals, an English teacher should create real-life context and provide suitable materials or models when students learn how to speak English in the classroom.

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<sup>30</sup> Sri Wahyuni and Fitri Yulianti, "The Use of Guessing Game to Improve Students Speaking Skill", tt, 16.

<sup>31</sup> David Nunan, *Research Method in Language Learning* (USA, Cambridge University Press, 1992), 23.

#### 4. Evaluation of Teaching Speaking

Assessing is different from testing. You might be tempted to think of testing and assessing as synonymous terms. Assessment is an ongoing process that encompasses a much wider domain.<sup>32</sup> Whenever a student responds to a question, offers a comment, or tries out a new word or structure, the teacher subconsciously makes an assessment of the students' performance. Assessment also means collecting information about learner's performance in order to make judgments about their learning.<sup>33</sup> It means that measuring the students based on the data got from the students' performances.

There are some purposes of assessment. *First*, assessment is to increase in continuous learning process (formative). *Second*, it is to give feedback for the students on their progress or achievement (summative). *Third*, it is to identify students' need to be supported (diagnostic).<sup>34</sup>

Formative assessment means evaluating students in the process of "forming" their competencies and skills with the goal of helping them to continue that growth process. The key to such formation is the delivery (by the teacher) and internalization (by the student) of appropriate feedback and performance, with an eye toward the future

<sup>32</sup> H. Douglas Brown, *Language Assessment : Principles and Classroom Practices* (San Francisco: Longman, 2003), 4.

<sup>33</sup> Spratt, *Teaching Knowledge*, 102.

<sup>34</sup> Jean Brewster, Gail Ellis, Dennis Girard, *The Primary English Teacher's Guide* (China, Penguin English, 2003), 245.

continuation (or formation) of learning.<sup>35</sup> According to Mansyur et al, formative evaluation is carried out at the end of each discussion of a topic and it is intended to the extent of the learning process has proceeded as planned at the beginning of the activity.<sup>36</sup>

Summative assessment aims to measure, or summarize what a student has grasped, and typically occurs at the end of a course or unit of instruction. A summation of what student has learned implies looking back and taking stock of how well that student has accomplished objectives, but does not necessarily point the way to future progress. Final exams in a course and general proficiency exams are examples of summative assessment.<sup>37</sup>

Diagnostic assessments, on the other hand, are measures of students' current knowledge and skills, and are typically used before instruction to identify strengths and weaknesses and identify an appropriate program of learning. This kind of assessment can help teachers determine what to teach and help in the selection of suitable interventions.

According to Brown, there are two kinds of assessment, formal and informal assessment.<sup>38</sup>

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<sup>35</sup> Brown, *Language Assessment*, 6.

<sup>36</sup> Mansyur et al, *Asesmen Pembelajaran di Sekolah* (Yogyakarta: Pustaka Pelajar, 2015), 14-15.

<sup>37</sup> Ibid., 6.

<sup>38</sup> Brown, *Teaching by Principles*, 402.

#### a. Informal Assessment

Informal assessment is assessment which is incidental and unplanned. It is involved evaluative coaching and feedback on task designed which shows students' language performance. It is not for recording result and making judgment about students' language competence. It is done to see the students comprehension of the material taught, then teacher can determine whether the learning objective is reached or not and give the response.

Informal assessment is also called formative evaluation. The teacher can give assessment through his or her subjective opinion of students' attitude, participation, or cognitive development. For example, when the students' respond to the teacher's question, offers comment, tries out new words or structure, the teacher can make assessment by giving feedback or correction.

#### b. Formal Assessment

Formal assessment is assessment which is for recording result and making judgment about students' language competence by exercises or experiences specifically designed. Formal assessment usually is called summative evaluation. It can occur at the end a lesson, unit, or course.

Is formal assessment the same as test? We can say that all tests are formal assessments, but not all formal assessment is



testing.<sup>39</sup> Commonly the formal assessment is done in written form in the end of chapter, semester or the end of academic year.

## 5. The Nature of Teaching English at SMP

In teaching English at SMP, the teacher should teach the students based on 2013 curriculum which consists of two mind competences namely core competence and basic competence. 2013 curriculum is the newest curriculum design which was promoted by the minister of education and culture in the beginning of 2013 to be implemented in Indonesian formal education.

The character of 2013 curriculum in ELT is described in some essential characteristics such as using scientific approach in instruction process, centralized syllabus design by government, and providing guideline textbook for teachers and students.

### a. Scientific Approach

In 2013 curriculum, teaching learning process is used new approach that is scientific approach. This change is expected to be able to improve the teaching quality and the students' competencies including knowledge, skill and attitude. According to The Ministry of National Education and culture, scientific approach consists of five steps for all subjects and it must be there in every meeting of learning. As follows:<sup>40</sup>

<sup>39</sup> Brown, *Language Assessment*, 6.

<sup>40</sup> Kementerian Pendidikan dan Kebudayaan, *Modul Manajemen Implementasi Kurikulum K13* (Jakarta: Direktorat Jenderal Guru dan Tenaga Kependidikan, 2018), 62.

## 1) Observing

The students are trained about seriousness, thoroughness, and searching for information.

## 2) Questioning

The students are expected able to develop creativity, curiosity, and the ability to formulate questions.

## 3) Experimenting

The students have to communicate with other and practice to appreciate the opinion from other friend.

## 4) Associating

Competencies that developed are honest, meticulous disciplined and hard working. The students collect the data in some activities by using a certain aid.

## 5) Networking / Communicating

Students have to develop their ability to express the idea and practice their ability to use language.

## b. Textbook

According to the Ministry of National Education and culture law number 71 year 2013 about lesson textbook and teachers' guideline textbook for elementary and junior high school, the government designs a textbook for instruction guideline.<sup>41</sup> The text book is provided for teachers and students namely *When English*

<sup>41</sup> Menteri Pendidikan dan Kebudayaan Republik Indonesia, Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 71 Tahun 2013 tentang Buku Teks Pelajaran dan Buku Pandun Guru untuk Pendidikan Dasar dan Menengah, 1.

*Rings a Bell*. The teachers' text book consists of four chapters. For students' text book consists of some chapters which each chapter contains the material including the exercise for students, classroom language, and glossary.

### c. Syllabus and Lesson Plan

The design of syllabus and lesson plan is comprehensively stated in the appendix of law of the Ministry of National Education and Culture number 65 year 2013 Chapter III. Instruction plan is designed in a form of syllabus and lesson plan which refers to the content standard. The design of syllabus and lesson plan refers to the approach adopted.<sup>42</sup>

Although the syllabus and official handbook or textbook have already been designed and provided by the government, teachers have a responsibility to design the lesson plan based on the students' need. A lesson plan should be made before the instruction process runs.<sup>43</sup>

It can be concluded that the teacher should teach the students based on 2013 curriculum which consists of two mind competence namely core competence and basic competence. The character of 2013 curriculum in ELT is described in some essential characteristics such as using scientific approach in instruction

<sup>42</sup> Menteri Pendidikan dan Kebudayaan Republik Indonesia, Lampiran Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 65 Tahun 2013 tentang Standar Proses Pendidikan Dasar dan Menengah, 5.

<sup>43</sup> Kemendikbud, *Kurikulum K13*, 137.

process, centralized syllabus design by government, and providing guideline textbook for teachers and students.

## 6. Media

### a. Definition of Media

Teaching media are important tools which are provided and brought into classroom by a teacher to facilitate teaching learning process. Teaching media are all physical devices which can present message and stimulate students to learn.<sup>44</sup> The researcher can see that on learning activity, media can help the teacher in delivering the teaching material so the students will clearly understand about the topic.

Media are used to make teaching and learning process more fun, comprehensible and motivating.<sup>45</sup> English teachers should be creative in creating a media that is suitable with the material.<sup>46</sup> Therefore they will make the process effective and interesting.

From the definition above, it can be concluded that media are everything that can help teacher to convey the lesson to the students to make the lesson clearer and easier to understand, make the students participate seriously in learning activity and make the teaching learning process effective and interesting.

<sup>44</sup> Arief S. Sadiman, R. Rahardjo, Anung Haryono, and Rahardjito, *Media Pendidikan* (Jakarta: PT Raja Grafindo Persada, 2008), 36.

<sup>45</sup> Intan Alfi, "Improving the Students' Speaking Skills through Communicative Games for the Grade VIII Students of MTs N Ngemplak", (Thesis, University of Yogyakarta, Yogyakarta, 2015), 5.

<sup>46</sup> Ajib Wahyu Saputra, "The Effectiveness of Snake and Ladder Game in the Teaching Reading of Narrative Text", (Thesis, Walisongo State Islamic University, Semarang, 2016), 4.

## b. Kinds of Media

Kasihana stated that there are three kinds of media:<sup>47</sup>

- 1) Visual media is media that can be seen and touched by students. For example, picture, real object, flash card, realia, and photo.
- 2) Audio media is media that contain recorded text to listen. For example, radio and cassette recorder.
- 3) Audio Visual media is media that can be seen, listened, and touched. For example, TV, film, etc.

## c. Benefits of Media

There are some benefits of learning media in the teaching learning process. Those are:<sup>48</sup>

- 1) Teaching more attention so the students can be motivated to learn.
- 2) It can help the students to understand the material and enable them to master and achieve learning objectives.
- 3) It can make learning method more various, not merely verbal communications through teacher's words so that students do not get bored and the teacher does not run out of energy.
- 4) Students can do more activities because they do not only listen to the explanation of the teacher, but also other activities such as observing, doing, demonstrating, acting out, and others.

<sup>47</sup> Suyanto Kasihana, *English for Young Learners* (Jakarta, Bumi Askara, 2007), 102.

<sup>48</sup> Azhar Arsyad, *Media Pembelajaran* (Jakarta, PT Raja Grafindo Persada, 2014), 28.

## 7. Snake and Ladder Game

### a. Definition of Game

Game can be defined as an activity in which participants follow described rules that differ from those of reality as they strive to attain a challenging goal.<sup>49</sup> While Andrew Wright says that game is an activity which is entertaining and engaging, often challenging, and an activity, in which the learners play and usually interact with others.<sup>50</sup> It means that game is an activity which has rules, challenge, and students usually communicate each other while playing the game.

Game can be beneficial for the learners especially when the becomes boring and the learners have been tired of serious discussions.<sup>51</sup> Carrier in Sanchez argues that games are very useful in a class because they provide an opportunity for students to use their language in a less formal situation without the pressure of speaking in perfect form, but with the enthusiasm for winning the game as well as practicing the language.<sup>52</sup> Game should be enjoyed and fun. It is not just a diversion, a break from routine activities, but a way of getting the learner to use the language in the

<sup>49</sup> Robert Heinich, Michael Molenda, James D. Russell, *Instructional Media and the New Technologies of Instruction* (Macmillan: Macmillan Publishing Company, 1993), 368.

<sup>50</sup> Andrew Wright, David Betteridge, Michael Buckby, *Games for Language Learning* (Cambridge: Cambridge University, 2004), 1.

<sup>51</sup> Ahmad Zubaidi Amrullah, "Developing Language Games to Teach Speaking Skill for Indonesian Senior High School Learners", *JEELS*, 2 (November 2015), 17.

<sup>52</sup> Martinez Sanchez, Armando P.M., Vilma E.P.C., "Interactive Games in the Teaching-Learning Process of a Foreign Language", *Teoria Praxis*, 4 (2007), 52.

course of the game. A game involves many factors: rules, competition, relaxation, and learning, in particular.

In addition, Carrier in Sanchez also mentions some advantages of game, as follows:

- 1) Give a variety of tools to facilitate the teaching-learning process.
- 2) Flexible.
- 3) Make the lesson less monotonous.
- 4) Raise the students' motivation.
- 5) Make the students produce language subconsciously.
- 6) Stimulate students' participation and give them confidence.
- 7) Transform the teacher's role from that of formal instructor to that of an organizer or moderator of the class.
- 8) Able to serve as a testing mechanism.

#### b. Definition of Snake and Ladder Game

A snake and ladder game is one of visual media that can be used in the teaching learning process. According to Frederick in his dictionary, snake and ladder game is a classic children board game that widely known by the people. It is played by two or more players on a playing board with numbered grid squares. A certain

square on the grid and the number of ladder connect two together, and a number of snakes also connect squares together.<sup>53</sup>

Snake and ladder game is a kind of educational game that aims on exercising students' rapidity in speaking. This game needs some kind of tools among others board, snake and ladder are equipped image paper, counters and dice. The teacher also can make the dice by herself/himself in English number.<sup>54</sup>

Snake and ladder game is an outstanding game that can facilitate the students to learn language. This kind of board game is an instrument that is used to make the students pay attention and motivate them to follow the teaching and learning process because board game is fun and it can make the students more active and focus in learning. So that, the students do not feel that they are forced to learn.<sup>55</sup> This game can also be used as tool to teach, entertain, and to build up interactive communication among the players.

From the explanations above, the researcher can conclude that snake and ladder game is a visual media that can be touch and seen by the students and a classic children' board game that is

<sup>53</sup> J. Augustyn Frederick, *Dictionary of Toys and Games in America Popular Culture* (New York: Haworth Press, 2004), 86.

<sup>54</sup> Syarifah Mawaddah, L. Suhartono, & Wardah, "Teaching Speaking by Using Snake and Ladder Game", <http://docplayer.net/storage/62/47938101/1578043507/PIVBRuhXHL54BeZVlrlCsg/47938101.pdf> (06 January 2020).

<sup>55</sup> Fathlutfika Trahenar Ratih, Nuri Ati Ningsih, and Arri Kurniawan, "Using a board game "snake and lader" to teach speaking descriptive text at the eight grade students of SMPN 2 Wungu", *English Teaching Journal*, 1 (June, 2017), 38.



played by two or more players. It includes as an educational game that aim on exercising students rapidity in speaking and can make the students more focus in learning because they do not feel that they are forced to learn.

c. The Advantages and Disadvantages of Using Snake and Ladder Game in Teaching Speaking

1) The Advantages of Using Snake and Ladder Game

There is some advantage of using snake and ladder game as follows:

- a) Snake and ladder game is an effective, easy, and fun way for students to learn and practice students' communication skills.
- b) Students can grow their motivation to try practice their ability.<sup>56</sup>
- c) The students can learn while playing.
- d) In the learning process, children can participate directly.
- e) Snake and ladder game can be used to help the children's development in all aspects.
- f) Snake and ladder can stimulate children to learn how to solve simple problem unnoticed by children.
- g) Snake and ladder can be done in the classroom and outside the classroom.

<sup>56</sup> Sri Arfani and Atika Sulistia, "Teaching Speaking Using a "Snake and Ladder" Board Game: A Teacher Story", *Research and Innovation in Language Learning*, 1 (January, 2019), 70.

## 2) The Disadvantages of Using Snake and Ladder Game

Here some disadvantages of using snake and ladder game as follows:

- a) Using snake and ladder takes a lot of time to explain to the child.
- b) Commotion can happen if children are lack of understanding of the rules of the game.
- c) The children will undergo adversity in playing if they do not master the material.

## 8. The Use of Snake and Ladder Game in Teaching Speaking

Sri Atika in her thesis stated that using snake and ladder game in the teaching speaking will give the students an interesting activity in the class. Snake and ladder game is a fun game, easy to do, and it helps the students learn language while playing in low anxiety. To complete the task of the game clues, the students will speak using English with their friends. They will repeat using the same expression and vocabulary which will help them to increase their fluency during playing the game. They will adjust with the words and expression related to the topic. The students will be motivated to engage and to take part actively in speaking class.

But, preparing a snake and ladder game for speaking which is appropriate for language teaching is not an easy task. Time and effort are needed. Although the snake and ladder game is sold in the market,

the teacher is better making by her/himself because the teacher must adapt it in order to keep in line with the goals of learning. By making the own snake and ladder game, the teacher can create and modify the game according to the needs. So, the snake and ladder game will support the learning process effectively.<sup>57</sup> Rahmawati argued that using board games successfully improves the students' speaking skill.<sup>58</sup> The improvement lied on all aspects of speaking. Those aspects are students' fluency, comprehension, vocabulary, pronunciation, and also their grammar.

According to Anggi Ananda there are some procedures in teaching speaking by using a snake and ladder board game, as follows:<sup>59</sup>

- a. The teacher prepares the equipment of the game such as the game boards, dices, rules, and counters for each group.
- b. The teacher divides the students to work in the groups. Each group has one board game and two dices.
- c. The teacher explains the rules of the activity;
  - 1) Each of the students takes turns to roll the dice and the one who gets the highest number will go first and decides order of the

<sup>57</sup> Sri Atika, "The Effect of Applying the Snakes and Ladders Board Game on the Students' Speaking Achievement", (Thesis, University of Muhammadiyah Sumatera Utara, Medan, 2018), 19.

<sup>58</sup> Ika Nur Rahmawati, "Improving the Fourth Grade Students' Speaking Skills through Board Games", (Thesis, University of Yogyakarta, Yogyakarta, 2012), 14.

<sup>59</sup> Anggi Ananda Putri, "The Implementation of Board Game in Improving Students' Speaking skill in the first year of SMAN 7 Bandar Lampung in Academic Year 2016/2017", (Thesis, University of Lampung, Lampung, 2018), 29-30.

players. First player rolls the dice and moves forward according to the number of the dice.

- 2) The first player rolls the dice and moves to the next square according to the number that the dice indicates.
- 3) Take a card according to the number of the square indicates then read aloud the clue in the card.
- 4) The player should communicate with their friends within the group using clue on the card. The group members also have to respond to the player who is playing.
- 5) Continue the playing, roll the dice again. If player gets snakes, turn off from the snake tip until the snake's tail. If player gets ladders, turn on from bottom of the ladder until top of the ladder. To finish you have to land directly on the last square.

IAIN JEMBER

## CHAPTER III

### RESEARCH METHODS

This chapter presents several technical methods which were used in this research.

#### A. Research Approach

The researcher used descriptive research with qualitative approach. It helped the researcher to get information about the teaching of speaking through snake and ladder game at the eighth grade students of SMPN 1 Jenggawah in 2019/2020 academic year.

According to Miles, Huberman, and Saldana, qualitative research is a source of well-grounded, rich descriptions and explanations of human process.<sup>60</sup> Qualitative research focuses on the process that is happening as well as the outcome or product.<sup>61</sup> The aim of descriptive research is to arrange discovery systematically, factual, and accurately about facts and population of certain area.<sup>62</sup> It means that this research was descriptively collecting the data in form of words, pictures, and must not be numeric based on the reality in the teaching learning and without any manipulation.

This research used descriptive qualitative which was the researcher examined more deeply and described how the creativity of English teacher in the teaching of speaking through snake and ladder game. The researcher

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<sup>60</sup> Matthew B Miles, A. Michael Huberman, and Johnny Saldana, *Qualitative Data Analysis: A Method Sourcebook* (London: Sage, 2014), 1.

<sup>61</sup> John W. Cresswell, *Qualitative inquiry & Research Design: Choosing AMONG Five as (Second Edition)* (Thousand Oaks: Sage Publication, 2007), 22.

<sup>62</sup> Sumadi Suraybrata, *Metodologi Penelitian* (Jakarta: PT Raja Grafindo Persada, 2009), 75.

described the problems that became this research problems based on reality in the learning process.

## **B. Location of the Research**

This research was conducted at SMPN 1 Jenggawah which located at Tempurejo Street, No. 63, Jenggawah, Jember, Jawa Timur. This location was determined based on some considerations. Firstly, one of the English teachers had used a snake and ladder game in teaching speaking. Secondly, the situation and condition had been known because the researcher practiced field experience in the school. Thirdly, it was possible to get permission to conduct the research in the school.

## **C. Subject of the Research**

The researcher used purposive technique to choose the sources of data. This means a data source selection technique with certain consideration.<sup>63</sup> Certain considerations such as the person/subject who was considered to know the best about what we expect, or maybe he was the ruler so that it would facilitate researcher to explore the object/social situation under study.

According to Lofland in Moleong explained that “The source of data in qualitative research consists of two kinds, namely human and non-human sources.”<sup>64</sup> Non-human data in this study were written words and

<sup>63</sup> Sugiyono, *Metodologi Penelitian Kuantitatif, Kualitatif, dan R&D* (Bandung: CV Alfabeta, 2018), 65.

<sup>64</sup> Lexy J. Moleong, *Metodologi Penelitian Kualitatif*(Bandung: PT Remaja Rosdakarya, 2008), 157.

sources of data in the form of archives, school documents. While human sources become informants were:

1. English Teacher

In this research, the English teacher involved as a research subject because he was the one who knew and did the teaching and learning process.

2. The students of 8I class

In this research, the 8I class was chosen to be observed by the researcher because the teacher applied the snake and ladder game in this class. The researcher chose four students as the research subject because of some considerations. First, they were very active in the class. Second, they were smart in the class.

#### **D. Data Collection Method**

This section explains how researcher collected the data and explained the tools that used in data collection methods or tools used in the research. The researcher went directly to the field to explore data in accordance with the focus of the study. To get data that was relevant to the problems discussed in the study, the data collected must be representative.

In qualitative research, the following data collection could be utilized: interview, observation, case studies, personal experiences, and

documents.<sup>65</sup> To obtain the data of this research, the researcher used observation, interview, and document review.

### 1. Observation

Observation is a way of collecting data through the process of observing. It is well known of loading attention to an object by using all sensory tools. The researcher must be on the spot to observe things related to room, place, people, activities, things, time, events, and purpose. It could be done while taking notes, taking photos or doing recording. Observation technique can be divided into two kinds, namely participant observation and Non-participant observation.

In this research, the researcher used non-participant observation to observe the eighth-grade students of SMPN 1 Jenggawah where the researcher only observed what the teacher and students do in the class without teaching or being student there. By doing observation, the researcher could see the teacher's technique in English language teaching and the students' activities in class. The specific information obtained by this method was:

- a. The goals of teaching speaking through snake and ladder game.
- b. The material of teaching speaking through snake and ladder game.
- c. The applying of snake and ladder game in teaching speaking.
- d. The evaluation of the teaching of speaking through snake and ladder game.

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<sup>65</sup> Larra . Porras, "Stakeholder Opposition in a Foreign Direct Investment: Case Bosnia's Pulp Mill in Uruguay", *Master's Thesis*, (December, 2016), 31.



## 2. Interview

Interview is one of data collection method which the researcher becomes an interviewer who asks a question to the people interviewed in direct communication to obtain information from interview.<sup>66</sup> By interviewing, the researcher could explore important questions that have not been thought of in the research plan.

In this research, the researcher used semi-structured interview to create flexible and relax situation, so the informants will feel comfortable to share their information they have. The researcher interviewed the English teacher and some students.

The data that the researcher obtained by using interview technique were:

- a. The goals of teaching speaking through snake and ladder game.
- b. The materials of teaching speaking through snake and ladder game.
- c. The students' responses after being implemented a snake and ladder game in teaching speaking.
- d. The achievements of the students' speaking skill after being implemented a snake and ladder game.

## 3. Document Review

Document review is the effort to collect data by investigating the written object.<sup>67</sup> Document review is obtained from the variable or things of the transcripts, photos, records or tapes, books, inscription,

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<sup>66</sup>Sugiyono, *Metode Penelitian Kualitatif* (Yogyakarta: Ar Ruz Media, 2006), 137.

<sup>67</sup>Mundir, *Metode Penelitian Kualitatif dan Kuantitatif* (Jember: STAIN Jember Press, 2013), 86.

and so on.<sup>68</sup> This method was used to collect data dealing with geographical location, profile, lesson plan, documentation or photos of teaching speaking and learning process in English subject. Here the following documents related to the research:

- a. History of SMPN 1 Jenggawah
- b. Profile of SMPN 1 Jenggawah
- c. Vision and mission of SMPN 1 Jenggawah
- d. Facilities and infrastructure of SMPN 1 Jenggawah
- e. Data of the teachers of SMPN 1 Jenggawah
- f. Students data of SMPN 1 Jenggawah
- g. Lesson plan

#### **E. Data Analysis**

This research used data analysis developed by Miles, Huberman, and Saldana which stated that there are three stages in conducting data analysis process in qualitative research. Those stages are explained as follow:<sup>69</sup>

##### **1. Data Condensation**

Data condensation refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data into the writer text (observation's note, interview transcript, and documents).

In this process, the researcher managed the data or information to get the important points which related to the research.

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<sup>68</sup>Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik* (Jakarta: PT Rineka Cipta, 2013), 201.

<sup>69</sup>Miles, *Qualitative Data Analysis*, 8-10.

a. Data Display

In this process, the researcher managed the information and description of data that have been obtained by the researcher in order to draw conclusion. The information and description of the data were about the teaching of speaking through snake and ladder game which included the learning objective, classroom procedure, classroom technique, learning materials, and evaluation. The researcher displayed the data by using description based on the field notes from interview and observation.

b. Conclusion Drawing

The researcher had drawn the conclusion of the observation to know the teaching of speaking through snake and ladder game at the eighth grade students of SMPN 1 Jenggawah. The researcher has concluded the results of the research that found.

## F. Data Validity

To make sure that the data obtained is trusted, the researcher used triangulation as one of data validity technique.<sup>70</sup> Moleong stated that triangulation is a technique to check the trustworthiness of data which uses something else to be compared toward that data.<sup>71</sup>

In this research, the researcher used source triangulation and triangulation technique. Source triangulation means to test the credibility of what data was done by checking the data that have been obtained

<sup>70</sup> Nusa Putra, *Metode Penelitian Kualitatif Pendidikan* (Jakarta: Raja Grafindo Persada, 2012), 103.

<sup>71</sup> Moleong, *Metodologi Penelitian Kualitatif*, 303.

through multiple sources or different source to get the same data. The researcher had checked the data by using different sources and those data were checked to get a valid data.

Whereas, triangulation technique can be done by collecting the same data use different technique or method of collecting data such as observation, interview, and document review. The researcher had collected the data by comparing data from interview, observation, and document review.

## **G. Research Procedures**

This section explains the process of the research, start from research background, the study of design, the actual research, and the writing of the reports.<sup>72</sup> The steps of this research are as follow:

### **1. Pre-field research stage**

The pre-field stage is the stage where it is determined what must be done before a researcher enters the field of study object.

#### **a. Developing research designs**

In compiling this plan the researcher established the following: the title of the research, the purpose of the research, the focus of the research, the benefits of the research, the object of the research, and the method used.

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<sup>72</sup> Sugiyono, *Kuantitatif, Kualitatif dan R&D*, 274.

b. Choosing research fields

Before conducting research, a researcher must first choose a research field. The chosen research field is SMPN 1 Jenggawah.

c. Permit processing

Before conducting research, researcher took care of licensing in advance to the campus. Thus researcher could immediately carry out the stages of research after getting permission to conduct research at the site.

d. Assessing the state of the field

After being given permission, researcher began to explore and assess the field to better know the background of the research object. This was done in order to make it easier for researchers to dig up data.

e. Prepare research equipment

After all is done, the researcher prepared the equipment needed in the study before plunging into the field starting from preparing notebooks, papers, and so on.

2. Field research stage

After all preparations were considered mature, the next step was to carry out research. In carrying out this stage, the researcher collected the data needed by using several methods, including observations, interviews, and document review.

### 3. Data analysis stage

After all the data was collected, analyzed the whole data and then described it in the form of a report and consulted with the supervisor. This activity continued to be carried out by researcher so that the supervisor stated the results of this study were ready to be tested.

## H. Systematic Discussion

Systematic discussion contains a description of the flow of thesis discussion starting from the introductory chapter to the closing chapter.<sup>73</sup> The format of systematic writing is a descriptive narrative, not a table of contents. Systematic discussion in this research as follows:

The first chapter consists of the background of the research, research question, objective of the research, the significance of the research, and definition of key term.

The second chapter consists of the previous research and theoretical framework.

The third chapter consists of the research approach, location of the research, subject of the research, data collection method, data analysis, data validity, and research procedures.

The fourth chapter consists of a description of research object, research findings and discussion.

The fifth chapter consists of conclusionS and suggestions.

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<sup>73</sup>Tim Penyusun, *Pedoman Penulisan Karya Ilmiah* (Jember: IAIN Jember Press, 2018), 48.

## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSIONS

This chapter is the report of the result of the research. It consists of research findings and discussions.

#### A. Description of the Research Object

##### 1. The History of SMPN 1 Jenggawah

SMPN 1 Jenggawah was established on April 20<sup>th</sup>, 1986. It located in Jl. Tempurejo 63 Wonojati, Jenggawah, Jember Regency. The headmaster of this school now is Mr. Drs. Harjunadi. Along with the development of education, there are several changes in school leadership, as follows:<sup>74</sup>

- |                   |                     |
|-------------------|---------------------|
| a. Drs. Istijab   | e. Drs. Purwono     |
| b. Drs. Budiman   | f. Drs. Hadi Winoto |
| c. Drs. Kasnan    | g. Drs. Moeade      |
| d. Drs. Priatmujo | h. Drs. Harjunadi   |

For the infrastructure, the condition building was better than before, and the facilities were complete also. SMPN 1 Jenggawah was also active in joining some competitions in Jember, such as football competition, volleyball competition, dance, etc. This school has been being one of the referral schools in Jember.

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<sup>74</sup> Document review, SMPN 1 Jenggawah, January 30<sup>th</sup>, 2020.

## 2. The Profile of SMPN 1 Jenggawah

**Table 4.0**  
**The Profile of SMPN 1 Jenggawah**

No.	School Identity	
1	School Name	SMPN 1 Jenggawah
2	NPSN	20523866
3	Educational Level	Junior High School
4	School Status	Public School
5	Address	Jl. Tempurejo, 63
6	Postal Code	68171
7	Village	Wonojati
8	Sub-district	Jenggawah
9	Regency/City	Jember
10	Province	East Java
11	Country	Indonesia

*Source:* Document Review 2020

## 3. Organizational Structure of SMPN 1 Jenggawah:

- a. Headmaster : Drs. Harjunadi
- b. Vice Headmaster : Muhammad Ridho'i, S.Pd & Adi Santoso, S.Pd
- c. Curriculum : Imam Fathoni, S.Pd
- d. Treasurer : Seger Hariono, S.Pd
- e. Administration : Seger Hariono, S.Pd
- f. Facilities : Puguh Wijinarko, S.Pd
- g. Public Relation : Drs. Misbahul Mustafid, M.Pd.I
- h. Students Affairs : Agus Heridiyanto, S.Pd
- i. Coach of scout : Sucipto, M.Pd.I
- j. Coach of OSIS : Agus Heridiyanto, S.Pd



#### 4. The Geographical Location of SMPN 1 Jenggawah

SMPN 1 Jenggawah located at Jl. Tempurejo 63 Wonojati, Jenggawah, Jember Regency, East Java. Geographically, the location of this school is quite conducive for education, because there are some schools around SMPN 1 Jenggawah, such as SMAN 1 Jenggawah, MTs Maarif NU Jenggawah, SMP Madinatul Ulum, and SMP 07 Maarif Perintis.

#### 5. Vision and Mission of SMPN 1 Jenggawah

##### a. Vision

*“Superior in Quality based on Faith and Piety.”*

##### b. Mission

The method in achieving the vision of the school required a mission, those missions of SMPN 1 Jenggawah are:

- 1) Translating the curriculum in the form of Curriculum Education Unit, Basic Competency Mapping, Syllabus, Lesson Plan, Worksheet, and Journal of Teaching.
- 2) Improving and developing the active learning process in the context of the maximum CTL implementation to achieve competency of the standards.
- 3) Implementing effective and efficient learning to develop the maximum potential of students to obtain an improvement value of the National Final Examination, Corresponding with Graduation Standards.

- 4) Developing the performance quality of education personnel to improve the quality of education.
- 5) Optimizing minimum standards for facilities and infrastructure to support the implementation of the teaching and learning process, including the usage of ICT.
- 6) Implement active participatory management by involving all school residents following their primary duties and their function.
- 7) Developing a set of components and finance standards educational unit operating costs,
- 8) Carrying out the periodic assessment based on basic competencies of each subject and conduct enrichment and remedial programs.

## **B. Research Finding**

The research finding was taken from the result of the observation of the teaching-learning process, interviews and document reviews related to the research. Here the explanations:

### **1. The Goals of the Teaching of Speaking through Snake and Ladder Game**

A successful the teaching learning process is when the teacher can achieve the teaching goals. The teaching goals are planned before teaching learning process begins. Here the teacher used a snake and ladder game as media in teaching speaking. Snake and ladder game is an educational game that can be used in the teaching speaking. In the

interview, the English teacher explained the goals of teaching speaking through snake and ladder game, as follows:

*“Seperti biasa, saya harus mengajar siswa berdasarkan KI KD yang sudah di tetapkan. Jadi, untuk learning objectivesnya atau tujuan pembelajarannya harus berkaitan dengan KI KD tersebut. Dengan menggunakan media ular tangga dalam mengajar speaking, saya bertujuan agar anak-anak bisa aktif selama proses pembelajaran dan tentunya bisa berbicara bahasa Inggris dengan sopan dan berani atau lebih confident juga karena biasanya anak-anak malu untuk berbicara bahasa Inggris. Media ular tangga ini bisa memudahkan saya dalam menyampaikan materi dan bisa membuat anak-anak tertarik dalam belajar bahasa Inggris, khususnya speaking. (As usual, I have to teach the students based on the Core Competence and Basic Competence that have been set. So, for the learning objectives should relate to those Core Competence and Basic Competence. By using a snake and ladder media in teaching speaking, I aim to make the students be active in the learning process and of course they can speak English politely and brave or more confident also because usually they are shy to speak English. A snake and ladder media can facilitate me in delivering the material and can make the students interest in learning English, especially speaking).”<sup>75</sup>*

On the interview above, the teacher set the teaching goals which were relevant with the Core Competence and Basic Competence. In the teaching of speaking through snake and ladder game, the teacher aimed to make the students more active in the teaching learning process and make them speak English confidently because the students were shy when they wanted to deliver something in English. The used of snake and ladder game in the teaching of speaking could help the teacher in conveying the material and motivate the students to take part in learning speaking.

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<sup>75</sup> Imam Fathoni, *Interview*, Jember 30<sup>th</sup> 2020

The English teacher's explanation was supported by the lesson plan made by him before. A successful lesson plan has three key components; those are lesson objectives, learning activities, and assessment to check for students understanding. There were some learning objectives mentioned in the lesson plan as in the picture below.

**Picture 4.0**  
**Learning Objective in the Teacher's Lesson Plan**

**D. Learning objectives**

1. By teacher's motivating, the students are ready to accept teaching subjects about *Bigger is not always better*,
2. In communication among teacher and students, the students show politely and caring,
3. The students are able to mention and pronounce the comparison words correctly,
4. The students are able to state and ask the comparison of people, animals and things fluently, grammatically, comprehensively
5. The students are able to speak English confidently and communicatively

In the picture above, the students were expected to be able to be ready in learning the material about *Bigger is not always better* (Comparison Degree), the students were able to speak English politely and care of one another, the students were able to mention and pronounce the comparison words correctly without being fear or wrong, the students were able to speak or state and ask the comparison of people, animals, and things fluently, grammatically, comprehensively, confidently, and communicatively. The use of an

interesting and fun media such as snake and ladder game in teaching speaking could achieve those learning objectives easily.<sup>76</sup>

In the field, the teacher started the class by greeting the students, asked them to pray together, checked the students' condition, gave leading questions to the students, and informed the learning objectives. The learning objectives informed by the teacher were not all, but only some. Those were the students were able to speak English confidently, politely, mention some adjective words and pronounce the words correctly, and compare something in English. Then, the teacher explained the material to the students.<sup>77</sup>

Based on the interview, document, and the observation, it could be concluded that the goals of the teaching of speaking through snake and ladder game were as follow: *First*, the students were ready to learn about the comparison degree material; *Second*, The students were able to speak English politely, confidently, comprehensively, and show caring; *Third*, The students were able to state and ask the comparison of people, animal, and things fluently, grammatically, and comprehensively; *Fourth*, The students were able to be active in the speaking class.

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<sup>76</sup> Document Review, SMPN 1 Jenggawah, January 30<sup>th</sup> 2020

<sup>77</sup> Observation, SMPN 1 Jenggawah, February 06<sup>th</sup> 2020

## 2. The Material Used in the Teaching of Speaking through Snake and Ladder Game

Learning material is an important part in the teaching learning process. It should be prepared in order to achieve the targets that correspond to the standard competence and basic competence. It means that the material specified for learning activities should be the material that supported the achievement of standard competence, basic competence, and also the indicators. In SMPN 1 Jenggawah, the teacher taught the students based on the materials mentioned in the textbook that was made by the government. Related to it, Mr. Imam Fathoni said that:

*“Materi yang digunakan untuk mengajar speaking dengan menggunakan media ular tangga yaitu tentang comparison degree. Materinya harus sesuai dengan KI KD yang ada di kurikulum atau silabus. Materi ini cocok di gunakan untuk mengajar speaking, terutama dengan media permainan ular tangga. (The material used to teach speaking by using snake and ladder media is about comparison degree. The material should base on Core Competence and Basic Competence in the curriculum or syllabus. This material is suitable to use in teaching speaking, especially by using a snake and ladder game media).”<sup>78</sup>*

From the statement above, it could be said that the material was about comparison degree. The material taught should be based on the curriculum or syllabus. The material chosen by teacher was suitable for teaching the students’ speaking ability by using a snake and ladder

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<sup>78</sup> Imam Fathoni, *Interview*, Jember, February 11<sup>th</sup> 2020.

game, in which the students had to speak up by comparing the pictures they got in the squares of the board.

That statement was supported by the observation in the field in which the textbook and the material were like in the pictures below;

**Picture 4.1**  
**The Textbook and the Material Used in the Teaching of Speaking through Snake and Ladder Game**



In the pictures above, the textbook used was Bahasa Inggris “*When English Rings a Bell*”. It was from the Ministry of National Education and culture. For the material used by the teacher in the teaching of speaking by using snake and ladder game was about Comparison Degree. A comparison degree is the material taught at the eighth-grade students of junior high school, it is a material in the chapter 9 entitled *Bigger is not always better*.<sup>79</sup>

<sup>79</sup> Observation, SMPN 1 Jenggawah, February 06<sup>th</sup> 2020.

In the same term, the teacher's lesson plan also supported the material discussed in the teaching of speaking through snake and ladder game, as follow:

**Picture 4.2**  
**Learning Material in the Teacher's Lesson Plan**

**F. Learning Material**

*Text Structure*

- Who is taller? Your sister or your brother?; No one in the class is as big as Candra. He is the biggest. He is bigger than any other student in the class.
- To me, writing is more difficult than reading. Listening is the most difficult. Our library have more books than the community library.

*Language Features*

- Words related to *why, because, so, etc.*
- Words related to *although, but, etc.*
- Words ( noun and adjective) relate to people, animals, and things around us.
- Verbs in simple present tense form
- Singular and plural: *a, the, this, those, these, that, etc.*
- Comparison words: *as ... as, -er, -est, more ..., the most ...*
- Comparison number: *more, fewer, less*
- Question words: *What, When*
- Spelling, pronouncing, stressing

In the lesson plan above, it could be seen that *the text structure* and *the language features* indicated that the material was about comparison degree, in which the students must compare something using comparison words or words related to comparison degree material.<sup>80</sup>

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<sup>80</sup> Document Review, SMPN 1 Jenggawah, January 30<sup>th</sup> 2020



The interview, observation, and the document above were strengthened by one of the students of 8I class, Febri Apriliansyah said that:

*“Materi yang di ajarkan yaitu tentang comparison degree. Dan Permainan ular tangganya ngebuat aku lebih mudah memahami materi tersebut (The material taught was about comparison degree. And the snake and ladder game makes me understand the material easily).”<sup>81</sup>*

Based on the statement above, the material taught was about snake and ladder game and the snake and ladder game could help the students to understand that material.

Mr. Imam Fathoni also explained about whether snake and ladder game could be used for another material or not. He explained that:

*“Cocok atau tidaknya media ini untuk materi bahasa Inggris yang lainnya tergantung ke kreativitasan dari si guru. Sebelumnya Saya pernah mengajar speaking dengan menggunakan media ular tangga di kelas 8I dan materinya tentang simple present tense. Papan permainannya itu berisi 28 kotak yang berisi gambar kegiatan sehari-hari, seperti gambar pergi ke sekolah, main sepak bola dan seterusnya. Saya membuatnya menjadi 4 baris dan 7 kolom ke samping. Di paling atas sendiri saya beri tulisan nama-nama hari seperti Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, dan Saturday. Jadi ketika pionnya anak-anak berdiri di atas gambar anak-anak bermain sepak bola dan di atas menunjukkan adalah hari minggu, anak-anak harus berbicara dalam bahasa Inggris sesuai dengan gambar dan hari itu. I play football on Monday. Untuk kali ini, saya mendesain ular tangganya menyesuaikan dengan materi comparison degree. (The suitability of this media for other English materials depends on the teacher’s creativity. Before, I ever taught speaking by using snake and ladder media at 8I class and the material was about simple present tense. The board game consisted of 28 squares which*

<sup>81</sup> Febri Apriliansyah, *Interview*, Jember, February 11<sup>th</sup> 2020.

consisted of pictures of daily activities, as like picture of children goes to school, children play football, and so on. I made it become 4 rows and 7 columns aside. In the top of columns I put name of days such as Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, and Saturday. So, when the students' counters stood up on the picture of children play football and the day showed was Sunday, they must speak English based on those picture and day. At this time, I designed the snake and ladder game based on comparison degree material).<sup>82</sup>

Based on what was expressed by Mr. Imam Fathoni, it could be known that the appropriateness of the snake and ladder game with the material depends on the teacher's creativity. That creativity was also needed to make the snake and ladder game was more interesting. The teacher had ever taught the students' speaking skill through snake and ladder game media, and the material was about simple present tense. The teacher modified the media in order to be suitable with the material. There were 28 squares in the board game which consisted of pictures of daily activities and put all name of days in the top of the snake and ladder board game. The students must speak up related to the pictures landed such as *I play football on Sunday*. In the teaching of speaking at this time, the teacher modified the snake and ladder game based on the comparison degree material.

Thus, the researcher concluded that the material used by the teacher was about Comparison Degree as mentioned in the textbook that was made by the government, namely *When English Rings a Bell*. The material taught based on the Core Competence and Basic

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<sup>82</sup> Imam Fathoni, *Interview*, Jember, February 11<sup>th</sup> 2020.

Competence in the curriculum or syllabus. The teacher's creativity was required to make the media appropriate with the material to be taught.

### 3. The Procedure of Teaching Speaking through Snake and Ladder Game

Each teacher runs his/her classroom differently, so it is important to decide on the procedures he/she need to run his/her classroom smoothly and then teach students the procedures of his/her classroom. Talking about the procedures, Mr. Imam Fathoni explained the procedures of the teaching of speaking through snake and ladder game, he said that:

*“Setelah menjelaskan materi comparison degree, saya mengajar speaking dengan menggunakan permainan ular tangga. Permainan ini sangat familiar bagi anak-anak. Saya mendesain ular tangganya agar bisa di gunakan untuk mengajar materi comparison degree. Ada dua puluh lima kotak di papan permainannya, yang berisi gambar-gambar di setiap kotaknya. Saya membagi anak-anak menjadi 6 kelompok dan setiap kelompok menerima satu papan permainan ular tangga dengan dadu dan pion-pionnya. Cara mainnya yaitu kocok dadunya, maju berdasarkan nomer yang di tunjukkan di dadunya, turun ketika kamu bertemu ekor ular, naik ke atas ketika kamu bertemu dengan tangga. Lalu anak-anak harus berbicara bahasa Inggris sesuai dengan gambar yang di dapat di dalam kotak. Yang pertama sampai ke kotak finish, berarti dia pemenangnya* (After explaining the comparison degree material, I taught speaking by using the snake and ladder game. The game has been familiar to the students. I designed the snake and ladder game in order to be able to be used to teach comparison degree material. There are 25 squares on the board game, which consist of pictures in each square. I divided the students into six groups and each group accepted a snake and ladder board game with the dice and the counters. The ways of playing the game are: rolling the dice, step forward according to the number shown on the dice, go down when you meet a snake tail, go up when you meet a ladder, then the students must speak up related to the pictures they got in the

square. The one who lands on the finish square, he/she is the winner)”.<sup>83</sup>

Based on the statement above, it could be known that the teacher prepared some snake and ladder media with the counters and the dice first. The students were divided into six groups. Each group received a snake and ladder media with the counters and the dice. Then the teacher explained the way of playing the game in front of the class. The ways of playing the game were; rolling the dice, step forward according to the number shown on the dice, go down when meeting a snake tail, go up when meeting a ladder, and then students must speak up based on the pictures they got in the square. The winner was the one who finished firstly in the last square.

Mr. Imam Fathoni’s statement was confirmed by one of students of 8I class, M. Shodarul Mubarrok said that:

*“Cara utamanya seperti biasa. Bedanya di permainan ular tangganya ada beberapa gambar di dalam kotak dan anak-anak harus bicara bahasa Inggris terkait gambar-gambar tersebut. (The way of playing the game was as usual. The difference in the snake and ladder game, there are some pictures in the squares and the students should speak English related to those pictures).<sup>84</sup>*

The statement above indicated that the way of playing the snake and ladder game in the teaching of speaking was like in general. But there was a difference which in each square there were some pictures

<sup>83</sup> Imam Fathoni, *Interview*, Jember, February 11<sup>th</sup> 2020.

<sup>84</sup> Shodarul Mubbarok, *Interview*, Jember, February 11<sup>th</sup> 2020.

and the students must speak up about the picture they got while playing the game.

The observation in the field supported the statements above as in the picture below;

**Picture 4.3**  
**Explaining the Game's Rules and Modeling How to Play the Game**



The picture above or in the field, the teacher divided the students into six groups and then received a snake and ladder media with the dice and the counters. Afterwards, he explained the students' rules and the game's instructions while modeling the way of playing the game. The students had the rule as active speakers. If the students were passive, the game would not run effectively. The students worked in group, therefore they must be cooperated in their group and be able to practice English well during playing the game. If the students were active and obeyed the rules, the playing would be successful.

While for the ways of playing the game, as follows: shake the dice, move to the other squares based on the number they got. Every square has its challenge, it was a picture. The students had to speak up based on the pictures they got in the square. For example: *Anas is*

*older than Toni, strawberry is as delicious as Lemon, Plane is the fastest of all, etc.* While another one was speaking, other players should pay attention whether the player's comparison right or not based on the structure and grammatically. The other players corrected if the player who was getting wrong. Next, if a counter stopped on the head of snake, the player must side the counter down the snake until it got to the tail. Then, step on from that number. If a counter landed at the foot of a ladder, the player moved it to the top and carried on from there. The first player who reached the finish was the winner. In addition, the teacher did not only ask the students to speak up, but they must write it down in their books as well.<sup>85</sup>

In the teacher's lesson plan, there were some steps in the teaching of speaking through snake and ladder game. The steps were like in the picture below:

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<sup>85</sup> *Observation, SMPN 1 Jenggawah, February 06<sup>th</sup> 2020*

**Picture 4.4**  
**The Steps of Teaching Speaking through Snake and Ladder Game**  
**in The Teacher's Lesson Plan**

Main Activity	1. The students are divided into 6 groups
A. Observing	2. The teacher asks 4 students to come forward to hold some pictures 3. The students pay attention and observe the pictures 4. The students answer teachers' question related to the pictures 5. The students tell about the pictures 6. The students mention the words about comparison degree 7. Imitating the teacher's pronunciation.
B. Questioning	8. The students ask some questions to teacher
C. Experimenting	9. Each group receives a snake and ladder board game with the dice and counters 10. The teacher explains the students' rules and the intructions of the game 11. The students play the game
D. Associating	12. The students discuss the data got in the snake and ladder game
E. Communicating	13. The representative of each group comes forward and tells their work orally 14. The teacher provides feedback to the students' talk

In the lesson plan above, especially in the main activity, the steps begin from dividing the students into some groups and finishing with giving feedback to the students' talk after presenting their work.

In the field, after explaining the rules and the instructions of the game, the teacher asked the students to play.

**Picture 4.5**  
**The Teacher Observed the Students**



In the pictures above, when the students were playing the snake and ladder game, the teacher was also observing each group to avoid their misunderstanding about the game. There were two groups (the members were boy students only) who asked the teacher to explain again about the game's rules, and then the teacher explained it to them. The atmosphere in the classroom changed, in which the students were more active than before.<sup>86</sup>

As explained by Mr. Imam Fathoni who stated that:

*“Anak-anak sangat antusias dan lebih aktif di kelas ketika saya mengajar menggunakan media ular tangga. Gamenya seru sehingga anak-anak tertarik belajar bahasa Inggris dan mereka lebih percaya diri untuk berbicara bahasa Inggris. (The students were enthusiastic and more active in the class when I teach using the snake and ladder game media. The game is fun so that the students interest in learning English and they were more confident to speak English).”<sup>87</sup>*

From the statement above, it could be known that the snake and ladder game made the students more active and interest in learning

<sup>86</sup> Document Review, SMPN 1 Jenggawah, February 06<sup>th</sup> 2020.

<sup>87</sup> Imam Fathoni, Interview, Jember, February 11<sup>th</sup> 2020.



speaking. The students were more confident in delivering their ideas without being fear of wrong.

The similar statement was also given by Dhavira Fajjarriani Amelia as a student of 8I, she said:

*“kalau belajar bahasa Inggris sambil bermain gini enak., aku seneng. Jadi bebas pas mau ngomong. Apalagi berkelompok, jadi semisal aku salah, temen-temen ngebetulin. (Learning English while playing makes me happy. I’m free to talk. Moreover, by grouping, if I make a mistake, then my friends will correct me).”*<sup>88</sup>

From Dhavira Fajjarriani Amelia’ statement, it’s clearly seen that the students enjoyed learning speaking while playing the game and they also could correct each other’s talk.

While doing classroom observation, the use of snake and ladder game made the students looked more active and enthusiastic in learning speaking by expressing their mind bravely and they also responded their friends’ answer and their friends’ mistake. The game was fun and could motivate the students to speak English confidently without being forced.<sup>89</sup>

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<sup>88</sup> Dhavira Fajjarriani Amelia, *Interview*, Jember, February 11<sup>th</sup> 2020.

<sup>89</sup> *Observation*, SMPN 1 Jenggawah, February 06<sup>th</sup> 2020.

**Picture 4.6**  
**The Representative of Each Group Presented their Work**



In the pictures above, after teaching speaking by using a snake and ladder game finished, the teacher asked the representative of each group to come forward to present their written while learning speaking by using a snake ladder game before. Afterward, the teacher gave feedbacks to the students' talk and closed the teaching-learning process by making a conclusion of the material and praying together.

Thus, based on the observation, the document review, and the interviews, the researcher concluded that the procedure of the teaching of speaking through snake and ladder game had been done in line with the lesson plan. The procedures were; *first*, shake the dice, step forward according to the number they got; *second*, if a counter stopped on the snake's head, the player must slide the counter down the snake until it got to the tail and step on from that number; *Third*, if a counter landed at the ladder's foot, the player moved it to the top and carried on from there; *Fourth*, the students must speak up related to the pictures they got in the squares; *Fifth*, the first player who landed the finish was the winner. The snake and ladder game was fun so that it

could make the students become more active and also encourage them to speak English bravely without any doubt or distractions.

#### 4. The Evaluation of the Teaching of Speaking through Snake and Ladder Game

An evaluation was needed to know the students' understanding about the lesson and how good the students' speaking ability was. As stated by Mr. Imam Fathoni:

*“Biasanya, saya mengadakan ulangan harian ketika selesai mengajarkan materinya. Kali ini saya, mengadakan ulangan harian dan speaking test di pertemuan selanjutnya. Untuk ulangan hariannya yaitu tes tulis, sedangkan untuk speaking testnya, saya menggunakan kertas yang berisi beberapa gambar. Ada enam kertas yang saya gunakan, dua kertas berisi gambar yang sama tapi yang satu berisi clue seperti short/ tall, old/ young, big/small dan lain-lain, dan satunya lagi tidak ada clue-nya. Begitu juga dengan kertas yang lainnya. Jika anak-anak tidak bisa menyampaikan perbandingan dari gambar (yang tidak ada clue-nya) yang saya tunjukkan, maka saya akan menunjukkan gambar yang ada clue-nya. Saya menyuruh anak-anak untuk maju secara individu dan mereka harus berbicara bahasa Inggris terkait gambar-gambar yang saya tunjukkan. (Usually, I have a daily test when teaching the material per chapter was done. At this time, I have a daily test and speaking test in the next meeting. For the daily test is written test, while for the speaking test, I use papers which contain of some pictures. There are six papers used by me, two papers consist of the same pictures but the one consists of clues such as short/ tall, old/ young, big/ small, etc. and the other is not. And the other papers also. If the students cannot deliver the comparison of the picture (no clues) showed by me, then I will show the pictures with clues. I asked them to come forward individually and they must speak English related to the pictures showed by me)”*<sup>90</sup>

From the statement above, it could be known that in the end of discussion, the teacher usually gives a daily test to evaluate the students' understanding about the lesson. Yet, after the teaching of

<sup>90</sup> Imam Fathoni, *Interview*, Jember, February 20<sup>th</sup> 2020.

speaking through snake and ladder game, the teacher did not only do a daily test, but also a speaking test. The daily test was in form of written test, while the speaking test was done by asking each student to come forward and they must speak English related to the pictures showed by the teacher in the papers. There were three pictures with clues and three pictures without any clues. When the students could not speak up about the pictures (without clues), then the teacher showed the pictures with clues.

Ainur Istikomah as one of students of 8I class strengthened the statement above by saying:

*“Biasanya ada ulangan harian setelah materi yang di ajarkan selesai. Cuman kali ini pak Fathoni juga ngadain test oral. Ulangan hariannya ya cuma di kasih soal. Untuk test oralnya pak Fathoni nyuruh anak-anak maju satu-satu, lalu di suruh membandingkan gambar-gambar sesuai dengan materi yang sudah di pelajari. (Usually there is a daily test after the material was done. At this time, Mr.Fathoni gives an oral test also. The daily test consists of some questions. For the oral test, Mr. Fathoni asked the students to come forward one by one, then being asked to compare the pictures based on the material that had been learnt)”<sup>91</sup>*

Ainur Istikomah explained that a daily test was given by the teacher to students after the material was complete. But at that time, the English teacher also gave an oral test to students to evaluate their speaking ability after being taught by using snake and ladder game.

The students were asked to go forward to do a speaking test, in which

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<sup>91</sup> Ainur Istikomah, *Interview*, Jember, February 20<sup>th</sup> 2020.

they must compare some pictures provided by the teacher orally based on the material learnt before.

The statements above were supported by the researcher's observation in the class.

**Picture 4.7**  
**Speaking Test**



In the picture above, it seemed that the teacher did a speaking test by asking the students to come forward individually. The students must speak up or deliver their ideas orally about the pictures showed by teacher in the papers. The pictures in the papers were pictures of animals, people, balls, building and pencils. Thus, the students must compare those pictures orally in form of positive degree, comparative degree, and superlative degree. The one who could not speak up or conveying their mind about the picture without clue, the teacher would have showed the clues such as *short/ tall, old/ young, big/small, funny, thin/ fat, fast/ slow*. The pictures they had to compare were four pictures. Most of students could speak up without looking the clues, but there were only three students who spoke up by looking at the

pictures with clues, they were M. Ikbal Wildan Musyarrof, Ahmad Dafit Saputra, and Mufida Alya.<sup>92</sup>

Among five components (comprehension, vocabulary, fluency, pronunciation, and grammar), some students still had mistakes in pronouncing the words and spoke hesitantly although they spoke English confidently. As stated by Mr. Imam Fathoni:

*“Anak-anak bicara bahasa Inggris dengan cukup percaya diri, tapi beberapa dari mereka masih berbicara dengan pronunciation yang salah dan tidak bisa berbicara bahasa Inggris dengan lancar. Jadi saya memberi tahu mereka pronunciation yang benar dan menunjukkan beberapa gambar lagi ke mereka yang tidak bisa bicara bahasa Inggris dengan lancar. (The students speak English confidently enough but some of them still speak with wrong pronunciation and cannot speak English fluently. So I tell them the right pronunciation and show some pictures again to them who cannot speak English fluently).”<sup>93</sup>*

It could be known that besides scoring the students' speaking skill, the teacher also correcting the students' mistakes such as their wrong pronunciation. To keep students speaking English, the teacher showed more than four pictures to them who still had mistakes in pronouncing the words and could not speak English fluently.

When the researcher interviewed the English teacher, he said that:

*“Untuk pembelajaran menggunakan media snake and ladder ini bisa di katakan berhasil karena anak-anak mampu berbicara bahasa Inggris dengan benar. Hasil ulangan hariannya juga bagus. Tujuan dari pembelajaran sudah tercapai sepenuhnya. (For the learning using snake and ladder media can be said*

<sup>92</sup> *Observation*, SMPN 1 Jenggawah, February 13<sup>th</sup> 2020.

<sup>93</sup> Imam Fathoni, *Interview*, Jember, February 20<sup>th</sup> 2020.

successful because the students are able to speak English correctly. The result of daily test was good. The goals of teaching have been achieved thoroughly”.

The statement above indicated that the teaching of speaking through snake and ladder game was successful because the teacher had achieved the teaching goals set before. The students could speak up correctly and the result of the daily test was good.

It could be concluded that the evaluation of the teaching of speaking through snake and ladder game was done in two forms, namely written test and speaking test. The written test was a daily test which consisted of some questions, while the speaking test was using some papers which consisted of pictures with clues and without clues and the students must speak up about those pictures correctly. The evaluation done by the teacher was to measure the success or failure of a teacher in teaching the material. The teaching goals were achieved such as the students were ready to learn about the comparison degree material; the students were able to speak English politely, confidently, comprehensively, and show caring; the students were able to state and ask the comparison of people, animal, and things fluently, grammatically, and comprehensively; the students were able to be active in the speaking class. It could be said that the teaching learning done by the teacher was successful also.

**Table 4.1**  
**The Results of Research Finding**

No	Research Focus	Research Finding
1	What are the goals of the teaching of speaking through snake and ladder game at the eighth grade students of SMPN 1 Jenggawah in 2019/2020 academic year?	The goals were: <i>First</i> , the students were ready to learn about the comparison degree material; <i>Second</i> , The students were able to speak English Politely, confidently, comprehensively, and show caring; <i>Third</i> , The students were able to state and ask the comparison of people, animal, and things fluently, grammatically, and comprehensively; <i>Fourth</i> , The students were able to be active in the speaking class.
2	What is the material used in the teaching of speaking through snake and ladder game at the eighth-grade students of SMPN 1 Jenggawah in 2019/2020 academic year?	The material used by the teacher was about Comparison Degree as mentioned in the book that was made by the government, namely Bahasa Inggris " <i>When English Rings a Bell</i> ".
3	How is the procedure of teaching speaking through snake and ladder game at the eighth-grade students of SMPN 1 Jenggawah in 2019/2020 academic year?	The procedures were; <i>Firts</i> , shake the dice; <i>second</i> , step forward according to the number they got; <i>third</i> , if a counter stopped on the snake's head, the player must side the counter down the snake until it got to the tail and carried on from that number; <i>Fourth</i> , if a counter landed at the ladder' foot, the player moved it to the top and carried on from there; <i>Fifth</i> , the students must speak up related to the pictures they got in the squares; <i>Sixth</i> , the first player who landed the finish was the winner.
4	How is the evaluation of the teaching of speaking through snake and ladder game at the eighth-grade students of SMPN 1 Jenggawah in 2019/2020 academic year?	The evaluation was done in the form of questioners and picture cued.



### C. Discussions

After describing the research's result, the data were presented and analyzed through finding discussion, as the result of the main ideas or research questions that have been discussed in the previous section. Here the discussion:

#### 1. The Goals of the Teaching of Speaking through Snake and Ladder Game

Based on the finding, the English teacher used a snake and ladder game to help him in the teaching of speaking and conveying the material to students. The media also could motivate the students to take part or join in the learning speaking. This finding was relevant to Aries S. Sadiman's theory, in which the teaching media are important tools which facilitate teaching and learning process and can stimulate students to learn."<sup>94</sup>

Before teaching the students, the teacher made a lesson plan first. It related to the theory of the Ministry of National Education and Culture, "A lesson plan should be made before the instruction process run."<sup>95</sup> Then the teacher implemented it in the teaching-learning process.

Teaching learning goals are the goals that need to be achieved by students in the teaching-learning process. In the finding above, the

<sup>94</sup> Arief S. Sadiman, R. Rahardjo, Anung Haryono, and Rahardjito, *Media Pendidikan* (Jakarta: PT Raja Grafindo Persada, 2008), 36.

<sup>95</sup> Kementerian Pendidikan dan Kebudayaan, *Modul Manajemen Implementasi Kurikulum K13* (Jakarta: Direktorat Jenderal Guru dan Tenaga Kependidikan, 2018), 62.

teacher had some goals in the teaching of speaking through snake and ladder game. *First*, the students were ready to learn about the comparison degree material; *Second*, The students were able to speak English Politely, confidently, comprehensively, and show caring; *Third*, The students were able to state and ask the comparison of people, animal, and things fluently, grammatically, and comprehensively; *Fourth*, The students were able to be active in the speaking class. It means that the teacher want to improve the students' speaking skill or make the students speak up efficiency. It was relevant with Isnawati's statement. She said that the goal of teaching speaking is the development of the ability to interact successfully in that language.<sup>96</sup> It was also supported by the statement of Sri Wahyuni and Fitri Yulianti which argue that that the goal of teaching speaking skill is communicate efficiency.<sup>97</sup> Another theory said the same thing about the goal of teaching speaking. One of the goals in Nunan's theory was the students should be able to use the language quickly and confidently with few unnatural pauses, in which called as fluency.<sup>98</sup> Therefore, a good technique, media and etc was needed to achieve the teaching goals.

<sup>96</sup> Ida Isnawati, *English Instructional Evaluation 1* (Tulungagung: State Islamic Institute of Tulungagung, 2014), 37.

<sup>97</sup> Sri Wahyuni and Fitri Yulianti, "The Use of Guessing Game to Improve Students Speaking Skill", tt, 16.

<sup>98</sup> David Nunan, *Research Method in Language Learning*, (USA, Cambridge University Press, 1992), p. 23

In conclusion, the goals of teaching speaking decided by the teacher were related with theory. The teacher made a lesson plan first before the activity run. The media could help the teacher in delivering the material and stimulate the students to learn speaking and it related to Aries S. Sadiman's theory.

## **2. The Material Used in the Teaching of Speaking through Snake and Ladder Game**

Based on the finding above, the teacher's guideline used was *When English Rings a Bell* textbook which is made by the government. As stated in the Ministry of National Education and culture law number 71 the year 2013 about lesson textbook and teachers' guideline textbook for elementary and junior high school, the government designs a textbook for instruction guidelines, the text book is provided for teachers and students namely *When English Rings a Bell*.<sup>99</sup> The material taught by the teacher must be also suitable for the material mentioned in that textbook. In the use of snake and ladder game in teaching the students' speaking skill, the material used was about comparison degree. This material was in chapter 9 of the textbook *When English Rings a Bell*.

Based on the students' statement in the finding above, the students could catch the material because the teacher delivered the material interestingly, that was using a snake and ladder game media.

<sup>99</sup> Menteri Pendidikan dan Kebudayaan Republik Indonesi, Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesi Nomor 71 Tahun 2013 tentang Buku Teks Pelajaran dan Buku Pandun Guru untuk Pendidikan Dasar dan Menengah, 1.

It was relevant to Azhar Arsyad's theory that one of the benefits of using a media was it can help the students to understand the material and enable them to master and achieve learning objectives.<sup>100</sup>

A snake and ladder game is one of teaching media. Mr. Imam Fathoni said that the suitability of teaching media with the material depended on the teacher's creativity. It was relevant with Wahyu Saputra's theory that the English teacher should be creative in creating a media that is suitable with the material.<sup>101</sup> Then it can support the teaching-learning process.

Thus, it could be concluded that comparison degree material was used by teacher to teach the students' speaking skill by using a snake and ladder game media. The material has been mentioned in the students' and teacher's textbook which made by the government. By using a snake and ladder game, the students could understand the material because the material was delivered by using an interesting media. The teacher's creativity determined whether the media was appropriate or not for the material as stated by Wahyu Saputra.

### **3. The Procedure of Teaching Speaking through Snake and Ladder Game**

Overall, the way the teacher taught the students was in line with the lesson plan made by the teacher which consisted of five stages, namely observing, questioning, experimenting, associating, and

<sup>100</sup> Azhar Arsyad, *Media Pembelajaran* (Jakarta, PT Raja Grafindo Persada, 2014), 28.

<sup>101</sup> Wahyu Saputra, "The Effectiveness of Snake and Ladder Game in the Teaching Reading of Narrative Text", (Thesis, Walisongo State Islamic University, Semarang, 2016), 4.

communicating. Those stages were called as a scientific approach. As stated by the Ministry of National Education and culture, “There are five steps of presenting the material, those are observing, questioning, experimenting, associating, and networking/ communicating”<sup>102</sup> Those steps must be there in every meeting of learning.

There were some procedures in the teaching of speaking through snake and ladder game. The procedures were; *First*, shake the dice; *Second*, step forward according to the number they got; *Third*, if a counter stopped on the snake’s head, the player must side the counter down the snake until it got to the tail and step on from that number; *Fourth*, if a counter landed at the ladder’ foot, the player moved it to the top and carried on from there; *Fifth*, the students must speak up related to the pictures they got in the squares; *Sixth*, the first player who landed the finish was the winner. While in Anggi Ananda Putri’s theory, the procedures of teaching speaking by using a snake and ladder board game were; *first*, the teacher prepares the equipment of the game such as the game boards, dices, rules, and counters for each group. *Second*, the teacher divides the students to work in the groups. Each group has one board game and two dices. *Third*, the teacher explains the rules of the activity; a) each of the students takes turns to roll the dice and the who gets the highest number will go first and decides order of the players. First player rolls the dice and moves

<sup>102</sup> Kementerian Pendidikan dan Kebudayaan, *Modul Manajemen Implementasi Kurikulum K13* (Jakarta: Direktorat Jenderal Guru dan Tenaga Kependidikan, 2018), 63.

forward according to the number of the dice. b) The first player rolls the dice and moves to the next square according to the number that the dice indicates. c) Take a card according to the number of the square indicates then read aloud the clue in the card. d) The player should communicate with their friends within the group using clue on the card. The group members also have to respond to the player who is playing. e) Continue the playing, roll the dice again. If player gets snakes, turn off from the snake tip until the snake's tail. If player gets ladders, turn on from bottom of the ladder until top of the ladder. To finish you have to land directly on the last square.<sup>103</sup> Both procedure, the teacher's and Anggi's were almost the same. The difference was Anggi used a card in playing the snake and ladder game while the teacher was not; the pictures have already been in the squares of the board. There were some pictures in the squares of the board and the students must speak up related to the pictures they got according to the number of the dice.

During playing the game, the students look more active and enthusiastic in learning speaking by expressing their mind bravely and they also responded their friends' answer and their friends' mistake. The game was fun and could motivate the students to speak English confidently without being forced. As stated by Fathlutfika Trahenar Ratih, Ningsih, and Kurniawan, this kind of board game is an

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<sup>103</sup> Anggi Ananda Putri, "The Implementation of Board Game in Improving Students' Speaking skill in the first year of SMAN 7 Bandar Lampung in Academic Year 2016/2017", (Thesis, University of Lampung, Lampung, 2018), 29-30.

instrument that used to make the students pay attention and motivate them to follow the teaching and learning process because board game is fun. It can make students more active and focus on learning. Thus, the students do not feel that they were forced to learn.<sup>104</sup> Sri Arfani and Atika Sulistia's theory also supported the finding above which mentioned some advantages of using snake and ladder game in teaching speaking. They stated that the snake and ladder game was an effective, easy, and fun way for students to learn and practice students' communication skills and could grow students' motivation to try to practice their ability.<sup>105</sup>

Thus, it could be concluded that the procedures of the teaching of speaking through snake and ladder game were done in line with the lesson plan. The procedures in the field were different with Anggi's theory which Anggi used cards, while the teacher put the pictures in the board game. The students were active in the classroom because the teacher delivered the material in fun way and interestingly.

#### **4. The Evaluation of the Teaching of Speaking through Snake and Ladder Game**

In the finding above, the teacher evaluated the teaching of speaking through snake and ladder game in the end of discussion. It was called as formative assessment which formative assessment is

<sup>104</sup> Fathlutfika Trahenar Ratih, Nuri Ati Ningsih, and Arri Kurniawan, "Using a board game "snake and ladder" to teach speaking descriptive text at the eight grade students of SMPN 2 Wungu", *English Teaching Journal*, 1 (June, 2017), 38.

<sup>105</sup> Sri Arfani and Atika Sulistia, "Teaching Speaking Using a "Snake and Ladder" Board Game: A Teacher Story", *Research and Innovation in Language Learning*, 1 (January, 2019), 70.

carried out at the end of each discussion of a topic and it is intended to the extent of the learning process has proceeded as planned at the beginning of the activity.<sup>106</sup> The evaluation done by the teacher was in two forms, those were written test and spoken test. These tests included formal assessment which we can say that all tests are formal assessments, but not all formal assessment is testing.<sup>107</sup> The written test was a daily test which consisted of some questions and the spoken test was done by asking each student to come forward and they must speak English related to the pictures showed by the teacher in the papers. There were three pictures with clues and three pictures without any clues. When the students could not speak up about the pictures (without clues), then the teacher showed the pictures with clues.

Among five components (comprehension, vocabulary, fluency, pronunciation, and grammar), some students still had mistakes in their pronunciation and their fluency, yet they still spoke up confidently. The teacher showed more than four pictures to the students who still had mistakes in pronouncing the words and could not speak English fluently to keep them speaking English. This way was relevant with Penny Ur's theory that one of the ways in facing those problems in speaking is keeping the students speaking the target language.<sup>108</sup> So,

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<sup>106</sup> Mansyur et al, *Asesmen Pembelajaran di Sekolah* (Yogyakarta: Pustaka Pelajar, 2015), 14-15.

<sup>107</sup> *Ibid.*, 6.

<sup>108</sup> Penny Ur, *A Course in Language Teaching: Practice and Theory* (Cambridge: Cambridge University Press, 2009), 121.



the students could speak English fluently without mispronouncing the words.

The researcher concluded that the evaluation of teaching speaking through snake and ladder game used formative assessment which was done in the end of discussion. There are some students who still had mistakes in pronouncing the word and could not deliver their minds fluently, but the teacher solved those problems by giving more pictures to them to keep speaking the target language, that was English.



## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

In this chapter, the researcher presents the conclusions of the research and the suggestions.

#### A. CONCLUSIONS

Based on data analysis and discussion, the conclusions can be drawn as follows:

*First*, the goals of the teaching of speaking through snake and ladder game were; the students were ready to learn about the comparison degree material; the students were able to speak English politely, confidently, comprehensively, and show caring; the students were able to state and ask the comparison of people, animal, and things fluently, grammatically, and comprehensively; the students were able to be active in the speaking class.

*Second*, the material used by the teacher was about Comparison Degree as mentioned in the textbook that was made by the government, namely *When English Rings a Bell*. The material taught based on the Core Competence and Basic Competence in the curriculum or syllabus.

*Third*, the procedures of the teaching of speaking through snake and ladder game were done in line with the lesson plan. The students were active in the classroom because the teacher delivered the material in fun way and interestingly.

*Fourth*, the evaluation of the teaching of speaking through snake and ladder game used formative assessment that was held in the end of

discussion. The tests were in form of daily test and speaking test. This evaluation could measure the success or failure of teaching learning process.

## **B. SUGGESTIONS**

Based on data analysis and discussion, suggestions can be made so that it can be used as an input in order to succeed in the English learning in SMPN 1 Jenggawah. As for the writer's suggestions, are as follows:

1. For English teachers, it is better for them to increase their creativity in making learning strategies or teaching media that are fun and easily accepted by students. In that way, the students will be more enjoy and enthusiast in learning process.
2. For the other researchers, the researcher suggests to use this research as reference in doing related research in another object. It will be useful in order to conduct the same media or strategy on different skill, while the researcher focused on speaking skill.

**IAIN JEMBER**

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## Appendix 1

### MATRIX OF THE RESEARCH

Title	Variable	Indicator	Source of data	Research Method	Research questions
The Teaching of Speaking through Snake and Ladder Game at the Eighth Grade Students of SMPN 1 Jenggawah in 2019/2020 Academic Year	The Teaching of Speaking through Snake and Ladder Game	<ol style="list-style-type: none"> <li>The goals of teaching speaking through snake and ladder game</li> <li>The Material of teaching speaking through snake and ladder game</li> <li>The procedures of teaching speaking through snake and ladder game</li> <li>The Evaluation of teaching speaking through snake and ladder game</li> </ol>	<ol style="list-style-type: none"> <li>English Teacher</li> <li>Students</li> <li>Documents</li> </ol>	<p><b>Research Approach:</b> Qualitative Approach</p> <p><b>Research Design:</b> Descriptive research</p> <p><b>Data Collection Method:</b></p> <ol style="list-style-type: none"> <li>Observation</li> <li>Interview</li> <li>Document Review</li> </ol> <p><b>Data Analysis:</b></p> <ol style="list-style-type: none"> <li>Data Condensation</li> <li>Data Display</li> <li>Conclusion</li> </ol> <p><b>Data Validity:</b></p> <ol style="list-style-type: none"> <li>Source Triangulation</li> <li>Technique Triangulation</li> </ol>	<ol style="list-style-type: none"> <li>What are the goals of the teaching of speaking through snake and ladder game at the eighth grade students of SMPN 1 Jenggawah in 2019/2020 academic year?</li> <li>What is the material used in the teaching of speaking through snake and ladder game at the eighth-grade students of SMPN 1 Jenggawah in 2019/2020 academic year?</li> <li>How is the procedure of teaching speaking through snake and ladder game at the eighth-grade students of SMPN 1 Jenggawah in 2019/2020 academic year?</li> <li>How is the evaluation of the teaching of speaking through snake and ladder game at the eighth-grade students of SMPN 1 Jenggawah in 2019/2020 academic year?</li> </ol>

## Appendix 2

## RESEARCH JOURNAL

No.	Day / date	Activity	Note / Informant	TTD
1.	Tuesday, January 28 <sup>th</sup> 2020	Giving permission letter	Mrs. Riesma Agustina	
2.	Thursday, January 30 <sup>th</sup> 2020	Interview	Mr. Imam Fathoni	
3.	Thursday, February 06 <sup>th</sup> 2020	Classroom observation	Mr. Imam Fathoni 8I Class	
4.	Tuesday, February 11 <sup>th</sup> 2020	Interview	Mr. Imam Fathoni	
		Interview	Yoga Ferdiansyah	
		Interview	M. Shodarul Mubbarok	
		Interview	Dhavira Fajjarriani Amelia	
		Interview	Febri Apriliansyah	
5.	Thursday, February 13 <sup>th</sup> 2020	Classroom observation	Mr. Imam Fathoni 8I Class	
6.	Thursday, February 20 <sup>th</sup> 2020	Interview	Mr. Imam Fathoni	
		Interview	Ainur Istikomah	
7.	Thursday, February 27 <sup>th</sup> 2020	Interview	M. Shodarul Mubbarok	
8.	Tuesday, March 03 <sup>th</sup> 2020	Asking data of SMPN 1 Jenggawah	Mrs. Riesma Agustina	
9.	Wednesday, March 15 <sup>th</sup> 2020	Asking research's finished letter	Mrs. Riesma Agustina	

Jenggawah, March 15<sup>th</sup> 2020

Headmaster of SMPN 1 Jenggawah



Surandi, M.Pd

6640621 199103 1 009

## Appendix 3

### LESSON PLAN

School	: SMPN 1 Jenggawah
Subject	: English
Class/Semester	: VIII/2
Language Skill/Text Type	: Speaking/Transactional
Topic	: Bigger is not always better
Alokasi Waktu	: 2 X 40'

#### A. Core Competence

1. KI-1 Menghargai dan menghayati ajaran agama yang dianutnya.
2. KI-2 Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. KI-3 Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian yang tampak mata.
4. KI-4 Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi dan membuat), dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

#### B. Basic Competence

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar
- 2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.

- 3.9 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan perbandingan jumlah dan sifat orang, binatang, benda, sesuai dengan konteks penggunaannya
- 4.10 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang perbandingan jumlah dan sifat orang, binatang, benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

### **C. Indicators**

1. Ready to accept the lesson about Bigger is not always better.
2. Showing politeness and caring.
3. Communicating with the teacher and friend politely
4. Pronouncing the comparison of people, animal, and things correctly.
5. Telling the comparison of people, animals and things.

### **D. Learning objectives**

1. By teacher's motivating, the students are ready to accept teaching subjects about Bigger is not always better,
2. In communication among teacher and students, the students show politely and caring,
3. The students are able to mention and pronounce the comparison words correctly,
4. The students are able to state and ask the comparison of people, animals and things fluently, grammatically, comprehensively
5. The students are able to speak English confidently and communicatively

### **E. Learning Method**

1. Scientific Approach
2. Communicative Approach

## **F. Learning Material**

### ***Text Structure***

- Who is taller? Your sister or your brother? No one in the class is as big as Candra. He is the biggest. He is bigger than any other student in the class.
- To me, writing is more difficult than reading. Listening is the most difficult. Our library has more books than the community library.

### ***Language Features***

- Words related to *why, because, so, etc.*
- Words related to *although, but, etc.*
- Words (noun and adjective) relate to people, animals, and things around us.
- Verbs in simple present tense form
- Singular and plural: *a, the, this, those, these, that, etc.*
- Comparison words: *as ... as, -er, -est, more ..., the most ...*
- Comparison number: *more, fewer, less*
- Question words: *What, When*
- Spelling, pronouncing, stressing

## **G. Teaching Media**

- Whiteboard
- Bold marker
- Pictures of animal, people, and things
- A “Snake and ladder” board game
- Dices and counters

## **H. Learning Resources**

- When English Rings a bell (Bahasa Inggris) kelas 8
- English Dictionary
- Students’ worksheet

## I. Learning Activity

Activities	Descriptions	Time
Opening Activity	<ol style="list-style-type: none"> <li>1. Greeting</li> <li>2. Asking the students to pray</li> <li>3. Asking the students' condition and ready to study</li> <li>4. Checking the roll</li> <li>5. Giving leading questions to the students</li> <li>6. Giving the learning objectives</li> </ol>	20'
Main Activity A. Observing  B. Questioning C. Experimenting  D. Associating E. Communicating	<ol style="list-style-type: none"> <li>1. The students are divided into 6 groups</li> <li>2. The teacher asks 4 students to come forward to hold some pictures</li> <li>3. The students pay attention and observe the pictures</li> <li>4. The students answer teachers' question related to the pictures</li> <li>5. The students tell about the pictures</li> <li>6. The students mention the words about comparison degree</li> <li>7. Imitating the teacher's pronunciation.</li> <li>8. The students ask some questions to teacher</li> <li>9. Each group receives a snake and ladder board game with the dice and counters</li> <li>10. The teacher explains the students' rules and the instructions of the game</li> <li>11. The students play the game</li> <li>12. The students discuss the data got in the snake and ladder game</li> <li>13. The representative of each group comes forward and tells their work orally</li> <li>14. The teacher provides feedback to the students' talk</li> </ol>	50'
Closing Activity	<ol style="list-style-type: none"> <li>1. The teacher conclude the materials with the students</li> <li>2. Closing</li> </ol>	10'

## J. Assessment and Scoring Rubric

### 1. Affective Competence

Component of attitude	Description	Score
Polite	- Never showing politeness	5
	- Seldom showing politeness	4
	- Several times showing politeness	3
	- Often showing politeness	2
	- Very often showing politeness	1
Care	- Never showing care	5
	- Seldom showing care	4
	- Several times showing care	3
	- Often showing care	2
	- Very often showing care	1

Max score = 10

Students' Value =  $\frac{\text{students' score}}{\text{Max score}} \times 100$

A (Very good)	: 90 - 100
B (Good)	: 80 - 89
C (Fair)	: 70 - 79
D (Less)	: < 60

### Speaking Score Rubric

Aspects	Descriptions	Score
Pronunciation	- Easy to understand near native pronunciation	5
	- Easy to understand with certain action	4
	- Sometimes make mistake in pronunciation	3
	- Often make mistake in pronunciation	2
	- Difficult to understand	1
Grammar	- Doesn't make mistake or make a little mistake	5
	- Sometimes make mistake but doesn't influence the meaning	3
		1



	- Often make mistake	
Fluency	- Accurately	5
	- Accurate with near native fluency	4
	- Sometimes not accurate	3
	- Often not accurate	2
	- Not accurate	1
Vocabulary	- Professional vocabulary broad and precise	5
	- Professional vocabulary adequate to discuss special interests	4
	- Choice of words sometimes inaccurate	3
	- Vocabulary limited to basic personal and survival areas	2
	- Vocabulary inadequate for even the simplest conversation	1
Comprehension	- Understands in everything in both formal and colloquial speech	6
		5
	- Understands everything in normal educated conversation except for very colloquial	4
		3
	- Understands quite well normal educated speech when engaged in a dialogue	2
		1
	- Understands careful	
- Understands only slow		
- Understands too little for the simple type of conversation		

Max score is = 20

Max Value is = 100

$$\text{Students' Value} = \frac{\text{students' score} \times 100}{\text{Max score}}$$

Jenggawah, February 29<sup>th</sup>  
2020  
English teacher

Principle

**Drs. HARJUNADI**

**IMAM FATONI, S. Pd**



## Assessment List

### 1. Attitude Assessment list

No	Name	Aspects		Score
		Politeness	Care	
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				

### 2. Speaking Assessment List

No	Name	Aspects					Sum	Score
		Pronunciation	Grammar	Fluency	Vocabulary	Comprehension		
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								

Jenggawah, February 29<sup>th</sup>  
2020  
English teacher

**IMAM FATONI, S. Pd**

## **Students' worksheet**

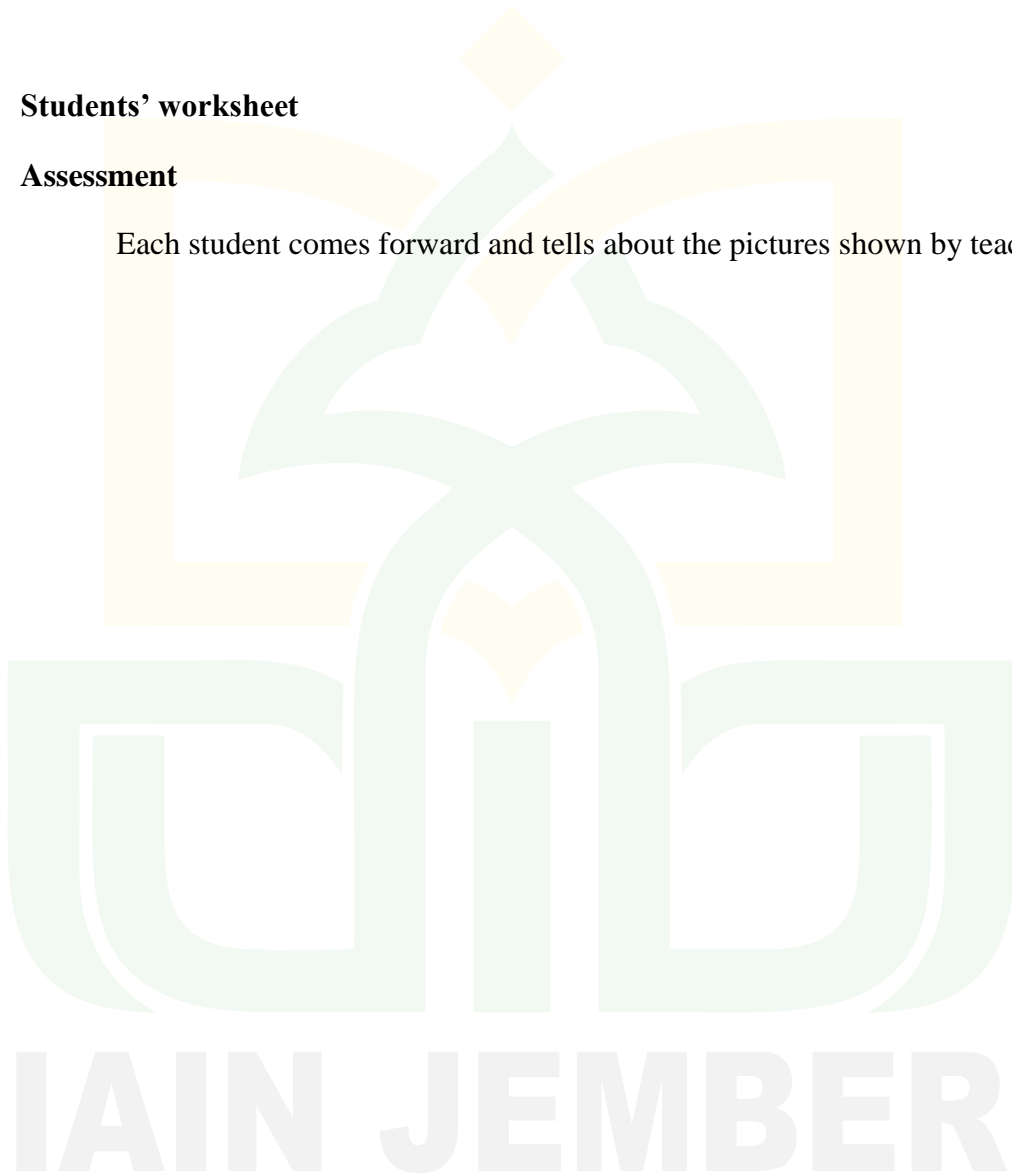
### **Exercises**

Take turn by rolling the dice, step forward according to the number shown on the dice then speak up related to the picture got.

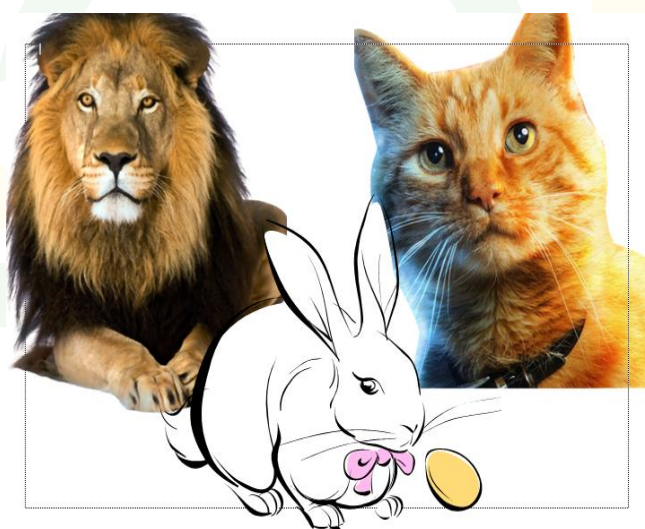
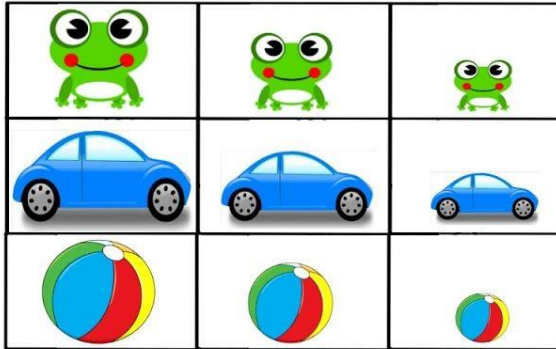
## **Students' worksheet**

### **Assessment**

Each student comes forward and tells about the pictures shown by teacher!



1. Observe the pictures (people, animals, things), compare them!



## Assessment Worksheet

Each student comes forward and tells about the pictures (with clue/without clue) chosen!

### a. Pictures without clue



### b. Pictures with clue







# SNAKE AND LADDER GAME

## (COMPARISON BOARD GAME)

### Instruction

1. Roll the dice
2. Step forward according to the number shown on the dice
3. Compare the pictures got
4. Speak up for example : "Andi is lazier than Adinda"

Hallo, I'm John.  
I am the smartest student in my class.

# Let's speak up

<b>21</b> Healthy Soup, Burger 	<b>22</b> Stronger Zaki, Firdan 	<b>23</b> Hot Summer, Winter 	<b>24</b> Rich Obama, Mr. Jono 	<b>Finish</b>
<b>20</b> Cheap A 300\$, B 500\$, C 800\$ 	<b>19</b> Ladder 	<b>18</b> Delicious Strawberries, Lemon, Banana 	<b>17</b> Slippers, Comfortable, Wellingtons 	<b>16</b>
<b>11</b> Cool Ice Cream, Coca Cola 	<b>12</b> Expensive Boots, Socks 	<b>13</b> Hot Coffee, Milk 	<b>14</b> Young John, Hanna 	<b>15</b> Happy Justin, Mr. Toni 
<b>10</b> Ladder 	<b>9</b> Fat Many, Andi 	<b>8</b> Difficult $A: 2 + 2 = 4$ $B: 48 : 6 = 8$ $C: 76 \times 6 = 456$ 	<b>7</b>	<b>6</b> Beautiful Nataly, Merry 
<b>Start</b>	<b>2</b> Old Toni, Anas 	<b>3</b> Diligent Aini, Anas 	<b>4</b> Fast Turtle, Rabbit 	<b>5</b> Ladder 



## Appendix 4

### OBSERVATION GUIDE

#### A. Target of the Observation

1. The teacher who teaches the class
2. Students
3. The learning process in the classroom
4. Matters related to the use of learning media which include:
  - a. Availability of facilities and infrastructure
  - b. Media used by the teacher
  - c. Learning Materials
  - d. Evaluation of the teaching-learning process
5. The implementation of snake and ladder game in the teaching of speaking

#### B. Data of Observation

The data that the researcher needs to collect as follows:

- a. The general description of the research questions
- b. The activities of the teacher in teaching English (speaking)
- c. The activities of students in English subject (speaking)

IAIN JEMBER

## Appendix 5

### INTERVIEW GUIDE

#### A. With the English Teacher

1. What difficulties are faced by students in English learning process?
2. How do you overcome it?
3. What kind of teaching technique that the students like?
4. How does the speaking acquisition in the eighth-grade class?
5. What are the teaching goals of teaching speaking through snake and ladder game?
6. How is the implementation of Snake and ladder game in the class?
7. What is the material used in teaching speaking through snake and ladder game?
8. How is the evaluation of teaching students' speaking skill by using snake and ladder game?
9. Is the snake and ladder game effective and efficient in teaching students' speaking skill?

#### B. With Students

1. Apakah anda menyukai mata pelajaran Bahasa Inggris?
2. Teknik/ metode seperti apa yang anda sukai ketika Guru menyampaikan materinya?
3. Apa kesulitan yang anda alami dalam mata pelajaran bahasa inggris, khususnya speaking?
4. Bagaimana cara anda mengatasi masalah-masalah tersebut?
5. Apakah anda cukup percaya diri untuk berbicara menggunakan Bahasa Inggris, baik dengan teman maupun dengan guru?
6. Apakah di kelas anda sudah mulai membiasakan diri untuk berbicara menggunakan Bahasa Inggris?
7. Bagaimana menurut pendapat anda terkait media snake and ladder game yang diterapkan guru dalam pembelajaran Bahasa Inggris?

8. Materi apa yang di ajarkan guru ketika mengajar speaking menggunakan snake and ladder game?
9. Prosedur permainannya bagaimana?
10. Apakah guru memberikan test setelah materi selesai di ajarkan?
11. Apakah anda merasa senang dengan media pembelajaran yang diterapkan tersebut? Mengapa?
12. Apakah dengan diterapkannya media pembelajaran ini bisa membuat kemampuan Bahasa Inggris anda bertambah?
13. Apakah anda merasa kesulitan dengan memainkan snake and ladder game ini?
14. Apakah anda merasa lebih percaya diri untuk berbicara Bahasa Inggris ketika belajar sambil bermain ular tangga ini?



## Appendix 6

### DOCUMENTATIONS

**Picture 4.8**  
**Interviewing the English Teacher**



The researcher interviewed the English teacher about the goals, material, procedures, evaluation, and students' responses about the teaching of speaking through snake and ladder game.

**Picture 4.9**  
**Interviewing 8I Class Students**

- A. Interview with Febri Apriliansyah      B. Interview with M. Shodarul M.



- C. Interview with Dhavira F.

- D. Interview with Ainur I.



The researcher interviewed some students to get data that the researcher needed related to the research. That was about the teaching of speaking through snake and ladder game that was implemented by the teacher in 8I class.

## Appendix 7

### SCHOOL BUILDING AND FACILITIES

**Table 4.2**  
**The School Building of SMPN 1 Jenggawah**

No.	School Building and Facilities	Total
1	Classroom	27
2	Headmaster's room	1
3	Teachers' room	1
4	Administrations' room	1
5	School health unit room	1
6	Curriculum room	1
7	Auditorium	1
8	Computer Laboratory	1
9	Counseling room	1
10	OSIS room	1
11	Science Laboratory	1
12	Mosque	1
13	Library	1
14	Living room	1
15	Toilet	8
16	Canteen	2
17	Scout room	1

**Table 4.3**  
**The Facilities and Infrastructures of the Classroom**  
**of SMP Negeri 1 Jenggawah in Academic Year 2019-2020**

No.	Sarana yang dimiliki	Jumlah	Kondisi			
			Baik	Rusak		
				Berat	Sedang	Ringan
1	Meja Siswa	852	788			64
2	Kursi Siswa	852	852			
3	Meja Guru	26	26			
5	Kursi Guru	26	26			
6	Lemari Kelas	26	14			12
7	Papan Tulis	26	26			

**Table 4.4**  
**The Facilities and Infrastructure of the Library of SMP Negeri 1 Jenggawah**  
**in academic year 2019-2020**

No.	Sarana yang dimiliki	Jumlah	Kondisi			
			Baik	Rusak		
				Berat	Sedang	Ringan
1	Meja	10	10			
2	Kursi	40	40			
3	Buku	14500	14500			
4	Lemari	10	10			

**Table 4.5**  
**The Facilities and Infrastructures of the Laboratory**  
**of SMP Negeri 1 Jenggawah in Academic Year 2019-2020**

No.	Sarana yang dimiliki	Jumlah	Kondisi			
			Baik	Rusak		
				Berat	Sedang	Ringan
1	Meja	10	10			
2	Kursi	10	10			
3	Peralatan Lab IPA Biologi	2 set	2 set			
4	Peralatan Lab IPA Fisika	2 set	2 set			

*Source:* Document Review, March 03<sup>rd</sup> 2020



## Appendix 8

### LIST OF EDUCATORS AND EDUCATIONAL PERSONNEL

Table 4.6

#### Names of Educators and Educational Personnels

##### 1. PNS

No	Nama Guru	NIP	Tempat Tanggal Lahir	Tugas Mengajar
1.	Drs. HARJUNADI	196406211991031009	Jember, 21-06-1964	Kepala Sekolah
2.	ESTI HANDAYANI, S.Pd.	196404141985122005	Pasuruan, 14-04-1964	IPS
3.	SITIN, S.Pd.	196203021986032003	Pacitan, 02-03-1962	SBK
4.	SUPRAPTI, S.Pd.	196303291986032007	Pacitan, 29-03-1963	SB
5.	SUCIPTO, M.PdI.	196412301986031012	Jember, 30-12-1964	PAI
6.	KUNARDJI, S.Pd.	196112081987031005	Malang, 08-12-1961	MAT
7.	RIYADI KADIR, S.Pd.	196210271987031007	Jember, 27-10-1962	BIG
8.	PUGUH WIJONARKO, S.Pd.	196608191989011001	Kediri, 19-08-1966	MAT
9.	R. SITI NURHAYATI, S.Pd.	196607141989022002	Sampang, 14-07-1966	MAT
10.	RUMINARTUN, S.Pd.	196510201990032005	Blitar, 20-10-1965	IPA
11.	ALVIAN GHAFUR, S.Pd.	196705171991031011	Jember, 17-05-1967	BIG
12.	Drs. RAHMAD BASUKI	196504281996011001	Jember, 28-04-1965	MAT
13.	NANIK SUGIARTINI, S.Pd.	196904081998022003	Jember, 08-04-1969	PKn
14.	MUH. SUBHAN, S.Pd.	197107061998021006	Jember, 06-07-1971	MAT
15.	YULI FERI W, S.Pd.	197307131998022001	Jember, 13-07-1973	IPA
16.	AGUS HERIDIYANTO, S.Pd.	196201261989111001	Jember, 26-01-1962	BIND
17.	Drs. HIDAYAT SANTOSO	196710272002121002	Jember, 27-10-1967	IPA
18.	ADI SANTOSO, S.Pd.	197807302008011007	Jember,	IPA



No	Nama Guru	NIP	Tempat Tanggal Lahir	Tugas Mengajar
			30-07-1978	
19.	IMAM FATONI, S.Pd.	197906232009021002	Jember, 23-06-1979	BIG
20.	MUH. RIDOI, S.Pd.	198010042010011023	Jember, 04-10-1980	BK
21.	ADE NINA CH. , S.Pd.	198202022010012024	Jember, 02-02-1982	IPS
22.	LISIYA ADMAWATI, S.Pd.	196712122014122003	Jember, 12-12-1967	IPS
23.	TRI ERNI RAHAYU N, S.Pd.	196902202014122002	Jember, 20-02-1969	IPA
24.	GUNTUR BAYU W, M.Pd.	198401282014121001	Jember, 28-01-1984	PJOK
25.	DEWI UMI HANIK, S.Pd.	198101022011012005	Jember, 02-01-1981	BIN
26.	LULUL HOMIMAH, S.Pd.	196107072014122001	Jember, 07-07-1961	PKn
27.	AMIYATUN NASIYAH, S.Pd.	196710302014122002	Jember, 30-10-1967	BIN
28.	WINTA TRISNANI, S.E.	197508032014122001	Banyuwangi, 03-08-1975	IPS
29.	SAHRI, S.Pd.	197709122014121002	Jember, 12-09-1977	BIG
30	SEGER HARIONO, S.Pd.	198206262014121001	Jember, 23-06-1982	Administrasi Umum

## 2. NON PNS

No	Nama Guru	Tempat Tgal Lahir	Tugas Mengajar
1	MOCH. TOHA E. , S.Pd.	Jember, 11-06-1974	PJOK
2	EVI KURNIA WATI, S.Psi.	Jember, 08-04-1983	BK
3	ATIK KARYATI, S.Pd.	Trenggalek, 10-02-1976	BIN
4	MAHFUD, S.PdI.	Jember, 05-06-1984	PAI
5	EKA CIPTANTI, S.Pd.	Jember, 12-03-1988	Prakarya & IPA
6	BAKHTIYAR ROKHMAN, S.Pd.	Pasuruan, 17-01-1985	Bahasa Jawa
7	DRS. CAHYO HADI	Jember, 15-10-1967	BIN
8	ERNI ROMADHANI, S.Pd.	Jember, 15-04-1990	BIN
9	YUYUN YULIANINGSIH, S.Pd.	Jember, 20-01-1982	BIG
10	FARIDA FURIYANTI, S.Pd.	Jember, 07-03-1983	Bahasa Jawa
11	FITRIA DIAN PRATIWI, S.Pd.	Jember, 19-05-1987	BK
12	RANI YUDASWATI, S.Pd.	Jember, 07-09-1979	BK
13	LAILATUL HASANAH, M.Pd.I.	Jember, 01-09-1990	PAI

14	SOLIKHIN, S.Pd.	Jember, 11-03-1974	PPKN
15	MOCH. SYAIFUL RIZAL,S.Pd.	Jember, 06-07-1985	BIN
16	WENY MEGAWATI, S.Pd.	Jember, 21-10-1984	BIN
17	DENOK DEWI ROSA PRATIWI	Mataram, 04-03-1988	Prakarya & SBK
18	ENY NOPY YANTI, S.Pd.	Jember, 10-07-1987	SBK
19	ANDHIKA BINTANG RHAMA ROBY HABIBI, S.Kom.	Jember, 07-08-1995	PRAKARYA
20	MISTORO	Jember, 02-12-1965	Pustakawan
21	LILIS SRIYANI	Jember, 27-08-1969	Administrasi TU
22	SULASTRI	Jember, 05-08-1975	Administrasi TU
23	JUPRIYADI	Jember, 18-12-1973	Pramu Kebersihan
24	SALIM	Jember, 13-02-1973	Pramu Kebersihan
25	MUHAMMAD NASYIR	Jember, 05-05-1973	Satpam
26	DWI PUJI PURWANTORO	Jember, 26-07-1979	Operator Dapodik
27	SUNARTO	Jember, 16-05-1978	Penjaga Sekolah
28	RIESMA AGUSTINA	Jember, 10-08-1985	Operator BOS dan Sarpras
29	SUPRIYADI	Jember, 11-01-1989	Pramu Kebersihan
30	TEJO WAHONO K.	Jember, 21-05-1992	Administrasi Kesiswaan
31	MUNIR	Jember, 01-02-1992	Pramu Kebersihan
32	SAMSUL	Jember, 11-01-1965	Penjaga Sekolah
33	JOVI HILMA MARDHANI	Jember, 05-10-1996	Laboran

Source: Document Review, March 03<sup>rd</sup> 2020



## Appendix 9

### NAME LIST OF 8I

**Table 4.7**  
**Names of 8I Class Students**

No	NIS	Nama	L/P
1	9768	Ahmad Dafit Saputra	L
2	9800	Ahmad Royyan	L
3	9770	Ainur Istikomah	P
4	9771	Ameliya Afita Khoirunnisya'	P
5	9582	Bagus Priyadi	L
6	9803	Dhavira Fajjarriani Amelia	P
7	9584	Diah Sri Wardani	P
8	9746	Dimas Bayu Parsetyo	L
9	9647	Evan Okky Fitra Ramadhan	L
10	9585	Fadila Handayani	P
11	9586	Fahmi Martino Hamdalah	L
12	9587	Febri Apriliansyah	L
13	9843	Fifthy Kurnianta Syafara Darmawan	P
14	9754	Indah Wahyu Ramadhani	P
15	9755	Lailun Nuzul Khurun'in	P
16	9756	M. Iqbal Wildan Musyarrof	L
17	9852	Moh. Faiz Ardiansyah	L
18	9624	Mufida Alya	P
19	9761	Muhammad Putra Febriyan	L
20	9791	Muhammad Shodarul Mubbarok	L
21	9693	Naufa Camelia Aurafatin	P
22	9629	Naura Ananda Redita	P
23	9697	Nur Azizah	P
24	9727	Pandu Arvin Nurah Hardiyanto	L
25	9764	Rana Navisa	P
26	9823	Rian Septa Romadhani	L
27	9637	Windi Diyah Ayu Lestari	P
28	9797	Yoga Ferdiansyah	L

Source: Document review, March 03<sup>rd</sup> 2020

RESEARCH LICENSE LETTER



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI JEMBER  
FAKULTAS TARBİYAH DAN ILMU KEGURUAN  
Jl. Mataram No.1 Mangli, Telp. (0331) 487550 Fax. (0331) 472005, Kode Pos : 68136  
Website : www.http://fik.iain-jember.ac.id e-mail : [tarbiyah.iainjember@gmail.com](mailto:tarbiyah.iainjember@gmail.com)

28 Januari 2020

Nomor : B. 0039/In.20/3.a/PP.00.9/01/2020  
Sifat : Biasa  
Lampiran : -  
Hal : Permohonan Izin Penelitian

Yth. Kepala SMP Negeri 1 Jenggawah  
Jl. Tempurejo No. 63, Kecamatan Jenggawah, Jember

*Assalamualaikum Wr Wb.*

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut:

Nama : Muhammad Zaki  
NIM : T20166059  
Semester : VII (Tujuh)  
Jurusan : Pendidikan Bahasa  
Prodi : Tadris Bahasa Inggris

untuk mengadakan Penelitian/Riset mengenai *the teaching of speaking through snake and ladder game at the eighth grade students of SMPN 1 Jenggawah in academic year 2019-2020* di lingkungan lembaga wewenang Bapak/Ibu.

Adapun pihak-pihak yang dituju adalah sebagai berikut:

1. Kepala Sekolah
2. Guru Mata Pelajaran Bahasa Inggris
3. Guru Kurikulum
4. Peserta Didik

Demikian, atas perkenan dan kerjasamanya disampaikan terima kasih.

*Wassalamualaikum Wr Wb.*

a.n. Dekan  
Wakil Dekan Bidang Akademik,  
  
M. Huda



## Appendix 11

### RESEARCH FINISHED LETTER



PEMERINTAH KABUPATEN JEMBER  
DINAS PENDIDIKAN  
UPTD SATUAN PENDIDIKAN  
**SMP NEGERI 1 JENGGAWAH**  
Jalan Tempurejo 63 (0331) 757327 Jenggawah Jember  
KECAMATAN JENGGAWAH  
email : smpnegerisatujenggawah@gmail.com

#### SURAT KETERANGAN

Nomor : 070/046-1/310.19.20523866/2020

Yang bertanda tangan dibawah ini:

Nama : **Drs. HARJUNADI**  
NIP. : 19640621 199103 1 009  
Pangkat/Gol. : IV/b, Pembina Tk. I  
Jabatan : Guru Madya / Kepala Sekolah  
Unit Kerja : SMPN 1 Jenggawah

Menerangkan dengan sesungguhnya bahwa :

Nama : **MUHAMMAD ZAKI**  
NIM : T20166059  
Jurusan : Pendidikan Bahasa  
Program studi : Tadris Bahasa Inggris

Mahasiswa tersebut telah melaksanakan penelitian dalam rangka penyusunan skripsi dengan judul **The Teaching of Speaking through Snake and Ladder Game at The Eighth-Grade Students of SMPN 1 Jenggawah in Academic Year 2019/2020**

Demikian surat keterangan ini dibuat agar dapat dipergunakan sebagaimana mestinya.

Jenggawah, 15 Maret 2020  
Kepala Sekolah  
  
**Drs. HARJUNADI**  
NIP. 19640621 199103 1 009

## Appendix 12

### DECLARATION OF AUTHENTICITY

The undersigned below:

Name : Muhammad Zaki  
Place, date of birth : Jember, May 29<sup>th</sup> 1998  
Address : Dusun Grujugan RT 002 RW 007, Desa Jatisari,  
Kecamatan Jenggawah, Kabupaten Jember, Jawa Timur  
Department : Tarbiyah and Teacher Training  
Program : English Education Department

States that this thesis is truly my original work. It is not incorporate any material previously written or published by another person except those as indicated in quotation and bibliography. Due to the fact, I am the only person responsible for the thesis. If a later time it is found that this thesis is a product of plagiarism, I am willing to accept any legal consequences that may be imposed to me.

Jember, 19<sup>th</sup> May 2020  
The Writer



Muhammad Zaki  
NIM. T20166059

## Appendix 13

### BIODATA



#### A. Personal Information

Name : Muhammad Zaki  
Place, Date of Birth : Jember, May 29<sup>th</sup> 1998  
Faculty : Tarbiyah and Teacher Training  
Major : English Education Department  
Address : Dusun Grujugan RT 002 RW 007, Desa  
Jatisari, Kec. Jenggawah, Kab. Jember.  
Email : [zaki38767@gmail.com](mailto:zaki38767@gmail.com)  
Mobile Number : 081230154552

#### B. Educational Background

1. SDN Jatisari 03
2. SMPN 02 Jenggawah
3. SMAN 1 Jenggawah