

**THE EFFECT OF SNAKE AND LADDER GAME
TOWARD STUDENTS' SPEAKING ABILITY
AT X GRADE SMK N 3 PANYABUNGAN**



A THESIS

*Submitted to the State Islamic University Syekh Ali Hasan Ahmad
Addary Padangsidempuan as a Partial Fulfillment of the Requirement
for the Graduate Degree of Education (S.Pd) in English Department*

Written By :

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ENGLISH EDUCATIONAL DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
OF SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN**

2023

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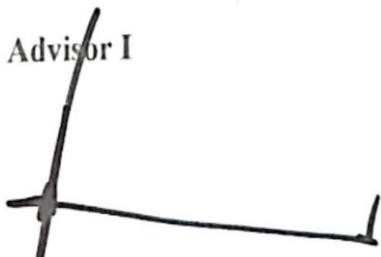
Assalamu'alaikum warohmatullahwabarakatuh

After reading, studying and giving advice for necessary revision on the thesis belongs to **Atika Rahma Riza**, entitled **"The Effect of Using Snake and Ladder Game Towards Students' Speaking Ability at X Grade SMK N 3 Panyabungan"**. We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary (UIN SYAHADA) Padangsidempuan.

Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary (UIN SYAHADA) Padangsidempuan. Thank you.

Wassalamu'alaikum warohmatullahwabarakatuh

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ABSTRACT

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Title of Thesis :The Effect of Snake and Ladder Game Towards Students' Speaking Ability at X Grade SMK N 3 Panyabungan

This research intended to find out the effect of snake and ladder game towards students' speaking ability at X grade SMK N 3 Panyabungan. The problems faced by students' speaking ability. This research had three purposes: The first is to find out students' speaking ability at X grade SMK N 3 Panyabungan before using snake and ladder game. The next is to find out the students' speaking ability at X grade SMK N 3 Panyabungan after using snake and ladder game. The last is to find out whether there was significant effect of snake and ladder game towards students' speaking ability at X grade SMK N 3 Panyabungan or not. This research used experimental quantitative method with pre-test post- test control group design. The sample were X TKJ-1 grade as experimental class consisted of 33 students and X TKJ-2 grade as control class consisted of 30 students. The data were collected through speaking test by using oral test test and analyzed by using T-test formula to testing hypothesis. The result of this research showed that the ability the students in speaking ability before learning using Snake and Ladder Game is lower than after learning using Snake and Ladder Game. For the significant it showed by the result T-test. It showed that $t_{count} > t_{table}$. Therefore, alternative hypothesis (H_a) of this research was accepted, null hypothesis (H_0) was rejected. It can be concluded that there was significant effect of Snake and Ladder Game to speaking ability of X grade SMK N 3 Panyabungan.

Keywords: Snake and Ladder Game, Speaking Ability

ABSTRAK

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Judul :Pengaruh Permainan Ular Tangga Terhadap Kemampuan Berbicara Siswa Kelas X SMK N 3 Panyabungan

Penelitian ini bertujuan untuk mengetahui pengaruh permainan ular tangga terhadap kemampuan berbicara siswa kelas X SMK N 3 Panyabungan. Permasalahan yang dihadapi kemampuan berbicara siswa. Penelitian ini memiliki tiga tujuan: Pertama, untuk mengetahui kemampuan berbicara siswa kelas X SMK N 3 Panyabungan sebelum menggunakan permainan ular tangga. Selanjutnya untuk mengetahui kemampuan berbicara siswa kelas X SMK N 3 Panyabungan setelah menggunakan permainan ular tangga. Terakhir adalah untuk mengetahui apakah ada pengaruh yang signifikan permainan ular tangga terhadap kemampuan berbicara siswa kelas X SMK N 3 Panyabungan atau tidak. Penelitian ini menggunakan metode kuantitatif eksperimen dengan rancangan pre-test post-test control group. Sampel penelitian adalah kelas X TKJ-1 sebagai kelas eksperimen yang terdiri dari 33 siswa dan kelas X TKJ-2 sebagai kelas kontrol yang terdiri dari 30 siswa. Data dikumpulkan melalui tes berbicara dengan menggunakan tes lisan dan dianalisis dengan menggunakan rumus T-test untuk menguji hipotesis. Hasil penelitian ini menunjukkan bahwa kemampuan siswa dalam kemampuan berbicara sebelum pembelajaran menggunakan Permainan Ular Tangga lebih rendah dibandingkan setelah pembelajaran menggunakan Permainan Ular Tangga. Untuk signifikansi ditunjukkan oleh hasil T-test. Itu menunjukkan bahwa $t_{hitung} > t_{tabel}$. Dengan demikian, hipotesis alternatif (H_a) penelitian ini diterima, hipotesis nol (H_0) ditolak. Dapat disimpulkan bahwa terdapat pengaruh yang signifikan Permainan Ular Tangga terhadap kemampuan berbicara siswa kelas X SMK N 3 Panyabungan.

Kata kunci: Permainan Ular Tangga, Kemampuan Berbicara.

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Peneliti

Atika Rahma Riza

18 203 00105

TABLE OF CONTENT

	Page
INSIDE COVER PAGE	
LEGALIZATION ADVISOR SHEET	
DECLARATION OF SHEET THESIS COMPLETION	
AGREEMENT PUBLICATION OF APPROVAL STATEMENT	
ABSTRACT	i
ABSTRAK	ii
ACKNOWLEDGEMENT	iii
TABLE OF CONTENTS.....	vii
LIST OF TABLES	ix
LIST OF FIGURES	x
CHAPTER I: INTRODUCTION.....	1
A. Background of the Problem.....	1
B. Identification of the Problem.....	3
C. Limitation of the Problem	4
D. Formulation of the Problem	4
E. Objective of the Research.....	5
F. Significances of the Problem.....	5
G. Defenition of Operational Variable.....	6
H. Outline of Thesis	6
CHAPTER II: THEORETICAL DESCRIPTION	8
A. Theoretical Description.....	8
1. Description of Speaking.....	8
a. Defenition of Speaking.....	8
b. Part of Speaking	10
c. Types of Speaking	12
d. Function of Speaking	13
e. Descriptive Text	14
f. Materials of Teaching Speaking	15
2. Snake and Ladder Game	17
a. Definition of Snake and Ladder Game.....	17
b. Rules of Snake and Ladder Game	20
c. Advantages of Snake and Ladder Game	23
d. Disadvantages of Snake and Ladder Game	23
3. Teaching Speaking By Using Snake and Ladder Game	24
a. Pre Teaching.....	24
b. While Teaching.....	25
c. Post Teaching.....	26
d. Teachers' Method in Teaching Speaking.....	26
B. Review of Related Findings	26
C. Conceptual Framework	28
D. Hypothesis.....	31

CHAPTER III: RESEARCH METHODOLOGY	32
A. Place and Time of Research.....	32
B. Research Design.....	32
C. Population and sample	34
D. Instrument of Research.....	36
E. Validity and Reliability Instrument.....	38
F. Procedure of Collecting Data	39
G. Techniques of Analyzing Data.....	40
CHAPTER IV: THE RESULT OF RESEARCH	45
A. Description of the Data.....	46
B. Testing of Hypothesis.....	52
C. Discussion	58
D. Threats of the Research.....	58
CHAPTER V: CONCLUSION AND SUGGESTION.....	63
A. Conclusion.....	63
B. Suggestion	63
REFERENCES	
CURRICULUM VITAE	
APPENDIXES	

LIST OF TABLES

	Page
Table 1 Table of Design Instrument.....	33
Table 2 Population of the Research	34
Table 3 Sample of the Research.....	35
Table 4 Indicators of Speaking	36
Table 5 The Criteria of Qualification Score.....	38
Table 6 The Percentage of Using Snake and Ladder Game.....	38
Table 7 The Score of Pre-test in Control Class.....	44
Table 8 Frequency Distribution of Students' Score	45
Table 9 The Score of Pre-test in Experimental Class	46
Table 10 Frequency Distribution of Students' Score	47
Table 11 The Score of Post-test Control Class	48
Table 12 Frequency Distribution of Students' Score	49
Table 13 The Score of Post-test Experimental Class	50
Table 14 Frequency Distribution of Students' Score	51
Table 15 Normality Test in Pre-test	53
Table 16 Normality Test in Post-test	53
Table 17 Test of Homogeneity of Variance.....	54
Table 18 Gain Score.....	55
Table 19 Independent Sample T-test.....	56

LIST OF FIGURES

	Page
Figure 1 Conceptual Framework.....	30
Figure 2 Description Data Pre-Test of Control Class	44
Figure 3 Description Data Pre-Test of Experimental Class	46
Figure 4 Description Data Post-Test of Control Class.....	48
Figure 5 Description Data Post-Test of Experimental Class	50

CHAPTER I

INTRODUCTION

A. Background of the Problem

Speaking as a foreign language. English is difficult to learn, especially when the students speak. Therefore, students need to have the ability to speak English so that they can communicate with others. To achieve the goal of teaching speech, students need to be more active in the process of teaching learning. In addition, teachers can stimulate students' interest in learning to speak in class and have students enjoy it.

Speaking is a productive skill. It not be separated from listening. When we speak, we create a text. However, during this process, speakers share their ideas, thoughts, or opinions. Based on Harmer, speaking is a way to convey a message by communication, to give ideas, knowledge, and emotions to others. This is the most important way for a narrator to express himself verbally¹.

One of the key communication skills for establishing oneself as a member of the people is speaking. Speaking is one of the key abilities in both teaching and learning. Speaking skill is the capacity to do something, to elicit a particular reaction, whether physical or mental, and to explain clearly what others have said, particularly pupils².

¹ Jeremy Harmer, *"The Practice of English Language Teaching"*, (New York Longman : 2007), p.345.

²Anggi, Rayendriani & Zainuddin, *"The Effect of Suggestedia Method on Students' Speaking Ability at Grade VIII MTsN Model Padangsidempuan Lokaas Ujung Garap"*, English Education, <http://jurnal.iain-padangsidempuan.ac.id/index.php/EEJ/article/view/1256/1057>, Vol.06 No.2.December 2018, p.186.

Curriculum expectation in SMK N 3 Panyabungan based on interview with English teacher of elevent grade students in SMK N 3 Panyabungan the teacher said, curriculum merdeka still using in the school but her opinion, students more understand when used the curriculum before, and she also says, many students have no self-confidence and difficulte to speak English because the students not practice their english speaking in the classroom. Meanwhile, students lack interest and feel bored to learn speaking when students only listening³.

In teaching learning, not all learning English is fun, sometimes teachers use media to support the learning so that students are more relaxed and interested in the learning. So here, researchers will be applying the media or tool in the classroom because most of students not interesting about the learning. The media will be make the students more fun and enjoy in the learning⁴.

Game is one of things can makes human feel happy than game also can raise their mood to do something and what they are want to do that. Game is an activity in which the interesting interaction among the contestants with certain rules to gain a special objective⁵. Using game help to increase students enthusiastm in learning activity because there are games involving the participation of students to be more active in learning

³Munjiah Nasution, "*Private Interview with Teacher English in SMK N 3 Panyabungan*", (2022).

⁴Rina Maryanti, "*The Effectiveness of Learning Media Used During Online Learning*" Jurnal UPI, <https://ejournal.upi.edu/index.php/Boga/article/download/38379/16014> Vol.9 Issue 2, 2020, p.85.

⁵Erroz, "*Six Games For The EFL/ESL Classroom*". The Internet TESL Journal, Vol.VI, No.6, June 2015, p.6. <http://iteslj.org/Lessons/Ersoz-Games.html>

speaking and application games method helping to improve the ability of students students in English including speaking skill. And this section, researcher takes that snake and ladder game in this result

According to Lowe that snake and ladder game is a populer game in the world, it easy to make basic materials and can be adapted to suit many learning situations and assist in developing communication in speaking⁶. Brooks also says that snake and ladder game is a game to train students to speak English than eliminate their fear of speak up⁷. Based on above, that snake and laddar game can assist the materials in speaking class and this game that uses a dice and board. The boards consists to one hundred box. But in this case, the resercher modiflicated that boards only uses thirty six box and describe things such as animal, person, place and so on.

Based on the preliminary study conducted by the researcher in SMK N 3 Panyabungan still not confident and feeling bored with previous method. So, the researcher interesting to use a media or tool to support their learning and researcher will be using a snake and ladder game and make the students fun and not feeling bored in the classroom. This media also make the students more active in speaking because many students not confident to speak up. Using this media more intractive to learn.

⁶ Lowe, "Games and toys in teching Science and Technology Education", (Paris UNESCO: 2000), p.27

⁷Keith W Brooks, "Introduction to TESOL: A Beginning Approach to Teaching Second Language Learners", (Lulu.com : 2015), p.123.

B. Identification of the Problem

Based on the background above, some problem can be defined, such as :

1. The students have no self-confidence to speak.
2. The students lack of vocabulary.
3. The students not able to speak English grammatical.
4. Students lack interest and feel bored to learn speaking when students only listening.

C. Limitation of the Problem

Based on the identification above, there are some game in the world. Such as pictures game, gusing and speculating, memory games, word games and caring or sharing games but researcher only uses one game to apply the learning. The researcher used snake and ladder game to this research this game include to gusing and speculating game.

The researcher focused in the teaching-learnig speaking skill in descriptive text. The researcher focused on describing the things. Based on the real fact without any opinion. Than, researcher used Snake and Ladder Game Towards Speaking Ability in this result.

Researcher choose snake and ladder game because this game able to help the speaking learning than make students confidence to speak in front of class.

D. Formulation of the Problem

In order to conduct the research, the researcher will formulate the problems of the research as follows :

1. How is students' speaking ability at X grade SMK N 3 Panyabungan before using Snake and Ladder Game?
2. How is students' speaking ability at X grade SMK N 3 Panyabungan after using Snake and Ladder Game?
3. Is there any significant effect of Snake and Ladder Game Towards students' speaking ability SMK N 3 Panyabungan at X grade?

E. Objectives of the Problems

Based on above formulation of the problem, the researcher determines the aims as follows :

1. To examine the students' speaking ability at X Grade SMK N 3 Panyabungan before learning by using Snake and Ladder Game.
2. To examine the students' speaking ability at X grade SMK N 3 Panyabungan after learning by using Snake and Ladder Game.
3. To examine whether there is significant effect of Snake and Ladder Game Towards students' speaking ability at X Grade SMK N 3 Panyabungan.

F. Significances of the Research

The researcher expects that the findings of this study will give benefits and some contributions, the expected contributions are:

1. For English teachers, to be an information in improving teaching-learning quality in speaking skill, especially by using snake and ladder game.
2. For students, to make the students more understand in speaking by using snake and ladder game and to be a sources to build their self-confidence as well as their motivation in speaking class.
3. The next researchers, this research can be reference to the next researcher to help their research in the same quality of the research.

G. Definition of Operational Variable

1. Speaking Ability

Speaking is an activity to share our ideas, opinions and knowledge when human communication.

2. Snake and Ladder Game

Snake and ladder game is a game that use a board and a dice. The board consists of thirty six command grid and must be played by more than one players.

H. Outlined of Thesis

In this section, the researcher arranged the systematic of the research into five chapters. Each chapters encompassed sub chapters which detailed as follow: in background, it's miles includes historical past of the problem, identity of the problem, problem of the problem, formula of the problem, goals of the research, significances of the research, definition of operational variables and description of the thesis.

In chapter two, it is consists of theoretical description of speaking skill, descriptive text, using snake and ladder game review of related findings, conceptual framework and hypothesis.

In chapter three, it is include studies method, which include time and place of the research, research methodology, populace and sample, instrument of the research, method of the data collection and technique of data analysis.

In chapter four, it will be the result of the research, this chapter will tell about the data analysis, description of the data and threats of the research.

The last, in chapter five will consist of conclusion that is giving conclusion about the result of the research and suggestion that given suggestion to the students and teachers by researcher.

CHAPTER II

THEORETICAL DESCRIPTION

A. Theoretical Description

1. Description of Speaking

a. Definition of Speaking

Speaking is one of that human have for communication. Based on Kelly as speaking produce a utterances, than transfer information such as ideas or opinions and emotional feelings to other people⁸. Speaking show that the process that speak has goal and to achieve. This means that there are some goals when people speak.

When someone can speak a language, it means that they can continue the conversation reasonably well. In addition, Brown states that a measure of successful acquisition of a languages, in most cases, a demonstration of the ability to achieve practical goals through interactive conversations with other speakers of the language⁹. One of goals in speaking skill when the human speak clearly than make the communicate well.

According to Naushin, speaking is a productive skill. There are two important aspects of speaking. They are accuracy and

⁸Gerald Kelly, *How Teach Pronunciation*, (Longman, Series editor : Jeremy Harmer : 2001), p.3

⁹H Douglas Brown, *Principles of Language Learning and Teaching*, 5th Edition, (New York: Pearson Education Inc : 2007), p.267.

fluency. The accuracy is such that the student's speech matches what people actually say when using the target language than fluency is also the extent to which the speaker can use the language quickly and confidently, with little hesitation, including unnatural pauses, false starts, and word searches.¹⁰

In English learning speaking is the most important skill in an English class. It's almost impossible to master a language without actually speaking¹¹. According to Robert Speaking is a form of communication in which students express their thoughts and feelings. Robert also says, elocution is described as the ability to express oneself in a life situation, or to paraphrase an action or situation in accurate language, or to speak or express various ideas fluently¹². However, that speaking also using pronunciation well. Than, pronunciation has some rules are that intonation, pitch, and stress.

Speaking also express our emotions in nonverbally than verbally. Speaking has a significant impact on the speech that will be communicated, and the speaker must choose the speech based the situation¹³. In addition, all of the nonverbal aspects mentioned

¹⁰Naushin, "*Problems in Teaching in Traditional ESL Classrooms*". (Dhaka:Brac University Press Bangladesh : 2009), p.5-6

¹¹Michelle Maxom, "*Teaching English as a Foreign Language For Dummies*", (West Sussex: Wiley and Sons, Ltd, Publication, 2009), p. 183

¹²Robert Lado, "*Language Testing the Construction and Use of Foreign Language Tests*", (USA: McGraw Hill Book Company, 1961), p. 240-241.

¹³Zainuddin, "Dynamic Conversation in Yoohoo and Friends Film 6th Episode at Happykids", 2020, Vol.08, No.01, p.67-80.

will bring various messages in spoken communication according to the speakers' individual, culture, and the listener's relationship¹⁴.

With reference to the description above, researcher will be concluded that speaking can be assumed to be a complex activity. Implicit intention stress and interest can be seen from speaker oral communication and non verbal speech. Means, of speakers based on personality, culture, and relationships. Therefore, speak not only utterance a sentence, but also means to convey the meaning contained in the elements of the speech.

b. Parts of Speaking

People talk to share their thoughts and experiences with others. As a result, there are five components the assessment of speaking skill concerned with content grammar, vocabulary, comprehension, pronunciation, and fluency¹⁵.

1) Grammar

Grammar it is needed for students to arrange a correct sentence in conversation. Student's ability to manipulate structure and to distinguish appropriate grammatical form is necessary to speak English accurately. The utility of grammar is also to learn the

¹⁴Levina & Adelman, "*Beyond Language: Cross-Cultural Communication*". (New Jersey: Prentice Hall Regents :1993), p.77

¹⁵H. Doouglas Brown, "*Teaching by Principles: An Interactive Approach to Language Pedagogy :2nd ed*". (New York: Addison-Wesley Longman : 2000), p.172-173.

correct way to gain expertise in a language in oral and written form.

2) Vocabulary

Someone cannot communicate effectively or express their ideas both oral and written form if they do not have sufficient vocabulary. That's vocabulary means the appropriate diction which is used in communication.

3) Comprehension

Comprehension means how far students' ability to respond to the oral communication. Students should be able to understand whatever the speakers say.

4) Pronunciation

Pronunciation is the way for students' 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.

5) Fluency

Fluency can be defined as the ability to speak fluently. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses. These signs indicate that the speaker

does not spend a lot of time searching for the language items needed to express the message.

c. Types of Speaking

A type of speaking means that is reflects in the types of language which is used. Suggest that oral interactions can be characterized in terms of routines, which are conventional ways of presenting information which can either focus on information or inter action, while information routines contain frequently recurring types of information structures, being either be expository or evaluative¹⁶.

According to Brown that points out some types of speaking are:

1) Intensive

Intensive is a second type of speaking employed in assessment context is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationship (such as prosodic elements: intonations, stress, rhythm, and juncture).

2) Responsive

Responsive means interaction and test comprehension but at the somewhat limited level of very short conversations,

¹⁶David Nunan, “*Language Teaching Methodology; A Text Book for Teachers*”, (New York Prentice Hall International :1995), p.40.

standard greetings and small talk, simple requests and comments, and the like.

3) Interactive

Interactive means that the length and complexity of the interaction which sometimes include multiple exchange and multiple participants.

4) Extensive

Extensive is oral production task include speeches, oral presentations, and story-telling, during which the opportunity for oral interaction from the listeners is either highly limited (perhaps to nonverbal responses) or rule out together¹⁷.

Based on above, researcher only uses one type in this research namely intensive. Researcher choosen this type because the type match with the indicators of research.

d. Functions of Speaking

Speaking is characterized as one of essential things of effective communication. This would be happened if two people or more people were involved in an interaction. According to Richard, there are three funtions of speaking, that's describe bellow:

1) Talk as interaction

It emphasizes in this function of speaking that the role of the speakers is to interact in order to communicate. "This is

¹⁷Brown, "*Teaching by Priniples : An Interactive Apporoach to Language Pedagogy : 2nd ed*". (New York: Addison-Wesley Longman : 2000), p.140-141.

what mostly we do in our society. It is as spontaneous and interactive communication between two people or more. For instance they meet and greet each other, talking about daily life, exchanging some information.

2) Talk as transaction

Talk as transaction more focus on message that conveyed and making other understand what we want convey, by clearly and accurately. In this type of spoken language students and teacher usually focus on meaning or talking what their way to understanding.

3) Talk as Performance

In this case, speaking activities is more focus on describing. Function of speaking as performance heppend at speeches, public talk, public announcements, retell story, telling story and so on¹⁸.

e. Descriptive Text

Descriptive text is a genre of text. Descriptive text is meaningful text that describes the experiece related to the senses, such as what shape, sound, taste is. Most descriptive text is about visual experiece, but in page the experiance other than the sense of sight, we can also use it to make descriptive text¹⁹. But in this

¹⁸Jack C. Ricards, *Teaching Listening and Speaking : From Theory to Practice*, (New York Cambridge University Press, 2008), p.21.

¹⁹Thomas S. Kane, *The Oxford : Essential Guide to Writing*, (Berkley:Reissue Edition : 2000), p.351.

case, the descriptive text is a text which says such as a person, place, thing and so on. It's purpose is to describe and reveal the particular person, place, or things. The sentences that serve one comment process and are closely related in idea constitute a paragraph in a descriptive text²⁰.

In other hand, that the description has two general structures identification and description. Identifies are phenomenon described during identification. As for the description, the student details the parts and characteristics of the object being describe and also learn about the grammatical of descriptive ²¹.

Therefore, descriptive text can inspiration from the things what we see, than can describe from our brain to get the ideas and opinion. So, here researcher used descriptive text though speaking skill focus on things (animals and fruits)

Example : Characteristics of cat :

Cat has color white, black, orange ect. Cat has green, yellow, or blue eyes. Cat has tail and whiskers. Cat has paws are strong in his leg and cat tame and funny.

Example : Characteristics of apple :

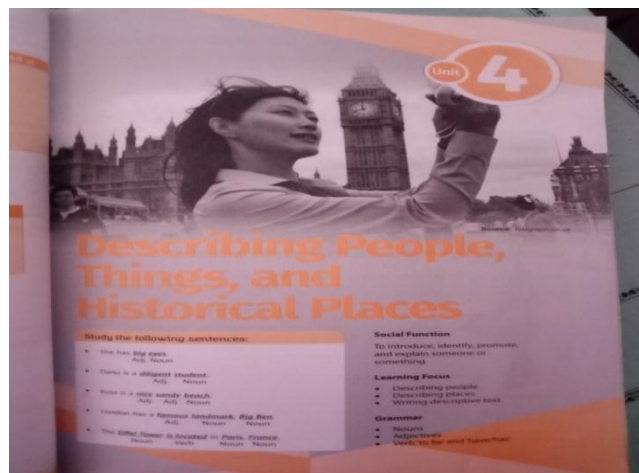
²⁰ Sri Rahmadhani Siregar, Students' Ability in Writing Descriptive Text, 2020, Vol.08, No.1, p.81-90.

²¹ Ade Dwi Jayanti, 'View Metadata, Citation and Similar Papers at Core.Ac.Uk Brought to You by CORE Provided by e-Jurnal STAIN Curup Students' Writing Ability on English Descriptive Text at Grade VIII in SMPN 33 Padang Ade', *View Metadata, Citation and Similar Papers at Core.Ac.Uk Brought to You by CORE Provided by e-Jurnal STAIN Curup Students'*

Apple has color red and green too. An apple taste sweat and crunchy. An apple a healty fruit. An apple rich in fiber and minerals.


f. Materials of Teaching Speaking

There are some materials in English book at grade X. In this research, the material only focus to describing the things, but researcher modified the study to describe an animals and fruits²². The material as follows :



²² Shyla K. Lande and Eka Mulya Astuti, “Forward An English, Course for Vocational School Students Grade X”, (Penerbit Erlangga, 2018), p.60-67.

Kick Off



Write a description based on the pictures in Task 1.

- Picture A
- Picture B

SHARPEN YOUR SPOKEN ENGLISH: DESCRIPTIONS

Pronunciation Center

Yes/No Questions

Yes/no questions may be answered with a simple 'yes' or 'no'. If a declarative sentence contains an auxiliary verb like 'have' or 'be', a modal auxiliary such as 'may', 'is', 'could', or the copular form of 'be', a yes/no question is created from the sentence by applying the rule of subject/auxiliary inversion. This switches the position of the subject and the verbal element that follows it.

The sentences labeled (a) in (1) through (6) are 'yes/no questions' that result from the application of subject/auxiliary inversion to the declarative sentences labeled (a). Notice that in each case, the position of the subject and the position of the verbal element that follows it have been reversed to create a question. The labels on the right describe the verb in italics in each sentence.

be

modal could + verb

aux + verb (present participle)

aux has + verb (past participle)

modal should + aux have + verb (past participle)

modal could + aux have + verb (past participle)

Task 1

Look at the pictures and complete the blanks with appropriate descriptions.

1. Her hair is ...

2. She is holding a ...

3. Her bag is ...

4. She wears a ...

5. Her eyes are ...

6. Her left hand is ...

7. Both her feet are ...

8. He is a policeman.

9. She is sleeping right now.

10. The boss has read the report.

11. He should have read the report.

12. She could have been working then.

13. He is a policeman?

14. She could do it?

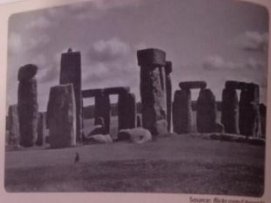
15. Is she sleeping right now?

16. Has the boss read the report?

17. Should he have read the report?

18. Could she have been working then?

Read the following text.



Stonehenge

People visit Salisbury Plain in Southern England to see Stonehenge, one of the wonders of the world. Thirty large stones stand in a circle. Some are 50,000 lbs. In different groups of people who worked 1,500 years to build this ancient circle. Some people think the stones came from a place almost 400 kilometers away. Stonehenge is a religious place. Others say it is a type of calendar. The shadows are long in the summer and short in the winter. On the longest day of the year, the stones make one long shadow. How many stones stand in the circle? Will we ever have answer to the mystery of Stonehenge?

Task 10

Match the words with their definitions and write your translation next to the English word.

Word	Definition
1. Stone	a. Very old
2. Shadow	b. Many kilos
3. Ancient	c. Something that changes months of the year
4. Builder	d. The power of the Earth not of people
5. Heavy	e. A person who builds

Task 11

Word	Meaning	Definition
6. Season	E. Reason
7. Heavy	G. Quality of being difficult to understand
8. Nature	H. Rock
9. Religious	I. About faith, worship
10. Purpose	J. A dirt area

Task 12

Read the text in Task 11 again and answer the following questions.


- What is Stonehenge?
- How old is Stonehenge?
- How long did it take to build Stonehenge?
- How many stones stand in the circle?
- Where is this place?

Task 13

Read the following text of how to describe a place.

Kuta Beach

Kuta is the exciting tourist area in the southern part of Bali. Most tourists visit Bali because of its exotic and beautiful beaches. Kuta is located in southwestern Bali, not too far from the Ngurah Rai airport. Kuta is one of the world's most famous beaches. It first attracted Western surfers with its world renowned surf break followed closely behind by sun worshippers and party goers attracted to its wide stretches of white sandy beach. Kuta is the center of night life activities and is a shopping mecca, with its lines of shops, boutiques, and galleries. Restaurants line up the streets as well as the beachfront hotels, ranging from a small, inexpensive homestay to a luxurious resort.



2. Snake and Ladder Game

a. Definition of Snake and Ladder Game

Games are fun and children like to play them²³. That statement the researcher think that game can be used as a method in teaching speaking. According to Hadfield, that a game is an activity that has rules, goals, and elements of fun. These games can be used at any stage of the progression from controlled to free pictures, serving as a memory aid and repetition drill²⁴. The game is an activity carried out by one or more players with certain rules so that there are winners and losers with various objectives²⁵

All kids can play the extremely basic game of snake and ladder game they can read and comprehend the instructions printed on the box where the coin is kept once it is their turn to roll the die. Because using snake and ladder media requires the use of the visual sense and while the media is delivered as images, it is sometimes referred to as graphical media. Children frequently engage in the game type of snake and ladder.

The game of snake and ladder is enjoyable to play in class. Students can play games while simultaneously learning about speaking abilities. Snake and Ladder game is a kid-friendly board

²³Lewis & Bedson, "*Games for Children*", (Oxford: New York :2007), p.5

²⁴Jill Hadfield, "Intermediate Vocabulary Games" (Longman : 2004), p.6.

²⁵Sokhira Linda Vinde Rambe, "Implementing Games Based Teaching Strategy in Teaching Speaking", 2022, Vol.10, No.01.p.54-68.

game that may be played by two or more players and also has 100 numbered squares²⁶.

According to Brooks, that the goal of the board game snake and ladder is to train students to speak English and eliminate their fear of speaking up. The most important aspect of this exercise is that the ritual is observed and no one speaks out of turn, not even the teacher. Compared to the kids, the teacher speaks less. The reason is that the teacher wants the kids to learn how to speak²⁷.

Lowe also says that snake and ladder game is a popular with kids in the world of in many countries. This is an ancient Indian board game and is now considered the world's classic game. It is can create basic material and adapt suitable for many learning situations. This game can also be used to develop basic arithmetic such as count, addition, and subtract, communication, as good as game was developed as concept help²⁸.

Therefore, a game that involves two or more players and a board with numbered squares (1-100). Commonly used game components include color tokens, miniature dice, and board games. The length of play is frequently influenced by the size of each square in the board game. The players must navigate a snake and

²⁶Aisyah Novita Permatasari, *"The Effectiveness of Using Snakes and Ladders Games to Improve Students' Speaking Ability for Seven Graders in MTSN Mojokari"*, Vol.01, No.01, 2014, p. 6.

²⁷Keith W Brooks, *"Introduction to TESOL: A Beginning Approach to Teaching Second Language Learners"*, (Lulu.com : 2015), p.123.

²⁸Norman K Lowe, *"Games and toys in teaching Science and Technology Education"*, (Paris UNESCO : 2000), p.27.

ladder through the game's path, which begins on the "Start" square and finishes on the "Finish" square. In the original snake and ladder game, a game piece token stands in for each participant. In the classic version of the game, one die is rolled to decide the random²⁹.

Based on the explanation above, it can be conclude that snake and ladder game is one kind of board game that can facilitate the students learn the language. This game usually involves two or more players and they take turn to move by rolling a dice. On the way to finishing point, the players meet with some hurdles in the form of the snake and some opportunities in the form of ladders. The player who reaches the finishing point first wins the game. This games should be fun in teaching learning process, and the atmosphere in learning process in the class can be relaxed.

b. Rules of Snake and Ladder Game

There are some rules of snake and ladder game, as a follows:

- 1) It can play with two, three, or four people. Each player spins or spins the spinner.
- 2) The player with the highest number starts game by rolling and moving the dice.
- 3) It meter starts in field number one.
- 4) The number displayed on the dice or spinner.

²⁹Syarifah Mawaddah, "*Teaching Speaking by Using Snake and Ladder Game*", (English Language Education Study Program, FKIP UNTAN, Pontianak, 2018).

- 5) When the player gets a 6, rotate the spinner again.
- 6) When the meter stops at the snake's head.
- 7) Player must slide the counter below the line.
- 8) Then it continues until it becomes a tail point.
- 9) When the token lands at the bottom of the ladder, player moves it up to continue the game.
- 10) From there, the first player to reach the field until up than can be highest number on top of that is the winner³⁰.

In this section may be concluded that snake and ladder is just like sentence correction and the purpose of this activity is to motivate the students to be brave to correct the mistake.

There are some procedure how to play snake and ladder game, as follows :

- 1) The game can be played by two or more players up to a maximum of 6 - 8.
- 2) Each player should have their own marker (counter). Different shaped shells or stones, or coloured pieces of paper or plastic, or bottle tops, make good markers. Each player starts with their marker on square 1, marked start, which is at the bottom left hand corner of the board.
- 3) To decide who goes first, each player must shake the die or spin the spinner; the first player to get a six starts the game.

³⁰Lowe, p.27

He/she then throws again and moves their marker forward the number of squares indicated on the die or spinner (example: 1,2,3,4,5 or 6 squares). Play then continues with the player on the left of the starter throwing the die or spinning the spinner and moving his marker, and so on. Players play in the same order until someone reaches square 100, which is finish.

- 4) When a player lands on a square at the bottom of a ladder, they must read out the message written on the square, move their marker up the ladder and finish reading the message at the top of the ladder. The players should discuss the meaning of the message (Ladders should describe good messages).
- 5) When a player has gone up a ladder, they can continue playing from the square at the top of the ladder. The good nutrition message will have helped them move faster up the board to finish with good health.
- 6) When a player lands on a square with a snakes head on it, they must read out the message written on the square, move their marker down the snake and finish reading the message at the bottom of the snake. The player should discuss the meaning of the message. When a player has gone down a snake, they must continue playing from the

square at the bottom of the snake. The poor nutrition message will have slowed the player down so that he/she moves more slowly towards the finish.

- 7) There are some squares with good nutrition messages on but no snakes or ladders. When a player lands on these squares, they leave their marker in the same square and discuss the message written.
- 8) The first player to reach the finish square is the winner of good health. All players must remember to practise the good nutrition messages so that they will stay healthy³¹.

c. Advantages of Using Snake and Ladder game

According to Sadiman, that advantages of using snake and ladder game divided to :

- 1) Games are fun to do and something entertaining.
- 2) The game allows the active participation of students to study.
- 3) Games can provide immediate feedback.
- 4) The game allows the application of concepts or roles to in real situations and roles in society.
- 5) The game is flexible.
- 6) Games can be easily created and reproduced³².

³¹Lowe, p.28.

³²Arif S. Sadiman, "*Media Pendidikan*", (Jakarta Rajawali Pers, 2014), p.74.

d. Disadvantages of Using Snake and Ladder Game

Another hand Sadiman also says that there are disadvantages, all of things has advantages and disadvantages, so here some disadvantages of using snake and ladder game, as follows :

- 1) Because it's fun, or because it's not about the rules or simple mention.
- 2) In simulating social situations the game tends to be simplify the social context so that it is not impossible for students to get the wrong impression.
- 3) Most games only involve a few students. Even though the involvement of all students or learning citizens is very important so that the learning process can be more effective and efficient³³.

It can be concluded that the game of snakes and ladders is a prop for channel or convey messages to students through the game of snakes and ladders so that students become more active and creative in completing tasks given by the teacher.

3. Teaching Speaking By Using Snake and Ladder Game

In teaching there are three procedures of teaching that must be completly. They are pre teaching, while teaching, and post teaching.

³³Arif S. Sadiman, p.15

a. Pre Teaching

- 1) The teacher enter to the class and sit down in the chair of teacher
- 2) The teacher checks students attendace list of the class
- 3) The teacher invites the students to pray together before starting the teaching learning process
- 4) The teacher ask to students what the materials last related to the topic
- 5) The teacher tells to students about the topics will studied
- 6) The teacher tells to students that the learning speaking using snake and ledder game
- 7) The teacher tells to students rules of snake and ladder game
- 8) The teacher tells to students that the topic will be discusse by group
- 9) The teacher makes a group according the attendance list and tell about the topic that discussion

b. While Teaching

- 1) The teacher divided students to each group, every group therrre are three students.
- 2) The teacher tells to students to get the position of the each group

- 3) The teacher asked to students for stick the media in the whiteboard
- 4) The teacher asked to one of students of group come to in front of the class to shake the dice.
- 5) The teacher asked to students what they are got
- 6) The teacher asked to students to describe the things through the speaking (the game play until all of students get the turn).
- 7) When a students has gone up ladder, students can continue playing from the square at the top of the ladder.
- 8) The first students to reach the finish square is tthe winner of the game³⁴.

c. Post Teaching

- 1) The teacher check the students result
- 2) Teacher make a note to count the score and chek the result
- 3) The teacher tells to students to go back to their chair
- 4) The teacher close the class by saying hamdalah

d. Teachers' Method in Teaching Speaking Descriptive Text at SMK N 3 Panyabungan

³⁴ Lowe. 27

The teacher used discussion in the class as her method in teaching speaking in descriptive text as she explained to the researcher by interview. Discussion method is a teaching method designed in discussion forums between students. That is students must be able to solve problems through their discussion groups. Then, she explained descriptive text in speaking.

In the class, teacher explained descriptive text. Then teacher and students discussion about the material. Then, she asked one of students to explain again. When students understood, she gave question to the students.

Explanation above is the teacher method in teaching speaking descriptive text in the class. The teacher used discussion to teach descriptive text in speaking.

B. Review of Related Finding

There are some related findings in this research, first is Utamis' thesis. The research was conducted on two separate groups, namely the experimental class and the control class by design quasi-experimental. Participants of the study amounted to 60 students. Study carried out in five meetings, the first meeting for the pre-test, three meeting for treatment, and the last meeting for post-test. For three treatment, both classes learn English with the same material, but only the experimental class learned to use the snake and media ladder board game, while the control class listens

to a one-way explanation from the teacher and do written exercises. The research instrument used is a form of speaking test and uses speaking assessment rubrics to assess the results of students' speaking ability on the pre-test and post-test³⁵.

Second, Aprinas' thesis, she did two classes were chosen as first and second experimental class by using Cluster Random Sampling. First experimental class was treated by using snake and ladder game, second experimental class was treated by using Lecturing Technique. The test had been tried out to find out the validity, reliability, before it was used the data. The formula used to analyze the data was t-test. It used to determine there was a significance difference both experimental class and control class³⁶.

The last, Atikas' thesis, this study deals with the effect of applying the snakes and ladders board game on the students' speaking achievement. The objective of the study was to investigate the significant effect of applying the snakes and ladders board game on the students' speaking achievement. The sample divided into two groups, the first group was the experimental that consisted of 23 students treated by using the snakes and ladders board games and the second group was the control consisted 23 students treated by using conventional method. The instrument in collecting the data was oral test, pre-test and

³⁵Novita Resti Utami, *"The Effectiveness of "Snake and Ladder" Board Game on Students' Speaking Ability"*, 2018.

³⁶Heni Aprina, *"The Influence of Using Snakes and Ladders Game Toward Students' Simple Past Tense Mastery at The Second Semester of The Eight Grade of SMPN 3 Palas South of Lampung in Academic Year 2017/2018"*, 2018.

post-test were given to the both group, experimental and control group. The data were analyzed by using t-test formula³⁷.

Out of three researches above, the researcher applied the snake and ladder game in speaking skill to this result. The researcher can conclude the results of three successful studies using the same quantitative research design methods. There are differences in this study, especially in certain subjects such as giving opinions and arguments in this research the researcher only focus on describe the things through snake and ladder game in teaching speaking. As a result, researcher need solutions that relevant to teaching speaking in the classroom. Than students' speaking skill will be encouraged by using snake and ladder game.

C. Conceptual Framework

Speaking is a critical thing for human beings the world. One of the methods to speak with different human beings is via way of means of speaking. As said the previous chapter, speaking is critical for language learners because speaking is the first shape of communication. They are predicted to have the ability to talk English accurately, fluently, and acceptably the each day life.

In the educational, English teachers in especially, has installed lots of attempt to educate speaking English. They put to get the exciting material for college students and motivate them, however using the proper method can assist college students decorate their speaking skills.

³⁷Sri Atika, "*The Effect of Applying The Snakes and Ladders Board Game on The Student' Speaking Achivement*" 2018.

Therefore, the researcher overcome the problems by using snake and ladder game in the speaking class. That's conceptual framework in this research will be follows :

The researcher give instruction about the learning through snake and ladder game when the students start the game one of them loses then they will describe the things in the pictures through speaking. Then, student explain the descriptive text about the point of.

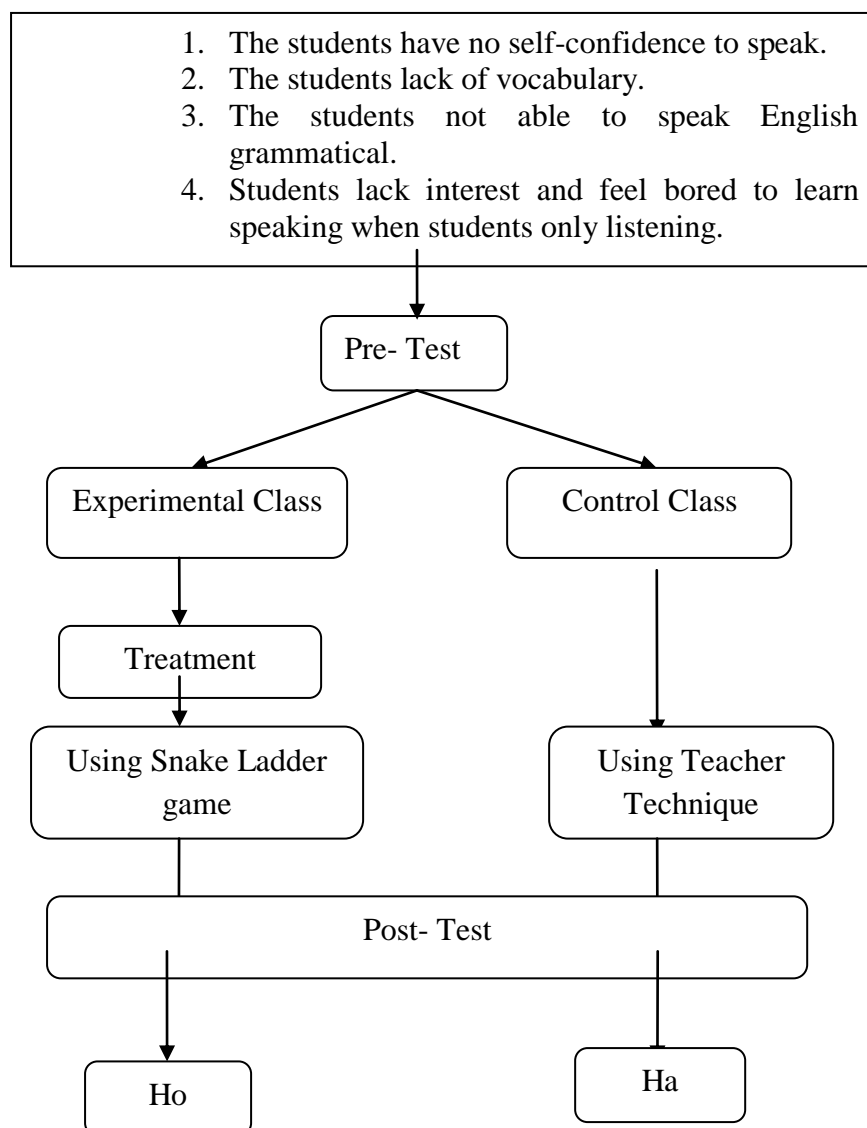


Figure.1

Conceptual Framework

D. Hypothesis

Based on the theories and framework, the hypothesis concluded as follows:

Ha: There is a significant effect of snake and ladder game towards students' speaking ability at X grade SMK N 3 Panyabungan.

Ho: There is no significant effect of snake and ladder game towards students' speaking ability at X grade SMK N 3 Panyabungan.

CHAPTER III

RESEARCH OF METODOLOGY

A. Place and Time of the Research

This research conducted at SMK N 3 Panyabungan. It is located in Lumban Pasir. Panyabungan Kota, Mandailing Natal, North Sumatera, 22918. This is started from June 2022 until March 2023.

B. Research Design

This research is quantitative research. This research used an experimental research. The type of this research is true experimental. True experimental is defined as an experiment conducted which is an effort to determine control over all others variable expect the one under research. The samples divided into two groups. Experimental class and control class and used traditional method. The design is pre-test post-test control group design. This design has pre-test, treatment, and post-test.

An experimental is the way to find the casual relationship between two factors which are raised by the researcher in purpose by reducing or eliminating any distracting factors³⁸. According to Nunan that an experimental method is approach to educational research in which an idea or hypothesis is tasted or verified by setting up situation in which relationship between participants or variable an be

³⁸Suharsimi Arikunto, "Prosedur Penelitian Suatu Pendekatan Praktik", (Jakarta : Rineka Cipta, 1998), p.3.

determined³⁹. So, the researcher concluded that experimental research is one type of study design aimed at knowing or finding causal relationships from variables.

The researcher used pre test- post test control design⁴⁰. There are two classes in this model, the first is the experimental class and the second is the control class. In this research, researcher used simple random sampling. This is a technique in which each class is randomly selected or lotte. Experimental classes are taught using snake and ladder game as a treatment. Control classes, teach the whether to use teacher techniques or not to get a comparison of treatment use and no treatment in these classes.

Table III.1

Table of Design Instrument

Group		Treatment	
Experimental Class	Pre-test	Teaching Speaking by Using Snake and Ladder	Post-test
Control Class	Pre-test	X	Post-test

³⁹David Nunan, *“Research Method in Language Learning”*, (New York:Cambridge University Press, 1992), p.9

⁴⁰Sugiyono, *“Metode Penelitian Kuantitatif Kualitatif dan R & D”*, (Bandung: Alfabeta, 2011), p. 76.

C. Population and Sample

1. Population

The population of this research is all of students at X SMK N 3 Panyabungan, that consist of 180 students in 6 classes. It can be seen on the table as follow :

Table III.2

The population in grade tenth students of SMK N 3 Panyabungan

No	Class	Students
1	<i>X Teknik Komputer Jaringan (TKJ) 1</i>	30
2	<i>XI Teknik Komputer Jaringan (TKJ) 2</i>	30
3	<i>X Teknik Komputer Jaringan (TKJ) 3</i>	30
4	<i>X Teknik Komputer Jaringan (TKJ) 4</i>	30
5	<i>X Teknik Audio Video (Tav)</i>	30
6	<i>X Teknik Instalasi Tenaga Listrik (Titl)</i>	30
		180

2. Sample

In this research, researcher used random sampling by using lotre. Random sampling is the process of selecting a sample so that all individuals defined population were equally likely to be selected for the sample. Therefore, the sample for this study consists of a population of two classes. To extract a representative sample from the population, researcher uses simple random sampling. This means that the sample is a population representation and image.

There are two groups in this research, an experimental class and a control class. The experimental class is taken from X TKJ 1 which consists of 30 students. Control classes are taken from X TKJ 2 which consists of 30 students. The researcher X TKJ 1 and X TKJ 2 because the classes have the number of another class and the students are likely have the same ability in English, it can be shown for the daily English score. Based on the above explanation, the researcher concluded that the sample was half of the data source associated with the population or representative.

As explained in the research design, in the control group design before and after the test, researcher randomly take samples. In this research, the researcher will take two classes using a piece of paper with the names of all the classes in grade elevent students of SMK 3 Panyabungan, than put them in glass, shake the glass and take two slips. One is an experimental lesson. The other is as a control class.

Table III.3

Sample of the Research

No	Class	Total Students
1	Experimental class/TKJ 1	30
2	Control Class/TKJ 2	30
	Total	60

D. Instrument of the Research

This research used the test to get the instrument. According to Brown that the test as a way to measure a person's abilities, knowledge or achievement in a particular area⁴¹. In other hand Weir says, candidates are expected to give a short presentation that was asked to prepare or was told to do just before the exam or test⁴². In collecting the data, researcher used pre-test and post-test by using an oral test, to know their fluency, pronounce, vocabulary and structure. The data of this research collected by using oral test. Test divided in two sections, the first is pre-test given previous to the treatment. The second was post-test apply after conducted the treatment. Than, the students describing the things such as animals and fruits and answer by speaking and the students' speaking to know how they can speaking English well and fluency.

The researcher took some indicator in speaking skill, as below:

⁴¹H. Douglas Brown, "*Language Assesment: Principles and Classroom Practice*", (New York: Pearson Education, Inc., 2004), p. 3.

⁴²Cyril J. Weir, "*Communicative Language Teaching*", (UK: Prentice Hall, 1990), p.75

Table III.4
Indicators of Speaking Test⁴³

NO.	The Indicators of Speaking Skill	Score
1	Pronunciation: 1. Pronunciation is almost always very accurate without significant error.	5
	2. Pronunciation is usually clear with a few problem.	4
	3. Pronunciation errors and make it difficult to understand.	3
	4. Pronunciation is so bad and it cannot be understood.	2
2	Grammar 1. There is no or little mistake in grammar.	5
	2. Sometimes makes mistake in grammar but it does not influence the meaning.	4
	3. Often mistake in grammar and it influence the meaning.	3
	4. The grammar mistake is so bad and it is difficult to understand.	2
3	Vocabulary: 1. Uses a variety vocabulary.	5
	2. Uses a variety vocabulary but sometime makes some errors.	4
	3. Uses wrong vocabulary and it is difficult to understand.	3
	4. Uses limited vocabulary.	5

⁴³H. Douglas. Brown, p.406-407.

NO.	The Indicators of Speaking Skill	Score
4	Fluency : 1. Speaks fluently and little hesitation.	5
	2. Speak some with hesitation.	4
	3. Speak frequent' confused nd unwell.	3
	4. Speak is so halting and really make confused.	2
5	Comprehension : 1. Speak up 3 sentences about some description.	5
	2. Speak up 2 sentences about some description.	4
	3. Speak up 1 sentences about some description.	3
	4. Speak up about some description but still wrong.	2
	MAXIMAL SCORE: 20x5	100

Based on above, researcher used the indicators to count the value of the students' speaking score. The research used for oral test to know the students' speaking score.

Table III.5
The Criteria of the Qualification Score⁴⁴

No	Criteria	Percentage	score
1	Pronunciation	20%	20
2	Grammar	20%	20
3	Vocabulary	20%	20
4	Fluency	20%	20
5	Comprehension	20%	20
	Total	100%	100

⁴⁴Arthur Hughes, "Testing for Language Teachers", (USA; Cambridge University Press: 1990), p.110-113.

The researcher gave the speaking test into the out of pre-test and post-test than the students explanation the pictures through the oral test. The experimental group and the control group given the same materials.

Table III.6

The Percentage of Using Snake and Ladder Game

Score	Classification
81-100%	Verygood
61-80%	Good
41-60%	Enough
21-40%	Less
<21%	Very less

E. Validity and Reliability Instrument

a. Validity

Each test must be valid to prove whether it is a good test or a bad test. Researcher need to know if the test is valid. Researcher use content validity in this study. Content validity is the basic capital in a research instrument because content validity will state representative of the aspects mesuared in the instrument⁴⁵. Sugiyono also says, validity content is validity that can be obtained after analyzing, searching, or testing the content in the learning outcomes test⁴⁶. The extent a test adequetly represents the subject metter content or behaviour to be mesuared commonly used in

⁴⁵ Dr. Muri Yusuf, "*Metode Penelitian Kuantitatif, Kualitatif, dan Penelitian Gabungan*", (Padang : 2013), p.235.

⁴⁶ Anas Sugiyono, "*Pengantar Statistik Pendidikan*", (Jakarta: PT. Raja GrafindoPersada, 2013), p. 163.

evaluating achievement or proficiency test and assessed with several subjects.

b. Realibility

The research tool must be reliable. To get test reliability, Frankel and Wallen state that reliability refers to the consistency of the results obtained. That is, the consistency of each individual from one control of one device to another, and another items⁴⁷. Besides having high validity, a good test must have high reliability. To get the reliability of the test, the researcher use inter-rater reliability. This test is assessed by two validators to determine the score by using kappa formula.

F. Technique of Collecting Data

To get the data from the students, the researcher gave the test and treatment to see the effect of the method given. The process of collecting the data as follows :

1. Pre-test

Pre-test is the test that researcher gave before treatment. There are some steps as follows :

- a.** The researcher prepared the test (pictures)
- b.** The researcher distributed the test to students in the experimental class and control class.

⁴⁷Jack R. Fraenkel and Norman E, “*The Practice Of English Language Teaching*’, 3rd Ed, (Edinburgh : 2000), p.154

- c. The researcher explained and gave instruction on what should they did the test.
- d. The researcher asked to students to described the pictures.
- e. The researchergave thetimes (5-7) to did the test.
- f. The researcher checked their score though pronunciation, grammar, vocabulary, fluency and comprehension.

2. Treatment

The researcher gave the treatment by means of instructing the experiment category with snake and ladder game. The treatment is the teacher gave to students the example of explanation how to practice snake and ladder game in speaking. There are some explanation of treatment used snake and ledder game in teaching descriptive text.

- a. The teacher divided students to each group, every group thriere are three students.
- b. The teacher told to students to get the position of the each group
- c. The teacher asked to students for stick the media in the whiteboard
- d. The teacher asked to one of students of group come to in front of the class to shake the dice
- e. The teacher asked to students what they are got
- f. The teacher asked to students to describe the things through the speaking (the game play until all of students get the turn)

- g.** When a student has gone up ladder, students can continue playing from the square at the top of the ladder. The first student to reach the finish square is the winner of the game.

3. Post- Test

Post-test is a test that is conducted after receiving treatment. Both classes gave the same test. The post-test is the final test in this research. To determine whether there is a significant effect, or not.

After the test was conducted for the students in the control class and the experimental class, it was found that the treatment had an influence on the students' speaking ability. This step is the last of the experimental research. The researcher gave post-test to the effect of snake and ladder game, there are some steps as follows :

- a.** The researcher prepared the test used snake and ladder game.
- b.** The researcher distributed the test to students in the experimental class and control class.
- c.** There are 30 students on class.
- d.** The students divided to some group (10 group).
- e.** The researcher explained and gave instructions on what should they do.
- f.** Each group did lotre to play the game.
- g.** When each group played the game, and one of them got the snake that group should describe the pictures of things.
- h.** The researcher gave time (5-7 minutes) to explain it.

- i. The researcher checked their score though pronunciation, grammar, vocabulary, fluency and comprehension.

G. Technique of Data Analysis

After conducting the experimental process, researcher will test the both of the classes by using technique of data analysis as followed :

1. Requirement test

a. Normality test

Normality test is used to know wheter the data of research is normal or not, to know the normality of the test, this research used SPSS to calculate the result of Kolmogorov-Smirnov test, it is used significant level 5% (0.05) and degree of freedom as big as total of frequency was lessened 3 ($dk=k-3$) If result $X^2_{count} < X^2_{table}$. So, it can be concluded that data is distributed normal.

b. Homogeneity test

Homogeneity test used to see the from two classes will be same or different in variant case, it is calculated by using SPSS. Hypothesis is rejected if $F \leq F_{\frac{1}{2}}(n_1-1, n_2-1)$, while if $F_{count} > F_{table}$ hypothesis was accepted. It determined with significant level 5% (0.05) and dk numerator was (n_1-1) , while dk deminator is (n_2-1) .

c. Hypotheses test

Hypothesis is the provisional result of the research. So, the researcher needs to analyze the data which divided into two groups experimental class and control class. The data analyzed by using *t-test* formula. This research used SPSS versi 23. If $t_{\text{count}} < t_{\text{table}}$, it means there is no significant effect of snake and ladder game toward students' speaking ability at X grade SMK N 3 Panyabungan. If $t_{\text{count}} > t_{\text{table}}$, it means there is significant effect of snake and ladder game toward students' speaking ability at X grade SMK N 3 Panyabungan.

CHAPTER IV

RESULT OF THE RESEARCH

This research used pre-test and post-test in order to assess the effect of the Snake and Ladder Game Towards Speaking Ability, it was indicated in the earlier chapter. To evaluate the hypothesis in this research, the T-test formulation was used. The next description is as follows:

A. Data Description

1. Data Description Students Speaking Before Using Snake and Ladder Game

a. Score of Pre-test in Control Class

As the control class in this research took class X TKJ 2, it this consist of 30 students. In pre-test for control class, it was calculated that the result that had been gotten by the students and doing a test in describing the things. The following table shows the student's score in pre test in control class.

Table IV.1
The Score of Pre-test in Control Class

No	Descriptive	Statistics
1	Highest Score	70
2	Lowest Score	50
3	Mean	58.5
4	Median	60
5	Modus	60
6	Range	20
7	Interval	4
8	Standard Deviation	5.74
9	Variants	33.01

Based on the table above, The researcher got the highest score, the highest score is the largest value in the data. The highest score in the pre-test control class was 70. While the lowest score, the smallest value in a data sequence. For the lowest score was 50. Next, mean can be said to be representative of the data set. Mean in this data was 58.5.

Then, median is the middle of value after all the data is sorted, the researcher got 60 of median after calculating using SPSS v.23. Next, modus is the value that appears most often in a statistical data, the modus in this pre-test was 60. Range is the differences between the minimum and maximum in the data, in this data it was 20. Distance between classes is understanding of interval, it was 4 in this data.

Next, standard deviation is a value used in determining the distribution of data in a sample and seeing how close the data is to the mean value, it was 5.74. Last, variant is the amount of the squares of all deviations of individual values to the group mean, it was 33.01. For frequency distribution of pre-test in control class can be seen in the table below :

Table VI.2
Frequency Distribution of Students' Score

No	Interval	Frequency	Mid.Point	Percentage
1	50-53	5	51.5	16.7%
2	54-57	8	55.5	26.7%
3	58-61	10	59.5	33.3%
4	62-65	5	63.5	16.7%
5	66-69	0	0	0
6	70-73	2	71.5	6.7%
		30		100%

Based on the table above, The interval between 58 and 61 has the greatest number of students in frequency 10 students, then the mid.point 59.5 and 33.3% percentage, according to the table above. The interval 70-73 has the fewest students in frequency 2 students, then, mid.point 71.5 and 6.7%. The interval between 50-53 was frequency 5 students, then the mid.point 51.5 and 16.7%. The interval between 54-57 was frequency 8 students, then teh mid.point 55.5 and 26.7%.The interval between 62-65 was frequency 5 students, then the mid.point 63.5 and 16.7%. According to the histogram, the highest interval (58–61) had a value of 10 students and the lowest interval (70–73), a value of 2 students.

Based on the table above, it can be seen on histogram in the following figure:

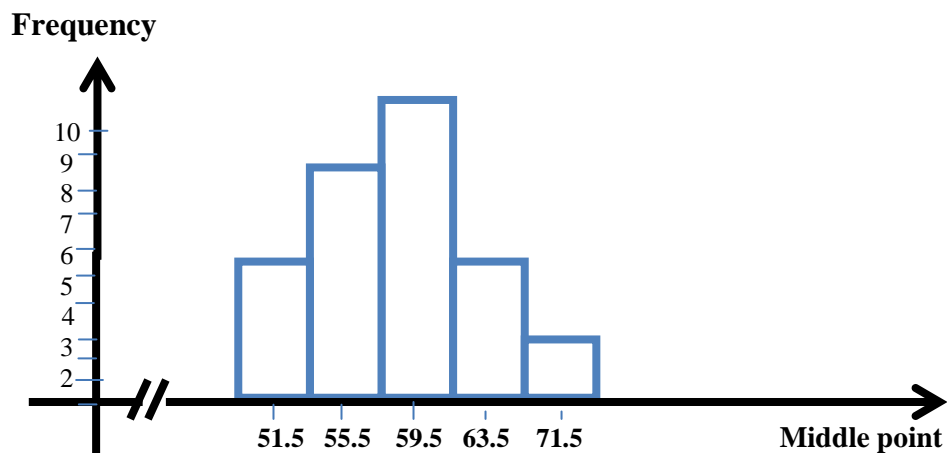


Figure.2 Histogram

b. Score of Pre-test in Experiment Class

As the experimental class in this research took class TKJ 1. In pre-test for experiment class, it calculated the result that had been gotten by the students describing things.. The following table shows the student's score in pre test in experimental class .

**Table VI.3
The Score of Pre-test in Experimental Class**

No	Descriptive	Statistics
1	Highest Score	70
2	Lowest Score	50
3	Mean	57.1
4	Median	55
5	Modus	60
6	Range	10
7	Interval	4
8	Standard Deviation	5.7
9	Variants	35.66

Based on the table above. The researcher got the highest score, the highest score is the largest value in the data. The highest score in the pre-test experimental class was 70. While the lowest score, the smallest value

in a data sequence. For the lowest score was 50. Next, mean can be said to be representative of the data set. Mean in this data was 57.1.

Then, median is the middle of value after all the data is sorted, the researcher got 55 of median after calculating using SPSS v.23. Next, modus is the value that appears most often in a statistical data, the modus in this pre-test experimental class was 60. Range is the differences between the minimum and maximum in the data, in this data it was 10. Distance between classes is understanding of interval, it was 4 in this data.

Next, standard deviation is a value used in determining the distribution of data in a sample and seeing how close the data is to the mean value, it was 5.7. Last, variant is the amount of the squares of all deviations of individual values to the group mean, it was 35.66. For frequency distribution of pre-test in experimental can be seen in the table below

Table VI.4
Frequency Distribution of Students' Score

No	Interval	Frequency	Mid.Point	Percentage
1	50-53	8	51.5	26.7%
2	54-57	8	55.5	26.7%
3	58-61	9	59.5	30%
4	62-65	3	63.5	10%
5	66-69	0	0	0
6	70-73	2	71.5	6.7%
		30		100%

Based on the table above, The interval between 58-61 has the greatest number of students in frequency 9 students, then the mid.point 59.5 and 30% percentage, according to the table above. The interval 70-73 has the fewest students in frequency 2 students, then, mid.point 71.5 and 6.7%.The interval between 50-53 was frequency 8 students, then the mid.point 51.5 and 26.7%. The interval between 54-57 was frequency 8 students, then the mid.point 55.5 and 26.7%.The interval between 62-65 was frequency 3 students, then the mid.point 63.5 and 10%. According to the histogram, the highest interval (58–61) had a value of 9 students and the lowest interval (70–73), a value of 2 students.

Based on the table above, it can be seen on histogram in the following figure:

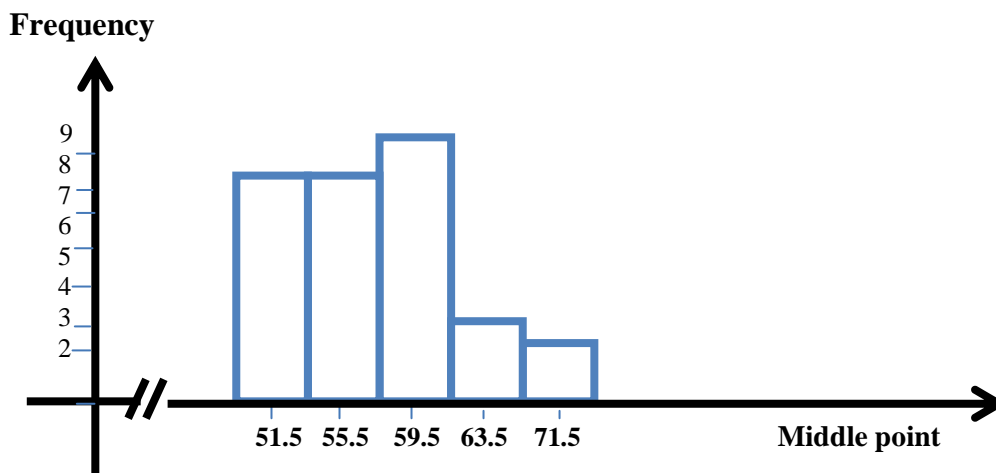


Figure. 3 Histogram

2. Data Description Students Speaking After Using Snake and Ladder Game

a. Score of Post-test in Control Class

The result of control class in post-test after answering the test that taught by using conventional method can be seen in the table below:

Table VI.5
The Score of Post- test Control Class

No	Descriptive	Statistics
1	Highest Score	75
2	Lowest Score	50
3	Mean	60.6
4	Median	60
5	Modus	60
6	Range	25
7	Interval	5
8	Standard Deviation	7.34
9	Variants	53.9

Based on the table above. The researcher got the highest score, the highest score is the largest value in the data. The highest score in the post-test control class was 75. While the lowest score, the smallest value in a data sequence. For the lowest score was 50. Next, mean can be said to be representative of the data set. Mean in this data was 60.6.

Then, median is the middle of value after all the data is sorted, the researcher got 60 of median after calculating using SPSS v.23. Next, modus is the value that appears most often in a statistical data, the modus in this pre-test was 60. Range is the differences between the minimum and

maximum in the data, in this data it was 25. Distance between classes is understanding of interval, it was 5 in this data.

Next, standard deviation is a value used in determining the distribution of data in a sample and seeing how close the data is to the mean value, it was 7.34. Last, variant is the amount of the squares of all deviations of individual values to the group mean, it was 53.9. For frequency distribution of post-test in control class can be seen in the table below

Table VI.6
Frequency Distribution of Students' Score

No	Interval Class	Frequency	Mid.Point	Percentage
1	50-54	5	52	16.66%
2	55-59	3	57	10%
3	60-64	12	62	40%
4	65-69	5	67	16.66%
5	70-74	3	72	10%
6	75-79	2	77	6.6%
		30		100%

Based on the table above, The interval between 50-54 has the greatest number of students in frequency 12 students, then the mid.point 62 and 40% percentage, according to the table above. The interval 75-79 has the fewest students in frequency 2 students, then, mid.point 77 and 6.6%.The interval between 50-54 was frequency 5 students, then the mid.point 52 and 16.66%. The interval between 55-559 was frequency 3 students, then the mid.point 57 and 10%.The interval between 65-69 was frequency 5 students, then the mid.point 67 and 16.66%. According to the histogram, the highest interval (60–

64) had a value of 12 students and the lowest interval (75–79), a value of 2 students.

Based on the table above, it can be seen on histogram in the following figure:

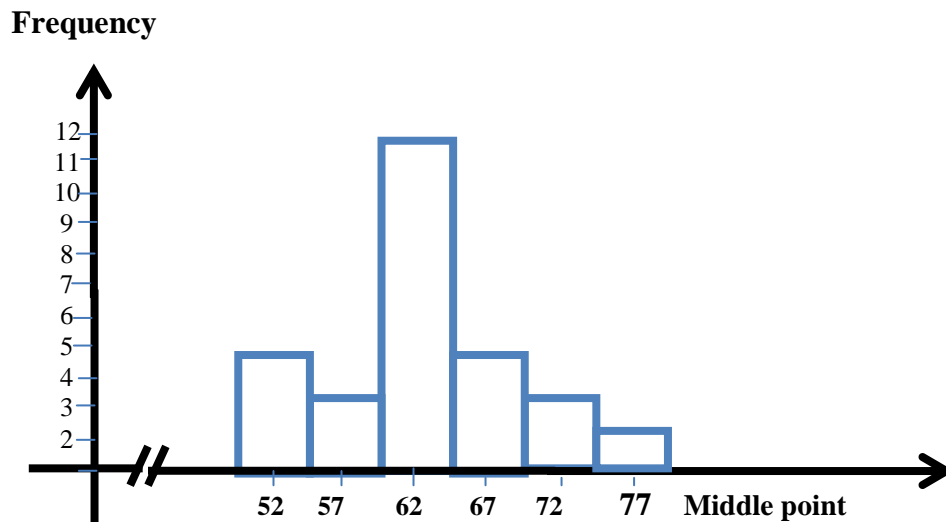


Figure.3 Histogram

b. Score of Post-test in Experimental Class

The result of experimental class in post-test after answering the test that taught by using Snake and Ladder Game can be seen in the table below:

Table IV.7
The Score of Post- test Experimental Class

No	Descriptive	Statistics
1	Highest Score	85
2	Lowest Score	60
3	Mean	69.67
4	Median	70
5	Modus	70
6	Range	25
7	Interval	5

8	Standard Deviation	7.5
9	Variants	56.78

Based on the table above, The researcher got the highest score, the highest score is the largest value in the data. The highest score in the post-test experimental class was 85. While the lowest score, the smallest value in a data sequence. For the lowest score was 60. Next, mean can be said to be representative of the data set. Mean in this data was 69.67.

Then, median is the middle of value after all the data is sorted, the researcher got 70 of median after calculating using SPSS v.23. Next, modus is the value that appears most often in a statistical data, the modus in this pre-test was 70. Range is the differences between the minimum and maximum in the data, in this data it was 25. Distance between classes is understanding of interval, it was 5 in this data.

Next, standard deviation is a value used in determining the distribution of data in a sample and seeing how close the data is to the mean value, it was 7.5. Last, variant is the amount of the squares of all deviations of individual values to the group mean, it was 56.78 For frequency distribution of post-test in experimental class can be seen in the table below :

Table IV.8
Frequency Distribution of Students' Score

No	Interval Class	Frequency	Mid.Point	Percentage
----	----------------	-----------	-----------	------------

1	60-64	5	52	16.7%
2	65-69	8	57	26.7%
3	70-74	9	62	30%
4	75-79	3	67	10%
5	80-84	2	72	6.7%
6	85-89	3	77	10%
		30		100%

Based on the table above, The interval between 60-64 has the greatest number of students in frequency 9 students, then the mid.point 62 and 30% percentage, according to the table above. The interval 85-89 has the fewest students in frequency 3 students, then mid.point 77 and 10%.The interval between 60-64 was frequency 5 students, then the mid.point 52 and 16.66%. The interval between 65-69 was frequency 8 students, then the mid.point 57 and 26.7%.The interval between 75-79 was frequency 3 students, then the mid.point 67 and 10%. According to the histogram, the highest interval (60–64) had a value of 9 students and the lowest interval (85–89), a value of 3 students.

Based on the table above, it can be seen on histogram in the following figure:

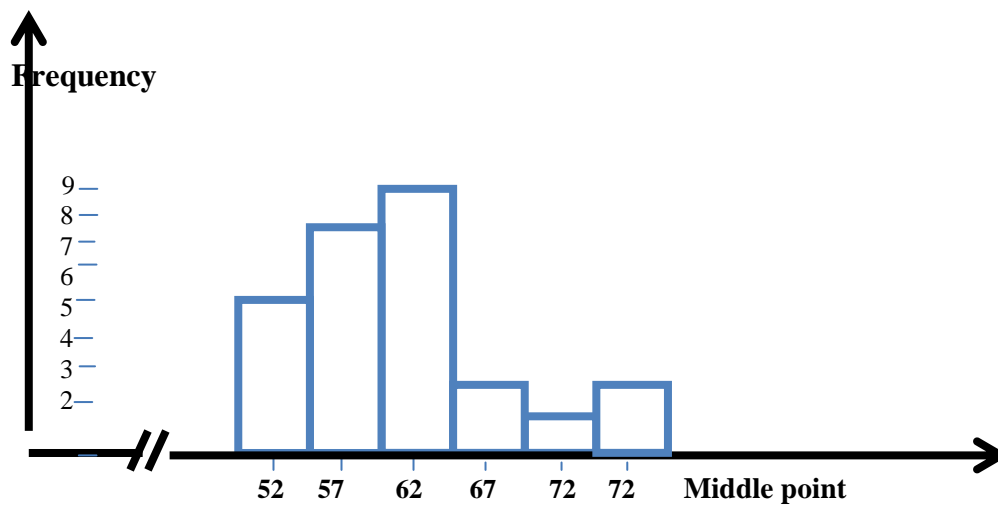


Figure.4 Histogram

B. Data Analysis

1. Normality Test and Homogeneity Test

a. Normality Test

Data normality of the two groups was calculated using SPSS v.23 using Kolmogorov-Smirnov test because the number of samples in the research was 60 students, the significance level of test was 5% or 0.05. The hypothesis that will be tested in normality test as follows :

H_0 : The students are not distributed normally. H_0 is accepted when the Kolmogorov-Smirnov < 0.05.

H_a : The students are distributed normally. H_a is accepted when the Kolmogorov-Smirnov > 0.05.

Table IV.9
Normality Test in Pre Test
One-Sample Kolmogorov-Smirnov Test

	Unstandardized Residual
N	30
Normal Mean	,0000000
Parameters ^{a,b} Std. Deviation	6,51530553
Most Absolute	,156
Extreme Positive	,156
e Negative	
Differences	-,080
Test Statistic	,156
Asymp. Sig. (2-tailed)	,059 ^c

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

Table. IV.10
Normality Test in Post Test
One-Sample Kolmogorov-Smirnov Test

	Unstandardized Residual
N	30
Normal Mean	69.67
Parameters ^{a,b} Std. Deviation	3,59723019
Most Absolute	,187
Extreme Positive	,148
e Negative	
Differences	-,187
Test Statistic	,187
Asymp. Sig. (2-tailed)	,009 ^c

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

Based on the analysis of normality of the post-test data with Kolmogorov-Smirnov test using SPSS v.23 it was obtained that the pre test control class was 0.200 and the pretest experimental class was 0.23. In other word, $0.059 > 0.05$ in control class and $0.009 > 0.05$ in experimental class.

b. Homogeneity Test of Pre Test

The homogeneity of variance test aims to determinewhether the iniatial value (pre-test) of the sample has ahomogeneous variance.

$H_0 : \sigma_1^2 = \sigma_2^2$ (Homogeneous variance)

$H_a : \sigma_2^2 \neq \sigma_2^2$ (Heterogeneous Variance)

Table. IV.11

Test of Homogeneity of Variance

	Levene Statistic	df1	df2	Sig.
Based on Mean	,150	1	58	,700
Based on Median	,160	1	58	,691
Based on Median and with adjusted df	,160	1	57,995	,691
Based on trimmed mean	,203	1	58	,654

Based on the results of analysis of homogeneity of variance analysis of the initial value data (pre-test) using SPSS v.23 calculation obtained a sinificance value (sig) was 0.700. Based on criteria for testing data homogeneity using SPSS v.23 obtained a value significance

(sig) based on $\text{mean} > 0.05$ or $0.700 > 0.05$ it means the value of the sample has a homogeneous variance.

2. Hypothesis Test

After calculating the data of post-test, researcher has found that the post-test result of experimental and control class is normal and homogenous. The data would be analyzed to prove the hypothesis. It used formula of t-test. Hypothesis of the research was there is the effect of using snake and ladder game towards students' speaking ability at X grade SMK N 3 Panyabungan.

So, there is significant effect of using Snake and Ladder Game towards students' speaking ability at X grade SMK N 3 Panyabungan. In this case, the mean score of experimental class by using Snake and Ladder Game was 69.67 and the mean score of control class by using conventional technique was 60.17. The gainscore can be seen in the table below :

Table. IV.12

Class	Pre-test Mean	Post-test Mean	Enhancement	Gain Score
Experimental	57.1	69.67	12.57	10.9
Control	58.5	60.17	1.67	

Table. IV.12
Independent Sample T-Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 X - Y	9,5000	9,31721	1,70108	12,97910	6,02090	5,585	29	,000

Based on the results of calculations using Independent Sample T-test, it was found that $t_{count} > t_{table}$ or $5.58 > 1.67$. Based on the test criteria, H_0 is rejected and H_a is accepted.

C. Discussion

This research found that there was a significant effect of using Snake and Ladder Game towards students' speaking ability at X grade SMK N 3 Panyabungan. In fact student's speaking ability using Snake and Ladder Game is higher than using conventional technique. The students more active and enjoy the learning process in the class after using Snake and Ladder Game. It can be seen from the research hypothesis that there was significant effect of using Snake and Ladder Game towards students' speaking ability at X grade SMK N 3 Panyabungan. Analysis of the data, the researcher discussed the result of this research on the Effect Using Snake and Ladder Game Towards Students' Speaking Ability where, the result got that the mean score was 69.67 after using Snake and Ladder. The mean

score of control class was 60.1 by using conventional technique. Therefore, conventional technique is less effective in teaching speaking because score class experimental higher than control class from that it shows the Using Snake and Ladder Game more effective than conventional technique in teaching speaking. The use Snake and Ladder Game was appropriate technique for learning and was successful in teaching speaking.

This research also provided similar cases with this research. The first research by Utami stated it is clear that Snake and Ladder board game gives a positive effect on students' speaking ability that the difference between students learning speaking English with and without snake and ladder board game is categorized as small⁴⁸.

Second, research by Aprinas' stated using snake and ladder game, the students become more active to follow the learning process. Furthermore, snake and ladder game was effective in increasing students' ability in grammar. The case in both groups was the same that there was an improvement in each group's cognitive ability⁴⁹.

The third, research by Atikas', Snakes and Ladders Board Game gave a significant effect on students' achievement in descriptive text especially describing about person, people, and places. The students were

⁴⁸Novita Resti Utami, *"The Effectiveness of "Snake and Ladder" Board Game on Students' Speaking Ability"*, 2018

⁴⁹Heni Aprina, *"The Influence of Using Snakes and Ladders Game Toward Students' Simple Past Tense Mastery at The Second Semester of The Eight Grade of SMPN 3 Palas South of Lampung in Academic Year 2017/2018"*, 2018

taught by applying the snakes and ladders board game got higher score than those taught by conventional method by discussion⁵⁰.

Based on explanation over all the research above. It can be concluded that using Snake and Ladder Game can help students more active in speaking skill, Snake and Ladder Game also contributed to the enhancement of students' mood in speaking ability and feel interested in the learning process. Snake and Ladder Game had better comprehension than conventional technique.

D. Threat of the Research

The threats of this research are as follows:

1. The students need more time for answering the test because the time is limited.
2. There were some students that were noisy while teaching and learning process. So, it can disturb the other students' concentration.
3. There were some students that were not serious to answer the pre-test and post-test. It can be a threat to the research.

⁵⁰Sri Atika, "The Effect of Applying The Snakes and Ladders Board Game on The Student's Speaking Achievement" 2018.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of this research, the conclusion of this research are:

1. Before using Snake and Ladder Game was still low, it can be seen from the mean score of pre-test experimental which was 57.1 and mean score of pre-test control was 58.5 .
2. After using Snake and Ladder Game, the mean score of experimental class higher than control class. the mean score of post-test experimental was 69.6 and the mean score of post-test control was 60.1.
3. There was a significant effect of using Snake and Ladder Game Towards Students' Speaking Ability at X Grade SMKN 3 Panyabungan. The researcher found the result where $t_{count} > t_{table}$. So it means Snake and Ladder Game can effect Towards Students' Speaking Ability at X Grade SMKN 3 Panyabungan.

B. Suggestions

There are several details concerning the English teaching and learning process available after this research is complete. As a result, it makes a number of claims that it wants to support. The various recommendations are as follows:

1. From the result of the research, serve as information for the headmaster.

Ideas to inspire the English teacher to deliver lessons as effectively as possible. Speaking is taught using the Snake and Ladder Game because a method can improve a student's speaking ability.

2. From the result of the research also serve to inform English teacher. Snake and Ladder Game will be a new teaching method used by the teacher to teach speaking to make learning more engaging and enjoyable.
3. This research suggests to another researchers to use this method in solving another problem and find another factors that faced by students in learning English.

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APPENDIX 1

Control Class

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : SMK N 3 Panyabungan

Kelas/Semester : XI/I

Mata Pelajaran : Bahasa Inggris

Topik : Descriptive Text

Skill : Speaking

Alokasi Waktu : 2 x 40 menit

A. Kompetensi Inti

1. Menerima dan menjalankan ajaran agama yang dianutnya
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama toleran, damai), santun, responsif dan proaktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai masalah dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menganalisis, menerapkan dan mengevaluasi pengetahuan faktual, konseptual dalam penegetahuan teknologi, seni, budaya dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian dalam bidang kerja yang spesifik untk memecahkan masalah.
4. Mengolah, menalar dan menyaji dalam ranah konkrit dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekoah secara mandiri, fan menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar (KD), dan Indikator Pencapaian Kompetensi

3.7 Menerapkan fungsi sosial struktur teks dan unsur kebahasaan beberapa teks deskriptif lisan dan tulisan dengan memberi dan meminta informasi terkait tempat dan benda sesuai dengan konteks penggunaannya.

C. Indikator Pencapaian Kompetensi

3.1 Mengidentifikasi struktur teks dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat dan benda dengan teks pendek dan sederhana sesuai dengan penggunaannya.

3.2 Menyebutkan struktur teks dan unsur kebahasaan beberapa teks deskriptif lisan atau tulis dengan memberi dan meminta informasi terkait tempat dan benda dengan teks yang pendek dan sederhana .

3.3 Membedakan struktur teks dan unsur kebahasaan beberapa teks deskriptif lisan atau tulis dengan memberi dan meminta informasi terkait tempat dan benda dengan teks yang pendek dan sederhana.

D. Tujuan Pembelajaran

Peserta didik diharapkan mampu mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dari teks tulis sangat pendek dan sederhana tentang deskripsi, binatang sesuai dengan konteks penggunaannya.

E. Media Pembelajaran

1. Media: pictures
2. Alat/ Bahan: Spidol, papan tulis
3. Sumber Belajar: Buku Bahasa Inggris SMK/SMA kelas X

F. Metode Pembelajaran

1. Conventional Method (Discussion)

G. Langkah- Langkah Kegiatan Pembelajaran

1. Kegiatan awal
 - a. Greetings
 - b. Warming up

- c. Mengecek presensi siswa
 - d. Menghubungkan materi pembelajaran yang akan dilakukan dengan kehidupan sehari-hari peserta didik.
2. Kegiatan inti
- a. Guru menjelaskan deskriptive teks.
 - b. Guru meminta siswa untuk memahami teks tersebut.
 - c. Guru menanyakan pemahaman siswa.
 - d. Guru memberikan tugas kepada siswa tentang deskriptif teks.
3. Kegiatan akhir
- a. Mengulang kembali pembelajaran.
 - b. Meminta salah satu siswa untuk menyimpulkan materi hari ini.
 - c. Menyimpulkan materi.
 - d. Menyampaikan materi pembelajaran pertemuan berikutnya
 - e. Menutup pembelajaran dan salam.

H. Penilaian

1. Teknik lisan

Menggabarkan/mendeskripsikan teks

I. Indikator Penilaian

Indicators of Speaking Skill

NO.	The Indicators of Speaking Skill	Score
1	Pronunciation: 5. Pronunciation is almost always very accurate without significant error.	5
	6. Pronunciation is usually clear with a few problem.	4

	7. Pronunciation errors and make it difficult to understand.	3
	8. Pronunciation is so bad and it cannot be understood.	2
2	Grammar	
	5. There is no or little mistake in grammar.	5
	6. Sometimes makes mistake in grammar but it does not influence the meaning.	4
	7. Often mistake in grammar and it influence the meaning.	3
	8. The grammar mistake is so bad and it is difficult to understand.	2
3	Vocabulary:	
	5. Uses a variety vocabulary.	5
	6. Uses a variety vocabulary but sometime makes some errors.	4
	7. Uses wrong vocabulary and it is difficult to understand.	3
	8. Uses limited vocabulary.	2
4	Fluency :	
	5. Speaks fluently and little hesitation.	5
	6. Speak some with hesitation.	4
	7. Speak frequent' confused nd unwell.	3
	8. Speak is so halting and really make confused.	2

5	Comprehension :	
	5. Speak up 3 sentences about some description.	5
	6. Speak up 2 sentences about some description.	4
	7. Speak up 1 sentences about some description.	3
	8. Speak up about some description but still wrong.	2
	MAXIMAL SCORE: 20x5	100

Pedoman Penilaian :

Pedoman benar setiap indikator x 5

Criterion of value

No	Number of Score	Predicate
1.	85-80 above	Very good
2.	75-70	Good
3.	65-60	Enough
4.	55-50	Less
5.	50 down	Failed

Padangsidempuan

Mengetahui,

Guru Bahasa Inggris kelas X

Peneliti

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Atika Rahma Riza
18 203 00105

APPENDIX 2

Experimental Class

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMK N 3 Panyabungan

Kelas/Semester : X/I

Mata Pelajaran : Bahasa Inggris

Topik : Descriptive Text

Skill : Speaking

Alokasi Waktu : 2 x 40 menit

A. Kompetensi Inti

1. Menerima dan menjalankan ajaran agama yang dianutnya
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama toleran, damai), santun, responsif dan proaktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai masalah dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
3. Memahami, menganalisis, menerapkan dan mengevaluasi pengetahuan faktual, konseptual dalam penegetahuan teknologi, seni, budaya dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian dalam bidang kerja yang spesifik untk memecahkan masalah
4. Mengolah, menalar dan menyaji dalam ranah konkrit dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekoah secara mandiri, fan menggunakan metode sesuai kaidah keilmuan

B. Kompetensi Dasar (KD)

3.1. Menerapkan fungsi sosial struktur teks dan unsur kebahasaan beberapa teks deskriptif lisan dan tulisan dengan memberi dan meminta informasi terkait tempat dan benda sesuai dengan konteks penggunaannya.

C. Indikator Pencapaian Kompetensi

3.1 Mengidentifikasi struktur teks dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat dan benda dengan teks pendek dan sederhana sesuai dengan penggunaannya.

3.2 Menyebutkan struktur teks dan unsur kebahasaan beberapa teks deskriptif lisan atau tulis dengan memberi dan meminta informasi terkait tempat dan benda dengan teks yang pendek dan sederhana

3.3 Membedakan struktur teks dan unsur kebahasaan beberapa teks deskriptif lisan atau tulis dengan memberi dan meminta informasi terkait tempat dan benda dengan teks yang pendek dan sederhana.

D. Tujuan Pembelajaran

Peserta didik diharapkan mampu mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dari teks tulis sangat pendek dan sederhana tentang deskripsi, binatang sesuai dengan konteks penggunaannya.

E. Materi Pembelajaran

Materi pokok : Menggambarkan/mendeskripsikan suatu benda (hewan dan buah)

F. Media Pembelajaran

1. Media: Pictures
2. Alat/ Bahan: Spidol, papan tulis
3. Sumber Belajar: Buku Bahasa Inggris SMK kelas X

G. Metode Pembelajaran

1. Using Snake and Ladder Game

H. Langkah- Langkah Kegiatan Pembelajaran

1. Kegiatan awal

- a. Greetings
- b. Warming up
- c. Mengecek presensi siswa
- d. Menghubungkan materi pembelajaran yang akan dilakukan dengan kehidupan sehari-hari peserta didik.

2. Kegiatan inti

- a. Pertama, guru menjelaskan metode pembelajaran yang akan dilakukan (snake and ladder game).
- b. Guru menjelaskan peraturan yang akan dimainkan (peraturan snake and ladder game)
 - 1) Siswa bagi menjadi 10 grup, setiap grup memiliki 3 siswa
 - 2) Setiap grup mewakili salah satu siswa maju ke depan kelas untuk shake the bottle of dice
 - 3) Jika salah satu siswa mendapatkan point dari dadu tersebut, siswa tersebut menjalankannya dan berhenti di point yang di dapatkan
 - 4) Jika siswa dapat snake maka grup tersebut menjelaskan gambar yang mereka dapat (misal : Kucing, grup tersebut harus mendeskripsikan atau mengabarkan ciri-ciri dari kucing tersebut)
 - 5) Jika salah satu grup sudah mendapatkan snake maka grup tersebut tidak ikut bermain lagi
 - 6) Permainan diulang sampai semua grup mendapat snake
- c. Guru menunjukkan media pembelajaran seperti gambar, dadu, dan skema snake and ladder game tersebut.

- d. Guru menunjukkan gambar yang akan dijelaskan oleh setiap kelompok yang kalah.
- e. Setelah siswa sudah mulai memahami peraturan.
- f. Siswa kemudian dibagi menjadi 10 kelompok, setiap kelompok terdiri dari tiga siswa.
- g. Kemudian, jika salah satu dari kelompok tersebut mendapatkan ular maka kelompok tersebut akan mendeskripsikan ciri-ciri yang telah dilihat dalam gambar tersebut.
- h. Siswa membuat pernyataan tentang hal yang berkaitan dengan teks. Terakhir guru memberikan tugas kepada siswa tentang deskriptif teks.

3. Kegiatan akhir

- a. Mengulang kembali pembelajaran.
- b. Meminta salah satu siswa untuk menyimpulkan materi hari ini.
- c. Menyebutkan salah satu contoh benda dan mendeskripsikan.
- d. Menyampaikan materi pembelajaran pertemuan berikutnya
- e. Menutup pembelajaran dan salam

I. Penilaian

1. Teknik lisan

Menggabarkan/mendeskripsikan teks

J. Indikator Penilaian**Indicators of Speaking Skill**

NO.	The Indicators of Speaking Skill	Score
1	Pronunciation: 9. Pronunciation is almost always very accurate without significant error.	5
	10. Pronunciation is usually clear with a few problem.	4
	11. Pronunciation errors and make it difficult to understand.	3
	12. Pronunciation is so bad and it cannot be understood.	2
2	Grammar 9. There is no or little mistake in grammar.	5
	10. Sometimes makes mistake in grammar but it does not influence the meaning.	4
	11. Often mistake in grammar and it influence the meaning.	3
	12. The grammar mistake is so bad and it is difficult to understand.	2
3	Vocabulary: 9. Uses a variety vocabulary.	5
	10. Uses a variety vocabulary but sometime makes some errors.	4
	11. Uses wrong vocabulary and it is difficult to understand.	3
	12. Uses limited vocabulary.	2

4	Fluency :	
	9. Speaks fluently and little hesitation.	5
	10. Speak some with hesitation.	4
	11. Speak frequent' confused nd unwell.	3
	12. Speak is so halting and really make confused.	2
5	Comprehension :	
	9. Speak up 3 sentences about some description.	5
	10. Speak up 2 sentences about some description.	4
	11. Speak up 1 sentences about some description.	3
	12. Speak up about some description but still wrong.	2
	MAXIMAL SCORE: 20x5	100

Pedoman Penilaian :

Pedoman benar setiap indikator x 5

Criterion of value

No	Number of Score	Predicate
6.	85-80 above	Very good
7.	75-70	Good
8.	65-60	Enough
9.	55-50	Less
10.	50 down	Failed

Padangsidempuan

Mengetahui,

Guru Bahasa Inggris kelas X

Peneliti

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APPENDIX 3

PRE TEST

Instruction : Look at the picture!



Group 1

Describe the picture above

A :

B :

C :

Instruction : Look at the picture



VectorStock.com/2687923

Group 1

Describe the picture above

A :

B :

C :

Instruction look at the picture!



Describe the picture above

A :

B :

C :

Instruction look at the picture



Describe the picture above

A :

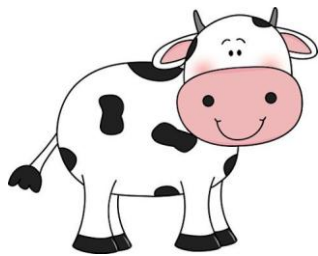
B :

C :

APPENDIX 4

POST TEST

Instruction Look at the picture



Describe the picture above

A :

B :

C :

Instruction look at the picture



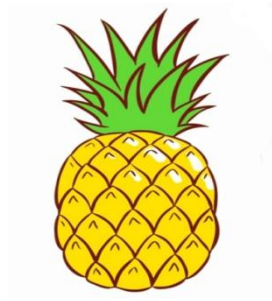
Describe the picture above

A :

B :

C :

Instruction look at the picture



Describe the picture above

A :

B :

C :

Instruction look at the picture



Describe the picture above

A :

B :

C :

APPENDIX 5**Score of Experimental Class and Control Class on Pre-Test****A. Score of Control Class in Pre Test**

NO	Student's Initial Name	Score
1	ARL	50
2	AS	65
3	ASN	65
4	AS	55
5	AML	60
6	AM	55
7	ARS	65
8	AZ	60
9	ESP	60
10	EAR	70
11	FR	55
12	FAR	55
13	HBL	50
14	HAF	60
15	HUS	60
16	LS	55
17	LPH	55
18	MDL	55
19	MS	60
20	MEL	65
21	MAN	60
22	NKN	50
23	NKL	50
24	PR	70
25	SFS	65
26	SFR	50
27	SPR	60
28	SAC	60
29	SR	60
30	US	55
Mean		58.5

B. Score of Experimental in Pre Test

NO	Student's Initial Name	Score
1	ARH	55
2	AAR	60
3	ANS	55
4	AD	60
5	AAS	60
6	AUBS	50
7	AN	65
8	DD	70
9	DS	55
10	DH	55
11	EF	60
12	ESES	55
13	ED	60
14	FHT	50
15	GB	50
16	IS	50
17	JRP	65
18	JA	55
19	KN	55
20	KN	50
21	KM	70
22	MDB	55
23	MH	65
24	NAN	60
25	NHP	60
26	NH	60
27	NS	50
28	RA	50
29	RSRP	50
30	SP	60
Mean		57.1

APPENDIX 6

RESULT OF NORMALITY TEST IN PRE-TEST

A. Result of Normality Control Class in Pre-test

1. The Score of Control Class in Pre-test From Low Score to High Score

50	50	50	50	50	55
55	55	55	55	55	55
55	60	60	60	60	60
60	60	60	60	60	65
65	65	65	65	70	70

2. Range (R) = High Score-Low Score

$$=70-50$$

$$=20$$

3. Total of the class (K) = $1 + 3.3 \log (n)$

$$K= 1+3.3 \log (1.47)$$

$$= 1 + 4.851$$

$$= 5.851$$

$$= 6$$

4. Length of the Class (p) $\frac{\text{range}}{\text{total of the class}}$

$$\frac{20}{6} = 3.3 = 4$$

No	Interval	Frequency	xi	fixi
1	50-53	5	51.5	412
2	54-57	8	55.5	444
3	58-61	10	59.5	297.5
4	62-65	5	63.5	317.5
5	66-69	0	0	0
6	70-73	2	71.5	143
		30		1588.5

Normality Test in Control Class

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
	N	30
Normal	Mean	,0000000
Paramete	Std. Deviation	6,51530553
rs ^{a,b}		
Most	Absolute	,156
Extreme	Positive	,156
Differenc	Negative	-,080
es		
	Test Statistic	,156
	Asymp. Sig. (2-tailed)	,059 ^c

- a. Test distribution is Normal.
- b. Calculated from data.
- c. Lilliefors Significance Correction.

B. The Score of Experimental Class in Pre-test From Low Score to High Score

50	50	50	50	50	50
50	50	55	55	55	55
55	55	55	55	60	60
60	60	60	60	60	60
60	65	65	65	70	70

1. Range (R) = High Score-Low Score

$$=70-50$$

$$=20$$

2. Total of the class (K) = $1 + 3.3 \log (n)$

$$K= 1+3.3 \log (1.47)$$

$$= 1 + 4.851$$

$$= 5.851$$

$$= 6$$

3. Length of the Class (p) $\frac{\text{range}}{\text{total of the class}}$

$$\frac{20}{6} = 3.3 = 4$$

No	Interval	Frequency	xi	fixi
1	50-53	8	51.5	412
2	54-57	8	55.5	444
3	58-61	9	59.5	535.5
4	62-65	3	63.5	190.5
5	66-69	0	0	0
6	70-73	2	71.5	143
		30		1588.5

Normality Test in Experimental Class

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
	N	30
Normal	Mean	69.67
Paramete	Std. Deviation	3,59723019
rs ^{a,b}		
Most	Absolute	,187
Extreme	Positive	,148
Differenc	Negative	-,187
es		
	Test Statistic	,187
	Asymp. Sig. (2-tailed)	,009 ^c

- Test distribution is Normal.
- Calculated from data.
- Lilliefors Significance Correction.

APPENDIX 7**Score of Experimental Class and Control Class on Post-Test****A. Score Control Class in Post Test**

NO	Student's Initial Name	Score
1	ARL	50
2	AS	70
3	ASN	75
4	AS	65
5	AML	60
6	AM	55
7	ARS	65
8	AZ	65
9	ESP	60
10	EAR	75
11	FR	55
12	FAR	70
13	HBL	70
14	HAF	50
15	HUS	60
16	LS	55
17	LPH	60
18	MDL	60
19	MS	60
20	MEL	60
21	MAN	50
22	NKN	60
23	NKL	65
24	PR	60
25	SFS	60
26	SFR	60
27	SPR	55
28	SAC	50
29	SR	65
30	US	50
Mean		60.6

C. Score of Experimental Class in Post Test

NO	Student's Initial Name	Score
1	ARH	70
2	AAR	75
3	ANS	70
4	AD	65
5	AAS	70
6	AUBS	65
7	AN	85
8	DD	85
9	DS	65
10	DH	70
11	EF	75
12	ESES	65
13	ED	65
14	FHT	60
15	GB	65
16	IS	60
17	JRP	80
18	JA	60
19	KN	70
20	KN	65
21	KM	85
22	MDB	70
23	MH	80
24	NAN	70
25	NHP	70
26	NH	75
27	NS	60
28	RA	60
29	RSRP	65
30	SP	70
Mean		69.67

APPENDIX 8

RESULT OF NORMALITY TEST IN POST-TEST

A. Result of Normality Control Class in Post-test

1. The Score of Control Class in Pre-test From Low Score to High Score

50	50	50	50	50	55
55	55	60	60	60	60
60	60	60	60	60	60
60	60	65	65	65	65
65	70	70	70	75	75

2. Range (R) = High Score-Low Score

$$=75-50$$

$$=25$$

3. Total of the class (K) = $1 + 3.3 \log (n)$

$$K= 1+3.3 \log (1.47)$$

$$= 1 + 4.851$$

$$= 5.851$$

$$= 6$$

4. Length of the Class (p) $\frac{\text{range}}{\text{total of the class}}$

$$\frac{25}{6} = 4.16 = 5$$

No	Interval	Frequency	xi	fixi
1	50-54	5	52	416
2	55-59	8	57	456
3	60-64	10	63	630
4	65-69	5	67	335
5	70-74	0	0	0
6	75-79	2	77	154
		30		1991

Normality Test in Control Class

		Unstandardized Residual
	N	30
Normal	Mean	,0000000
Paramete	Std. Deviation	6,51530553
rs ^{a,b}		
Most	Absolute	,156
Extreme	Positive	,156
Differenc	Negative	-,080
es		
	Test Statistic	,156
	Asymp. Sig. (2-tailed)	,059 ^c

- a. Test distribution is Normal.
- b. Calculated from data.
- c. Lilliefors Significance Correction.

B. Result of Normality Experimental Class in Post-test

1. The Score of Control Class in Pre-test From Low Score to High Score

60	60	60	60	60	65
65	65	65	65	65	65
65	70	70	70	70	70
70	70	70	70	75	75
75	80	80	85	85	85

2. Range (R) = High Score-Low Score

$$= 85 - 60$$

$$= 25$$

3. Total of the class (K) = $1 + 3.3 \log (n)$

$$K = 1 + 3.3 \log (1.47)$$

$$= 1 + 4.851$$

$$= 5.851$$

= 6

4. Length of the Class (p) $\frac{\text{range}}{\text{total of the class}}$

$$\frac{25}{6} = 4.16 = 5$$

No	Interval	Frequency	xi	fixi
1	60-64	5	62	310
2	65-69	8	67	456
3	70-74	9	72	648
4	75-79	3	77	231
5	80-84	2	82	164
6	85-89	3	87	261

Normality Test in Experimental Class

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
	N	30
Normal	Mean	69.67
Paramete	Std. Deviation	3,59723019
rs ^{a,b}		
Most	Absolute	,187
Extreme	Positive	,148
Differenc	Negative	-,187
es		
	Test Statistic	,187
	Asymp. Sig. (2-tailed)	,009 ^c

- Test distribution is Normal.
- Calculated from data.
- Lilliefors Significance Correction.

APPENDIX 9**Test of Homogeneity of Variance**

	Levene Statistic	df1	df2	Sig.
Based on Mean	,150	1	58	,700
Based on Median	,160	1	58	,691
Based on Median and with adjusted df	,160	1	57,995	,691
Based on trimmed mean	,203	1	58	,654

APPENDIX 10**T-TEST OF BOTH AVERAGES IN POST TEST****Paired Samples Test**

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair X - Y 1	-9,5000 0	9,31721	1,70108	-12,97910	-6,02090	-5,585	29	,000

APPENDIX 11**TRANSKIP OF THE STUDENT'S SPEAKING****CONTROL CLASS IN PRE TEST X TKJ 2**

Instruction : Look at the picture!

Group 1



VectorStock.com/2681722

Describe the picture above

MEL : [Ai laik ket, ket caler grei, ket has mini ais]

FR : [Me ket is blek]

MAN : [My ket is grei, ket laik it fish]

Group 2

Instruction : Look at the picture



Describe the picture above

AH : [Stroberi is fruit, stroberi coler is red]

FAR : [Stroberi in coler red and ai laik stroberi]

NKN : [Stroberi in coler red]

Group 3

Instruction look at the picture!



Describe the picture above

AL : [lion animal en lion yello kaler]

HBL : [lion yello color]

NK : [lion animal]

Group 4

Instruction look at the picture



Describe the picture above

AS : [Manggo fruit en yello kaler]

HAF : [Menggo is fruit en menggo sweet]

PS : [Menggo is fruit end menggo is kaler yello]

Group 5



VectorStock
VectorStock.com-2687922

Describe the picture above

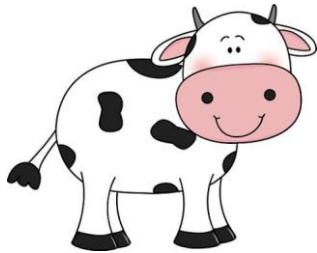
MS : [Ai laik ket end ket kaler blek]

HUS : [Mai ket is kaler grei]

SFS : [Kaler ket is grei en ket is cute]

Group 6

Instruction Look at the picture



Describe the picture above

AM : [Cou animal and kaler wait]

LS : [Kou animal and kaler wait and blek]

SRR : [Cou animal]

Group 7

Instruction look at the picture



Describe the picture above

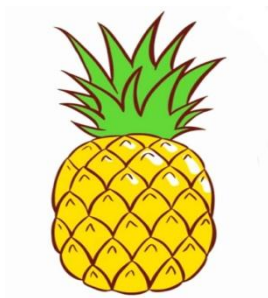
ARS : [Duk animal en caler yello]

LPH : [Duk animal en caler yello]

SR : [Dak animal end kaler yello]

Group 8

Instruction look at the picture



Describe the picture above

AZ : [Pinepel caler yello and swet]

MDL : [Pinepel caler yello]

SAC : [Pinepel frut en kaler yello]

Group 9

Instruction look at the picture



Describe the picture above

EZP : [Apel is kaler ret en swet]

AML : [Apel is kaler ret en swet]

SR : [Apel is fruit en kaler ret]

Group 10

Instruction : Look at the picture



Describe the picture above

EAR : [Stroberi is fruit, stroberi hes kaler red en stroberi swet]

ARL : [Stroberi in caler red an ai laik stroberi]

US : [Stroberi in coler red en stroberi swet]

EPXPERIMENTAL CLASS IN PRE TEST X TKJ 1

Group 1

Instruction look at the picture



Describe the picture above

ARH : [Manggo fruit en yello caler]

ELF : [Menggo is fruit en menggo sweet fruit]

MDB : [Menggo is fruit end menggo is kaler yello en ai like manggo]

Group 2

Instruction : Look at the picture



Describe the picture above

AAR : [Stroberi is fruit, stroberi coler is red]

ESES : [Stroberi in coler red and ai laik stroberi]

KM : [Stroberi in coler red]

Group 3

Instruction look at the picture!



Describe the picture above

AS : [lion animal in zo]

ED : [lion yello color en animal]

NAN : [lion animal in zo en yello caler]

Instruction : [Look at the picture]

Group 4



Describe the picture above

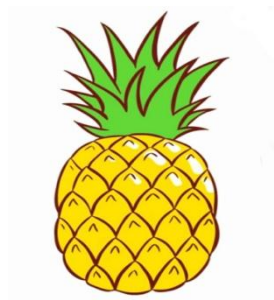
AD : [Ai laik ket, ket caler grei, ket has mini ais]

FHT : [Me ket is blek]

NH : [My ket is grei, ket laik it fish]

Group 5

Instruction look at the picture



Describe the picture above

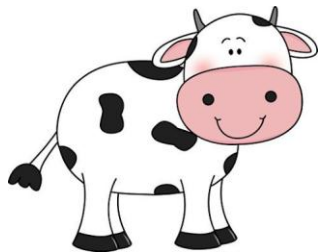
AA : [Pinepel caler yello and swet]

GB : [Pinepel caler yello]

NHY : [Pinepel frut en kaler yello]

Group 6

Instruction Look at the picture



Describe the picture above

AUBS : [Cou animal and kaler wait]

IS : [Kou animal and kaler wait and blek]

NSP : [Cou animal]

Group 7

Instruction look at the picture



Describe the picture above

AZN : [Duk animal en caler yello]

JRP : [Duk animal en caler yello]

RA : [Dak animal end kaler yello]

Group 8



Describe the picture above

DD : [Ai laik ket end ket kaler blek]

JA : [Mai ket is kaler grei]

RP : [Kaler ket is grei en ket is cute]

Group 9

Instruction look at the picture



Describe the picture above

DS : [Apel is kaler ret en swet]

KN : [Apel is kaler ret en swet]

RS : [Apel is fruit en kaler ret]

Group 10

Instruction : Look at the picture



Describe the picture above

DH : [Stroberi is fruit, stroberi hes kaler red en stroberi swet]

SP : [Stroberi in caler red an ai laik stroberi]

MH : [Stroberi in coler red en stroberi swet]

APPENDIX 12**TRANSKIP OF THE STUDENT'S SPEAKING****CONTROL CLASS IN POST TEST X TKJ 2**

Instruction : Look at the picture!

Group 1



VectorStock.com/2681722

Describe the picture above

MEL : [Ai laik ket, ket caler grei, ket has mini ais]

FR : [Mai ket is blek ren have for fut]

MAN : [Me ket is grei, ket laik it fish]

Group 2

Instruction : Look at the picture



Describe the picture above

AH : [Stroberi is fruit, stroberi coler is red]

FAR : [Stroberi is coler red and ai laik stroberi stroberi have swet varian]

NKN : [Stroberi is coler red en ai buy stroberi in market]

Group 3

Instruction look at the picture!



Describe the picture above

AL : [lion animal en lion yello kaler]

HBL : [lion yello color]

NK : [lion animal]

Group 4

Instruction look at the picture



Describe the picture above

AS : [Manggo fruit en yello kaler]

HAF : [Menggo is fruit en menggo sweet]

PS : [Menggo is fruit end menggo is kaler yello]

Group 5



VectorStock
VectorStock.com-2687922

Describe the picture above

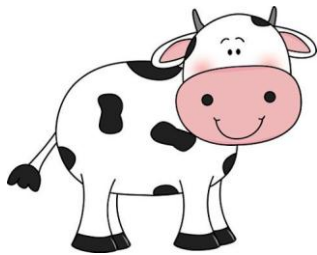
MS : [Ai laik ket end ket kaler blek]

HUS : [Mai ket is kaler grei]

SFS : [Kaler ket is grei en ket is cute]

Group 6

Instruction Look at the picture



Describe the picture above

AM : [Cou animal and kaler wait]

LS : [Kou animal and kaler wait and blek]

SRR : [Cou animal]

Group 7

Instruction look at the picture



Describe the picture above

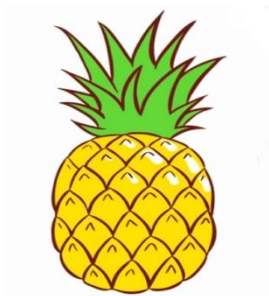
ARS : [Duk animal en caler yello]

LPH : [Duk animal en caler yello]

SR : [Dak animal end kaler yello]

Group 8

Instruction look at the picture



Describe the picture above

AZ : [ai go to market buy pinepel en ai like]

MDL : [Pinepel caler yello]

SAC : [Pinepel frut en kaler yello]

Group 9

Instruction look at the picture



Describe the picture above

ESP : [Apel is kaler ret aen green en swet]

AML : [Apel is kaler ret en swet en ai like apel]

SR : [Apel is fruit en kaler ret]

Group 10

Instruction : Look at the picture



Describe the picture above

EAR : [Stroberi is fruit, stroberi hes kaler red en stroberi swet]

ARL : [Stroberi in caler red an ai laik stroberi]

US : [Stroberi in coler red en stroberi swet]

EPXPERIMENTAL CLASS IN POST TEST X TKJ 1

Group 1

Instruction look at the picture



Describe the picture above

ARH : [My manggo has varian is swet en ai laik manggo]

ELF : [Manggo is fruit, manggo kaler is yello]

MDB : [I and prend go to market for buy manggo, ai laik manggo, prend en ai don't laik stroberi]

Group 2

Instruction : Look at the picture



Describe the picture above

AAR : [Stroberi is fruit, stroberi coler is red, I have sroberi in my hose]

ESES : [Stroberi is coler red and ai laik stroberi]

KM : [Stroberi is coler red en stroberi gud]

Group 3

Instruction look at the picture!



Describe the picture above

AS : [lion animal in zo en lion have for fut]

ED : [lion yello color en animal in zo]

NAN : [lion animal in zo en lion have heir en lif in jungle en have long tail]

Instruction : Look at the picture!

Group 4



Describe the picture above

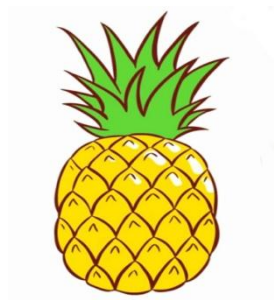
AD : [Ket caler grei, ket have mini ais]

FHT : [Mai ket is blek en eat fish]

NH : [My ket is grei, ket laik it fish en cute]

Group 5

Instruction look at the picture



Describe the picture above

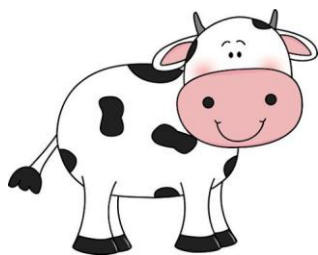
AAS : [Pinepel caler yello and swet]

GB : [Pinepel caler is yello]

NHY : [Pinepel frut en kaler is yello]

Group 6

Instruction Look at the picture



Describe the picture above

AUBS : [Cou is animal and kaler is wait]

IS : [cou animal an kaler wait]

NSP : [Cou is animal en have milk]

Group 7

Instruction look at the picture



Describe the picture above

AZN : [Duck is animal en caler have yello, can swim in woter]

JRP : [Duck is animal en caler have yello, have two fut]

RA : [Dak animal end kaler yello]

Group 8



Describe the picture above

DD : [ket has two ais, ket eat fish and ket so beautiful]

JA : [Mai ket is beautiful en ket have two fut]

RP : [Kaler ket is grei en ket is cute]

Group 9

Instruction look at the picture



Describe the picture above

DS : [Apel is caler ret en swet]

KN : [Ai like apel, caler red en gren, apel has a swet]

RS : [Apel is fruit en kaler ret, apel found everywere]

Group 10

Instruction : Look at the picture



Describe the picture above

DH : [I like stroberi, stroberi has feeling beatiful, my family like stroberi]

SP : [Stroberi in caler red an ai laik stroberi, people like stroberi]

MH : [Stroberi in coler red en stroberi swet, in the market stroberi sale]

APPENDIX 13**DOCUMENTATION**

Picture 1 : Explain the materials to the students



Picture 2 : Students listen to the teacher explanation



Picture 3 : Students divided into the group



Picture 4 : Students play the Snake and Ladder Game





I. Identify

1. Name : Atika Rahma Riza
2. Reg. Number : 18 203 00105
3. Gender : Female
4. Place/Birthday : Pasar Hilir/06 Agustus 2000
5. Civics : Indonesia
6. Marital Status : Single
7. Religion : Islam
8. Address : Pasar Hilir, Panyabungan, Mandailing Natal
9. Phone Number : 0857 6210 4376
10. Email : atikarahmariza@gmail.com

II. Parents

1. Father
 - a. Name : Anwar Sadat Nasution
 - b. Job : Wiraswasta
 - c. Alamat : Pasar Hilir, Panyabungan, Mandailing Natal
 - d. Phone Number : 0852 7507 8338
2. Mother
 - a. Name : Husnul Khotimah
 - b. Job : Housewife
 - c. Alamat : Pasar Hilir, Panyabungan, Mandailing Natal
 - d. Phone Number : 0812 63 54 8593

III. Educational Background

1. Elementary School : SDN 087 Panyabungan (2012)
2. Junior High School : SMPN 2 Panyabungan (2015)
3. Senior High School : SMAN 1 Panyabungan (2018)
4. Collage : UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan (2018-2023)