PLAYING SNAKES AND LADDERS TO IMPROVE STUDENTS' SPEAKING ABILITY OF V-A CLASS AT MIN 4 JEMBER

THESIS

Submitted as Partial Fulfillment of the requirement
for the Attainment of the Degree of Sarjana Pendidikan
in Department of Madrasa Ibtidaiyah Teacher Education

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diajukan kepada Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember
untuk memenuhi salah satu persyaratan memperoleh gelar
Sarjana Pendidikan (S.Pd).
Fakultas Tarbiyah Ilmu Keguruan
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MOTTO

فَإِنَّ مَعَ ٱلْعُسْرِ يُسْرًا ۝ إِنَّ مَعَ ٱلْعُسْرِ يُسْرًا ۝

So truly, where there is hardship there is also ease (5).
Truly, where there is hardship there is also ease (6).*

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* Departemen Agama, *Al-Qur'an dan Terjemahannya,* (Surabaya: Mahkota, 2002), 104

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PREFACE

Alhamdulillahi robbil 'alamiin. Thank to Allah for His Presence in guiding my journey at the first degree at the Universitas Islam Negeri KH. Achmad Siddiq Jember. I dedicated this work to people who have taught me about the meaning of life, and the maturity in exploring the mysteries of life, so that it becomes more meaningful:

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ACKNOWLEGEMENT

بِسۡمِ ٱللَّهِ ٱلرَّحۡمَٰنِ ٱلرَّحِيمِ

Praise be to Allah SWT who has given His *taufiq* and guidance so that the researcher can finish this thesis. *Shalawat* and greetings may always be poured out to the Prophet Muhammad SAW who has guided his people towards the path that is pleasing to Allah.

This thesis was prepared as an academic assignment at Universitas Islam Negeri Kyai Haji Achmad Siddiq Jember, in achieving a Bachelor of Education (S.Pd) degree. In the preparation of this thesis, the author is fully aware that this thesis can be completed with the help of many parties. Therefore, the researcher would like to thank all those who have helped and provided motivation and material encouragement. The researcher's special thanks go to:

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5. Mr. Dedi Effendi, S.Pd, M.MPd., as the principal of MIN 4 Jember who has been willing to provide a place for the author to carry out research.

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Hopefully all the help that has been given to the author is recorded as a good deed accepted by Allah SWT.

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ABSTRACT

Firman Aulia Ramadhan, 2022 "Playing Snakes and Ladders to Improve Students Speaking Ability of V A-Class at MIN 4 Jember"

Keywords: Snakes and Ladders, Speaking Ability

This study was intended to improve the students' ability in speaking comprehension. It was conducted due to the low speaking ability of the students, since it was proved by the Pre-cycle scored of the V-A Class (61.38). It was below the minimum mastery learning standard in speaking comprehension (70). By applying snakes and ladders game as the media of teaching, this research was aimed to help first semester students of V-A class in MIN 4 Jember to improve their speaking ability.

The problem of this research was: How was playing snakes and ladders can improve students' speaking ability of V-A Class at MIN 4 Jember. Thus, its purpose of this research was: to increase students' speaking ability in that school.

This research was designed as a practitioner Classroom Action Research (CAR). The subjects of this research were 32 students of V-A class in MIN 4 Jember. It was conducted in two cycles since the score in cycle 1 did not meet the criteria of success. Each of them consisted of four steps, namely Planning, Acting, Observing, and Reflecting.

The planning stage was consisted of preparing the lesson plan, the research instrument, and the media. The implementation stage was consisted of conducting what had been designed in the lesson plans. It covered the procedures of snakes and ladders game, such as opening, giving the instruction, playing and competing, giving the explanation. The observation stage was consisted of collecting data concerned with the applying of snake and ladders game. The reflection stage was consisted of deciding whether or not snake and ladders game met the criteria of success. Furthermore, there were four lesson plans; two in each cycle.

The results of this research indicated that: playing snake and ladder game can improve students speaking ability; their scores increased from the previous ones. It was showed by those two cycles of this research. The average score in the first cycle was 69.13; however, it did not reach the criterion of success yet. Then, it got increased in the second cycle of 74.38. Besides, the percentage of the students speaking ability was also raised, from 21.8% in the pre cycle, into 65.6% in the first cycle and 84.3% the second one.

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TABLE OF CONTENT

COVER ..... **i**

PERSETUJUAN ..... **ii**

PENGESAHAN ..... **iii**

MOTTO ..... **iv**

PREFACE ..... **v**

ACKNOWLEGEMENT ..... **vi**

ABSTRACT ..... **viii**

TABLE OF CONTENT ..... **ix**

LIST OF TABLE ..... **xi**

LIST OF PICTURE ..... **xii**

LIST OF APPENDIX ..... **xiv**

CHAPTER I **1**

A. The Background of Study 1

B. The Formulation of Problem 6

C. Trouble Shooting Method 6

D. The Objective of Study 7

E. The Significance of Research 7

F. The Research Hypothesis 8

G. Systematic Discussion 8

CHAPTER II CONCEPTUAL FRAMEWORK **10**

A. Previous Study 10

B. Speaking Ability 15

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C. Media 23

D. Snakes and Ladders Game 26

CHAPTER III RESEARCH METHOD 31

A. Research method 31

B. Place,Time and Subject of the Research 33

C. Procedures of the Research 34

D. Procedures of the study 36

E. Instrument of the Study 40

F. Technique of Data Analysis 41

G. Data Validity 45

H. Performance of Indicators 47

I. Research Team 48

J. Research Schedule 48

CHAPTER IV RESULT AND DISCUSSION 50

A. Overview of Research Objects 50

B. Research Result 55

C. Discussion 93

CHAPTER V CLOSING 103

A. Conclusion 103

B. Suggestion 104

REFERENCES 106

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LIST OF TABLE

No Description

2.1 Previous Study 13

3.1 Speaking Ability Assement Criteria 42

3.2 Criteria for Percentage of Speaking Ability..... 45

3.3 Criteria of Succes 48

4.1 The Result of Speaking Test in Pre cycle..... 59

4.2 The Result of Speaking Test in Cycle 1 73

4.3 The Result of Speaking Test in Cycle 2 89

4.4 Improving Research Results at MIN 4 Jember 102

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LIST OF PICTURE

No	Description	
3.1	Kemmis and Mctaggart class action research model	33
4.1	Design of The Snakes and Ladders Game Board.....	55
4.2	The Multiple Choice Card.....	55
4.3	Rules of Snakes and Ladders Games	56
4.4	Introductory Activities in the First Meeting of Cycle 1	63
4.5	Core Activities in the First Meeting of Cycle 1: The Teacher Explain about the Snake and Ladders Game Rules.....	64
4.6	Closing Activities in the First Meeting of Cycle 1.....	65
4.7	Introductory Activities in the Second Meeting of Cycle 1.....	70
4.8	Core Activities in the Second Meeting of Cycle 1: The Student Playing The Snake and Ladder Game Media	71
4.9	Closing Activities in Second Meeting of Cycle 1	73
4.10	Introductory Activities in First Meeting of Cycle 2	79
4.11	Core Activities in the First Meeting of Cycle 2: The student and the Teacher Playing Snake and Ladder Game Media.....	80
4.12	Closing Activities in the First Meeting of Cycle 2.....	81
4.13	Introductory Activities in the Second Meeting of Cycle 2.....	85
4.14	Core Activities in the Second Meeting of Cycle 2: The Students Playing Snake and Ladder Game Media	86
4.15	Interview with the Student about Playing Snake and Ladders Game	87
4.16	Interview with the Student about Playing Snake and Ladders Game	87

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4.17 Consulting and Interviewing the English Teacher about the Materials 88

4.18 Closing Activities in the Second Meeting Of Cycle 2 89

4.19 Percentage of Speaking Skills Completeness..... 101

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LIST OF APPENDIX

1. Surat Pernyataan Keaslian Tulisan
2. Matriks Penelitian
3. Observation Sheet
4. Questioner Sheet
5. Questioner Score
6. Interview Sheet
7. Pre-Test
8. Post Test 1
9. Post Test 2
10. Jurnal Penelitian
11. Min 4 Jember Maps
12. Struktur Organisasi Min 4 Jember
13. Silabus Bahasa Inggris
14. Rencana Pelaksanaan Pembelajaran 1
15. Rencana Pelaksanaan Pembelajaran 2
16. Rencana Pelaksanaan Pembelajaran 3
17. Rencana Pelaksanaan Pembelajaran 4
18. Surat Ijin Penelitian
19. Surat Selesai Penelitian
20. Biodata Penulis

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CHAPTER I

INTRODUCTION

A. The Background of Study

One of the media that can be used by teachers to make learning more interesting, especially for learning English is the Snakes and Ladders game. This game is a type of board game for children that is played by two or more people efficiently, by rolling the dice and then running the pawns based on the number of results from the dice. This board game is divided into small boxes and in some boxes, there are pictures, as well as a number of ladders and snakes that connect them to other boxes.[1] Meanwhile, according to Melsi, snakes and ladders is a board game for children played by 2 or more people. The game board is divided into small squares and in some of the squares a number of "ladders" or "snakes" are drawn that connect to other squares.[2]

It is interesting to conduct Research about learning media that was Designed in an unusual size, which was 3x4 meters in size and the pawns of this game were students and in each box there was a picture of a character, which later students were asked to describe the characters in the Snake and Ladders game box. This is one of the learning media that allows students to be active, creative and motivated to be interested in learning, especially in learning English, so that students can learn while playing with fun.

[1] Alfitriani Siregar, Metode Pengajaran Bahasa Inggris Anak usia dini.(medan,Lembaga penelitian dan penulisan Ilmiah Aqli,September 2018), 21.

[2] A. M Husna, 100+ Permainan Tradisional Indonesia untuk Kreativitas,Ketangkasan, dan Keakraban,(Yogyakarta: Penerbit Andi,2009), 145.

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Learning English in improving skills such as speaking (speaking skills) in English subjects, has criteria from indicators that must be achieved so that students have an assessment according to learning indicators[3]. Students should be able to start communicating in English by trying to practice speaking skills by playing Snakes and Ladders.

Students can start practicing speaking Ability through playing Snakes and Ladders by describing the characters contained in the game board, The students will be better at practicing speaking English with vocabulary that students memorize. Teachers and students must work together to create a creative and fun learning atmosphere to improve their English speaking skills.[4]

The researcher took the initiative to describe innovative, creative and effective learning that was arranged in the lesson plans, by using the Snake and Ladders Games media. The snake and ladder game media aims to improve language skills,speaking by playing.

This media applies independence to complete the game with challenges to solve the problems contained in the snake and ladders board box. This media not only trains speaking while playing, it also fosters social skills by playing sportsmanship, trains confidence in speaking in front of friends, and also trains group cooperation.

It is important for teachers to teach English that please students by using interesting media so that learning is more engaging for students. Playing

[3] Syafryadin." Students' Strategies in Learning Speaking: Experience of Two Indonesian Schools"VISION, Vol 9,No 1,(2020). 39

[4] Kasihani K.E. Suyanto, English for Young Learners.(jakarta: Bumi Aksara,2007), 12.

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Snake and Ladders is a board game that uses Visual Learning media as stated in the Qurán in Surah Al-Baqarah verse 31:

وَعَلَّمَ ءَادَمَ ٱلْأَسْمَآءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى ٱلْمَلَٰٓئِكَةِ فَقَالَ أَنۢبِـُٔونِى بِأَسْمَآءِ هَٰٓؤُلَآءِ إِن كُنتُمْ صَٰدِقِينَ ﴿٣١﴾

It means: And He taught Adam the names of all of them, then He showed them to the angels, saying, "Name all of these (things), if you are right!"[5]

Syekh Jalaluddin in Tafsirul Jalalain said, in Surah Al-Baqarah verse 33 Allah asked Prophet Adam AS to show knowledge of everything in the presence of angels. Prophet Adam AS mentioned one by one everything as well as the wisdom behind its creation.

After Adam announced all these names to them, God said to remind them, "Didn't I tell you, truly I know the secret of the unseen creation of the heavens and the earth; and know what you declare through your rebuttal words "Are you going to make creatures that do mischief and shed blood" and what (arrogance) you hide by saying in your heart, "Allah will not create a creature that is nobler and more knowledgeable than us ."[6]

The verse is relevant with playing Snake and Ladders in learning English, then the board game is classified as Visual learning media which means a set of tools for transmitting messages in learning that can be captured through the senses of sight without any sound from the device.

[5] Departemen Agama, *Al-Qur'an dan Terjemahannya,* (Surabaya: Mahkota, 2002), 89

[6]Al-Mahalli, Jalaluddin & Jalaluddin As-Suyuthi. Tafsir Jalalain.Terj. Bahrun Abu Bakar, (Jakarta: Sinar Baru Algensindo) 43

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The results of observations and interviews in class V-A MIN 4 Jember showed that in learning English, teachers more often use conventional learning methods, one the semester must be delivered completely so that the material must be pursued using the learning method. the results of the interview students stated that the teacher often gave assignments either from a package book or Student Worksheet (LKS).[7]

when the researcher conducted a preliminary study in MIN 4 Jember related to learning English, the researcher interviewed an English teacher, namely Mr. Herriyanto, S.Pd.I stated that learning English in class V-A was very low. It covers 4 aspects of learning English, listening, reading, speaking, and writing. researchers are interested in improving English learning in the class, especially in speaking ability. when the researcher asked for a score in English for class V-A he stated that in semester 1 he still didn't have a score, therefore the researcher decided to do a pre-test which was previously permitted by Mr. Herriyanto as an English teacher in class V-A. This is done before students use the snake and ladders game. Class V-A MIN 4 Jember students in language subjects English must achieve Criteria of success 70. Pre-test results show that 21.8% of students who complete.[8]

The researcher took the initiative to provide innovative learning solutions that are structured in the lesson plans, by using snake and ladder game media. snake and ladder game is a media that aims to improve speaking skills by playing. This media applies independence to complete the game with

[7] Herriyanto The English Teacher,Interview by Face to face,16 oktober 2021
[8] The Result From Pre Cycle Test

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challenges to solve the problems contained in the snake and ladder board box.This media in addition to practicing speaking while playing, also fosters social skills by playing sportsmanship, practicing speaking confidence in front of their friends, also practice group cooperation.

The use of snake and ladder game media has been proven successful in previous research by Alikta Hasnah Safitri. Research results obtained data that the average value of listening skills before the percentage action completeness is only 8%. The average value of the first cycle of the percentage of completeness is 48%, and has increased in the second cycle with the percentage of completeness of 84%.[9] The results of another researcher, Septina Kusumawati, stated that through the media, snake and ladder games can improve student learning outcomes.Based on the results of the study, it is known that the average value of repetition occurs the increase in the first cycle is 69.02 to 78.04 in the second cycle.[10] Other Research Siti Rofi'ah proves that using the game model can improve speaking skills. Based on the research results obtained data on the percentage value of completeness in the first cycle is 30% and experienced the increase in the second cycle the average percentage of completeness 75%.[11]

[9]Alikta Hasnah Safitri, Skripsi: "*Penggunaan Media Permainan Ular Tangga untuk Meningkatkan Keterampilan Menyimak Cerita Wayang Purwa Lakon Gathutkaca Lair pada Siswa Kelas IV Mu'adz SD Al-Azhar Syifa Budi*", (Surakarta: Universitas Sebelas Maret, 2016).

[10] Septina Kusumawati, Skripsi: "*Peningkatan Hasil Pembelajaran IPA melalui Permainan Snake And Ladder Pada Siswa Kelas IVA Di SDN Tawang Mas 01 Kota Semarang*", (Semarang:Universitas Negeri Semarang, 2011).

[11] Siti Rofi'ah, Skripsi: "*Peningkatan Keterampilan Berbicara melalui Model Permainan Snake and Ladder Materi Descriptive Text pada Siswa Kelas VIII MTs NU Slorok Kabupaten Blitar*", (Blitar:Universitas Nahdlatul Ulama Blitar, 2018).

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Snake and Ladders Games are one of the innovative learning media for students and students can learn and enjoy learning by playing while getting a fun learning experience, so that students don't have the feeling that English Learning always memorizes theory and difficult to learn.

Based on the explanation above, the researchers took the title "**Playing Snake and Ladders to Improve Student Speaking Ability of V A Class Student at MIN 4 Jember"** with this media students can understand the subject matter more easily and can support students' English learning in the teaching and learning process properly and correctly. And learning that was previously boring for students and seemed ordinary can now switch roles into learning that is more fun and very effective for students, because students are faced with different situations than before so that from this experience students can find new knowledge.

B. The Formulation of Problem

In line with the background of the research, the researcher formulates the research question as follows:

How can playing snakes and ladders game improve speaking ability in V-A Class at MIN 4 JEMBER?

C. Trouble shooting Method

By identifying the problem in this study, it is possible for researchers to use learning media that can overcome these problems. This solution requires learning media that can create an attractive environment to optimize the interaction between students, motivate students to be active, and be fun for

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students. the learning media will bring students in learning English that is fun to learn so that students can improve their speaking Ability. Snake and Ladder Learning Media is an alternative solution to this problem.

D. The Objective of Study

The objective of the study is as follows:

To know How snake and ladder games can improve student's Speaking Ability of V-A Class students at MIN 4 Jember

E. The Significance of Research

The finding of the research is expected to be useful for English teachers, students, and researcher. It is expected has the result of the study are elaborated below:

1. For the English Teacher

   The results of this study can contribute to knowledge for the English teachers to teach Speaking to students, especially by using snake and ladder games to improve Speaking Ability in students.

2. For Student

   The result of this research could improve students' speaking ability. It gained their interest to learn English and to know that English is fun and easy to learn.

3. For School

   Can make changes and contribute to improving students' English speaking Ability a much better for MIN 4 Jember

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4. For Researcher

This research is useful for the researcher to find knowledge about the implementation of snake and ladder games to improve students' Speaking Ability.

F. The Research Hypothesis

Based on the framework above, then the hypothesis in this study are as follows:

How Playing snake and ladder game can improve students' Speaking Ability of V A Class students at MIN 4 Jember

G. Systematic Discussion

1. CHAPTER I INTRODUCTION

This chapter contains the background of the problem, the formulation of problems, purposes and uses, research systematics.

2. CHAPTER II. LITERATURE REVIEW AND THEORY FRAMEWORK

This Chapter Contains a description of the previous literature review and theoretical framework that is relevant and related to the thesis theme.

3. CHAPTER III. RESEARCH METHODS

This Chapter Contains in detail the research methods used by the researcher along with the justification/reason, type of research, design, location, population and sample, data collection methods,definitions of concepts and variables, as well as analysis of the data used.

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4. CHAPTER IV. RESULTS AND DISCUSSION

This Chapter Contains: (1) Research Results, discussion classification adjusted with the approach, the nature of the research, and the formulation of the problem or focus research, (2) Discussion, Sub-discussions (1) and (2) can be combined into a single unit, or separated into sub-discussions separately.

5. CHAPTER V. CONCLUSION

The last chapter contains conclusions, suggestions or recommendations. Conclusions briefly present all research findings related to the research problem. Conclusions are obtained based on the results of data analysis and interpretation which have been described in previous chapters.

Suggestions are formulated based on research results, containing descriptions of regarding what steps need to be taken by the parties related to the results of the research concerned. Suggestions directed on two things:

a. Suggestions in an effort to expand research results, for example It is suggested that further research is needed.
b. Suggestions for determining policies in related field with the problem or research focus

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CHAPTER II

PREVIOUS STUDY AND CONCEPTUAL FRAMEWORK

A. PREVIOUS STUDY

Speaking skill is skill that is often become a variable for several researches. As well as Snakes and Ladders game, it is one of game commonly used to improve student achievement in class. There have been several studies that have been done before about speaking skill and snakes and ladders game. The results of those studies are presented as follows:

1. The study about Speaking Ability has done by Halimah. S8909080118. " *Implementing Language Game " Snakes and Ladders " to Improve Students' Speaking Ability"* (A Classroom Action Research at the Sevent Year Students of SMPIT Nurul Islam Tengaran in the Academic Year of 2009/2010).

   The results of the research shows from the result of pretest score of students' speaking got more than or the same as 75 were only 2 students (12.5 %) while does who got lower than 75 were 14 students' (87.5 %) from the total of 16. (58.82%) students stated that they did not have any attentive in following the speaking class supported this indication. From the result of pretest that the students' scores of the element of grammar was 31 or 64.58%. The result of questionnaire that 70. 59% students stated that they never taught how to construct a good sentence. Another caused was that 35.5% students agreed that they felt depression when they were asked by the teacher. 70.59% students

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stated that the teaching and learning was always done in the classroom, this situation made the students bore since they had to face the white board along the lesson, 58.82% from 16 students stated that the teacher's presentation was very fast, and 82.35 % stated that the teacher never served media when teaching speaking.

2. The next studi is about Speaking Ability Either has done by Alikta Hasnah Safitri, Universitas Sebelas Maret, "*Penggunaan Media Permainan Ular Tangga untuk Meningkatkan Keterampilan Menyimak Cerita Wayang Purwa Lakon Gathutkaca Lair pada Siswa Kelas IV Mu'adz SD Al-Azhar Syifa Budi*",

   The Result that the data that the average score of listening skills before the action was only 8%. The average value of the first cycle of completeness percentage is 48%, and the second cycle of completeness percentage is 84%.62 The similarity between researchers and Aliktah Hasnah Safitri's research is that they have similarities in the process variables using snake and ladder game media. The use of the media has also been modified according to the learning material. The results of the percentage of speaking abilitys have in common, which is an increase of almost 84%, while the difference is that this study aims to improve listening skills. Aliktah Hasnah Safitri has adapted the material for the wayang story using question and answer cards.This study also uses the Kurt Lewin model of classroom action research with data collection in the form of observations, interviews and tests.

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3. The other study about speaking ability and Snake and Ladder Game has done by Siti Rofi'ah, Skripsi: "*Peningkatan Keterampilan Berbicara melalui Model Permainan Snake and Ladder Materi Descriptive Text pada Siswa Kelas VIII MTs NU Slorok Kabupaten Blitar*", Universitas Nahdlatul Ulama

   The research was carried out in two cycles, in which each cycle consisted of the stages of planning, implementing, observing, and reflecting. Cycle I consisted of two meetings (twice face to face), as well as Cycle II.The instruments used in this study were speaking ability tests and questionnaires student motivation. The results showed that speaking skills and students' motivation improved by using the Snake and Ladder game model. Test results at the end The cycle shows the average score of 79.35 students or 75% of students complete learning.In addition, the success of the research can also be shown from the increased motivation of students who can be seen from the attitudes of students in learning activities and the results of the motivation questionnaire that has been done given to students.

4. The other Studi is About Improving of Student Reading Motivation has done by Allistya Putri Pradita,Skripsi : " *Using Snake and Ladders to Improve 11th Grade Students' Reading Motivation of Sman 1 Kasihan*" Universitas Sanata Dharma Yogyakarta

   This research uses a qualitative research method with the type of research being Classroom Action Research (CAR) or better known as Classroom

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Action Research. In this research, the technique of collecting research data is in the form of a plan or planning, then action or action, after that observation or observation and the last one is reflection. The results of this study are to increase students' reading motivation at Sman 1 Kasihan in English subjects by playing Snakes and Ladders Games. Students showed that by playing Snake and ladders Games, the direction of individual attention and activity, persistence, activity level, sustained motivation, and performance increased. Student behavior becomes better after the CAR cycle is implemented. Through these activities, it can be concluded that by using Snake and Ladders Game as a medium to teach English lessons, students will be motivated to read English texts.

Tabel 2.1
Previous Study

No	Name	Title	Equality	Difference
1	2	3	4	5
1	Allistya Putri Pradita, 2018	Using Snake and Ladders to Improve 11th Grade Student' Reading Motivation of Sman 1 Kasihan	• Using Media Ular Tangga atau *Snake and Ladders* • Using Classroom Action Research	• Research Subjek • Reseacrh Time • This Research focused on Student Reading Motivation
2	Alikta Hasnah Safitri,2016	Penggunaan Media Permainan Ular Tangga untuk Meningkatkan Keterampilan	• Using Snake and Ladders Game Media • Using	• Research Subject • Reseacrh Time • This Research focused on Listening

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1	2	3	4	5
		Menyimak Cerita Wayang Purwa Lakon Gathutkaca Lair pada Siswa Kelas IV Mu'adz SD Al-Azhar Syifa Budi	Classroom action research	Ability
3	Siti Rofi'ah, 2018	Peningkatan Keterampilan Berbicara melalui Model Permainan Snake and Ladder Materi Descriptive Text pada Siswa Kelas VIII MTs NU Slorok Kabupaten Blitar	• Using Snake and ladder Media • Using Classroom Action Research • Focused on Speaking Ability	• Research time • Reseacrh Subject
4	Halimah,2010	Implementing Language Game " Snakes and Ladders " to Improve Students' Speaking Ability	• Using Snake and Ladders Game Media • Using Classroom Action research • Focused on Student Speaking Ability	• Research Subject • Research Time

Based on the previous research above that the differences and similarities in this study are research that will be examined by researchers with previous research is using classroom action research and snakes and ladders media, while some studies that focus on speaking ability. novelty in

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this study are snake ladder board media made with large size and also pawns from the game was the students and each box contained in the game board has multiple choice cards where later students will answer differently from previous research which uses snakes and ladders boards as usual. Before this research happen in that V-A class the teacher often used the conventional method like lecture method,that's why the speaking ability in V-A Class is very low and the student still nervous to speak english , the researcher interested to improved the speaking ability on that class with snakes and ladders media, so the student can speak with good english.

B. SPEAKING ABILITY

1. Definition of Speaking

Teaching English as foreign language to students in Indonesia is not easy, especially teaching speaking. They already have the language that they use every day. These languages are Indonesian and their regional language, such as Javanese, Sundanese, Malay, etc. Teaching speaking in English has its own challenges for teacher because students are used to using their daily language. To find out what speaking is, the following is a description of some experts.

Cameroon states that speaking is the active use of language to express meanings so that other people can make sense of them.[12] To speak in order to share understandings with other people requires attention to precise details of language. A speaker needs to find the most appropriate word and the correct grammar to convey the accurate and precise meaning, and needs to be approved so the listener will understand. Therefore, speaking is much more demanding about

[12] Lynn Cameroon, *Teaching Language to Young Learners,* (New York: Cambridge University Press, 2001), 40.

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the way to communicate the speaker's meaning to listener. Because of speaking is very demanding, it is requires careful and plentiful support of various types, not only supporting understanding, but also supporting production.

Moreover, David Nunan also said that speaking is the productive oral skill. It consists of producing systematic verbal utterances to convey meaning.[4] The almostsame meaning is also said by Doughlas Brown. He stated that speaking is a productive skill that can be directly and empirically observed. Speaking is the product of creative construction of linguistic strings, the speaker makes choices of lexicon, structure, and discourse[13]. Speaking is also closely related to auditory, temporary, immediate reception, prosody (rhythm, stress intonation), immediate feedback, planning and editing limited by channel.[14] Therefore, when someone speaks he needs a quick reflex to choose the right utterances to convey his meaning.

Speaking also explained in Al-Qur'an surah Ar-Rahman verses 3-4:

خَلَقَ ٱلۡإِنسَٰنَ ۝٣ عَلَّمَهُ ٱلۡبَيَانَ ۝٤

The meaning: (3) He created man. (4) He taught him eloquent speech. (55:3-4)[15]

Based on the verses of Al-Qur'an above, it is said that Allah created humanand taught human speaking well. It means that our ability come from God. We ashumans only need to explore our abilities that have been given by God.

From all those definition, it can be stated that speaking is productive skill that produces utterances by using verbal language that needs the appropriate word to convey the accurate and precise meaning.

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[13] David Nunan, *Practical English Language Teaching First Edition,* (New York:McGraw-Hill Companies, 2003), 48.

[14] H. Douglas Brown, *Language Assessment Principle and Classroom Practice,* (New York:Longman, 2004), 140.

[15] Departemen Agama, *Al-Qur'an dan Terjemahannya,* (Surabaya: Mahkota, 2002), 146

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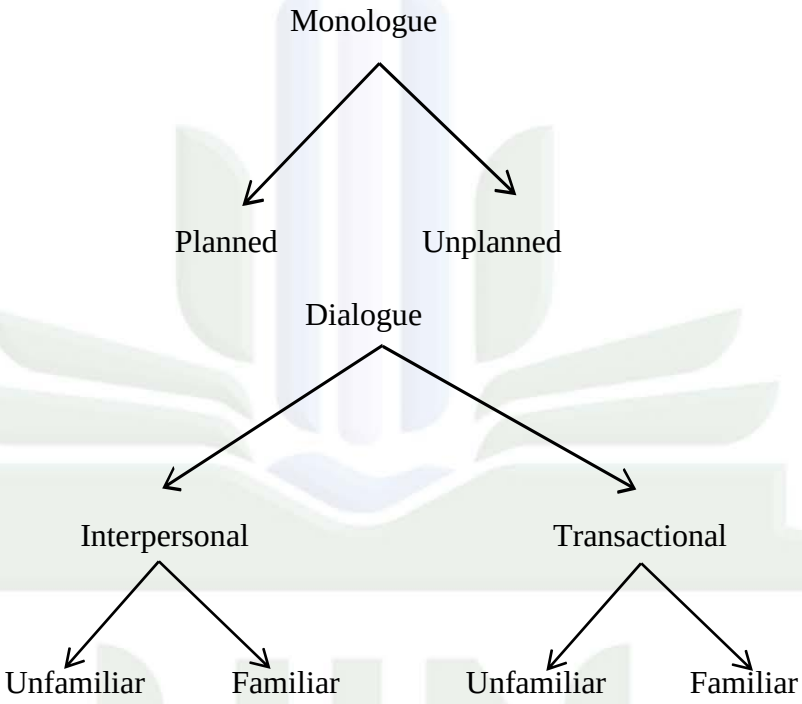
2. Type of Speaking

According to Douglas Brown, much of our language teaching energy is devoted to instruction in mastering English conversation. Whereas, the other forms of speaking are also important to learn in language teaching.[16] He classified the types of spoken language as the figure below.



In monologues, when one speaker uses spoken language for any length of time, as in speeches, lectures, readings, news broadcasts, etc, the hearer must process long stretches of speech without interruption. Planned monologues usually manifest little redundancy and are therefore relatively difficult to comprehend (such as speeches and other prewritten material). Unplanned monologues exhibit more redundancy, which makes for ease in

[16] H Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy Second Edition*, (San Francisco: Longman, 2000), 250.

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comprehension, but the presence of more performance variables and other hesitations can help or hinder comprehension.

Dialogues involve two or more speakers and can be subdivided into those exchanges that promote social relationships (interpersonal) and those for which the purpose is to convey propositional or factual information (transactional).

Douglas Brown also stated that there are some types of classroom speaking performance.They are:

a. Imitative. It is simply ability to parrot back a word or phrase or sentence. Pronunciation is the main aspect of this type. For example, learners practice an intonation contour or try to pinpoint a certain vowel sound. Imitation of this kind is carried out not for the purpose of meaningful interaction, but for focusing some particular element of language form.
b. Intensive. It is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, orphonological relationship. Examples include directed response tasks, reading aloud, sentence and dialogue completion, etc.
c. Responsive. It is included interaction and test comprehension but at the somewhat limited level of very short conversation, standard greetings and small talk, simple requests and comments, and the like.[17]
d. Interactive. It is almost the same as responsive. It is just that interactive

[17] H Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy Second Edition*, 271

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is longer and more complex than responsive. It can take the two specific information, or interpersonal exchanges, which have the purpose of maintaining social relationship.

e.Extensive. This type is usually done by students at intermediate to advanced levels, because this type is related to monologue that can be planned or impromptu It includes speeches, oral presentation, story-telling, etc.

According to explanation above, the researcher uses one of types of classroom speaking performance. She uses responsive speaking in this research. Because according to H Douglas Brown, a good deal of student speech in the classroom is responsive, for example short replies to teacher or student initiated questions or comments. Responsive speaking is a very short conversation that has a stimulus in the form of spoken prompt (in order to preserve authenticity), with perhaps only one or two question or retorts. It included simple request and comments, standard greeting or small talk, etc.[18]

3. The Aspect of Speaking

McKeachie say that there are at least five components of speaking skills, namely comprehension, fluency, grammar, vocabulary, and pronunciation

[18] H Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy Second Edition, 273*

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a. Pronunciation

Pronunciation is the way for people to produce clearer language when they speak. It deals with the phonological process that refers to the component of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language.

When a teacher teaches English or the student speak english, she/he needs to be sure that her/his students can understand when they speak. They need to be able to say when they want to say. It means that their pronunciation should be at least suffice for the purpose.

Pronunciation includes the segmental features of vowels, consonants, stress, and intonation patterns. The speaker is required to pronounce the English word correctly.

b. Comprehension

Comprehension becomes an important factor in speaking. This measures the understanding of conversation. Comprehension is the study how well students understand a language. Hornby states that comprehension is the power of understanding an exercised at improving or testing ones understanding of a language in written or spoken.

In sum, comprehension can be defined as the ability to understand spoken English. Comprehension in speaking is the aim of many language learners.[19]

[19] McKeachie, W.J. Teaching Tips: Strategies, research and theory for college and university teachers. (Boston: Houghton Mifflin,1999) 32-33

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c. Fluency

Wolfe-Quinter in Koizumi defines that fluency is how fast and how much a learner speaks without frequent pauses because of functionless repetitions, self corrections, and false starts in coping with the real time processing. Fluency is as the quality of being capable to speak without hesitation.

d. Vocabulary

Hornby defines vocabulary as the range of words known or used by a person in a trade, profession, etc. If students have many vocabularies, it will be easier for him to express his idea.

Everybody who wants to speak English well, she/he has to know the ways of speaking English. Speaking is really different from the other skills. In speaking, students need to know about comprehension, fluency, pronunciation, grammar and vocabulary.[20]

e. Brave

Use the verb brave when you want to say that someone is facing a dangerous or unpleasant situation courageously: “Only the hardest skiers were able to brave the icy conditions and complete the course.” Both adjective and verb forms of the word share a common meaning — the sense of having courage or acting fearlessly[21]

[20] Kustaryo, S. Reading Techniques for College Students. (Jakarta: Departemen Pendidikan dan Kebudayaan,1988) 75

[21] Luu, T. T. (2012). Vocabulary Recollection Through Games [Electronic version].Theory and Practice in Language Studies 2(2), 259

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4. The Function of Speaking

According to Richard, there are three function of speaking. They are talk as interaction; talk as transaction; talk as performance. Each of these speech activities is quite distinct in terms of form and function and requires different teaching approaches.

a. Talk as interaction

Talk as interaction refers to what we normally mean by "conversation" and describes interaction that serves a primarily social function. This speaking activity occurs because two people construct a conversation jointly. Besides that, it also can reflects the role relationship, reflects the degree of politeness, uses many generic words, and can occurs in casual or more formal conversations, depending on the circumstances.

b. Talk as transaction

Talk as transaction refers to situations where the focus is on what is said or done. The message and making oneself understood clearly and accurately is the central focus, rather than the participants and how they interact socially with each other. According to Burns quoted by Richard, that there are two types of talks as transaction. The first type involves situations where the focus primarily on what is said or achieved (e.g., asking someone directions). The second type is a transaction that focuses on obtaining goods or services, such as checking into a hotel or ordering food in a restaurant.

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c. Talk as performance

Talk as performance refers to public talk, that is, talk that transmits information before an audience, such as classroom presentations, public announcements, and speeches. It tends to be in the form of monolog rather than dialog, often follow a recognizable format (e.g., a speech of welcome), and is closer to written language than conversational language. The examples of talk as performance are: conducting a class debate, giving speech of welcome, making a presentation, giving a lecture, etc.[22]

C. MEDIA

1. Definition of Media

Media according to Romiszowski in Kasihani book are any extensions of man which allows him to affect other people who are not in face with him. Thus communication media include letters, television, film, radio, printed matter and telephone.[23] Further Heinich and Rusello in Kasihani's book say that media are any means of communication which carry the information between the source and the receiver. The media are called instructional media if they are used to convey the messages in educational environment.[24]

In other word, media could be defined as the carrier of the massage from the teacher to the students. On learning activity media can help the

[22] Jack C. Richard, *Teaching Listening and Speaking from Theory to Practice*, (New York:Cambridge University Press, 2008), 21.

[23] Suyanto, Kasihani K.E.*English for Young Learners*, Jakarta: BumiAksara 2007), 100.

[24] Andang Ismail, *Education Games: Menjadi Cerdas dan Ceria dengan Permainan Edukatif*, (Yogyakarta: Pilar Media), 23.

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teacher in conveying the teaching material so the students will clearly understand about the topic.

2. Kind of Media

According to Kasihana there are 3 kinds of media:

a. Visual media is media that can be seen and touched by students, example: picture, photo, real object, map, flash card, and realia.
b. Audio media is media that contain recorded text to listen, example: radio and cassette recorder.
c. Audio visual media is media that can be seen, touched, and listened, example: TV, film, etc[25]

3. Criteria of Media

Wright in Kasihana's book says that there are five criteria of media which are used by teacher in classroom. They are:[26]

a. Easy to prepare

If it take you two hours to prepare an activity ehich you canthen use many times with diffrent classes, then it is worthwhile once you have built up to a flashcard, it is usually not difficult to prepare the activity.

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[25] Tanti Sukmahidayanti" *The Utilization of Instructional Media in Teaching English to Young Learners (A Case Study of an Elementary School Teacher in Bandung)*" Journal of English and Education,Vol 3,No 2,(2015),93

[26] Azhar Arsyad,*Media Pembelajaran, (*Jakarta: PT Rajagrafindo Persada,2014), 28.

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b. Easy to organize

Is it easy to organize in the classroom? The teacher has to decide whether the effort of organizing a more complicated activity is worthwhile in terms of the three points which follows.

c. Interesting

The text book may be interesting but on the other hand, you and your student might like to have a change from it. And of course, the text book may be interesting at all; if the activity you are considering is unlikely to interest you and the students, then you will have question whether it is worth doing.

4. Benefits of Media

The benefits of learning media according Sudjana & Rival in the book Arsyad, in the learning process, namely:

a. Teaching more attention so as to motivate students to learn
b. Learning materials will be quite vague, so it can be better understood by students and enable them to master and achieve learning objectives
c. he method of teaching will be more varied, not solely the verbal communication through the narrative of the words spokenby teachers so that students do not get bored, and teachers do not run out of steam, especially when teachers teach in each lesson.
d. Students can learn a lot more activities, because not only listen to the description of the teacher, but also other activities such as observing,

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doing, demonstrating, acting out, and others[27]

D. SNAKES AND LADDERS GAME

1. The History of Snakes and Ladders

The Snakes and Ladders is a game that was created in the second century B.C. and has been developed by the Hindus. At that time, a game aimed to teach their children morality lessons where snakes are a bad sign and ladders represent good values. But for a long time, this game has become one of traditional games in Indonesia even though there is no detailed information about its appearance in Indonesia.[28] And nowadays, the game can also be used as a tool to educate, entertain, and build the interactive communication among players.

2. Definition of Snakes and Ladders Game

Snakes and Ladders game is one kind of a board game that widely known by the people. It is a lucky game played by two or more players on board game with numbered grid squares. Based on *Oxford Learner's Dictionaries*, "Snakes and Ladders game is a children's game played on a special board with pictures of snakes and ladders on it. Players move their piece up the ladders to go forward and down the snakes to go back".[29]

[27] M. Basyiruddin Usman dan Asnawir, *Media Pembelajaran*, (Jakarta: Ciputat Pers, 2002), 11.

[28] Suppiah Nacchiappan, Nurain Abd. Rahman, Harikrishnan Andi and Fatimah Mohd Zulkafaly, "Snake and Ladder Games in Cognition Development on Students with Learning Difficulties", *in Review of Arts and Humanities*, Vol. III, No. 2 (June, 2014), 220.

[29] Rudy Sofyan,T. Silvana Sinar,Bahagia Tarigan."*Using a"SNAKE AND LADDER" Game In Teaching Speaking to Young Learners*"Abdimas Talenta,vol 3,no 2,(2018). 227

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According to *English Collin Dictionary*, "the snake and ladder game is a game that is played with boards and dice. If you get a ladder, you go up the stairs, and you progress quickly. But if you get a snake, you have to go backward".[30]So, a ladder provides a short cut to a square nearer the "Finish" square and a snake obligates the players to return to a square nearer the "Start" square. Moreover, according to Lalos said that "Snakes and Ladders Game has some objects, these are snakes, ladders, and dice."[31] While, Debby and Edy also stated that "Snakes and Ladders is a board game for children that are played by two or more people, inside the board of games there are small boxes and in some boxes there are a number of ladders and snakes interconnecting with other boxes"[32]

From the explanation above, it can be conclude that the snakes and ladders game is a game that is played by two or more people using dice and board that have small boxes containing numbers and picture of snakes and ladders that are interconnected with each other. If player gets a snake box, the player is required to go down according length of snake, whereas if the player gets a ladder, he is allowed to go up according to length of the ladder.

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[30]Syarifah Mawaddah, Luwandi Suhartono, Wardah."*TEACHING SPEAKING BY USING SNAKE AND LADDER GAME*"Jelt,vol 2,no 2 (2017). 18

[31] P. Lalos, F. Lazarinis, D. Kanellopoulos, "e-Snakes and Ladders: A hypermedia educational environment for portable device", *International Journal of Mobile Learning and Organisation, Vol. x, No. x, xxxx,* (January, 2009), 7.

[32] Debby May Puspita, Edy Surya, "Development of Snake-Ladder Game as a Medium of Mathematics Learning for the Fourth-Grade Students of Primary School", *International Journal of Sciences: Basic and Applied Research (IJSBAR),* Volume XXXIII, No 3 (2017), 293.

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3. Materials in Playing the Snakes and Ladders Board

There are some materials in playing the Snakes and Ladders board game. They are dice, game board, and counters.[33] The counter will be used as a marker for a player to be put on the board. The counter can be stone, seeds, plastics counters, or buttons. The dice is a small-six cube with one to six dots on its side. The dice will decide how many steps the players will move. The game board is where the players move the counter. The track of the game consists of some squares that start from "Start" and end on "Finish". Basically, the size of the grid (most commonly 8x8, 10x10 or 12x12) varies from board to board, as do exact arrangement of the snakes and the ladders, both of these may affect the durationof game play.

4. Rules of Playing The Snakes and Ladders Media

The Snakes and Ladders board game has some rules. They are:

a. Every player must begin the game at the compartment number 1 andended in the compartment number 100.
b. There are certain amounts of snakes and ladders located on particular parcels on the board.
c. Each player will be represented by a piece of dice and a few objects.
d. Snakes and ladders of various sizes are being used where by the snake will cause the players to take a few steps of backward compartment and the advanced players will make some forward compartment.

[33] A. M Husna, *100+ Permainan Tradisional Indonesia Untuk Kreativitas, Ketangkasan, dan Keakraban,* (Yogyakarta: Penerbit Andi, 2009), 145.

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e. Each player must throw the dice in order to determine the highest value during the first round of the game.
f. The player gets a turn to throw the dice again when getting number six and move forward to the appropriate compartments according to the figures shown.
g. There can be more than one object that represents the players in a parcel.
h. If the player is in the box with the snake, the player must go down to the box indicated by the head of the serpent.
i. If the player is in the box with the ladder, the player must move to the boxes indicated by the peak of the ladder.
j. The player who made it to the box of 100 will be the winner of this game.[34]

5. Benefits Snake and Ladders Games in Learning

Like other media, the Snake and Ladder media also has several benefits. According to Debby and Edy, the benefits of Snake and Ladder game in learning are:

a. Movable images of pawn can attract students' attention, and students can play an active role in moving such objects. This shows that students are involved not only intellectually but also physically
b. Learning can be arranged according to the need that is individually or in groups. In group learning students can work together in completing

[34] Iva Rifa, *Koleksi Games Edukatif di Dalam dan Luar Sekolah*,(Jogjakarta:Flash Books,2012), 95.

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the tasks assigned by the teacher.

c. Snake-ladder games can be used in teaching and learning activities because these activities are fun for students so that students are interested to learn while playing.
d. Students can participate in the learning process directly.
e. The snake-ladder game can be used to help all aspects of student development, one of which develops the intelligence of mathematical logic.
f. Snakes-ladders games can stimulate students to learn to solve problems[35]

In conclusion, they are the benefits of Snakes and Ladders Game in learning:

1. Providing knowledge to the child through the process of learning to play while learning.
2. Stimulate the development of thinking power, creativity, and language to be able to cultivate the attitude, mental, and good moral.
3. Create an exciting environment, provide a comfortable situation, and fun.
4. Improving the quality of children's learning in psychomotor, language,intellectual, moral, social, and emotional development.

[35] Sriningsih, *Pembelajaran Matematika Terpadu untuk Anak Usia Dini*,(Bandung: Pustaka Sebelas,2009), 98.

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CHAPTER III

RESEARCH METHOD

A. RESEARCH METHOD

This study applies classroom action research. According to David Nunan, action research is simply a form self-reflective enquiry undertaken by participants in order to improve the rationality and justice of their own practices, their understanding of those practice and the situation in which the practices are carried out. He also defined that action research as a systematic, iterative process of identifying an issue, problem, or puzzle that will be investigated in certain context; thinking and planning appropriate action to address that concern; carrying out the action; observing the apparent outcomes of the action; reflecting on the outcome and on other possibilities; repeating these steps again[36]

Researcher uses Kemmis & McTaggart model which has four activities, planning, action, observation and reflection[37]. For the first step is reflection step. It is reflection of these effects as the basis for further planning, subsequent critically informed action and so on, through a succession of stages. The second step is planning step. It is a step which is researcher develops a plan of critically informed action to improve what is already happening. The third step is action. It is the implementation of the planning step.

[36] David Nunan, (1991), *Language Teaching Methodology,* New York: Prentice Hall. 117

[37] Fauti Subhan, *Penelitian Tindakan Kelas,* (Sidoarjo: Qisthos Digital Press, 2013), 17.

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And the last is the observation step. It is to observe the effects of the critically informed action in the context in which it occurs. These activities are the fundamental steps that look as a cycle or spiral. Based on reflection and then compiled a plan (improvement), action and observation and reflection, and so on.[38]

when the researcher conducted a preliminary study in MIN 4 Jember related to learning English, the researcher interviewed an English teacher, namely Mr. Herriyanto, S.Pd.I stated that learning English in class V-A was very low. It covers 4 aspects of learning English was listening, reading, speaking, and writing. researchers are interested in improving English learning in the class, especially in speaking ability. when the researcher asked for a score in English for class V-A he stated that in semester 1 he still didn't have a score, therefore the researcher decided to do a pre-test which was previously permitted by Mr. Herriyanto as an English teacher in class V-A. This is done before students use the snake and ladders game. Class V-A MIN 4 Jember students in language subjects English must achieve Criteria of success 70. Pre-test results show that 21.8% of students who complete

Here is the following picture of the cycles.it is noticed that the next cycle will be based on the result of the reflection from the previous one.

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[38] Suharsini Arikunto, *Penelitian Tindakan Kelas*,(Jakarta: Bumi Aksara 2009), 21-23.

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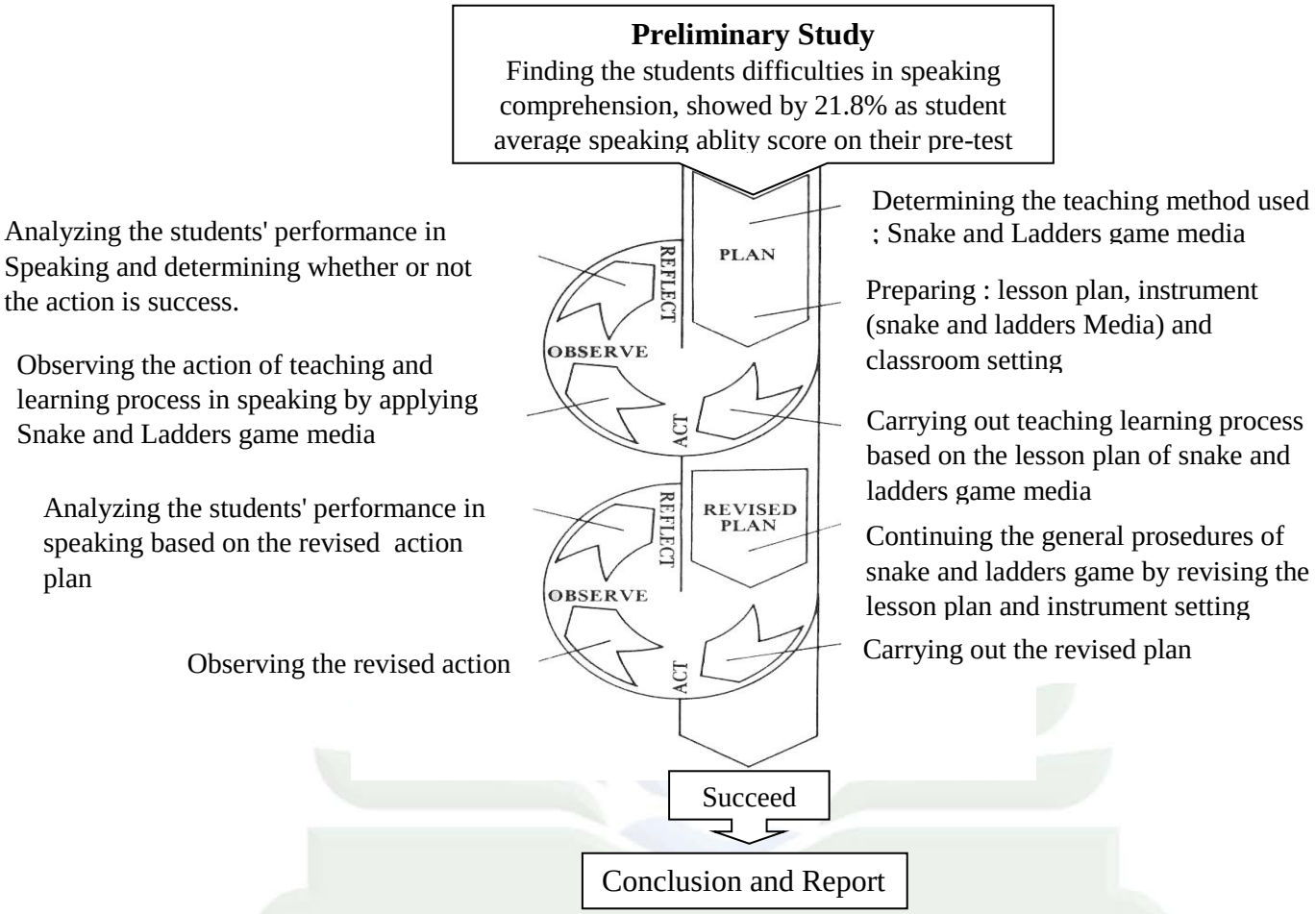

Picture 3.1
Kemmis and McTaggart class action research model

B. PLACE,TIME AND SUBJECT OF THE RESEARCH

The research conducted at the V-A Class in MIN 4 Jember. It is located in jl. k. Arifin no.72 Pasar Alas, Garahan, Kec. Silo, Kab. Jember Prov. Jawa Timur.The researcher chooses this location because some reasons, namely: (1) The researcher Found some problem that Speaking Ability of English Learning at V-A Class under KKM. (2) The English teacher in this school still uses the old method in teaching learning process in the classroom and The subject of this research is the students of V-A of MIN 4 Jember

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academic year 2020-2021. This study takes V-A as participant that amount 32 students.

C. PROCEDURES OF THE RESEARCH

In this research the research use Model Kemmis and McTaggar. Kemmis and McTaggart has four main components namely: planning, action, observing, and reflecting.

Here are the explanations about four phases:

1. Planning phase

   A planning phase was done after identifying and diagnosing students' Speaking Ability problem occured in the class proven by observing and interviewing; furthermore in this phase the planning is devided into two types. Those are general planning and specific planning. The general planning is aimed at organizing whole aspects referred to Classroom ActionResearch (CAR). Meanwhile the specific planning is aimed at organizing the plan related to cycle- to- cycle. The organized planning will be formed into lesson planning based on the current used syllabus. The lesson plan hasbeen prepared to be implemented V-A Class of MIN 4 Jember. It has been mentioned some instructions regarding procedures of teaching, media, resources, and evaluation.

   In this phase, the researcher prepares 4 lesson plans that have been adapted to the cycle that has been determined by the teacher and researchers and also the media used, the researcher also collaborates with the English teacher, we discuss about learning English using snakes and

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ladders media. and then in this phase the researcher asks the principal for permission to did the research.

2. Acting Phase

The acting phase in the principle is a realization from an act which has been planned before such as what the strategy used, what material be taught and others.

In this phase it begins the process of going more deeply into the issue being researched, it takes two weeks whitin two cycles in which each cycle consists of two meetings in action it is according to Arikunto that the acting phase should be implemented at least two cycles continuously and the time period for each cycle depends on the material needs that existed in the semester or annual program designed by the teacher[39]

in this acting phase the researcher did what had been designed in the lesson plan in the activity there are 3 activities, namely the introduction, this activity, and the closing activity in the 3 activities the researcher gives the instructions, and then playing and competing, the last is giving the explanation

3. Observing Phase

In this phase, the researcher and the teacher collaboratively write all events which are happening in the class and also carry out observation toward implementation of the action using observation data and an

[39] Wijaya Kusumah, Dedi Dwitagama,*Mengenal Penelitian Tindakan Kelas*,(Jakarta: PT. Indeks,2009), 39.

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unstructured observation sheet. When observing, the observer should notice and note all of the activities in the physical classroom.It may be about the teacher's performance, class situation, students' response, etc. This phase also collects the data derived from evaluationor post-test.

4. Reflecting Phase

This phase the Reseacrher was aimed to reflect or evaluate from three phases before, it is done based on data that have been collected to hold evaluation for completing the net cycle. Thus, the reflection can be determined after implementing the action and observation outcomes. If there still mighthave found some problems, it needs to move to the next cycle until it solve.[40]

D. PROCEDURES OF THE STUDY

There are four components in one cycle for doing classroom action research. It consists of planning, acting, observing, and reflecting. This classroom action research is arranged into two cycles. They are cycle I and cycle II. The researcher will collaborate with the speaking lecturer who teachesin class V-A.

The activities that will be done in each cycle are as follows:

1. **Pre-cycle**

In the pre-cycle the researcher intends to know the initial condition of students. The researcher observes students' activities in the class. Based on the observation the researcher knows the problem that is happening to

[40] Wina Sanjaya, *Penelitian Tindakan Kelas*, (Jakarta: Kencana Prenada Media Group, 2009), 85.

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the students andtheir difficulties in Speaking Ability.

2. **Cycle 1**

The teacher uses snake and ladder game in teaching Speaking Ability. Theprocedure as follow :

a. Planning

Planning was the arrangement for doing something considered in advanced. The planning had to be flexible because it depended on circumstance and the curriculum. After the problem have been known, the researcher as the teacher and the other teacher worked together to plan everything needed in order to solve the students' problem. So the researcher prepared everything related to her teaching and learning process.

1) Arranging lesson plan
2) Preparing the media related to the material.
3) Preparing teaching material.
4) Prepare observation
5) Making the test material.

b. Action

Action was the process of doing something. It was the implementation of planning. The researcher was flexible and ready to situation changing in the school. Thus, the action was dynamic, needed immediately decision for what would be done and completed simple evaluation.

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1) Teacher explains the material.
2) Teacher introduces snake and ladder game to the students.
3) Teacher asks students to make group and conduct snake and ladder game based on the topic given.

c. Observation

The observation is done to check:

1) The students' activity in classroom.
2) The students' response during the teaching and learningprocess.
3) The students' Speaking Ability skill improvement.

d. Reflecting

This step is analyzing the whole action that has been done. Based on the data that had been collected, teacher and researcher discuss and make evaluation to determine the next cycle.

3. **Cycle 2**

a. Planning

The result of cycle 1 indicated that there was an improving in the students' Speaking Ability, but it did not improve significantly. In order to get better improvement and to solve the problems found in the first cycle, so the cycle 2 was conducted. It was also done in three meetings with the same steps.

1. Identify the problem and make the solution for the problem.
2. Arranging lesson plan.
3. Preparing the media related to the material.

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4. Prepare teaching material.
5. Prepare observation.
6. Make the test material.

b. Action

After being revised, the teacher began to teach Speaking Ability by giving information to the students and gave chance to the students to ask some questions which they didn't understand. Then, the teacher distributed the English text that was given by teacher and asked some of them to read the text.

1. Teacher explains the material.
2. Teacher introduces snake and ladder game to the students.
3. Teacher asks students to make group and conduct snake and ladder game based on the topic given.

c. Observation

The observation is done to check:

1. The students' activity in classroom.
2. The students' response during the teaching and learning process.
3. The students' Speaking Ability skill improvement.

d. Reflecting

This step is analyzing the whole action that has been done. Based on the data that had been collect, teacher and researcher discussed and made evaluation. The researcher analyzes the result of

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all tests and compares thewhole result of the students' achievement. As a result, researcher can make conclusion in conducting classroom action research.

E. INSTRUMEN OF THE STUDY

1. Observation

   In arranging observation, the researcher lists some students' observable behavior that indicates their understanding on the material taught that teacher can see from their activities and response during teaching learning process.

2. Interview

   Interviews are a way of collecting data by obtaining information directly from sources and more in-depth to obtain respondents' one-sided questions and answers. The interview technique was used by researchers to collect data about the responses of teachers and students. Interviews with teachers related to the identification of problems or obstacles during learning, characteristics of students, results of learning English scores, and the efforts made by teachers, while interviews with students related to learning English before and after the action.

3. Test Instrument

   This Research used a test instrument for data collection techniques. Students will be given pre-test and post-test to find out how the child's development in mastering speaking ability before and after using the game of snakes and ladders in learning English for class V-A MIN 4 Jember

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4. Questionnaire

It was conducted both after implementing classroom action research using snake and ladders game media.

5. Document Review

In this research, the researcher also used field notes and photos to getmore complete data. The documentation is used to record the activity of the teaching and learning process. The field note was used in every step in each cycle and the photos were used in every action step in each cycle. [41]

F. TECHNIQUE OF DATA ANALYSIS

In this research, the researcher uses qualitative data and quantitative data to analyze the data.

1. Qualitative Data

The qualitative data was collected from interview, observation, and documentations. Then, the researcher will analyze the data by using data display technique. All of information from observation and interview will be arranged and then take the conclusion as the final qualitative data.[42] For the qualitative data will present in narrative form and chart. This presentation of qualitative data will make readers easy to read the final qualitative data of this research.

2. Quantitative Data

The researcher use Quantitative Descriptive Analysis. Data collected at each observation activity of Classroom Action Research

[41] Irfan Tamwifi, *Metode Penelitian,* (Surabaya: UINSA Press, 2014), 215.

[42] M.Sukardi,*Metode Penelitian Pendidikan Tindakan Kelas Implementasi dan Pengembangannya,* (Jakarta: PT Bumi Aksara, 2013), 118-119.

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implementation cycle were analyzed descriptively using percentages technique to see trends in learning activities. [43]The researcher determine learning outcomes' by analyze average value of daily tests then categorized on classification of,Poor,Fair,Good and Very Good. Then, the researcher determine students' activity in teaching-learning process by analyzing the students' level activity in the teaching-learning process and categorize in classification of poor,fair,good and very good.

Table 3.1
speaking ability assessment criteria

NO	CATEGORIES	ASPECTS	SCORE
1	Brave		
	b. Poor	enough courage to speak even though afraid of being wrong	1
	c. Fair	looks brave to speak	2
	d. Good	brave to speak and not afraid to be wrong	3
	e. Very Good	very brave to speak with confidence	4
2	Vocabulary		
	b. Poor	Has speaking vocabulary sufficient to express	1
	c. Fair	Vocabulary is broad enough that he rarely has to grope for a word	2
	d. Good	Can understand and participatein any conversation with a high degree of precision of vocabulary	3
	e. Very Good	Speech on all levels is fully accepted by educated native speakers.	4

[43] Irfan Tamwifi,Metode Penelitian, 228.

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3	Comprehension		
	b. Poor	Can get the gist of most conversation of non-technical subjects.	1
	c. Fair	Comprehension of quite complete at a normal rate of speech.	2
	d. Good	Can understand any conversation within the range of his experience.	3
	e. Very Good	Equivalent to that of an educated native speaker.	4
4.	Fluency		
	b. Poor	Some definite stumbling, but manage to rephrase and continue	1
	c. Fair	Speech is generally natural	2
	d. Good	Understandable	3
	e. Very Good	Equivalent to that of an educated native speaker.	4
5	Pronunciation		
	b. Poor	Error of basic pronunciation	1
	c. Fair	Few noticeable errors	2
	d. Good	Understandable	3
	e. Very Good	Equivalent to that of an educated native speaker.	4
		TOTAL SCORE X 5	

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The improvement of students' score in Speaking Ability through snake and ladder game also could be seen from the mean of the students' score during the research. I apply the following formula:

apply the following formula:

$$\bar{x} = \frac{\sum x}{n}$$

Where :

$\bar{x}$ = The mean of the students

Zx = The total score

N = The number of students

Next the number of student will calculate by applying the formula:

$$P = \frac{R}{T} \times 100\%$$

In which:

P = The percentage of students who get point 70

R = The number of students who get point up 70

T = The total of number students who do the test[44]

The level of ability of students in this study can be known through non-test. There are many kinds of non-test assessments. Assessing the skills of these students, researchers use performance assessments. The

[44] Anas Sudijono, *Pengantar Evaluasi Pendidikan*, (Jakarta : PT Raja Grafindo Persada, 2011), 318.

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assessment contains assessment criteria that are in accordance with the ability to be measured. Assessment of students' speaking skills individually and in percentages. Researchers need to know the level of student learning skills individually by using the formula:

$$P = \frac{F}{N} \, x \, 100\%$$

Information:

P = Percentage to be searched

F = Frequency (number of students who complete)

N = Total number of students

Table 3.2
Criteria for Percentage of Speaking Ability

Final Score (%)	Kriteria Kemampuan
85%-100%	Very Good
70%-84%	Good
55%-69%	Enough
≤ 54%	Poor

G. DATA VALIDITY

The validity of the data in this study was focused on improving students' English speaking ability through the Snakes and ladders Games using the technique,There are three ways to check:

1. Persistence of observation

Persistence of observation will be done by way of researchers make careful, detailed and continuous observations during the research

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process at MIN 4 Jember. Utility This can be followed by conducting intensive, active interviews in learning activities so as to avoid things that are notused, for example the subject of lying, deceiving or pretending.

2. Triangulation

The triangulation that will be used in this study are compare test results with observations about behavior students and researchers during learning activities, and compare test results with interview results. This technique is an activity to check the validity of data that utilizes something other than that data for checking purposes or as a comparison against the data.

In this study, researchers used triangulation techniques. Triangulation is defined as checking data from various sources in various ways, and at various times. Tringulation can also be interpreted as a data collection technique that combines several data collection techniques and existing data sources. Tringulation means that researchers use different data collection techniques to retrieve data from the same source.

Source triangulation is a way of comparing and checking the degree of trustworthiness of information obtained through different times and tools. The reason the researcher uses source triangulation is to test the data that has been obtained by the researcher, is valid or not in accordance with the data that the researcher is looking for for his research. So, the data that has been obtained needs to be tested using

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triangulation.[45]

3. Peer checking

Peer checking used in this study is by discussing the process and results of research with supervisor who is currently/has conducting qualitative research or experienced people conduct qualitative research. This is done with hope researchers get inputs both in terms of methodology as well as the research context. In addition, researchers also always discuss with fellow observers who are involved in data collection to formulate action giving next activities

H. PERFOMANCE INDICATORS

The performance indicator to be obtained in this classroom action research is the improvement of speaking Ability in fifth grade students of MIN 4 Jember after implementing Snakes and Ladders Games. As a measure of the success of implementing this classroom action research, students whose scores reach the KKM are 70 and the percentage of students' completeness reaches more than 70%. If the results are not satisfactory, the second cycle will be carried out and so on. The cycle will stop if the student's results have met the KKM and the percentage of completeness is 70%.

The data obtained in this study is quantitative data, the score of student learning outcomes in the learning activities of cycle I and cycle II. The data is processed using completeness analysis techniques and comparative analysis techniques. After the data is obtained, the next step is to

[45] Albi Anggito dan Johan Setiawan, *Metodologi Penelitian Kualitatif*, (Jawa Barat: CV Jejak, 2018), 235.

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process the data and analyze the data on student learning outcomes and the results of teacher and student observations.

The minimum completeness criteria at MIN 4 Jember for English subjects in class V is 70. Or it can be seen in table 3.3 below:

Table 3.3
Criteria of Succes

Assessment criteria	Qualification
> 70	Passed
< 70	Not Passed

I. RESEARCH TEAM

According with one of the characteristics of qualitative research, humans as a tool or instrument, the presence of researchers is very necessary. In this study, researchers act as observers and givers of action. As observers, researchers observed activities that occurred during the learning process and were assisted by peers.

As a Researcher, the researcher acts as a teacher who makes learning plans as well as delivering teaching materials during the learning activities. In addition, researchers are also as data collectors and data analyzers as well as reporting research results

J. RESEARCH SCHEDULE

The schedule of action research is presented in the following table:

	Activities	Day	Date	Time
1	Preliminary Study	Saturday	ober 4th-16th 2021	08.00 – 09.00 am

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2	PRE-Test	Saturday	October 23th 2021	08.00 – 09.00 am
3	Cycle 1			
3.1	Meeting 1	Saturday	October 30th 2021	08.00-09.00 am
3.2	Meeting 2	Saturday	November13th 2021	08.00-09.00 am
3.3	Speaking Test	Saturday	November20th 2021	08.00-09.00 am
4	Cycle 2			
4.1	Meeting 1	Saturday	November27th 2021	08.00-09.00 am
4.2	Meeting 2	Saturday	December11th 2021	08.00-09.00 am
4.3	SpeakingTest	Saturday	December18th 2021	08.00-09.00 am

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CHAPTER IV

RESULT AND DISCUSSION

A. Overview of Research Objects

1. The History of MIN 4 Jember

MIN 4 Jember is located on the slopes of Mount Gumitir to the east of Silo District, about 12 km from the sub-district city center. The location is about 30 km from the center of Jember district. The condition of the surrounding area is a coffee plantation area and most of the parents of students work as farmers and laborers. The students of MIN 4 Jember are mostly from the surrounding area which includes Garahan Village, Sidomulyo Village, and other areas outside the district. Silos such as kec. Kalisat district. Ledokombo.

In its development, MIN 4 Jember before being domesticated, this madrasa was named MI Bustanul Ulum under the auspices of the foundation. The madrasa manager is Mr. H. Qusyairi (aml), he donated a piece of land for the benefit of Islamic education.

In its development, MI Bustanul Ulum always experiences development. This is because the surrounding community is still fanatical about religious knowledge. This condition was addressed by the administrators and administrators of the Madrasah. Finally, based on the results of the deliberation, it was decided that the management of MI Bustanul Ulum was handed over to the Government, in this case the Ministry of Religion (instated)

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The conversion process took place briefly, namely 1997 with the decision of the Minister of Religion of the Republic of Indonesia number 107 of 1997 it was stipulated that MI Bustanul Ulum was changed to Madrasah Ibtidaiyah Negeri Gerahan (MIN Gerahan) with Madrasah statistical number (NSM) 111135090003. circumstances are not possible, the study space is small while the existing students exceed the capacity of the number of classrooms, so that the implementation of learning activities is carried out alternately.

In response to this, Mr. Ishak Hasab, A.Ma as the Head of Madrasah at that time took the initiative to submit a proposal through the Office of the Ministry of Religion Kab. Jember as the person in charge of MIN Garahan. Along with the development of MIN Garahan in 1999, MIN Gerahan received assistance for a new building development project, automatically the teaching and learning process activities ran smoothly.

Conditions in rural areas with good culture are used as a source of learning. Obstacles that may be felt are the students' low interest and enthusiasm for learning, this indication is obtained from the many reports from teachers, especially homeroom teachers where children often do not do homework, lack of attention when getting scores that are less than the KKM and others. On the other hand, this may be because the attention of parents at home is still lacking.

With these conditions, it is necessary to design learning (RPP) and its implementation with varied methods, fun, rewarding, interesting

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learning innovations, high discipline so that the expected achievements will be produced. In addition, it is also necessary to conduct socialization to the community, especially parents of students to pay more attention to the education of their children.

Currently MIN 4 Jember has made significant progress in terms of quantity, the number of students and teaching staff is adequate, in terms of quality, it has improved better.

MIN Garahan since 2017 changed its name to MIN 4 Jember in accordance with KMA RI no. 671 of 2016 concerning the change of Madrasah name.

The names of the heads of Madrasahs since the establishment of Madrasah Ibtidaiyah Negeri 4 Jember are as follows:

a. Ishak Hasan, A.Ma 1997 to 1999
b. Ashuri, A.Ma 1999 to 2006
c. Suopatmi, A.Ma 2006 to 2009
d. Abdul Kohar, S.Ag 2009 to 2014
e. A. Musta'in Billah, S.Ag. M.Pd.I Year 2014 to 2016
f. Erma Fatmawati, S.Ag.,M.Pd.I 2016 to 2017
g. Nasirudin F, S.Pd., M.Pd.I Years 2017 to 2020
h. Dedi Ependi, S.Ag., M.MPd Year 2020 to now

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2. VISION and MISSION MIN 4 Jember

a. The Vision of MIN 4 Jember

" Terwujudnya Madrasah Ibtidaiyah Negeri 4 Jember Yang Beriman dan Bertaqwa, Berprestasi, Berbudaya Lingkungan dan berkarakter dan berkebangssaan yang utuh"

b. The Mission of MIN 4 Jember

1) Menumbuh kembangkan kemampuan peserta didik sesuai dengan ajaran Islam.
2) Melaksanaan ajaran Islam dalam kehidupan sehari-hari
3) Mendorong dan membantu setiap siswa untuk menggali potensi dirinya, sehingga dapat dikembangkan secara lebih optimal
4) Membentuk kesiapan peserta didik kejenjang yang lebih tinggi.
5) Meningkatkan prestasi madrasah baik di bidang akademik maupun non akademik
6) Meningkatkan pelaksanaan pembiasaan **3 M** (**Mencegah** terjadinya pencemaran, **Melestarikan** fungsi lingkungan, dan **Menanggulangi** kerusakan lingkungan hidup)
7) Mengembangkan perilaku warga madrasah berbudaya lingkungan dan peduli SEKAM (Sampah, Energi, Keanekaragaman Hayati, Air, Makanan Sehat)
8) Mengembangkan perilaku warga madrasah berkarakter religi dan kesantrian

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9) Mengembangkan perilaku warga madraah untuk suka membaca dengan gerakan literasi madrasah

3. Featured Program

a. Self-development includes: religious practice (prayer and cult, memorized juz amma, muezzin) by involving the community as a learning center.

b. Pioneering IT-based learning

4. Facilities and infrastructure

NO	FACILITIES	AMOUNT	CONDITION	INFORMATION
1	HeadMaster's Offices	1	Good	
2	Teacher's Room	1	Good	
3	Administration Offices	1	Good	
4	Library	1	Good	
5	Classroom	14	Not Good	
6	Musholla	1	Good	With Library
7	Cooperative	1	Good	
8	Toilet	5	Good	
9	WareHouse	1	Good	
10	Canteen	1	Good	
11	IT Room	1	Good	
12	PTSP Room	1	Good	

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B. Research Result

This classroom action research uses the model from Kemmis and McTaggart. The research was carried out in two cycles. The implementation of each cycle consists of four main stages, planning, acting, observing and reflecting. Cycle I was held in 2 meetings on Saturday, October 30, 2021 and Saturday, November 13, 2021, while the second cycle was held on Saturday, November 27, 2021 and December 11, 2021, in class V-A MIN 4 Jember, totaling 32 students. The research data comes from interviews conducted before and after the action, documentation and Pre Test speaking ability.

In this research, the researcher will still use the original snake and ladder but has a giant size ranging from 3x1 and 3x3 meters and students become pawns of the snake and ladder game. After that, each game box has a character that will be described by other students. Each box also has paper/card. Inside the card there is a choice sentence regarding the description of the character in the game box. students will speak and choose according to the description sentence on the game card and equated with the characters in the game box.The one who reaches the “Finish” square first is the winner.

Pictures 4.1
(Design of the Snakes and Ladders Game Board)

Pictures 4.2
(The Multiple Choice Card)

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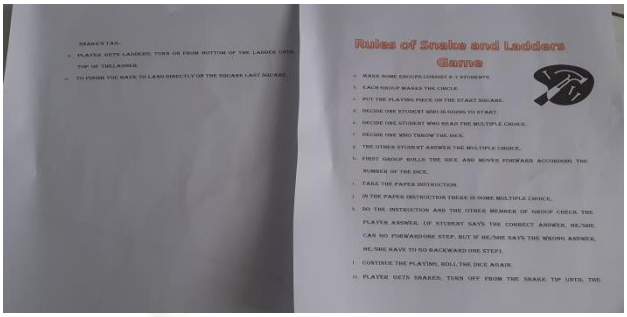

Pictures 4.3
(Rules Snakes and Ladders Game)

The implementation of this classroom action research uses game media, snake and ladder game media to improve students' Speaking Ability. The improvement of Speaking Ability was taken from the results of implementing two cycles to students using the Snake and Ladders media. But in this research, there are some modifications to make the students moreimprove their speaking. They are:

1. Make some groups consist 6-7 students.
2. Each group makes the circle.
3. Put the playing piece on the start square.
4. Decide One Student who is going to start.
5. Decide One Student who Read the Multiple Choice
6. Decide One who throw the Dice
7. The Other Student Answer The Multiple Choice
8. First Group rolls the dice and moves forward according the number of the dice.
9. Take the paper instruction.
10. In the Paper Instruction there is some Multiple Choice.
11. Do the instruction and the other member of group check the player Answer. (If student says the correct answer, he/she can go forwardone

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step. But if he/she says the wrong answer, he/she have to go backward one step)

12. Continue the playing, roll the dice again.
13. Player gets snakes; turn off from the snake tip until the snake's tail.
14. Player gets ladders; turn on from bottom of the ladder until top of the ladder.
15. To finish you have to land directly on the square last square.

The researcher arranges the rule because he wants to relate the game with students' speaking skill improvement and because the snakes and ladders game that is used by researcher is electronic snakes and ladders game.

The data from the results of the research in two cycles are as follows:

1. Finding in the Pre Cycle (Before the Action)

The stages of implementing the research before the first cycle and second cycle, the researcher carried out the pre-cycle stage. The researcher first conducted interviews with Mr. Herriyanto, an English teacher, then continued with interviews with students in class V-A MIN 4 Jember. This interview activity aims to identify problems or obstacles that occur during the process of learning English. Observation activities were also carried out after the interview to observe the process of learning English directly in class V-A MIN 4 Jember.

The results of interviews with teachers and students can identify problems that occur in learning English. The low level of students' English Speaking Ability. Learning English has not been implemented according

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to four language aspects including speaking, listening, reading and writing. The application of speaking in English is rarely carried out by teachers, because they have to pursue learning materials so that they are completely delivered to students, so they are more focused on applying classical and conventional learning.

The application of Speaking Ability is more difficult to apply, because students are required to complete assignments in the textbook and the questions contained in the Student Worksheet (LKS). The effort made by the teacher is to provide a glimpse of the material for reading and doing the assignments contained in the textbook.[46] According to some student, the implementation of English learning just did the assignments from either the textbook or Student Worksheet and is more dominant in listening to the explanation of the material from the teacher.[47]

English at MIN 4 Jember has not provided a specific assessment according to the linguistic aspect, especially in English Speaking Ability, so the researchers collaborated with English teachers to conduct a pre-test to obtain data on the percentage of mastery Speaking Ability. The pre-test for the material will be held on October 23, 2021, in class V A MIN 4 Jember. The results of the pre-test show that there are still many students,who score below Criteria of succes (KKM), which is 70. The following are the results of the students' pre-test scores:

[46] Heriyanto, Results of an Interview with an English Teacher Class V A MIN 4 Jember, october,16 2021.

[47] Saenal, Putri, Sisil, Results of Interviews with Students Before Action in Class V A MIN 4 Jember, october,16 2021.

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Table 4.1
The Result of Speaking Test in Pre Cycle

No	Student Name	kkm	Scoring Criteria					Total Score	Final Score	Information
			Brave	Pronounciation	Vocabularry	Comprehension	Fluency			
1	AF	70	3	2	3	2	2	12	60	Not Passed
2	AAWF	70	2	2	3	2	2	11	55	Not Passed
3	AFNA	70	3	3	3	2	3	14	70	Passed
4	ARH	70	4	2	3	2	2	14	65	Not Passed
5	AY	70	4	2	2	2	3	14	65	Not Passed
6	A	70	2	2	2	2	2	10	50	Not Passed
7	BHA	70	3	2	2	2	2	11	55	Not Passed
8	BPN	70	3	3	3	2	2	13	65	Not Passed
9	DTYP	70	3	2	2	2	3	12	60	Not Passed
10	F	70	3	2	2	2	2	11	55	Not Passed
11	IGD	70	3	2	3	2	2	12	60	Not Passed
12	JNK	70	3	3	3	2	3	14	70	Passed
13	KN	70	3	2	2	2	3	12	60	Not Passed
14	MNSI	70	3	2	3	3	3	15	70	Passed
15	MHR	70	3	2	2	2	2	11	55	Not Passed
16	MLH	70	3	3	2	2	2	12	60	Not Passed
17	MDF	70	4	2	4	2	2	16	70	Passed
18	MDF	70	4	2	4	2	2	16	70	Passed
19	MAF	70	3	2	2	2	2	11	55	Not Passed
20	MDA	70	3	2	2	2	2	11	55	Not Passed
21	MH	70	3	3	3	2	2	13	65	Not Passed
22	NN	70	3	2	2	2	2	11	55	Not Passed
23	NNA	70	3	2	3	2	2	12	60	Not Passed
24	PAA	70	3	3	2	3	3	15	70	Passed
25	PZR	70	3	2	3	3	3	16	70	Passed
26	RDAS	70	3	2	3	3	2	13	65	Not Passed
27	S	70	3	2	2	2	2	11	55	Not Passed
28	SA	70	3	3	2	2	2	12	60	Not Passed
29	SFHK	70	3	3	3	3	2	14	70	Passed

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30	SA	70	2	2	3	3	2	12	60	Not Passed
31	V	70	2	2	2	2	2	10	50	Not Passed
32	ZA	70	2	2	2	2	2	10	50	Not Passed
Total Nilai										1955
Average										61.38

Based on the results of the pre-test scores, it shows that 7 students can be said to have completed or achieved more than the KKM, while 25 other students have not completed from the 32 total students. The percentage of students' complete speaking ability reached 21.8% with an average grade V-A of 61.38. Details of the calculation of the results of the pre-test scores are as follows

a. mean of the students' V A Class score $= \frac{\sum x}{n}$

$= \frac{2010}{32}$

$= 61.38$

b. Percentage of completeness of speaking Ability $= P\,\frac{F}{N}$

$= \frac{7}{32} x100\%$

$=21.8\%$

The results of the exposure of the pre test scores can be concluded that the level of speaking ability in class V-A MIN 4 Jember is still relatively low and action must be taken to correct the problem. Further action in better learning is needed to improve students' speaking ability, so it is hoped that the application of snake and ladder game media can make varied learning solutions and increase motivation to speak English.

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2. Research Findings of the Action in Cycle One

a. Finding in the First Meeting

In cycle I, there are four stages of planning, action, observation and reflection. The details of the activity stages in cycle I are as follows:

1) Planning

Before the action is taken to the students, the researcher prepares matters related to the research, composes and makes a Lesson Plans (RPP), prepares snake and ladder game media along with Multiple choice card, compiles data collection instruments such as observation sheets, teacher interview guidelines. and students before and after the action and designed a non-test assessment instrument to measure the success of speaking ability.

First, the preparation of the lesson plans along with the assessment instruments is completed first, after that, prepare learning media, namely the snake and ladder game media along with question and answer cards.

Second, the researcher continued the lesson plans validation stage. The researcher met the validator, Mr. Herriyanto, S.Pd.I to validate the file which was used in cycle I. The validation process went smoothly without revision and got comments from him ready to be used in cycle I.

The next step is that the researcher prepares an interview

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guide sheet for teachers and students before and after the act of improving Speaking Ability using learning media.

2) Acting

At this stage, researchers carried out research actions by providing material using the snake and ladder game media. Cycle I at the first meeting was held on Saturday, October 30, 2021 at 08:00-09:00 WIB during the third and fourth lesson hours which were allocated 60 minutes (2x30 minutes).

the researcher in the implementation of the first cycle acts as a teacher. Actions in learning include preliminary, core and closing activities which are described in more detail as follows:

a) Introductory Activities

The researcher started the activity by preparing the students to receive the material, then the teacher greeted the students in a loud voice which was responded enthusiastically by the students. The teacher asks how they are using English and gives motivation to the students. Before learning begins, students pray with the teacher. The teacher gave an apperception by asking several questions including "siapa tokoh karakter favorit kalian",”siapa disini yang suka gusdur?", ". Students respond to the teacher's questions with enthusiasm, then the teacher conveys the learning objectives.

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Picture 4.4
Introductory Activities in the First Meeting of Cycle 1

b) Core Activities

The teacher continues the core activity by starting to divide into 5 groups. Each group consists of 5-6 students. The teacher explains the procedures and rules using the snake and ladder game media, then distributes the learning media to each group.

Students enthusiastically pay attention to the teacher's instructions and start playing the game media with enthusiasm with their groups. The teacher observes the students during the snake and ladder game media process. The teacher gives directions when students ask questions that are not understand. Students must answer the multiple choice card, while the other players take the answer card to check whether the answer is right or wrong. Students who answer correctly, then get a prize forward one square step. Participants who answer incorrectly, then have to step back one square steps. The teacher also reminds students to dare to pronounce sentences using English.

Learning activities using the snake and ladder game to

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make it easier for students by starting to be a little brave to speak or recite English sentences alternately, besides that students practice correct pronunciation gradually. The teacher also assesses the performance of students according to achievement indicators during the learning process. The teacher limits playing using snake and ladder game media for 35 minutes. When the time is up, the teacher gives instructions to stop the game and return the media to the teacher's desk.

Picture 4.5
Core Activities in the First Meeting of Cycle 1: The Teacher Explain about the Snake and Ladders Game Rules

c) Closing Activities

The core activity was followed by closing activities, conducting questions and answers to students about the material. the teacher provides reinforcement and feedback to students. The teacher ends the lesson by giving motivational enthusiasm to always try to speak English starting from reciting easy sentences, then the teacher says greetings and students answer greetings with enthusiasm.

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The learning activities start from preliminary, core and closing activities according to the systematics in the lesson plans that has been designed.

Picture 4.6
Closing Activities in the First Meeting of Cycle 1

3) Observing

Activities in the observation stage are learning activities carried out by the teacher, in this case the researcher acts as a teacher along with the observation activities carried out by Mr. Herriyanto, S.Pd.I who acts as an observer. The observation stage carried out by the observer was observing the activities of teachers and students during the learning process, then the researchers recorded data related to the implementation of the actions that had been designed and conducted interviews with teachers and students.

Based on the assessment and suggestions from the observers that what must be improved when the learning process is in progress is that the teacher has not been maximal

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in providing material reinforcement and class mastery so that there are still students who are not conditioned. This is a reflection in the first cycle of the second meeting so that the teacher's performance becomes even better.

4) Reflecting

The implementation of learning activities starting from the introduction, core and closing in the first cycle is in accordance with the lesson plans that has been designed. The application of learning using the snake and ladder game media still has shortcomings, so improvements are needed in the next cycle. The data from the implementation of the first cycle of the first meeting did increase compared to the pre-cycle, but it was still not optimal or comprehensive. The researcher and the English subject teacher collaborated by discussing to improve learning used in the first cycle of the second meeting. The learning deficiencies found in the first cycle are as follows:

a) The activity steps in the lesson plan, there are still activities that have not been carried out by asking questions and asking how students feel after playing the game, it needs to be followed up.

b) Submission of game rules is still not optimal so that students become crowded because class mastery is low.

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c) The duration of time when playing Snake and Ladders Game takes a long time, so learning does not match the time allocation.

d) Students who are less active in speaking tend to be shy so the students often disturb other friends.

Based on the findings of learning deficiencies in the first cycle of the first meeting, the researchers followed up. The researcher and the teacher collaborated on the improvement plan that had been discussed for the first cycle of the second meeting as follows:

a) The teacher pays more attention to and provides questions and answers, how students feel and opinions during the learning process so that students feel thoroughly monitored.

b) The teacher must arrange the allocation of time for preliminary, core and closing activities. Time allocation for core activities must be ensured, for example, starting the game is limited to 25 minutes and continuing with the next activity.

c) The teacher conceptualizes how to deliver game rules so that students understand and take a long time. The teacher can provide demonstrations between classmates to practice the question and answer process, so that other students follow the example of their friends.

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d) The teacher pays more attention to students, especially students who are shy or whose intelligence level tends to be low by providing opportunities to come forward to test Speaking Ability. Teachers can ask questions directly or face to face so that learning is on time. The teacher also provides a drilling method to provide motivation and enthusiasm in improving Speaking Ability.

b. Findings in the Second Meeting

The researcher continued the activities in the first cycle of the second meeting, so the researcher first got approval from the English subject teacher to determine the implementation time. The activity stages in cycle II are the same as the activity stages in cycle I which contains four main stages including:

1) Planning

In this planning stage, the researcher compiles and prepares lesson plans, observation sheets for teacher and student activities that have been validated by Mr. Herriyanto, S.Pd.I as a validator. The validation process and file preparation used in the first cycle of the second meeting paid attention to the results of the reflection in the first cycle of the first meeting, so that planning was made more mature and better.

In contrast to the lesson plans in the first cycle of the first meeting, changes in learning strategies were carried out so that

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they were carried out optimally. The teacher provides opportunities for students to ask each other questions and answer to other group friends as partners and correct answers, so that students are expected to improve Speaking Ability. Learning reinforcement from the closing activity is also provided with drilling activities that aim to motivate students and contribute to learning that can improve or improve linguistic aspects both from Brave, vocabulary, pronunciation, comprehension or fluency. According to Brown, drilling activities can provide opportunities to listen and imitate both phonological and grammatical aspects.

2) Acting

The time in cycle I of the second meeting is on Saturday, November 13, 2021 at 08.00-09.00 WIB with an allocation of 60 minutes (2x30 minutes). still with the implementation in the third and fourth hours like the first meeting in cycle I. Actions in learning include preliminary, core and closing activities which are explained in more detail as follows:

a) Introductory Activities

The learning activities in the first cycle of the second meeting have been arranged in the lesson plans according to the results of the reflection in the first cycle of the first meeting. Learning activities begin when the teacher greets and the students answer enthusiastically, even though they are going

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home. The teacher gives motivation and asks how the students are doing, "Good morning every body, how are you?", the students answer, "I'm fine, and you?", then the teacher answers "I'm fine too". The teacher continues by giving the apperception of the students' favorite characters, then the teacher conveys the learning objectives.

Picture 4.7
Introductory Activities in the second meeting of cycle 1

b) Core Activities

The teacher conveys the core material that was previously reviewed. Students observe and listen to the teacher's explanation, then the teacher starts dividing groups into 5 first. The teacher gives the opportunity to group according to their wishes, but the teacher still manages to be a heterogeneous group. The teacher gives instructions and explains the rules of the game after the students have received the snake and ladder media in each group.

Students start the game with their groups and each group represents one person to play, then another person to roll

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the dice and the rest of the group is tasked with describing the characters in the snake and ladder board game box. They step on the snake and ladder game board according to the number of dice that appear. Students must describe the characters in each box they get, then students must answer multiple choice questions when they are in each box ", who answers the multiple choice questions correctly then goes forward 3 steps but if wrong, takes 3 steps back.

The teacher stops the game which lasts for 25 minutes, then the teacher instructs to return to their respective seats. The next activity is that students ask questions to their classmates. The activity takes place in turns to ask orally to their seatmates.

The teacher first gives a simulation to the students. The teacher calls representatives of two students to come forward to exchange tasks as partners or checkers. Students who are still shy and tend to have low intelligence, the teacher monitors directly in front of class, making it easier for other students

Picture 4.8
Core Activities in the Second Meeting of Cycle 1: The Student Playing The Snake and Ladder Game Media

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c) Closing Activities

This activity was followed by the drilling method, where the teacher gave the instruction "Repeat after me!", the students answered "Okay Mister!", "Mr. Jokowi is a President of the Republic of Indonesia", the students imitated and recited enthusiastically, "Mr Jokowi is a President of the Republic of Indonesia". The activity is to listen to the sentence and pronunciation from the teacher, then imitated by students together, this aims to retrain proper pronunciation skills and students can memorize sentences simultaneously.

The activity after drilling is that the teacher provides an evaluation by testing and assessing the Speaking Ability of students by asking one question to each individual. Students must answer quickly and correctly so that they get a good assessment of fluency and comprehension criteria.

The teacher continues to provide material reinforcement, then together with the students the teacher concludes the material. The next activity step is the teacher giving motivation and asking the students the feeling of learning activities, then the class leader leads a prayer after studying. The teacher ends the learning activity.

The learning activities start from the preliminary, core and closing activities in accordance with the planned RPP

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systematics. Based on the learning activities in the first cycle of the First and second meeting, the results of improving Speaking Ability using snake and ladder game media in class V-A MIN 4 Jember based on the speaking test which was held on November 20 2021.

Picture 4.9
Closing Activities in the Second Meeting of Cycle 1

3) The Results of Speaking Test in Cycle 1

The Speaking test was administered in the third meeting(on November 20th,2021) after the action in Cycle 1 that had been given. The test was done to measure the students Speaking ability in understanding the texts. In this test, the students were asked to Describe the person or things that teacher had been given to students.

Table 4.2
The Result of Speaking Test in Cycle 1

No	Student Name	kkm	Scoring Criteria					Total Score	Final Score	Information
			Brave	Pronounciation	Vocabularry	Comprehension	Fluency			

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1	AF	70	4	2	3	2	3	14	70	Passed
2	AAWF	70	3	2	3	2	3	13	65	Not Passed
3	AFNA	70	4	3	3	2	3	15	75	Passed
4	ARH	70	4	3	3	2	3	15	75	Passed
5	AY	70	4	3	2	2	3	14	70	Passed
6	A	70	4	2	3	2	3	14	70	Passed
7	BHA	70	4	3	3	2	2	14	70	Passed
8	BPN	70	4	3	3	2	3	15	75	Passed
9	DTYP	70	3	2	3	2	3	13	65	Not Passed
10	F	70	3	2	3	2	2	12	60	Not Passed
11	IGD	70	4	2	3	2	2	13	65	Not Passed
12	JNK	70	4	3	3	2	3	15	75	Passed
13	KN	70	4	2	3	2	3	14	70	Passed
14	MNSI	70	3	3	3	3	3	15	75	Passed
15	MHR	70	4	2	2	2	2	12	60	Not Passed
16	MLH	70	4	3	3	2	2	14	70	Passed
17	MDF	70	4	3	3	3	3	18	80	Passed
18	MDF	70	4	3	3	3	3	18	80	Passed
19	MAF	70	4	2	3	2	2	13	65	Not Passed
20	MDA	70	4	2	3	2	2	13	65	Not Passed
21	MH	70	4	3	3	2	3	15	75	Passed
22	NN	70	3	2	3	2	3	13	65	Not Passed
23	NNA	70	3	2	3	2	3	13	65	Not Passed
24	PAA	70	4	2	3	3	3	16	75	Passed
25	PZR	70	4	2	3	3	3	17	75	Passed
26	RDAS	70	4	2	3	2	3	15	70	Passed
27	S	70	4	2	3	2	3	14	70	Passed
28	SA	70	3	3	3	2	2	13	65	Not Passed
29	SFHK	70	4	2	3	3	2	15	70	Passed
30	SA	70	3	2	3	3	3	14	70	Passed
31	V	70	3	2	3	2	2	12	60	Not Passed
32	ZA	70	4	2	3	2	3	14	70	Passed
Final Score										2225
Average										69.13

number of students : 32

number of students who completed : 21

the number of students who have not completed : 11

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total value of students : 2225

mean of the students' V A Class score $= \frac{\sum x}{n}$

$= \frac{2225}{32}$

= 69.13

Percentage of completeness of speaking Ability = P $\frac{F}{N}$

$= \frac{21}{32}$x100%

=65.6%

Based on the results of the first cycle of the first and second meetings, it can be said that the application of snake and ladder game media resulted in an increase in Speaking Ability compared to the pre-cycle. The average value of the class was 69.13, while the percentage of mastery Speaking Ability was 65.6%, that is, 21 students could be said to be complete from 32 students. The results of the first cycle need to be followed up because they have not yet reached the success criteria expected by schools and researchers.

4) Observing

Based on the learning that has been done by Mr. Herriyanto, S.Pd.I as an observer, he suggested implementing classroom management and also strategies that can make students more orderly and conditioned.

Not only that, compared to the previous cycle, the learning carried out in this cycle ran smoothly and successfully. Students

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are more orderly and actively participate in learning with the Snake and Ladders Game media. However, there are some students who are still shy and afraid to take part in learning and speaking English in front of the class.

When the teacher asks students to end the game, Many students still want to play the snake and ladder game. Students seem to really enjoy playing snakes and ladders to hone their Speaking Ability using English sentences. After ending the game of snakes and ladders Teacher gives motivation as usual.

From the value of the speaking test results. The average value of the test results in the first cycles of the first and second meetings was 69.13, an increase from the previous pre-test which was only 61.38. Meanwhile, the increase in English Speaking Ability was 65.6% from the results carried out in the first and second meeting cycles

5) Reflecting

Based on the data obtained, the implementation of the second cycle of learning in general went smoothly. Then after the teacher used the snake and ladder game learning media on English Speaking Ability the students were so excited to take part in the lesson, this could be seen from the enthusiasm of the students to play the snake and ladder game, in general, the following results were obtained:

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a) The teacher uses media that are attractive to V-A students.
b) Students play the game of snakes and ladders then students answer the questions on the card game of snakes and ladders.
c) The teacher provides supervision during the snake and ladder game take place.
d) Students seem to be more enthusiastic about playing the game of snakes and ladders.
e) Students look enthusiastic to answer the questions on the snake and ladder card.
f) Students look calmer and more confident when playing the Game
g) The students' average scores increased from 61.38 to 69.13.

From the results of the actions in the first cycle of the first and second meetings, it shows that there are still some students who have not reached the predetermined KKM, which is 70. There are 21 students who are declared to have scored 70 and above and the rest are still below 70. This was proved by the acquisition of the average score of students in post-test 1, which is 69.13, this score has not yet reached the criteria of success that have been determined by the school (70), but from the Pre-test to Post-test scores an increase from 61.38 to 69.13 To overcome this, there are still many students who have not reached the KKM. , then the researcher took the second cycle of action as a follow-up to the

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first cycle of action.

3. Research Findings of the Action in Cycle Two

a. Findings in the First Meeting of Cycle 2

1) Planning

Cycle II, the first meeting was held on November 27, 2021. Learning activities in cycle II were a follow-up to learning in cycle I, namely to further improve students' Speaking Ability in English.

In detail, the planning for the second cycle of the first meeting is as follows:

a) Prepare the material to be delivered.

b) Make a lesson plan that is validated by the validator.

c) Prepare snake and Ladders media.

d) Divide students into several small groups.

In The action of the second cycle of the first meeting, the researcher prepared students in several small groups so that it was easy to condition students in groups.

The learning resources used in this study are English student worksheets. While the tools or materials needed in learning are a set of snake and ladder games consisting of a snake and ladder board, multiple-choice cards, dice.

2) Acting

Cycle II, the first meeting will be held on Saturday, November 27, 2021, during the 3rd and 4th lesson hours, to be

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exact, at 08.00-09.00 for 2 x 30 minutes. At this meeting, 32 students took part in learning English at this meeting.

a) Introductory Activities

The lesson begins with greetings from the teacher. Then proceed with prayer activities together. Next, the teacher greets the students, asks about the students' condition and asks about the students' readiness to take part in the lesson. The teacher asks the students to get ready to study like "Are you ready to study" then the students answer "yes I'm ready"

Next, the teacher invites students to remember the English sentences they have learned in the previous meeting, about actors such as "sule is a comedian or sule is an actress". Students look enthusiastic to remember sentences that have been studied previously

Picture 4.10
Introductory Activities in the First Meeting of Cycle 2

b) Core activities

Next, the teacher divides the students into 5 new groups that are different from last week. One group has 6 students and there are 7 students. After the students are in groups, the

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teacher immediately opens the giant snake and ladder game board and asks the students to start the game in turn according to the group order. Before starting the game of snakes and ladders, the teacher first motivates students to be more confident and do not hesitate in answering the questions on the snake and ladder card.

During the game, the teacher continues to provide direction and guidance to the students. And after each group has a winner, the teacher instructs the students to end the game of snakes and ladders.

Picture 4.11
Core Activities in the First Meeting of Cycle 2: The student and the Teacher Playing Snake and Ladder Game Media

c) Closing Activities

At the end of the lesson the teacher together with the students conclude the lessons that have been done at this meeting. Then the teacher gives assignments to students to do at home. Before closing the lesson, the teacher gives moral messages to students. After that, it was continued by praying

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together before the lesson ended.

Picture 4.12
Closing Activities in the First Meeting of Cycle 2

3) Observing

The obstacle in the second cycle of the first meeting was that there were still some students who were hesitant to answer the questions on the snake and ladder card. This is because many students are not so fluent with the English sentences that have been studied previously. Some students find it difficult to pronounce the English sentences they have learned.

However, when the teacher invites students to play snakes and ladders, students are more active in playing than answering the snake and ladder card in the form of multiple choice. Compared to before, in the second cycle of the first meeting, the students were no longer noisy and provoked a commotion between groups and the students were more confident with their respective answers.

and according to Mr. Herriyanto, S.Pd.I as the Observer that the teacher forgot some of the stages in the RPP and also he considered that the teacher should pay attention to class

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management again so that the class is more conducive

4) Reflecting

The application of learning using snake and ladder game media still has shortcomings, so improvements are needed at the next cycle meeting. The learning carried out has indeed improved from the previous cycle. but still not optimal or comprehensive. The learning deficiencies found in the second cycle of the first meeting are as follows:

a) there are still some students who are shy or afraid to come forward and speak English
b) Class management is still not implemented so that there are students who are not orderly or provoke a commotion so that learning becomes chaotic
c) There are several stages that are applied and are not in accordance with the lesson plans

Based on the findings of learning deficiencies in the second cycle of the first meeting, the researchers took follow-up actions to correct deficiencies and apply them in the next cycle of meetings

a) The teacher will pay more attention to students who are still afraid and embarrassed to come forward and speak English when learning begins
b) The teacher will apply class management that is in accordance with learning using the Snake and Ladders media in progress

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c) the teacher will remember the stages in the lesson plan more so that there are no more forgotten stages.

b. Findings in the Second meeting of Cycle 2

1) Planning

The second cycle of the second meeting was held on Saturday, December 11, 2021. The action in the second cycle of the second meeting was a follow-up to the second cycle of the first meeting, to further improve the Speaking Ability of the V A-Class. Lesson planss was made based on observations in the second cycle of the first meeting. which held on December 27, 2021.

In detail, the planning in cycle II is preparing the material to be delivered, making lesson plans and then being validated by Mr. Herriyanto, S.Pd.I.

Indicators to see the achievement of improving English Speaking Ability in students are assessed on a quality and quantity scale. In quality, by looking at the behavior of students during learning activities, such as the level of student activity, student enthusiasm in participating in learning, student enthusiasm for learning and so on.

While the quantity is measured from the results of the speaking test.Speaking test is given to measure the improvement of students' English Speaking Ability after using the snake and ladder game learning media in learning. In the assessment of the test using

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the English KKM class V A MIN 4 Jember of 70.

2) Acting

The implementation of the action cycle II meeting II was carried out on Saturday, December 11, 2021 for 2 x 30 minutes, to be exact at 08.00-09.00 WIB. At this meeting as many as 32 students took part in learning English.

a) Introductory Activities

The lesson begins with greetings from the teacher. Then proceed with prayer activities together. Next, the teacher greets the students, asks about the students' condition and asks about the students' readiness to take part in the lesson. After that, the teacher invites students to sing together to foster enthusiasm for learning in students.

Before learning begins, the teacher invites students to recall the sentences they have learned in the previous meeting. Students are very enthusiastic to mention the English sentences they have learned in the previous meeting. Many students can name all the sentences that have been studied previously. However, there are still some students who can only mention a few sentences that have been learned.

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Picture 4.13
Introductory Activities in the Second Meeting of Cycle 2

b) Core Activities

Next activity The teacher divides students into 5 new groups that are different from last week's group. One group consists of 6-7 students. After grouping, the teacher immediately opened the giant snake and ladder game board that would be used for playing and teaching. Before starting the game of snakes and ladders, teachers were reminded again about the rules in the game of snakes and ladders. In addition, the teacher explained that for this meeting who can win the game in each group will get a reward. Rewards are also given to students who are most active during English language learning using snake and ladders media.

During the game, the teacher continues to provide direction and guidance to the students. And after it was enough and each group had a winner, the teacher instructed the students to end the game of snakes and ladders. Rewards are also given to students who get an increase in speaking English sentences in each cycle and after it was enough and each group had a

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winner, the teacher instructed the students to end the game of snakes and ladders.

Picture 4.14
Core Activities in the Second Meeting of Cycle 2:
The Students Playing Snake and Ladder Game Media

c) Closing Activities

At the end of the lesson,the teacher together with the students conclude the lessons that have been done at this meeting. k. Before closing the lesson, the teacher gives moral messages to students. After that, it was continued by praying together before the lesson ended.

After the end of the study,

The researcher conducted interviews with students and teachers about the impressions on the learning that had been carried out.

Following are excerpts of interviews with students:

> I feel very excited to learn when I use an interesting game like this. I also don't feel bored if I study in this way. I became more daring to speak English because of this snake and ladder game. I have no more difficulty

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when I pronounce English sentences because I memorize them with pleasure[48]

Usually I am lazy to learn English because English lessons are difficult. But if I learn it by playing snakes and ladders, I become very happy to learn English. Previously I could not speak English sentences at all but after playing and learning to use the snake and ladder board game, I became able to[49]

Pictures 4.15
(Interview with the Students about snakes and Ladders Game Media)

Pictures 4.16
(Interview with Students about the playing snakes and ladders game)

Based on the results of interviews with V-A students who were conducted after the learning cycle II meeting ended,

[48] Levi, Results of Interviews with Students After the Action in Class V A MIN 4 Jember, 11 December 2021.

[49] Reva, Results of Interviews with Students After the Action in Class V A MIN 4 Jember, 11 December 2021.

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it was found that this was done by playing snakes and ladders. Students feel enthusiastic and not lazy to take part in learning English. Students can be more daring to speak using English sentences.

The following is an excerpt from the interview with Teacher:

> Students seem more enthusiastic to take part in learning English. Many students are waiting for Saturday to learn English. This is because learning English is no longer boring for them because it uses interesting media. Judging from the results of the speaking test, it also increased again than before.[50]

Pictures 4.17
(Consulting and Interviewing with the English Teacher about the Materials)

From the results of interviews with English teachers conducted after the end of the second cycle of learning, it is known that the enthusiasm and enthusiasm of students in participating in English learning is increasing than before. In addition, seen from the results of the speaking test scores given are also increasing.

The learning activities start from the preliminary, core

[50] Heriyanto, Results of an Interview with an English Teacher Class V A MIN 4 Jember, october,18 2021.

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and closing activities in accordance with the planned lesson plan systematic. Based on the learning activities in the second cycle of the first and second meeting, the results of improving Speaking Ability using snake and ladder game media in class V-A MIN 4 Jember based on the speaking test which was held on December,18 2021.

Picture 4.18
Closing activities in the Second Meeting of Cycle 2

c. The Result of Speaking Test in Cycle 2

The Speaking test was administered in the third meeting (on December 18th 2021) after the actions in the cycle that had been given. The test was done to measure the students speaking ability in understanding the test. In this test,the students were asked to describe person or things.

Table 4.3
The Result of Speaking Test In Cycle 2

No	Student Name	kkm	Scoring Criteria					Total Score	Final Score	Information
			Brave	Pronunciation	Vocabularry	Comprehension	Fluency			

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1	AF	70	4	2	4	2	3	15	75	Passed
2	AAWF	70	4	2	4	2	3	15	75	Passed
3	AFNA	70	4	3	4	2	3	16	80	Passed
4	ARH	70	4	3	4	2	3	16	80	Passed
5	AY	70	4	3	4	2	3	16	80	Passed
6	A	70	4	2	4	2	3	15	75	Passed
7	BHA	70	4	3	3	2	3	15	75	Passed
8	BPN	70	4	3	3	2	3	15	75	Passed
9	DTYP	70	4	2	3	2	3	15	70	Passed
10	F	70	3	2	3	2	3	13	65	Not passed
11	IGD	70	4	2	4	3	2	15	75	Passed
12	JNK	70	4	3	4	2	3	16	80	Passed
13	KN	70	4	2	4	2	3	15	75	Passed
14	MNSI	70	3	3	3	3	3	15	75	Passed
15	MHR	70	4	2	3	2	2	13	65	Not Passed
16	MLH	70	4	3	3	3	2	15	75	Passed
17	MDF	70	4	3	4	3	3	17	85	Passed
18	MDF	70	4	3	4	3	3	17	85	Passed
19	MAF	70	4	2	3	2	2	13	65	Not Passed
20	MDA	70	4	2	3	2	2	13	65	Not Passed
21	MH	70	4	3	4	2	3	16	80	Passed
22	NN	70	4	2	3	2	3	14	70	Passed
23	NNA	70	4	2	3	2	3	14	70	Passed
24	PAA	70	4	2	4	3	3	16	80	Passed
25	PZR	70	4	3	4	3	4	16	80	Passed
26	RDAS	70	4	2	4	3	3	16	80	Passed
27	S	70	4	2	4	2	3	15	75	Passed
28	SA	70	4	3	3	2	3	15	75	Passed
29	SFHK	70	4	2	3	3	3	15	75	Passed
30	SA	70	4	3	3	3	3	15	75	Passed
31	V	70	4	2	3	2	2	13	65	Not Passed
32	ZA	70	5	2	3	2	3	15	75	Passed
Total Nilai										2395
Rata-Rata										74.38%

number of students : 32

Students

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number of students who completed : 27 Students

the number of students who have not completed : 5 Students

total value of students : 2395

mean of the students' V A Class score $= \frac{\sum x}{n}$

$= \frac{2395}{32}$

= 74.38

Percentage of completeness of speaking Ability = P $\frac{F}{N}$

$= \frac{27}{32}$x100%

=84.3%

Based on the results of the second cycle of the first and second meetings, it can be said that the application of the snake and ladder game media with the material resulted in an increase in Speaking Ability compared to the first cycle. The class average score was 74.38, while the percentage of mastery Speaking Ability obtained results. 84.3%, namely as many as 27 students who completed from 32 students. The results of cycle II do not need to be followed up because they have reached the success criteria expected by the school, so the research ends

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3) Observing

Based on the results of the observer's assessment that the teacher maximizes and corrects deficiencies during the learning process, so that students can be conditioned and participate in learning activities with enthusiasm and enthusiasm. This is because the teacher pays attention to the results of the reflection of the first cycle so that the teacher's performance becomes even better, it can be concluded that the teacher's activities are successful in the second cycle and it can also be said that the students are very enthusiastic and enjoy during the learning process because they get a new learning experience.

4) Reflecting

The implementation of learning activities is starting from the introduction, core and closing in cycle II according to the RPP that has been designed. Constraints and shortcomings in the application of learning using the snake and ladder game media in cycle I can be resolved and improved properly in the implementation of cycle II. This is evidenced by the results of the average value and mastery of Speaking Ability which get scores above the performance indicator criteria.

The results of the students' speaking ability mastery scores also exceeded the KKM 70, so that the percentage of

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speaking ability mastery was 84.3% or 27 students completed from 32 students. and also the average of students in pre-test to post-test 1 and 2 from 61.38 to 69.13 then there was a significant increase to 74.38. The implementation of learning in cycle II has increased. It can be seen that more students are confident to answer questions orally using English and are actively involved in learning. Students are also motivated and enthusiastic about participating in learning because of the challenges in the game and the rewards they get, so the researchers decided not to do the next cycle.

C. Discussion

1. The Learning Planning Process using the Snake and Ladders Game Media

The learning planning process using the snake and ladder game media this classroom action research is divided into 2 cycles. In each cycle, two meetings were held with a duration of 2x60 or 2x30 minutes at each meeting. The first cycle is designed to provide students with an understanding of the chapter material and the second cycle is designed to provide students with chapter material.

The planning process is carried out by preparing the things needed for the implementation of learning activities, including (1) preparing the material to be delivered. (2) Prepare learning resources.(3) Develop a lesson plan (RPP). (4) Prepare learning media for the game of snakes and

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ladders. (5) Prepare tools or guidelines for observation and interviews.

The implementation of learning in each cycle is carried out using a set of learning media for the snake and ladder game, which consists of a snake and ladder board, multiple-choice cards, and dice.

Before the action was taken, a pre-test was first carried out to determine the students' initial abilities by using the method previously used before the action was held, the lecture method. The pre-test was carried out in one meeting on Saturday, October 23, 2021. From the results of the pre-test scores and the results of interviews with the English teacher class V A, it is known that the English Speaking Ability of grade V A students tends to be low. Many students are not enthusiastic about learning English because they feel bored and the learning is not interesting for students.

2. The process of implementing learning using the snake and ladder game learning media

After knowing the initial conditions of MIN 4 Jember, especially in class V-A, in the implementation of learning English, a giant snake and ladder game learning media is used to improve the speaking abilities of students in class V-A. The main purpose of using learning media is so that messages or information are communicated.Can be absorbed as much as possible by students as recipients of the information. Thus the information will be faster and easier to be processed by students without having to go through a long process that will make it saturated Snakes and ladders

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board game media is included in the category educational game. Educational games are games that have educational elements that are obtained from something that exists and are attached and become part of the game itself.[51]

Snakes and ladders game media can play a major role in learning English, including training concentration and increasing students' memory. And this learning media can make it easier for students to play while learning in the English language they have learned.

With the use of the English language snake ladder game learning media, it is hoped that it can improve the English language skills of V-A students which previously based on the results of the pre-test showed that the level of students' English speaking abilities tended to be low. In accordance with one of the characteristics of visual learning media, namely the Affective Function where visual media can be seen from the level of enjoyment of students when learning (or reading) illustrated texts. Visual images or symbols can arouse students' emotions and attitudes.[52]

Learning English using snakes and ladders game media begins by providing an explanation of the material then continues with playing snakes and ladders to hone and improve the English language skills of grade 5 A students.

The implementation of the first cycle was carried out on Saturday

[51] Dewi Anggraini, Jurnal: "Chain Drill Technique in Teaching Speaking", *Vol. 3 No.1 April*,(Sukaraja:STKIP Nurul Huda, 2018).

[52]Andang Ismail, *Education Games: Menjadi Cerdas dan Ceria dengan Permainan Edukatif*, (Yogyakarta: Pilar Media), 23.

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30 October 2021 and 13 November 2021 It is known that at the beginning of learning students were less enthusiastic about participating in learning. However, after the teacher explained the use of the snake and ladder learning media, the students looked excited and wanted to play the snake and ladder game immediately. snake and ladder game is a learning that can attract students' attention and can make it easier for students to master English speaking abilities.

Before the implementation of the snake and ladder game, students are first divided into several groups consisting of 6-7 students in each group. In the implementation of the snake and ladder game, there are still many students who are still confused about answering the questions on the snake and ladder card. The observations obtained in the implementation of the first cycle of action are that there are still many students who are still hesitant to answer the questions on the card.

The implementation of the second cycle was carried out on Saturday 27 November 2021 and 11 December 2021. It was found that student enthusiasm was higher than the previous learning in cycle I. The second cycle meeting continued to use the snake and ladder game learning media but with a different model from the reflection results in the previous cycle. As well as using learning resources in the form of class V English language textbooks.

Cycle II is carried out by improving the shortcomings that exist in the implementation of the cycle I so that the learning process is better than

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ever. These improvements include the teacher of the snake and ladder game card that they will play.

In the implementation of the snake and ladder game in the second cycle of action, more students were able to answer the questions on the snake and ladder game card. Students are so excited and try hard to remember the vocabulary they have learned before. There are several students who can answer all the questions on the multiple choice cards that they pick randomly and arrive at the finish first. When the teacher instructed to end the game, many students complained and still wanted to play the game longer.

It can be seen that the class atmosphere became more lively than the previous cycle meeting. Students have been waiting to start learning English immediately. Students feel excited when learning English is carried out using the snake and ladder game learning media.

In the implementation of the second cycle, the teacher formed a different group than before, before starting the snake and ladder game. The students were so excited to play the game and were so enthusiastic about answering the questions on the snake and ladder game card. In cycle II, there were also more students who could answer all the questions on the game cards they picked at random.

In this cycle, rewards are given to motivate students to be more enthusiastic in carrying out learning. Rewards are given to students who can answer all the questions on the game card and can reach the first finish

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in each group. In addition, rewards are also given to students who get the highest test scores in each cycle.

3. **The results of the learning assessment using the snake and ladder game learning media**

The learning assessment in this study was carried out at the time scheduled by the researcher to measure the extent to which the learning media used had succeeded in improving English speaking abilities. With the use of English language snake ladder game learning media, at least it can change students' views about English lessons that they previously thought were difficult to speak English

Learning to speak using English is important which is a demand in foreign language learning. So in learning English, speaking abilities are the most important thing to be applied first. From the results of the action of learning English using the learning media of the snake and ladder game, it is obtained that the value increases every cycle.

The results of the pre-test that had been carried out before the action was the average student score of 61.38. while the percentage of English speaking abilities is 21.8%

The first cycle of action, obtained the results of the assessment of the speaking test by the students. The results of the speaking test scores are the students' average score of 69.13 and for the actions in the first cycle the increase in students' Speaking Ability mastery is 65.6% compared to the results of the pre-test that has been carried out previously.

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In the second cycle of action, the students got an average speaking test score of 74.38 which increased from the average score in the first cycle of action. The students' Speaking Ability mastery increased with an overall score of 84.3% from the first cycle of action. which is only 65.6%.

In his research, Aliktah Hasnah Safitri obtained data that the average score of listening skills before the action was only 8%. The average value of the first cycle of completeness percentage is 48%, and the second cycle of completeness percentage is 84%.62 The similarity between researchers and Aliktah Hasnah Safitri's research is that they have similarities in the process variables using snake and ladder game media. The use of the media has also been modified according to the learning material. The results of the percentage of speaking abilitys have in common, which is an increase of almost 84%, while the difference is that this study aims to improve listening skills. Aliktah Hasnah Safitri has adapted the material for the wayang story using question and answer cards.[53] Researchers have the initiative to modify the media idea from previous research.

Researcher Agus Suganda, et al., in his research that students experienced an increase in using snake and ladder game media because the media had been modified with images adapted to learning materials, then Agus Suganda, et al used command boxes that contained descriptions of things, objects, people accompanied by pictures. This can motivate

[53] Alikta Hasnah Safitri, Skripsi: *"Penggunaan Media Permainan Ular Tangga untuk Meningkatkan Keterampilan Menyimak Cerita Wayang Purwa Lakon Gathutkaca Lair pada Siswa Kelas IV Mu'adz SD Al-Azhar Syifa Budi",* (Surakarta: Universitas Sebelas Maret, 2016).

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students to engage in conversation with their group of friends using the snake and ladder game media[54]

The results of interviews with collaborative teachers, Mr. Herri, said that the increase in students' enthusiasm for learning when playing high was accompanied by students who began to dare to be active, besides that the teacher's efforts in the process of learning activities such as strengthening and providing feedback to students could provide a new learning atmosphere.[55] Students participate in learning activities actively and enthusiastically.

Results of interviews with students said that students enjoy playing and have the courage to answer questions orally.[56] Students must complete challenges including being able to solve problems contained in the snake and ladder game media such as reciting pronunciation, memorizing vocabulary.

Students who get high scores are because to several factors, including researchers changing heterogeneous play groups and supervising the game process, so that students are motivated by various characters of their friends. Friends who are active give encouragement to friends who still don't have the courage to answer. Another factor, the motivation of friends who ask questions and friends who answer correctly, becomes a

[54] Agus Suganda, dkk. Jurnal "*Upaya Meningkatkan Kemampuan Bicara Siswa Dalam Bahasa Inggris Melalui Permainan Snake And Ladder Di Kelas VII-A Smp Negeri 1 Cimahi".* (Bandung: UPI Bandung).

[55] Heriyanto, Results of an Interview with an English Teacher Class V A MIN 4 Jember, December,18 2021.

[56] Ira,Ezi,Dhifa,Result of an Interview with Students Class V A MIN 4 Jember,December,18 2021.

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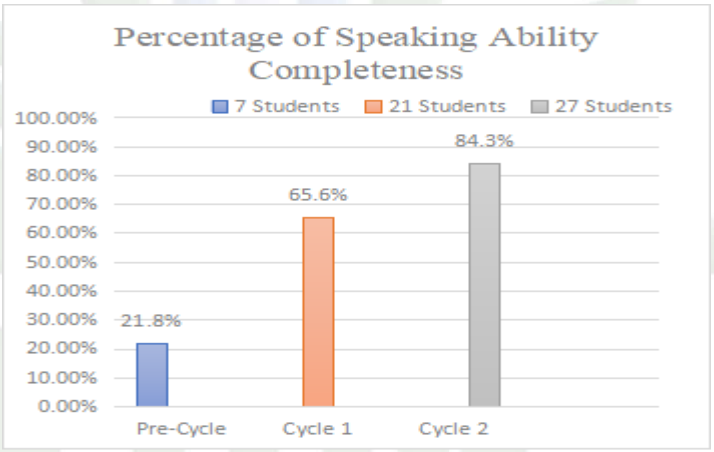
special spirit to be able to win the game. Courage and self-confidence will grow in the mental attitude of students if learning English uses attractive and interactive media or learning models.

Based on the results of the explanation described above, it can be seen that there was an increase in speaking abilities, especially in class V-A MIN 4 Jember after the implementation of the snake and ladder game media. Analysis of data results from pre-cycle, cycle I and II resulted in the percentage of the average value and mastery of speaking abilities which can be seen in the diagram



Gambar 4.19
Percentage of Speaking Skills Completeness

Referring to the results of the Class Action Research (CAR) conducted by researchers using the snake and ladder game media on the material in class V-A MIN 4 Jember, it has been successfully carried out. The results of the research in the second cycle have met the performance indicators of speaking ability. Summary of research results from cycles I and II can be seen in the table.

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Table 4.4
Improving Research Results at MIN 4 Jember

No.	Measured Aspect	Pre-Cycle	Cycle `I	Cycle II	Increasing
1	Mean	61.38	69.13	74.38	13
2	Percentage of Speaking abilitys Completeness	21.8%	65.6%	84.3%	62.5%
3	Number of Completed Students	7 from 32	21 from 32	27 from 32	20 Students

Based on the results of classroom action research and exposure to the application of snake and ladder game media in class V A MIN 4 Jember that there was an increase in either cycle I or cycle II. The application of this learning media can be said to be successful in improving speaking abilities, so that the snake and ladder game media can be used by teachers as one of the learning media in improving students' speaking abilities.

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CHAPTER V

CLOSING

A. Conclusion

Based on the analysis of the results of the discussion and learning activities carried out for two cycles, the researchers can conclude as follows:

In conclusion, this research was conducted to know how Snakes and Ladders game could improve the students' reading motivation. The method used in this research was used Classroom Action Research. In this research, the researcher implemented two cycles: cycle one, and cycle two. Both cycle one and cycle two consisted of planning, action, observation, and reflection. Cycle one and cycle two had the same actions, they were playing the Snake and Ladders game. However, there were some differences between cycle one and cycle two.

in the first cycle of the first and second meetings using snakes and ladders media some students still did not dare to speak in English but some students dared to speak English using some vocabulary with slightly unclear pronunciation.

but after the second cycle of the first and second meetings after using the media snakes and ladder game, many students were enthusiastic about learning English and they were not even ashamed to speak English even though it was not so fluent and even the average value and presentation of the mastery speaking abilities of the class students V-A increased from pre-cycle to post-test 1 and post-test 2

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Improved speaking abilities using snake and ladder game media in class V A MIN 4 Jember got good results. This is evidenced by the value data starting from the pre-cycle, cycle I, and cycle II. The percentage value of speaking ability pre-cycle is 21.8% (less) or as many as 7 students who have completed. The results of the percentage value in the first cycle reached 65.6% (Enough) or 21 students who completed, then the second cycle increased to 84.3% (Good) or 27 students who completed from 36 students. The results of the first cycle to the second cycle increased by 62.5%.

The result of this research was the changes in students' behavior. It showed that by playing Snake and Ladders game, the direction of an individual's attention and activity, persistence, activity level, continuing motivation, and performance were improved. The students' behavior was better after the CAR cycles were implemented. Through those activities, it could be concluded by using the Snake and Ladders game as the media to teach the English lesson, the students motivated to speak English.

B. Suggestion

Based on the results of research conducted by researchers that snake and ladder game media can improve speaking ability, the following suggestions can be submitted:

1. Teachers should apply varied media to facilitate students to be enthusiastic about learning, so that students feel happy and not bored during learning.

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2. For further researchers, this research should be used as a reference in improving English speaking ability using the snake and ladder game media, so that students will gain new learning experiences.
3. for The School The application of this media requires assistance, supervision, and good time management so that learning is targeted and structured. If the class is large, it is necessary to adjust the number of media and the division of the group. The varied learning steps using this media should be adapted to the learning materials to support the success of the learning process using the snake and ladder game media.

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APPENDIX 1

PERNYATAAN KEASLIAN TULISAN

Yang bertanda tangan di bawah ini**:**

Nama : Firman Aulia Ramadhan

NIM : T20184056

Fakultas : Tarbiyah dan Ilmu Keguruan

Jurusan/ Prodi : Pendidikan Islam/ Pendidikan Guru Madrasah Ibtidaiyah

Institusi : Universitas Islam Negeri KH. Achmad Siddiq Jember

Menyatakan dengan sebenar-benarnya bahwa dalam hasil penelitian ini tidak terdapat unsur-unsur penjiplakan karya penelitian atau karya ilmiah yang pernah dilakukan atau dibuat orang lain, kecuali yang secara tertulis dikutip dalam naskah ini dan disebutkan dalam sumber kutipan dan daftar pustaka.

Apabila dikemudian hari ternyata hasil penelitian ini terbukti terdapat unsur-unsur penjiplakan dan ada klaim dari pihak lain, maka saya bersedia untuk diproses sesuai peraturan perundang-undangan yang berlaku.

Demikian pernyataan keaslian skripsi ini, dibuat dengan sebenar-benarnya.

Jember,11-April-2022

Saya yang menyatakan

FIRMAN AULIA RAMADHAN

NIM. T20184056

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APPENDIX 2

Judul	Variabel	Indicators	SUMBER DATA	METODE PENELITIAN	FOKUS PENELITIAN
Playing Snake and Ladders to Improve Student Speaking Ability of V-A Class t at MIN 4 Jember	1. Playing Snake and Ladders 2. Speaking Ability	a. Teknik bermain ular tangga a. Brave b. Vocabulary c. Pronounciation d. Comprehension e. Fluency	1. Subjek Penelitian yaitu seluruh siswa kelas V A MIN 4 Jember 2. Informan : a. Kepala Madrasah b. Guru Bahasa Inggris c. Peserta didik 3. Kepustakaan 4. Dokumentasi	1. Jenis Penelitian Menggunakan Classroom Action Research(CAR) 2. Metode Pengumpulan Data a. Observasi b. Wawancara c. Dokumentasi d. Non Tes Assesment e. Kuisionner 3. Analisis Data: a. Menggunakan Deskriptif Kualitatif b. Menggunakan rumus yaitu $\bar{x} = \frac{\sum x}{n}$	1. How was Playing Snake and Ladders Game can Improve Speaking Ability in V-A class at MIN 4 Jember

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APPENDIX 3

OBSERVATION SHEET

Focus	Topic	Cycle I		Cycle II	
		Yes	No	Yes	No
The researcher as the teacher	• The teacher explains about snake and ladder game	√			√
	• The teacher gave chance for students to ask about snake and ladder game	√		√	
	• The teacher observes students' activities and behavior while teaching learning process runs	√		√	
	• The teacher motivates students to show their best in vocabulary	√		√	
Students	• Students listen and pay attention to the teacher explaining snake and ladder game	√		√	
	• Students deliver questions when the teacher gives them a chance	√		√	
	• Students ask the teacher about snake and ladder game	√			√
	• Some of students are still confuse and do not know what todo	√			√
	• All of students come to followthe test		√	√	
	• Students use dictionary to help them find the difficult word	√		√	
	• All of students use dictionary when they are studying in the class		√		√
	• Students give good response to the activities in the classroom	√		√	
	• Students are interesting to the teacher instruction and explanation	√		√	
	• Students always get out and get in during learning and teaching process	√		√	
	• Students always play in the classroom	√		√	
		√		√	

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JEMBER

Situation	• The clssroom is acomfortable • The Classroom is far from crowd • The Classroom is Noisy • The classroom has media such as whiteboard, marker, duster.	√ √ √	 √ 	√ √ √ √	

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APPENDIX 4

QUESTIONNAIRE SHEET

Choose one of the following statements whether you (A) = 4, (B) = 3,(C) = 2, and (D)=1 with these statements. Do answer honestly. Put a checklist (√) inappropriate answer.

NO	STATEMENTS	CHOICES			
		A □	B □	C □	D □
1	Snake and Ladder Game make speaking ability learning process become easier for me				
2	I can improve my speaking Ability by using Snake and Ladder Game				
3	Snake and Ladder Game is exciting media for me				
4	Snake and Ladder Game can be a solution for me in facing difficulties to speak English				
5	My friends and I always give comments and suggestion in order to improve our my speaking ability				
6	I enjoy Snake and Ladder Game when doing learning process				
7	I can also build up my social relationship in the team				
8	Snake and Ladder Game is easy to be understood for me				
9	Snake and Ladder Game class is not difficult to be practiced in the learning process				
10	In the team, I can do cross correction with myfriends so that my Speaking Ability will be better than before				

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APPENDIX 5

QUESTIONNAIRE SCORES

Number of question : 10
Score : 0- 10 = disagree 11- 20 = agree 21- 30 = strongly agree

Students	Questions										Total
	1	2	3	4	5	6	7	8	9	10	
AF	2	3	1	1	3	3	2	2	3	2	22
AAWF	1	2	2	1	3	2	2	2	2	2	19
AFNA	2	2	3	1	3	3	2	2	2	3	23
ARH	1	1	2	3	1	3	3	2	2	2	20
AY	2	2	2	3	3	3	3	2	2	2	24
A	2	1	3	3	2	2	2	2	2	2	21
BHA	3	1	2	3	2	2	1	2	3	3	22
BPN	2	1	2	2	2	3	3	2	3	3	23
DTYP	2	2	2	2	2	3	3	3	3	3	25
F	3	2	2	3	3	3	2	2	2	2	24
IGD	2	2	2	3	3	2	1	3	3	3	24
JNK	3	1	2	2	3	2	3	2	2	2	22
KN	2	1	3	3	2	1	2	2	3	3	22
MNSI	3	2	3	3	1	2	2	3	2	3	24
MHR	2	2	2	2	2	2	2	2	2	2	20
MLH	2	2	3	3	2	2	3	3	2	2	24
MDF	3	2	1	3	3	3	1	1	2	3	22
MDF	2	2	3	3	2	2	3	3	2	2	24
MAF	3	3	3	2	2	2	3	3	3	2	26
MDA	2	3	2	3	3	2	2	3	3	2	25
MH	2	1	3	2	1	2	2	2	2	2	19
NN	3	2	3	3	2	2	1	2	3	2	23

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JEMBER

NNA	2	2	3	2	3	3	2	2	1	2	22
PAA	3	3	2	2	3	3	3	2	2	2	25
PZR	2	2	3	2	2	3	3	2	2	2	23
RDAS	3	1	2	2	3	3	1	2	2	3	22
S	2	3	2	2	3	2	1	2	2	3	22
SA	2	3	3	2	2	3	2	2	3	2	24
SFHK	2	2	2	3	3	3	1	2	3	2	23
SA	2	2	2	3	2	1	3	2	3	2	23
V	3	3	2	3	1	3	2	3	3	2	25
ZA	3	3	3	2	3	3	2	3	3	3	28

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JEMBER

APPENDIX 6

INTERVIEW SHEET

Respondents: Teacher of English Studies
Name : Heriyanto,S.Pd.I

1. What strategies or methods do you apply in learning English?

Answer: Mostly I use the lecture method in learning English.

2. What media do you often use in learning English? Answer: I use textbooks and worksheets

3. What are the obstacles that you experience in learning English?

Answer: Children find it difficult to speak in English and lack enthusiasm in participating in learning.

4. What efforts have you made to develop English learning?

Answer: Yes, sometimes I use English songs to encourage students to take part in English learning.

5. How is the learning process using the snake and ladder game learning media in cycle I?

Answer: I think this snake and ladder game media is very good to use in learning English, so that students are easy to speak in English. Because learning is interspersed with games, students become excited to learn English. Students look happy when learning English is interspersed with a game of snakes and ladders.

6. How is the learning process using the snake and ladder game learning media in cycle II?

Answer: According to my observations, students are getting more enthusiastic about

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participating in Arabic learning, they are eager to learn Arabic after using the snake and ladder game as the media. From the results of his test even more improved than before. Many students are waiting for Saturday to learn English. This is because learning English is no longer boring for them because it uses interesting media. Judging from the results of the speaking test, it also increased again than before.

Respondent : Class V-A

Student Name : Ezi

1. What is your response to learning English by using snakes and ladders game media?

Answer: Learning English becomes fun because it uses the game of snakes and ladders.

2. What benefits do you get from learning English by using snake and ladder learning media?

Answer : I like to speak English with snakes and ladders game. I become easy to speak in English

Respondent : Class V-A

Student Name : Saenal

1. What is your response to learning Arabic by using snakes and ladders game media?

Answer: I became excited in learning English because learning English is not boring anymore.

2. What benefits do you get from learning English by using snake and ladder learning media?

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JEMBER

Answer: The game is fun because I can always remember the vocabulary I memorized and it is easy to speak English. I always want to hurry on Saturday so that I can quickly learn English.

Respondent : Class V-A

Student Name : Reva

1. What is your response to learning English by using snakes and ladders game media?

Answer : I feel very excited to learn when I use an interesting game like this. I also don't feel bored if I study in this way. I became more online to speak English because of this snake and ladder game. I have no more difficulty when I pronounce English sentences because I memorize them with pleasure

2. What benefits do you get from learning English by using snake and ladder learning media?

Answer: I like to learn in this way because it makes it easier for me to speak English. I want it fast

Saturday again, so I can learn English by playing snakes and ladders again.

Respondent : Class V-A

Student Name : Levi

1. What is your response to learning Arabic by using snakes and ladders game media?

Answer : Usually I am lazy to learn English because English lessons are difficult. But if I learn it by playing snakes and ladders, I become very happy to learn English. Previously I could not speak English sentences at all but after playing and learning to

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use the snake and ladder board game, I became able to

2. What benefits do you get from learning English by using snake and ladder learning media?

Answer: By playing the game of snakes and ladders, it becomes easy for me to recall the Arabic vocabulary that has been learned.

Respondents: Class V-A

Students Name : Ira

1. What is your response to learning English by using snakes and ladders game media?

Answer: I feel very enthusiastic about learning when I use an interesting game like this. I also don't feel bored if I study in this way.

2. What benefits do you get from learning English by using snake and ladder learning media?

Answer: I have memorized a lot of English vocabularies because of this snake and ladder game. I have no trouble speaking English because I memorize it with pleasure.

Respondent : Class V-A

Student Name : Dhifa

1. What is your response to learning English by using snakes and ladders game media?

Answer: Usually I am lazy to learn English because English lessons are difficult. But if you learn it by playing with snakes

stairs I became very happy to learn English.

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JEMBER

2. What benefits do you get from learning English by using snake and ladder learning media?

Answer: Previously I only memorized a little English vocabulary. But through the game of snakes and ladders, I can memorize a lot of English vocabularies

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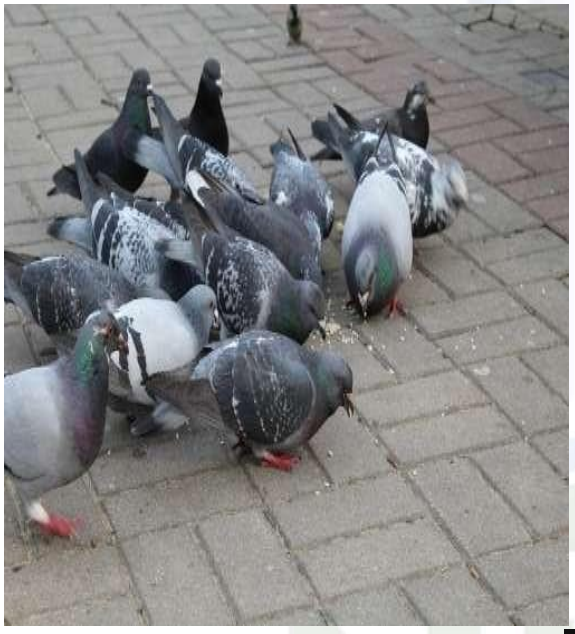
JEMBER

APPENDIX 7

PRE-TEST

Mata pelajaran : bahasa inggris
Waktu Pelaksanaan : 23-Oktober-2021
Choose One Picture,then Describe a person or things in the picture in front of the class



POST-TEST 1

Mata pelajaran : bahasa inggris

Waktu Pelaksanaan : 20-November-2021

Choose one Pictures,then Describe Person or Things in front of Class

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APPENDIX 9

POST-TEST 2

Mata pelajaran : bahasa inggris
Waktu Pelaksanaan : 18-Desemnber-2021
Choose one Pictures,then Describe Person or Things in front of Class

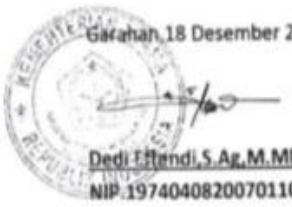
APPENDIX 11

JURNAL PENELITIAN

No	Hari /Tanggal	Jenis Kegiatan	TTD
1	October 4-16 2021	Preliminary Study Observing and Interview with the English teacher and Some Student About The English Learning process	 (The Principal Mr Dedi Effendi,S.Ag,M.MPd)
2	October 23 2021	Pre-Test at V-A Class MIN 4 Jember Speaking Test (before the Action)	 (The English Teacher Mr Herriyanto ,S.Pd.I)
3	October 30 2021	Do the First Meeting of Cycle 1 Learning English with Snake and ladders Game	 (The English Teacher Mr Herriyanto ,S.Pd.I)
4	November 13 2021	Do the Second Meeting of Cycle 1 Learning English with Snake and Ladders Game	 (The English Teacher Mr Herriyanto ,S.Pd.I)
5	November 20 2021	Do the Speaking Test of Cycle 1 Post Test 1	 (The English Teacher Mr Herriyanto ,S.Pd.I)
6	November 27 2021	Do the First Meeting of Cycle 2 Learning English with Snake and ladders game	 (The English Teacher

			Mr Herriyanto ,S.Pd.I)
7	December 11 2021	Do the Second Meeting of Cycle 2 Learning English with Snake and Ladders Game	(The English Teacher Mr Herriyanto ,S.Pd.I)
8	December 11 2021	Interview with The student of V-A Class (Interview with Reva)	
9	December 11 2021	Interview with the Student of V-A Class (Interview with Levi)	
10	December 18 2021	Do The Speaking Test of Cycle 2 Post Test 2	(The English Teacher Mr Herriyanto ,S.Pd.I)
11	December 18 2021	Interview with the Student of V-A Class (Interview with Ira)	
12	December 18 2021	Interview with the Student of V-A Class (Interview with ezi)	
13	December 18 2021	Interview with the Student of V-A Class (Interview with dhifa)	
14	December 18 2021	The End of Classroom Action Research take care of the letter of completion of research	(The Principal Mr Dedi Effendi,S.Ag,M.MPd)

Garahan, 18 Desember 2021

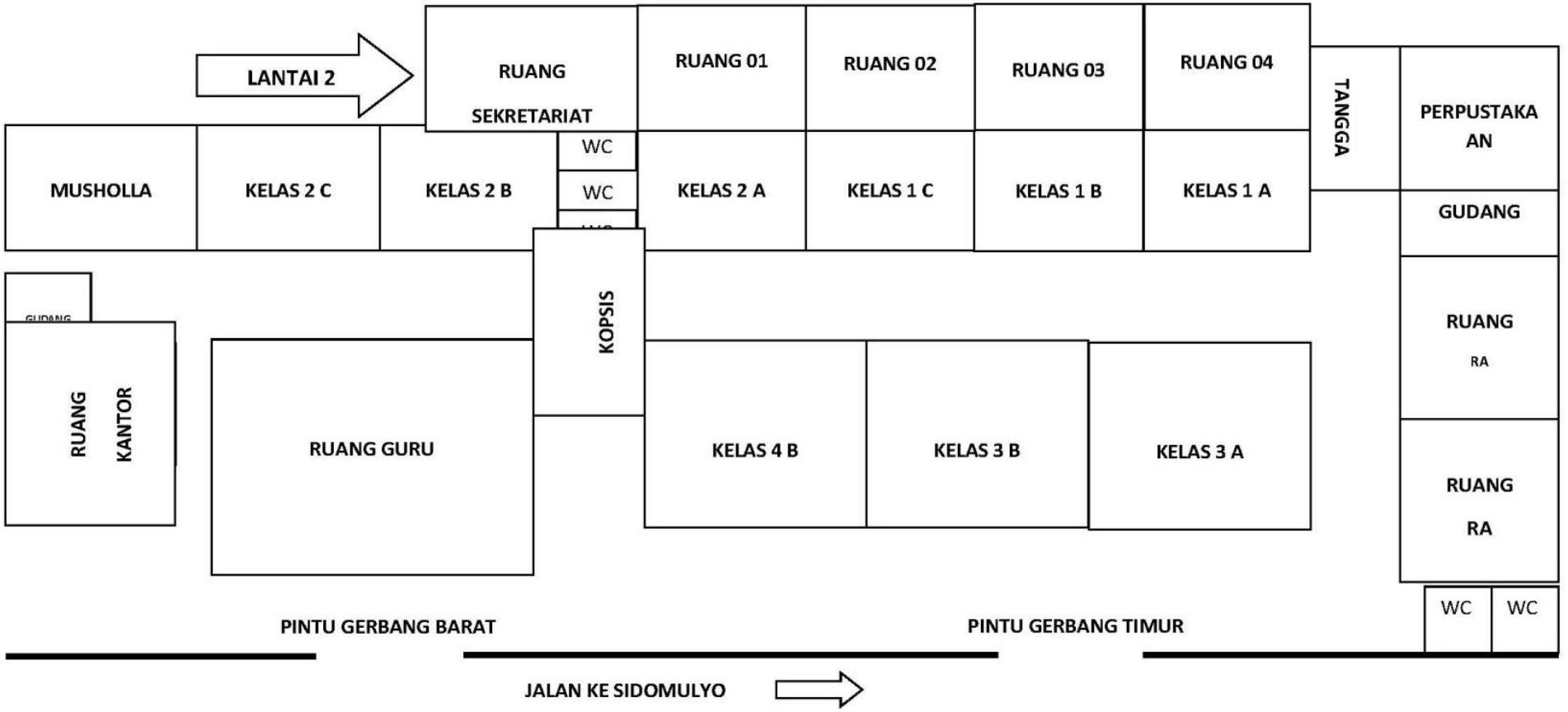


Dedi Effendi,S.Ag,M.MPd

NIP.197404082007011028

APPENDIX 12

DENAH MI NEGERI 4 JEMBER



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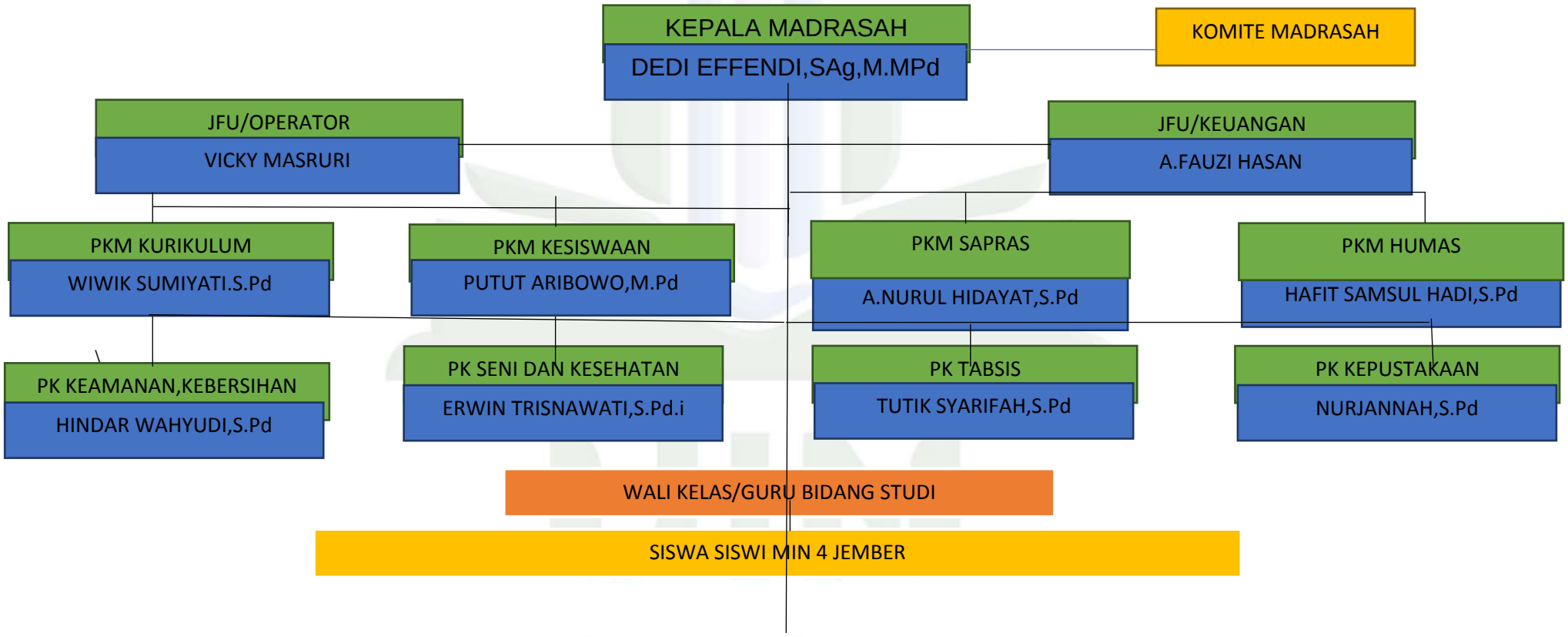
APPENDIX 13

STRUKTUR ORGANISASI MIN 4 JEMBER



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APPENDIX 14

SILABUS BAHASA INGGRIS

Satuan Pendidikan : MIN 4 JEMBER
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : V/1
Tujuan terkait dengan : Siswa dapat berinteraksi secara lisan dengan guru dan teman dalam bahasa Inggris sederhana lingkungan terdekat dan sesuai dengan dunia anak-anak.

Tema	Kompetensi Dasar	Sub-Tema	Indikator	Pengalaman Belajar	Penilaian	Alokasi Waktu	Bahan/Sarana/Alat
All About Me	1. Merespons instruksi sangat sederhana secara verbal dalam konteks kelas 2. Memperkenalkan diri dan berkenalan, 3. Membuat *mind map* mengenai diri sendiri dengan menggunakan kosa kata yang tepat.	*Self-introduction* *Dream job* *Hobby*	• Memberikan dan menanyakan nama, hobi, jenjang kelas, alamat, cita-cita, dan usia dengan lafal dan ucapan yang benar. • Mengeja nama • Membuat *mind map* sederhana sendiri	• Mendengarkan dan melakukan • Mendengarkan dan mengulangi • Menyanyikan lagu • Memperagakan	Autentik dengan unjuk kerja (*performance*)	4 jam pelajaran	Realia yang ada di dalam kelas dan benda yang dimiliki siswa: • gambar benda • buku bergambar yang relevan • pemutar audio (*mp3 player, CD/DVD player/smartphone*)
School (Direction	1. Memberikan instruksi petunjuk	*Imperatives*	• Menyebutkan ruangan di	• Mendengarkan dan	Autentik dengan unjuk kerja	4 jam pelajara	Realia yang ada di dalam kelas dan benda yang

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)	arah dengan menggunakan bahasa yang tepat. 2. Merespons instruksi sangat sederhana secara verbal mengenai petunjuk arah menuju ruangan di sekolah.	*Preposition of place* *Name of room* *Ordinal numbers*	sekolah, *ordinal numbers* dan *imperative* dengan ucapan dan lafal yang benar. • Menjawabpertanyaan mengenai denah ruangan dari gambar peta yang tersedia. • Memberikan dan menanyakan arah menuju ruangan yang ada di sekolah dengan penggunaan bahasa yang tepat.	mengulangi • Mendengarkan dan berbicara (dialog). • Menyanyikan lagu. • Mendengarkan dan melakukan. • Menulis.	(*performance/role play*)	n	dimiliki siswa: • gambar benda • buku bergambar yang relevan pemutar audio (*mp3 player, CD/DVD player/smartphone*)
At The Doctor's	1. Mendeskripsikan bagian-bagian tubuh. 2. Merespons instruksi sangat sederhana secara verbal mengenai bagian-bagian	*Symptomp/ilness* *Part of body* *Sympathy*	• Menyebutkan bagian-bagian tumbuh dan penyakit dengan ucapan dan lafal yang benar. • Merespons instruksi sangat	• Menyanyikan lagu • Mendengarkan dan menulis. • Mendengarkan dan melakukan.	Autentik dengan unjuk kerja (*performance*)	4 jam pelajaran	Realia yang ada di dalam kelas dan benda yang dimiliki siswa: • gambar benda • buku bergambar yang relevan pemutar audio (*mp3 player, CD/DVD*

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JEMBER

	tubuh. 3. Menanyakan dan memberikan kabar dengan menggunakan bahasa yang tepat. 4. Mengidentifikasi pesan singkat berisi harapan kesembuhan seseorangdengan menggunakan bahasa yang tepat.		sederhana dengan menyentuh bagian-bagian tubuhdengan tepat. • Mencocokkan penyakit yang disebutkan di dalam rekaman dengan gambar. • Membuat dialog singkat tentang kabar seseorang. • Menjawab pertanyaan dari pesan singkat dengan tepat.	• Mendengarkan dan mengulangi • Mendengarkan dan mencocokkan • Mendengarkan dan berbicara (dialog). • Menulis.			*player/smartphone*)
Describing People	1. Mendeskripsikan ciri fisik seseorang. 2. Merespons instruksi sangat sederhana mengenai bentuk. 3. Mengidentifikasi seseorang melalui ciri fisiknya.	*Parts of body* *Adjectives*	• Menyebutkan ciri fisik seseorang dengan ucapan dan lafal yang benar. • Mencocokkan ciri fisikyang disebutkan di dalam rekaman	• Mendengarkan dan mengulangi. • Mendengarkan dan melakukan. • menyanyikan lagu. • Mendengarkan dan	Autentik dengan unjuk kerja (*students' drawing & performance*)	6 jam pelajaran	Realia yang ada di dalam kelas dan benda yang dimiliki siswa: • gambar benda • buku bergambar yang relevan pemutar audio (*mp3 player, CD/DVD player/smartphone*)

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JEMBER

			dengan gambar. • Menggambar orang berdasarkan petunjuk ciri fisiknya dengan benar. • Mengisi teks rumpang.	berbicara (dialog). • Membaca dan menggambar.			

Mengetahui
Jember,20Oktober-2021
Kepala Madrasah

Dedi Effendi,SAg,M.MPd
NIP. 197404082007011028

Guru Bahasa Inggris

Herriyanto,SPd.I
NIP.

Calon Guru

Firman Aulia Ramadhan
NIM.T20184056

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APPENDIX 15

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Satuan Pendidikan : **MIN 4 JEMBER**
Muatan Pelajaran : Bahasa Inggris
Kelas / Semester : V / Ganjil
Materi Pembelajaran : At The Doctor's
Alokasi waktu : 4 JP (4 kali pertemuan)

A. Kompetensi Dasar:

1. Mendeskripsikan bagian-bagian tubuh.
2. Merespons instruksi sangat sederhana secara verbal mengenai bagian-bagian tubuh.
3. Menanyakan dan memberikan kabar dengan menggunakan bahasa yang tepat.
4. Mengidentifikasi pesan singkat berisi harapan kesembuhan seseorang dengan menggunakan bahasa yang tepat.

B. Indikator:

- Menyebutkan bagian-bagian tumbuh dan penyakit dengan ucapan dan lafal yang benar.
- Merespons instruksi sangat sederhana dengan menyentuh bagian-bagian tubuh dengan tepat.
- Mencocokkan penyakit yang disebutkan di dalam rekaman dengan gambar.
- Membuat dialog singkat tentang kabar seseorang.
- Menjawab pertanyaan dari pesan singkat dengan tepat.

. Tujuan Pembelajaran:

Pada akhir pembelajaran, siswa dapat:

- menyebutkan bagian-bagian tumbuh dan penyakit dengan ucapan dan lafal yang benar.
- merespons instruksi sangat sederhana dengan menyentuh bagian-bagian tubuh dengan tepat.
- mencocokkan penyakit yang disebutkan di dalam rekaman dengan gambar.
- membuat dialog singkat tentang kabar seseorang.
- menjawab pertanyaan dari pesan singkat dengan tepat.

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D. Materi Pembelajaran : At The Doctor's

E. Alokasi Waktu : 4 jam pelajaran (4 kali pertemuan)

F. Metode dan Media : *Integrated Skills* (mendengarkan, menirukan, bercakap-cakap, memperagakan, menggambar)

Giant Snakes and Ladders Game Board Media

G. Langkah-langkah Kegiatan Pertemuan pertama

a. Kegiatan Pendahuluan

- *Warming-up activity*
- Guru menanyakan Menggunakan Bahasa Inggris seperti "How Are you everybody" lalu peserta didik menjawab " Good sir,Thank you and you"
- Tanya jawab tentang hal-hal Tokoh Favorit seperti "siapa tokoh favorit kalian" "apakah kalian suka Gusdur"
- Menyebutkan benda-benda yang terdapat dalam ruang kelasMotivasi :
- Menjelaskan pentingnya materi yang akan dipelajari serta memberikan motivasi kepada siswa agar bersemangat mengikuti pelajaran yang akan dipelajari.

b. Kegiatan Inti

- Guru Melibatkan peserta didik mencari informasi yang luas dan dalam tentang topik/tema materi yang akan dipelajari dengan berbagai sumber.
- Guru Membagi Kelompok menjadi 4-5 kelompok
- Guru menjelaskan Peraturan dan Alur Permainan *Snake and Ladders* setelah itu guru menyiapkan Media Papan Raksasa *Snake and Ladders*
- Guru Mengobservasi jalannya Permainan *Snake and Ladders*,bagi peserta didik yang berhasil menjawab pertanyaan yang ada dalam Multilechoice Card mendapatkan hadiah yaitu maju satu langkah dan jika jawaban salah maka mundur satu langkah.
- Guru memberitahu peserta didik untuk berani berbicara Bahasa inggris pada saat permainan dimulai

c. Kegiatan Penutup

Dalam kegiatan penutup, guru:

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- Bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran;
- Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram;
- Memberikan umpan balik terhadap proses dan hasil pembelajaran;
- Merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan konseling dan/atau memberikan tugas baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik;
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

1. **Sumber belajar**
   a. Buku teks yang relevan..
   b. Gambar-gambar yang relevan
2. **Penilaian**

Indikator Pencapaian Kompetensi	**Teknik Penilaian**	**Bentuk Instrumen**	**Instrumen/ Soal**
1. Bertanya dan Menjawab tentang meminta,memberi, menolak jasa	Unjukkerja	Test Tertulis	*Create a dialogue based on the picture of snake and ladder game and perform it in front of the class.*
2. Bertanya dan Menjawab tentang meminta,memberi, menolak barang			
3. Bertanya dan Menjawab tentang mengakui, mengingkari fakta			
4.Bertanya dan menjawab memberi pendapat			

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a. Instrumen:
My mother is sick today. She is in .....now.
a.Police Office c. Hotel
b.Supermarket d.Hospital

b. Pedoman Penilaian

Jumlah skor maksimal keseluruhan 100

c. Rubrik Penilaian

Excellent	100
Very good	90
Good	80
Average	70
Poor	≤60

Mengetahui
Jember, 30 Oktober 2021
Kepala Sekolah **Guru Bahasa Inggris**

DEDI EFFENDI. SAg,M.MPd **HERRIYANTO, S.Pd.I**
NIP. 197404082007011028 **NIP.**

Calon Guru

FIRMAN AULIA RAMADHAN
NIM. T20184056

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APPENDIX 16

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Satuan Pendidikan : **MIN 4 JEMBER**
Muatan Pelajaran : Bahasa Inggris
Kelas / Semester : V / Ganjil
Materi Pembelajaran : At The Doctor's
Alokasi waktu : 4 JP (4 kali pertemuan)

A. Kompetensi Dasar:

1. Mendeskripsikan bagian-bagian tubuh.
2. Merespons instruksi sangat sederhana secara verbal mengenai bagian-bagian tubuh.
3. Menanyakan dan memberikan kabar dengan menggunakan bahasa yang tepat.
4. Mengidentifikasi pesan singkat berisi harapan kesembuhan seseorang dengan menggunakan bahasa yang tepat.

B. Indikator:

- Menyebutkan bagian-bagian tumbuh dan penyakit dengan ucapan dan lafal yang benar.
- Merespons instruksi sangat sederhana dengan menyentuh bagian-bagian tubuh dengan tepat.
- Mencocokkan penyakit yang disebutkan di dalam rekaman dengan gambar.
- Membuat dialog singkat tentang kabar seseorang.
- Menjawab pertanyaan dari pesan singkat dengan tepat.

C. Tujuan Pembelajaran:

Pada akhir pembelajaran, siswa dapat:

- menyebutkan bagian-bagian tumbuh dan penyakit dengan ucapan dan lafal yang benar.
- merespons instruksi sangat sederhana dengan menyentuh bagian-bagian tubuh dengan tepat.
- mencocokkan penyakit yang disebutkan di dalam rekaman dengan gambar.
- membuat dialog singkat tentang kabar seseorang.
- menjawab pertanyaan dari pesan singkat dengan tepat.

D. Materi Pembelajaran : At The Doctor's

E. Alokasi Waktu **:** 4 jam pelajaran (4 kali pertemuan)

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F. Metode dan Media **:** *Integrated Skills* (mendengarkan, menirukan, bercakap-cakap, memperagakan, menggambar)

Giant Snakes and Ladders Board

G. Langkah-langkah Kegiatan Pertemuan pertama

a. Kegiatan Pendahuluan
- *Warming-up activity*
- Guru menanyakan Menggunakan Bahasa Inggris seperti "Good Morning everybody,How Are you?" lalu peserta didik menjawab " Good sir,Thank you and you"
- Tanya jawab tentang hal-hal Tokoh Favorit seperti "siapa tokoh favorit kalian"
- Guru Menjelaskan Sedikit Terkait Materi yang sudah dipelajari sebelumnya
- Motivasi :
  Menjelaskan pentingnya materi yang akan dipelajari serta memberikan motivasi kepada siswa agar bersemangat mengikuti pelajaran yang akan dipelajari.

b. Kegiatan Inti
- Guru Menjelaskan terkait materi yang sudah dipelajari sebelumnya
- Guru Membagi Kelompok menjadi 4-5 kelompok
- Guru memberikan kesempatan kepada peserta didik untuk memilih kelompok sendiri
- Guru menjelaskan Peraturan dan Alur baru Permainan *Snake and Ladders* setelah itu guru menyiapkan Media Papan Raksasa *Snake and Ladders.*
- Disetiap kelompok hanya ada satu orang yang bermain,satu orang melempar dadu dan sisa kelompok menjawab mendeskripsikan tokoh yang ada di kotak permainan *snake and ladders* lalu menjawab pertanyaan yang terdapat di Multiple Choice Card
- Guru Memperhatikan jalannya Permainan *Snake and Ladders*,bagi peserta didik yang berhasil menjawab pertanyaan yang ada dalam Multilechoice Card mendapatkan hadiah yaitu maju tiga langkah dan jika jawaban salah maka mundur tiga langkah.
- Setelah 30 menit jalannya permainan maka guru memberhentikan

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permainan

- Guru mengajak peserta didik untuk duduk kembali di bangku masing-masing
- Guru Mengajak peserta didik untuk saling bertanya antar kelas terkait materi yang sudah diberikan
- Guru memanggil beberapa peserta didik untuk maju ke depan mendeskripisikan seseorang menggunakan Bahasa inggris

c. Kegiatan Penutup

Dalam kegiatan penutup, guru:

- Bersama-sama dengan peserta didikdan/atausendiri membuat rangkuman/simpulan pelajaran;
- Guru melakukan drilling dengan mendeskripsikan seseorang menggunakan Bahasa inggris seperti " Mr Jokowi is the president of republic indonesia"
- Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram;
- Memberikan umpan balik terhadap proses dan hasil pembelajaran;
- Merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan konseling dan/atau memberikan tugas baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik;
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

3. Sumber belajar

a. Buku teks yang relevan..
b. Gambar-gambar yang relevan

4. Penilaian

Indikator Pencapaian Kompetensi	**Teknik Penilaian**	**Bentuk Instrumen**	**Instrumen/ Soal**
1. Bertanya dan Menjawab tentang meminta,memberi, menolak ajakan	Unjukkerja	Test Tertulis	*Create a dialogue based on the picture of snake and ladder game and perform it in front of the class.*

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2. Bertanya dan Menjawab tentang menyetujui dan tidak menyetujui			
3. Bertanya dan Menjawab tentang memuji			
4.Bertanya dan menjawab memberi selamat			

a. Instrumen:
Mr Soekarno is ….?
a.First President of RI c. Third President of USA
b.An Artist d. A singer

b. Pedoman Penilaian
Jumlah skor maksimal keseluruhan 100

c. Rubrik Penilaian

Excellent	100
Very good	90
Good	80
Average	70
Poor	≤60

Mengetahui
Jember, 13 November 2021
Kepala Sekolah **Guru Bahasa**
Inggris

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Calon Guru

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APPENDIX 17

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan : **MIN 4 JEMBER**

Muatan Pelajaran : Bahasa Inggris

Kelas / Semester : V / Ganjil

Materi Pembelajaran : Describing People

Alokasi waktu : 4 JP (4 kali pertemuan)

A. Kompetensi Dasar:

1. Mendeskripsikan ciri fisik seseorang.
2. Merespons instruksi sangat sederhana mengenai bentuk.
3. Mengidentifikasi seseorang melalui ciri fisiknya.

B. Indikator:

- Menyebutkan ciri fisik seseorang dengan ucapan dan lafal yang benar.
- Mencocokkan ciri fisik yang disebutkan di dalam rekaman dengan gambar.
- Menggambar orang berdasarkan petunjuk ciri fisiknya dengan benar.
- Mengisi teks rumpang.

C. Tujuan Pembelajaran:

Pada akhir pembelajaran, siswa dapat:

- menyebutkan ciri fisik seseorang dengan ucapan dan lafal yang benar.
- mencocokkan ciri fisik yang disebutkan di dalam rekaman dengan gambar.
- menggambar orang berdasarkan petunjuk ciri fisiknya dengan benar.
- mengisi teks rumpang.

D. Materi Pembelajaran : Describing People

E. Media Pembelajaran : Giant Snake and Ladders Board

F. Alokasi Waktu : 4 jam pelajaran (4 kali pertemuan)

G. Metode : *Integrated Skills* (mendengarkan, menirukan, bercakap-cakap, penugasan, memperagakan, Berbicara)

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H. Langkah-langkah Kegiatan Pertemuan pertama

a. Kegiatan Pendahuluan

- *Warming-up activity*
- Tanya jawab tentang hal-hal yang tokoh atau Karakter yang disukai
- Menyebutkan benda-benda yang terdapat dalam ruang kelas
- Motivasi :Menjelaskan pentingnya materi yang akan dipelajari serta memberikan motivasi kepada siswa agar bersemangat mengikuti pelajaran yang akan dipelajari.

b. Kegiatan Inti

- Melibatkan peserta didik mencari informasi yang luas dan dalam tentang topik/tema materi yang akan dipelajari dengan berbagai sumber.
- Guru menjelaskan sedikit terkait bagaimana Mendeskripsikan Seseorang menggunakan Bahasa inggris seperti “Sule Have a Long Hair”
- Menggunakan beragam pendekatan pembelajaran, media pembelajaran, dan sumber belajar lain;
- Guru Membagi peserta didik dalam 4-5 kelompok
- Guru membuka Papan Permainan *Snake and Ladders* raksasa yang didalamnya terdapat beberapa tokoh yang nantinya akan di deskripsikan oleh peserta didik
- Guru Juga menyiapkan Multiplechoice Card untuk Peserta didik menebak ciri-ciri mana yang benar berdasarkan tokoh
- Guru Melibatkan peserta didik secara aktif dalam setiap kegiatan pembelajaran; dan
- Membiasakan peserta didik untuk aktif dalam permainan Ular Tangga Raksasa ;
- Guru Memberi kesempatan untuk berpikir, menganalisis, menyelesaikan masalah, dan bertindak tanpa rasa takut;
- Guru Memfasilitasi peserta didik berkompetisi secara sehat untuk meningkatkan prestasi belajar;
- Guru Memfasilitasi peserta didik untuk menyajikan hasil kerja individual maupun kelompok;
- Guru Memfasilitasi peserta didik melakukan kegiatan yang

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menumbuhkan kebanggaan dan rasa percaya diri peserta didik.

c. Kegiatan Penutup

Dalam kegiatan penutup, guru:

- Bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran;
- Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram;
- Memberikan umpan balik terhadap proses dan hasil pembelajaran;
- Merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan konseling dan/atau memberikan tugas baik tugas individual maupun kelompok sesuai dengan hasilbelajar peserta didik;
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

1. Sumber belajar

a. Buku teks yang relevan..
b. Gambar-gambar yang relevan

2. Penilaian

Indikator Pencapaian Kompetensi	**Teknik Penilaian**	**Bentuk Instrumen**	**Instrumen/ Soal**
1. Bertanya dan Menjawab tentang meminta,memberi,menolak jasa	Unjukkerja	Test Tertulis	*Create a dialogue based on the picture of snake and ladder game and perform it in front of the class.*
2. Bertanya dan Menjawab tentang meminta,memberi, menolak barang			
3. Bertanya dan Menjawab tentang mengakui, mengingkari fakta			
4.Bertanya dan menjawab memberi pendapat			

a. Instrumen:

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The animal lives in water. It lives in the river and sea. It has grills. Many people eatthis animal. What animal is it?

a.Fish c. Ghoose
b. Frog d. Dog

b. Pedoman Penilaian

Jumlah skor maksimal keseluruhan 100
Nilai maksimal masing-masing setiap soal 5 dari 20 soal yang tersedia

c. Rubrik Penilaian

Excellent	100
Very good	90
Good	80
Average	70
Poor	≤60

Mengetahui **Jember, 27 November 2021**
Kepala Sekolah **Guru Bahasa Inggris**

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APPENDIX 18

RENCANA PELAKSANAAN PEMBELAJARAN(RPP)

Satuan Pendidikan : **MIN 4 JEMBER**
Muatan Pelajaran : Bahasa Inggris
Kelas / Semester : V / Ganjil
Materi Pembelajaran : Describing People
Alokasi waktu : 4 JP (4 kali pertemuan)

A. Kompetensi Dasar:

1. Mendeskripsikan ciri fisik seseorang.
2. Merespons instruksi sangat sederhana mengenai bentuk.
3. Mengidentifikasi seseorang melalui ciri fisiknya.

B. Indikator:

- Menyebutkan ciri fisik seseorang dengan ucapan dan lafal yang benar.
- Mencocokkan ciri fisik yang disebutkan di dalam rekaman dengan gambar.
- Menggambar orang berdasarkan petunjuk ciri fisiknya dengan benar.
- Mengisi teks rumpang.

C. Tujuan Pembelajaran:

Pada akhir pembelajaran, siswa dapat:

- menyebutkan ciri fisik seseorang dengan ucapan dan lafal yang benar.
- mencocokkan ciri fisik yang disebutkan di dalam rekaman dengan gambar.
- menggambar orang berdasarkan petunjuk ciri fisiknya dengan benar.
- mengisi teks rumpang.

D. Materi Pembelajaran : Describing People

E. Media Pembelajaran : Giant Snake and Ladders Board

F. Alokasi Waktu : 4 jam pelajaran (4 kali pertemuan)

G. Metode : *Integrated Skills* (mendengarkan, menirukan, bercakap-cakap, penugasan, memperagakan, Berbicara)

H. Langkah-langkah Kegiatan Pertemuan kedua

a. Kegiatan Pendahuluan

Apersepsi :

- *Warming-up activity*

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- Tanya jawab tentang hal-hal yang berhubungan makanan, minuman dan olahraga yang disukai
- Guru Mengajak Peserta didik bernyanyi Twinkle-Twinkle Little Star Bersama-sama

•Menyebutkan benda-benda yang terdapat dalam ruang kelas

Motivasi :

- Menjelaskan pentingnya materi yang akan dipelajari serta memberikan motivasi kepada siswa agar bersemangat mengikuti pelajaran yang akan dipelajari.

B. Kegiatan Inti

- Guru kembali Mengingatkan Peserta didik terhadap materi yang sudah diajarkan sebelumnya
- Guru menjelaskan Kembali peraturan permainan *Snake and Ladders* kepada Peserta didik
- Guru akan memberikan *Reward* kepada kelompok yang berhasil memenangkan permainan
- Guru Membagi peserta didik dalam 4-5 kelompok
- Guru membuka Papan Permainan *Snake and Ladders* raksasa yang didalamnya terdapat beberapa tokoh yang nantinya akan di deskripsikan oleh peserta didik
- Guru Juga menyiapkan Multiplechoice Card untuk Peserta didik menebak ciri-ciri mana yang benar berdasarkan tokoh
- Guru Melibatkan peserta didik secara aktif dalam setiap kegiatan pembelajaran; dan
- Membiasakan peserta didik untuk aktif dalam permainan Ular Tangga Raksasa ;
- Guru Memberi kesempatan untuk berpikir, menganalisis, menyelesaikan masalah, dan bertindak tanpa rasa takut;
- Guru Memfasilitasi peserta didik berkompetisi secara sehat untukmeningkatkan prestasi belajar;
- Guru Memfasilitasi peserta didik untuk menyajikan hasil kerja

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individual maupun kelompok;

- Guru Memfasilitasi peserta didik melakukan kegiatan yang menumbuhkan kebanggaan dan rasa percaya diri peserta didik.

C. Kegiatan Penutup

Dalam kegiatan penutup, guru:

- Bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran;
- Guru Memberikan Reward Kepada Kelompok yang memenangkan Permainan
- Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram;
- Memberikan umpan balik terhadap proses dan hasil pembelajaran;
- Merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan konseling dan/atau memberikan tugas baik tugas individual maupun kelompok sesuai dengan hasilbelajar peserta didik;
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

3. Sumber belajar

a. Buku teks yang relevan..
b. Gambar-gambar yang relevan

4. Penilaian

Indikator Pencapaian Kompetensi	**Teknik Penilaian**	**Bentuk Instrumen**	**Instrumen/ Soal**
1. Bertanya dan Menjawab tentangmeminta,memberi, menolak jasa 2. Bertanya dan Menjawab tentang meminta,memberi, menolak barag	Unjukkerja	Test Tertulis	*Create a dialogue based on the picture of snake and ladder game and perform it in front of the class.*

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3. Bertanya dan menjawab tentang mengakui, mengingkari fakta 4.Bertanya dan menjawab memberi pendapat			

a. Instrumen:
Sule is an …?

a.Comedian c. Teachers
b.President d. Police

b. Pedoman Penilaian
Jumlah skor maksimal keseluruhan 100
Nilai maksimal masing-masing setiap soal 5 dari 20 soal yang tersedia

Mengetahui **Jember, 11 Desember 2021**
Kepala Sekolah **Guru Bahasa Inggris**

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APPENDIX 19

Surat Ijin Penelitian

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

Nomor	:	B. 1920/In.20/3.a/PP.00.9/11/2021	03 Nopember 2021
Sifat	:	Biasa	
Lampiran	:	-	
Hal	:	**Permohonan Ijin Penelitian**	

Yth. Kepala MIN 4 JEMBER
Jl.K.Arifin no 72 ,Pasar Alas,Garahan Jember

Assalamualaikum Wr Wb.

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

Nama	:	Firman Aulia Ramadhan
NIM	:	T20184056
Semester	:	VII
Prodi	:	PENDIDIKAN GURU MADRASAH IBTIDAIYAH

untuk mengadakan Penelitian/Riset mengenai ***Playing Snake and Ladders to Improve Student Speaking Ability of Fifth Grade Student at MIN 4 Jember*** selama **30 (tiga puluh)** hari di lingkungan lembaga wewenang Bapak/Ibu Dedi Effendi,S.Ag,M.MPd.

Adapun pihak-pihak yang dituju adalah sebagai berikut:

1.Kepala Sekolah
2.Waka kurikulum
3. guru kelas 5

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Wassalamualaikum Wr Wb.

Jember, 03 Nopember 2021
a.n. Dekan
Wakil Dekan Bidang Akademik,

Mashudi

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APPENDIX 20

Surat Selesai Penelitian

KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN JEMBER
MADRASAH IBTIDAIYAH NEGERI 4 JEMBER
Jalan K. Arifin No. 72 Dusun Pasar Alas Desa Garahan Kecamatan Silo
Website: www.jember.kemenag.go.id

SURAT KETERANGAN

Nomor: B-07/Mi.13.32.4/Pp.00.4/12/2021

Yang bertanda tangan di bawah ini

Nama	: Dedi Effendi,S.Ag,M,MPd.
NIP	: 197404082007011028
Jabatan	: Kepala Madrasah
Unit Kerja	: MIN 4 Jember

Menerangkan dengan sesungguhnya bahwa

Nama	: Firman Aulia Ramadhan
NIM	: T20184056
Universitas	: Universitas KH Achmad Shiddiq Jember
Jurusan	: Pendidikan Islam
Program Studi	: Pendidikan Guru Madrasah Ibtidaiyah
Fakultas	: Tarbiyah dan Ilmu Keguruan

Telah melaksanakan penelitian di MIN 4 Jember mulai Oktober sampai dengan Desember 2021 memperoleh data guna penyusunan Tugas Akhir Skripsi dengan Judul **"Playing Snake and Ladders to Im Student's Speaking Ability of V A Grades at MIN 4 Jember"**.

Demikian surat keterangan ini dibuat untuk dapat digunakan sebagaimana semestinya

Garahan, 18 Desember 2(
Kepala Madrasah
MIN 4 Jember

Dedi Effendi,S.Ag,M.MP
NIP. 197404082007011(

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BIODATA PENULIS

Nama : Firman Aulia Ramadhan
NIM : T20184056
TTL : Gilimanuk,24 September 1999
Alamat : Jl Sadar,Lingkungan Arum Barat Gang 4 Kelurahan Gilimanuk
Jurusan/Prodi : Pendidikan Islam/ Pendidikan Guru Madrasah Ibtidaiyah

RIWAYAT PENDIDIKAN

1. Taman Kanak-kanak : TK Gilimandala
2. Sekolah Dasar : MIN VI Jembrana
3. SMP : MTsN I Jembrana
4. SMA : MAN I Jembrana
5. Perguruan Tinggi : Universitas Islam Negeri KH Achmad Shiddiq Jember

PENGALAMAN ORGANISASI

1. Pimpinan Redaksi Jurnal Akselerasi PGMI
2. Kepala Biro Jurnalistik HMPS PGMI 19/20
3. Ketua Bidang Kaderisasi Ikatan Mahasiswa Dewata
4. Tutor English Devision Of ICIS Corner
5. Kepala Bidang Tabligh Ikatan Mahasiswa Muhammdiyah Jember
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