

**THE EFFECT OF APPLYING THE SNAKES AND LADDERS BOARD  
GAME ON THE STUDENTS' SPEAKING ACHIEVEMENT**

**THESIS**

*Submitted In Partial fulfillment of the Requirements  
For the Degree of Sarjana Pendidikan (S.Pd.)  
English Education Program*

**By**

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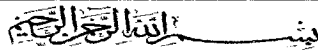
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## ABSTRACT

**Sri Atika. “*The Effect of Applying the Snakes and Ladders Board Game on The Students’ Speaking Achievement*”. Skripsi : English Departement of Faculty of Teacher Training and Education University of Muhammadiyah Sumatera Utara, Medan 2018.**

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 population and sample of this study was tenth years students of 2017/2018 Senior High School (X-RPL1 and X-RPL 2) at SMK Negeri 1 Percut Sei Tuan which consist 46 students. The sample were 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 post-test were given to the both group, experimental and control group. The data were analyzed by using t-test formula. The findings showed that the students taught by Task Based Learning method by using Snakes and Ladders Board Games Strategy got the higher score than those taught by Discussion method. The result showed that  $t_{\text{observed}} (26,79)$  was higher than  $t_{\text{table}} (2,01)$ , at  $\alpha = 0,05$  and degree of freedom (df) = 46. It meant that the null hypothesis ( $H_0$ ) was rejected and alternative hypothesis ( $H_a$ ) was accepted. The result shows that the hypothesis that there was significant Effect of Applying the Snakes and Ladders Board Game on the students’ Speaking Achievement.

Keyword: The Snakes and Ladders Board Game, Speaking Achievement.

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The aimed of writing this study was titled “The Effect of Applying the Snakes and Ladders Board Game on the Students’ Speaking Achievement”. This thesis had been written in a partial fulfillment of the requirements for the degree of Sarjana Pendidikan (S.Pd) at the English Language Education Program, Faculty of Teacher training and Education, University of Muhammadiyah Sumatera Utara (UMSU).

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The Researcher

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# **CHAPTER 1**

## **INTRODUCTION**

### **A. The Background of the Study**

Speaking skill is the one of four skills in the English which is important to be learned. Speaking is a language process that us language which apply your voice to say or to express your opinions or ideas in publicly. When we speak we produce the text and it should be meaningful, and we find some messages of it. It is the one of objectives in foreign language teaching in Indonesia is to improve speaking skill. But as a foreign language, English is difficult to learn especially in speaking. Speaking itself is an interaction process between the speaker and listener. So, the students should have the ability to speak English in order that they can communicate with others. To reach the target of teaching speaking, the student should more active in process teaching learning and also the teacher should make the students interest to learn speaking in the class and can make students enjoy of it.

But, now there is some problem in classroom. There are many students can not speak well. Because the students are seldom practice English in speaking class. They feel afraid to make some errors in speaking English. It makes the students prefer to be quite or passive in class. The students also did not understand about the characteristics of Descriptive Text. They did not know and understand what Descriptive Text is actually. This situation happened because the teacher did not use an interactive media that can help the students understand the lesson

better. The teacher just asked their students to open exercise book, read the task, and then do the exercise. This kind of teaching method did not enhance students' learning process and will be serious problem if teacher can not solve the problem faster.

To overcome this problem, the teacher needs to find the effective way to teach speaking. The teacher should create a media to make student speak up. A teacher can use media as tools to support teaching learning process. Media as instrument can affect the condition of teaching learning process. Teaching media is the media that brings the information with instructional purpose or goals of teaching and learning process. Sudjana and Rivai (2013: 2) clarified learning media can enhance students' learning process and learning achievement. The appropriate and fun learning media utilization will increase motivation, interest, and comprehension of the students, increase the variation of teaching method, and actually can increase activity and students' learning achievement. Students often think that the ability to speak a language is the product of language learning, but speaking is also a crucial part of the language learning process. Snakes and ladders games is one of games that can be used in teaching speaking. Using that game will help to improve speaking ability. Using game will make the student interest to the lesson. One of the interest games is snakes and ladders board games.

The game of snakes and ladders is a fun game to do in the class. The students can play games and learn speaking skills at the same time. Snakes and ladders board games are children's games which is played by two or more students

on a square board with 100 number squares. On some squares or boxes, there are ladder and snakes. The objective is to reach the end of the board. But here, snakes and ladders board game can be modified to be an interesting game and lesson. Snakes and ladders board games have function in giving an authority for every student to speak up in the class. The rule of this game is the students must use English. If they can not use English, they will not get a point. And the low-point group will be punished.

The aim of this game is makes students accustomed to speak English and vanish their feeling about afraid to speak up. Therefore the students can speak as well. (Harmer, 1998) explain the important of this activity that the ritual is observed and no-one, including the teacher, speaks out of turn because students are the people who need the practice, not the teacher. In general terms, therefore, a good teacher maximizes student talking time. Based on the reason above, the writer is interested in introducing a media in teaching English, named snakes and ladders board games as a media, using snakes and ladders board game as media to teach speaking skill is one way to improve speaking skill. This game needs the speaker to be active. Teacher can help the students speak up with use snakes and ladders board game. By using snakes and ladders board game, it can easy students to practice English in speaking. Because of its advantages when the teacher will be able to drill the students to speak English well in a fun way. In this research, the research chooses descriptive text as the topic to make the direct speaking based on the text and context. Therefore, in this study, the research tries to

investigate “The Effect of Applying the Snakes and Ladders Board Game on the Students’ Speaking Achievement”.

### **B. The Identification of Problems**

Based on the background of the study above, the problems of the study was identified as follows:

1. The students have no self-confidence to speak English.
2. The students were afraid to make mistakes in English.
3. The students less interested to speaking and feel bored when learning speaking and the result they had bad score.

### **C. The Scope and Limitation**

The scope of this research was focused on teaching speaking English by applying snakes and ladder board game strategy. This research was limited in descriptive text especially describing about persons, animals, and places.

### **D. The Formulation of Problem**

Based on the background of the study above, the problem of the research was formulated in the form of the question as follows: “Is there any significant effect of applying the snakes and ladders board game on the students’ speaking achievement?”

### **E. The Objective of the study**

On line with the problem of the study the objective of the study was to investigate the significant effect of applying the snakes and ladders board game on the students' speaking achievement.

### **F. The Significance of the Study**

The findings of this study are expected to be usefull not only theorerically but also practically.

#### **a. Theoretically**

Theoretically this study will give valuable information to those who concern in developing the descriptive text by applying the snakes and ladder board game.

#### **b. Practically**

##### 1. For the students who are interested in English

To help the students understand more the material given by the teacher to increase student's motivation and confidence, and new atmosphere which will increase their achievement.

##### 2. For English teachers

The teacher can choose new alternative in teaching and learning process of speaking by applying the snakes and ladder board game.

##### 3. For the other researchers

To use the result of this study as a reference a further research in the same interest.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **A. Theoretical Framework**

##### **1. Speaking**

Speaking is a communication skill that enables a person to verbalize thoughts and ideas. People speak because of some reasons such as, asking and telling information, debating, argumentation, expressing feeling, emotion, and desires. Speaking is also one of the most important skills to master in a language. Its success is measured in term of ability to carry out conversation in an interactive process constucting meaning that involves producing, receiving, and processing information.

Moreover Greene (1963:10) states it is necessary to use acceptable forms of correct language. The forms involve grammar, vocabulary, pronunciation, and intonation. The learners should be able to produce basic structure correctly. Fulcher (2003:23) explain that “Speaking is the verbal use of language to communicate with others”. Since the listening and speaking are product of skill, there are many relationships each other. The ability of the listening and speaking have some information which is gained from listening. In the other word, the topic to be discussed in speaking is relevant to what the speaker has heard from another person. That is the reason why in listening is always related to speaking.

The communicative interaction can be identified through the existence of participants negotiating a meaning, in a general term their existence is the control

interaction by noticing who is saying, to whom the speakers are saying, what is discussed and when the interaction occurs. It means that in speaking, there are a process between speaker and listener. That is a interaction between them. There are using of language as the medium of speaking in students skill. It is necessary to use accept able forms of correct language. The forms involve grammar, vocabulary, and pronunciation.

To Improve the students' speaking skill, the teacher need to help the students as produce forms in the foreign language. It is a part of teacher's job to help the students in producing form in foreign language. It means that one communicate naturally while thinking about forms of the message rather than the message itself. Brown (2001:27) claryfied, that "When someone can speak a language it means that he can carry on a conversation reasonably competently". In addition, he states that the benchmark of successful acquisition of language is almost always the demonstration of an ability to accomplish pragmatic goals through an interactive discourse with other language speakers.

According to Richards (2002:204) "Effective oral communication requires the ability to use the language appropriately in social interactions that involves not only verbal communication but also paralinguistic elements such as gestures, body language, and expressions are needed in conveying messages directly without any accompanying speech''. From some definitions above it can be concluded that speaking skill is always related to communication. Speaking skill itself can be stated as the skill to use language accurately to express meanings in



order to transfer or to get knowledge and information from other people in the whole life situation.

## **2. Functions of Speaking**

There are many functions of speaking proposed by many practitioners. Brown and Yule in Richards (2008:21-28) classified propose three functions of speaking. They are talk as interaction, talk as transaction, and talk as performance. Talk as interaction refers to what people normally do in communication that is “conversation” and describes the interaction that serves a primarily social function. People interact with each other when they meet though exchange greeting because they wish to be friendly and to establish and maintain social relations. Talk as transaction refers to situations where the focus is on what is said or done. The focus of talk as transaction is on the message rather than how they interact socially with each other. According to Burns (1998) distinguishes two types of talk as interaction. The first type focuses on giving and receiving information and the second type focuses on obtaining goods or services. Talk as performance refers to public talk such as classroom presentations, public announcements, and speeches. The talk tends to be monologue rather than dialogue and mostly a written language since the speaker follows what is written in the text.

Besides, Thornburry (2005:14) classified proposes four language features in speaking. They are interactive, non interactive, planned and unplanned. Multy-party speeches like casual conversation between friends or between children and their parents is interactive speaking or dialogue. Monologues such as news

reporting on a television, and voice-mail message are no interactive speaking. Public speeches and business presentations are typical planned. On the other hand, chatting with friends at the classroom and conversation at the shop are kinds of unplanned speaking.

From the explanation above, it can be concluded that there are many functions of speaking such as to maintain social relation, to get thing done, to give speech, etc. The ways of how the speakers perform speaking are different depend on their purpose.

### **3. Types of Speaking Performances**

Brown (2004 : 271) describes six categories of speaking skill area. Those six categories as into follow:

#### **a. Imitative**

This category includes the ability to practice an intonation and focusing on some particular elements of language form. That is just imitating a word, phrase or sentence. The important things here is focusing on pronunciation. The teacher uses drilling in the teaching learning process. The reason is by using drilling students get opportunity to listen and orally repeat some words.

#### **b. Intensive**

This is the students' speaking performance that is practicing some phonological and grammatical aspects of language. It usually places students doing the task in pairs (group work). For example,

reading aloud that includes reading paragraph, reading dialogue with partner in turn, reading information from chart, etc.

c. Responsive

Responsive performance includes interaction and test comprehension but at the somewhat limited level of very short conversation, started greeting and small talk, simple request and comments. This is a kind of short replies to teacher or students initiated questions or comments, giving instruction and direction. Those replies are usually sufficient and meaningful.

d. Transactional (Dialogue)

It is carried out for the purpose of conveying or exchanging specific information. For example here is conversation which is done in pair work.

e. Interpersonal (Dialogue)

It is carried out more for the purpose of maintaining social relationships than for the transmission of facts and information. The forms of interpersonal speaking performance are interview, role play, discussion, conversation and games.

f. Extensive (Monologue)

Teacher gives students extended monologues in the form oral reports summaries, and storytelling and short speeches.

Based on the theory above, it can be concluded that there are some points that should be considered an assessing speaking. The

students need to know at least the pronunciation, vocabularies, and language functions that they are going to use. When the students have been ready and prepared for the activity, they can use the language appropriately.

#### **4. Descriptive Text**

According to Knapp (2000), descriptive text is a text that enables the categorisation or classification of an almost infinite range of experience, observations and allows us to know them either objectively or subjectively, depending on the learning area or intent of the writer. Students describe when they:

1. Talking or writing about a picture.
2. Writing about a character or place in a story
3. Reporting on an animal

##### **4.1. The Generic Structure of Descriptive Text**

**Identification ^ Description**

**Classification ^ Description**

1. Person / Common Sense
  - a. Name
  - b. Age
  - c. Weight
  - d. Physical Appearance

Example :

My name is Yogi. I am 21 years old. I am 164 centimeters in height and weigh 60 kg. I have long dark hair and a pointed nose. I was born in Malang. I work in a bank.

## 2. Animal / Common Sense

- a. Classification
- b. Appearance
- c. Behavior
- d. Reproduction

Example :

A giraffe is an African animal with long neck. It is covered in a furry skin. It looks like a spotty thing. It eats leaves from trees. But it has to go a long way down to have a drink. The giraffe is a wild animal.

## 3. Place / Common Sense

- a. Identification
- b. Location
- c. Transportation
- d. Function
- e. Situation

Example :

Parapat is a small town at the bank of lake Toba. The town is located in the mountainous area of about 125 kilometers to the southeast of Medan, the capital of the North Sumatera province. Parapat is a tourist spot which is visited by people from various parts of the world. The climate in the town is much colder

than other places in North Sumatera, ranging from 15 to 20 C. To get to the place, we can go by car or bus.

#### 4.2.The Language Features of Descriptive Text

1. When describing things from a technical factual point of view, the present tense is predominantly used; for example,
 

*has, eats, sings, lays, swim.*
2. Relational verbs are used when classifying and describing appearance/qualities and parts/functions of phenomena (is, are, has, have); for example,
 

My favourite *is* a teddy bear because it *is* cuddly and friendly.
3. Action verbs are used when describing behaviours/uses; for example
 

*An ant has three body parts.*
4. Mental verbs are used when describing feelings in literary descriptions; for example, She *felt* unhappy.
5. Adjectives are used to add extra information to nouns and may be technical, everyday or literary, depending on the text; for example,
 

Possoms are *nocturnal*. Technical  
 It is *grey* and *brown*. Everyday  
 Her appearance was *majestic*. Literary
6. Adverbs are used to add extra information to verbs to provide more detail description; for example,
 

Turtles swim *slowly*.

## 5. Media

Media as tools for teaching in learning process. Azhar (1997:15) explain that media means usually audiovisuals or electronic for transmitting or delivering message. In other word, media is communications that refer to instructional technology to transmit information between a source and receiver.

Fleming (1993) classified there are nine kinds of media/visual aids in teaching, they are:

1. Blackboard

Blackboard is the common visual aid which teacher used in teaching process. It can help students can understand the lesson easier.

2. Bulletin Board

Bulletin Board is a teaching tool of wide usage. It has been used effectively to inform students and to influence their behaviours and to motivate them.

3. Relia

Relia is the same as a real object. The teacher will show things like an apple, an orange, or a book to the students.

4. Picture

Picture is the most interesting media. Using pictures in teaching

process will help the teacher to explain the subject learnt. Picture is useful for getting students to predict what is coming next in a lesson.

#### 5. Chart

The use of chart in the classroom has the same way as the use of picture to stimulate the teaching process.

#### 6. Flash card

Flash card is a set of image that shows a figure or some figures performing different activities into a logical sequence.

#### 7. Maps

The teacher can have student to examine and comment on global map of their own country.

#### 8. Clock

Clock is used to help the students know how to tell the time shown.

#### 9. Cartoons

The facial expressions of cartoon figures may inspire students to interpret the thought behind the expression and the story implicit in cartoon provided.

As the start below, there are many kinds of media. One of the most commonly used media is snakes and ladder board game. It is cheaper than another media and also it can makes English become fun in school.

### **6. The Snakes and Ladders Board Game**



### **6.1 Definition of the Snakes and Ladders Board Game**

A board game is a game that can be easily modified by the game designer. The designer can create and modify the game according to the needs. The Snakes and Ladders board game is one kind of a board game that widely known by the people. It is a popular game that can facilitate the students to learn language. (Kusrini, 2012:4) states the snakes and ladders board game facilitates them to learn about counting, life, interaction, and socialization.

According to (Sari and Munaroh, 2012) A ladder provides a short cut to a square nearer the “Finish” square and a snake obligates the players to return to a square nearer the “Start” square. In this game, the students can learn about up and down in life or about joys and troubles. The ladders represent “the up life and joy” while the existence of the snakes represent “the down in life or trouble”.

### **6.2. Materials in Playing the Snakes and Ladder Board Game**

There are some materials in playing the Snakes and Ladder board game. They are counters, dice, game board, and cards (Porenzo via Rahmawati: 2012). The counter will be used as a marker for a player to be put on the board. The counter can be stone, seeds, plastics counters, or buttons. The dice is a small-six cube with one to six dots on its side. However, the researcher modified the dice into the six-cube with the one to four dots on its side. The dice will decide how many steps the players will move. The game board is where the players move the counter. The track of the game consists of some squares that start from “Start” and end on “Finish”. While playing the game, the players will find ladders and snakes.

On the each square of the game they need to take a card containing clue or expression that they need to use. The one who reaches the “Finish” square is the winner.

### **6.3. Rules of Playing the Snakes and Ladders Board Game**

The Snakes and Ladders board game for language teaching has the same rules with a regular snakes and ladder board game but in this game there are some modifications to make the students to be able to communicate using English.

Below are the rules of the Snakes and Ladders board game quoted from Hayati (2012: 36) with some modifications.

1. Put your playing piece on the start square.
2. Decide who is going to start and which order you are going to play.
3. First player rolls the dice and moves forward according the number of the dice.
4. Take a card according to the number of the square indicates.
5. Read aloud the clue in the card.
6. The player should communicate with their friends within the group using the clue on the card. The group members also have to respond to the player who is playing.
7. Continue the playing, roll the dice again.
8. Player gets snakes; turn off from the snake tip until the snake’s tail.

9. Player gets ladder; turn on from bottom of the ladder until top of the ladder.
10. To finish you have to land directly on the square last square.

## **7. Implementing the Snakes and Ladders Board Game for Speaking Activity**

It needs an extra effort to apply the Snakes and Ladders board game in the class. There are some steps that the teacher needs to do to be able to make the teaching and learning process run effectively so the basic competence will be achieved in the end of the class.

First, the teacher prepares the equipments of the game such as the snakes and ladders board game, dice, cards and counters for each group. Second, the teacher needs to explain the rules of the game. The teacher has to make sure that the students really understand the rules of the game. If it is necessary, the teacher can demonstrate the game with some students in front of the class. Third, the teacher divides the students to work in the groups. Fourth, each of the students takes turns to roll the dice and the one who gets the highest number will go first and decides order of the players. The first player rolls the dice and moves to the next square according to the number that the dice indicates. For example if the player gets the two dots in the dice, the player moves two steps from the “Start” square. Fifth, the player takes a card and describe the picture on the card. The player has to use picture in the card to describe that pictures with their friends

within the group. Another group have to give respond to the player who speaks. The one who reaches the “Finish” square first win the game. .

## **8. The Significances of the Snakes and Ladders Board Game in the Teaching Speaking**

The Snakes and Ladders board game can be used as one of the media that facilitates the students to be able to speak in the class. According to Chang and Cogswell (2008) using a board game in the language classroom is an effective, low anxiety, and fun way for them to learn and practice communication skills as well as develop their own communication strategies that can be readily applied to the real world. Playing the Snakes and Ladders board game is an interesting thing to do in the class. This game is fun and it helps them to learn the language while playing the game so they are not anxious in the class. They will speak using English with their friends in the class. Using the clues in the cards, they will be motivated to speak English to complete the task of the game. While talking with their friends, they will be able to increase their fluency because they will repeat using the same expressions and vocabulary. It will help them to accustom with the words and expressions related to the topic. Hayati (2013) also emphasizes that the Snakes and Ladders board game helps to increase the students’ motivation and interest in take part actively in the speaking class. Rahmawati (2012) also explain that using board games successfully improves the students’ speaking skills. The improvement lied on all aspects of speaking e.i students’ comprehension, fluency, vocabulary mastery, pronunciation as well as their grammar.

## **B. Relevant of The Study**

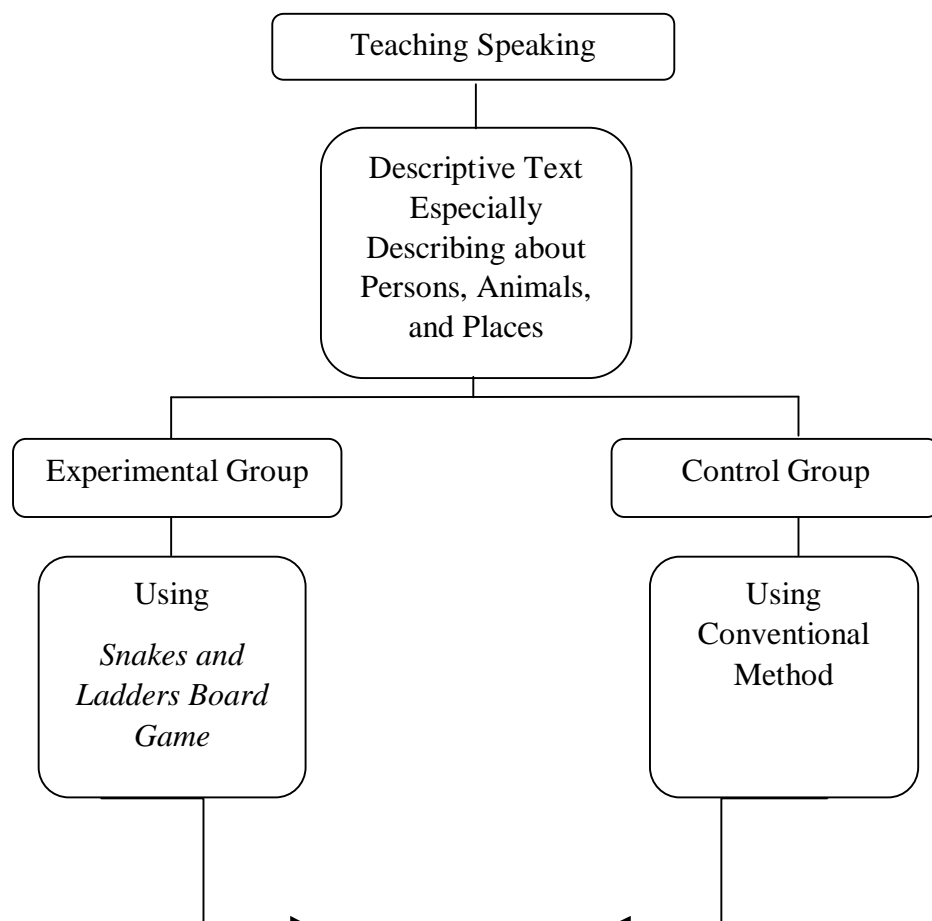
The previous research conducted by:

1. Aisyah Novita Permatasari (2014). This study was an experimental quantitative study which had the students of VII A as experimental group and VII B as control group of MTSN Mojosari, Mojokerto, as the participants. The increasing mean of experimental group prove that the treatment by using snakes and ladder game could improve the students' speaking ability in speaking class. The Researcher used at least three categories of students' responses in the questionnaire, including interested, motivated, and helped. They are interesting, motivating, and helpful in order to learn the asking and giving service activier in speaking by using snakes and ladders game.
2. Hayati (2012). She conducted a research in the context of English teaching and learning in Indonesia. The research finding proved that the Snakes and

Ladders board game helped the students to learn language. They showed their interest to participate actively in the class. The game also helped them to increase their vocabulary mastery.

3. Rahmawati (2012). She also conducted her research in the context of English teaching and learning in Indonesia. The result of the research showed that using board games in the speaking class helped the students to improve their mastery in speaking. They successfully improved their comprehension, fluency, vocabulary mastery, and grammar

### C. Conceptual Framework



To Find The Effect  
of Using Snakes  
and Ladders Board  
Game

Communication is an important thing for people in the world. One of the ways to communicate with other people is by speaking. As stated in the previous chapter, speaking is important for language learners because speaking is the first form of communication. They are expected to be able to speak English accurately, fluently, and acceptably in the daily life.

However, as mentioned in the previous chapter, Grade X students of SMK Negeri 1 Percut Sei Tuan faced several problems related to their speaking skills. The problems are the opportunity to speak English, students' vocabulary mastery, mispronunciation, and teaching activity in the class. The students lacked speaking activities. Consequently, they are shy and afraid of making mistakes. They also had low vocabulary mastery so they had difficulties in expressing meanings in English. In addition, they are not familiar with English pronunciation so they often mispronounced the words. The class activity was not interesting. So, they are bored during the teaching and learning process and most of them just chatted with their friend in Bahasa Indonesia.

Therefore, the researcher wanted to overcome the problems by using the Snakes and Ladders board game in the speaking class. The Snakes and Ladders board game is chosen because it is fun and interesting. It could be applied in the

practice and production phase. The students would get more opportunity to practice speaking while playing the game. They have to speak with their friends within the group using the clue and expressions on the card. This activity provides natural drilling for them and helps them to improve their fluency. They also get opportunity to practice speaking in a meaningful way so it would help them to improve their communicative competence.

Besides, this game also could motivate them to be more engaged during the teaching and learning process so all of them got the same opportunity to practice speaking. They also would enjoy the teaching and learning process because playing the game during the class is interesting and motivating. This game is expected to be able to overcome the problems and give positive changes in the teaching and learning process after applying this game.

#### **D. Hypothesis**

Ha : There is a significant effect of applying the snakes and ladders board game on the students' speaking achievement.

Ho : There is no significant effect of applying the snakes and ladders board game on the students' speaking achievement.



## **CHAPTER III**

### **METHOD OF RESEARCH**

#### **A. Location of the Research**

This research was conducted at SMK Negeri 1 Percut Sei Tuan on Jalan Kolam No.3 Kecamatan Percut Sei Tuan in academic year 2017/2018. The reasons of choosing the study because the students' speaking ability in the school are very poor and no activities in the classroom can improve the students' speaking ability. Based on the situations the researcher would like conduct a study about the effect of applying the snakes and ladder board game to improve the students' speaking ability in descriptive text especially describing about persons, animals, and places.

#### **B. The population and Sample**

The population this research was conducted at class X Rekayasa Perangkat Lunak of SMK Negeri 1 Percut Sei Tuan. The population of the research consist 2 classes. They are X-RPL1 and X-RPL 2. Class X-RPL 1 consist of 23 students and X-RPL 2 consist of 23 students. So, The total number of population were 46 students. The design figured as follow:

Table 3.1 Population and Sample

Class	Population	Sample
X-RPL 1	23	23
X-RPL 2	23	23
Total	46	46

### C. Research of Design

This research used an experimental research. The sample was divided into two groups, the experimental group by applying the snakes and ladders board game, meanwhile the control group by using conventional method. The design of this research can be seen as follow:

Table 3.2

Research Design : one group, pre-test, post-test design

Groups	Pre-test	Treatment	Post-Test
Experimental	ü	Using Snakes and Ladders Board Game (X)	ü
Control	ü	Coventional Method (Y)	ü

Based on the table 3.2, experimental (X) will be the class which receives by using snakes and ladders board game in teaching speaking, and control (Y) will be the class which receives by using conventional method in teaching speaking.

#### **D. The Instrument for Collecting Data**

In collecting the data that was needed, the researcher used pre-test and post-test by using an oral test, to know their fluency, pronunciation, vocabulary and structure. The data of this research will be collected by using a test. The test will be divided into two sessions, the first is pretest given prior to the treatment. The second is post test which will be applied after conducting the treatment. There, the student describes and answers by speaking and the students' speaking to know how they can speak English well and fluently.

#### **E. The Technique for Collecting Data**

In collecting the data, some steps were applied as follows:

1. Observation of the students' activity.
2. Giving the pre-test to both of the classes
3. Giving treatment
  - a. Experimental class : using snakes and ladders board game
  - b. Control class : using conventional method
4. Giving post-test with the similar test to both of the groups.
5. Evaluating the effect of Snakes and Ladders Board Games.

## F. The Techniques for Analyzing Data

After collecting the data from the test, then, the data was analyzed by using the following procedures:

1. Correcting the students' answer
2. Scoring the students' answer
3. Listing their score in two table, first for experimental group scores and second for control group
4. Analyzing the data, the result of the data was analyzed by using statically procedure which consisted of mean, standard deviation (SD) and dependent t-test. The calculating their score by using formula:

$$Y = a + b$$

$$a = \frac{(\sum y)(\sum X^2) - (\sum X)(\sum xy)}{N(\sum X^2) - (\sum X)^2}$$

$$b = \left( \frac{N(\sum XY) - (\sum X)(\sum Y)}{N(\sum X^2) - (\sum X)^2} \right)$$

- a. Determining coefficient  $r^2$  by formulation (Sudjana 2005):

$$r^2 = \frac{b\{N(\sum XY) - (\sum X)(\sum Y)\}}{N(\sum Y^2) - (\sum Y)^2}$$

- b. Testing the hypothesis could be determined by using:

$$t = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

## **CHAPTER IV**

### **DATA COLLECTION AND DATA ANALYSIS**

#### **A. Data Collection**

The data was taken from students' oral test. The research took place at SMK Negeri 1 Percut Sei Tuan, Jl. Kolam No 3 Medan Estate. The researcher used 46 students as Sample were divided in two groups, such as experimental and control group. The students' score of experimental group showed that the highest score of pre-test was 64 and lowest was 43( see appendix 4 ). While the highest score of post-test was 90 and the lowest was 72 ( see appendix 6 ). Meanwhile the students' score of control group showed that the highest score of pre-test in control group was 64 and the lowest was 29 ( see appendix 5 ) . While the highest score of post-test test was 77 and lowest was 59 ( see appendix 7 ).

#### **B. Data Analysis**

After the data who previously had been collected and explained. The data was analyzed and described in the form of description. The function of analyze is to know which the researcher got in research.

##### **1. Description of observation Analysis**

###### **a. The situation of the class**

The researcher observed to the situation of both classes Experimental group and control group. The first meeting, the situation of both class were not

conducive because some students didn't attracted to learn English. We thought English is bored lesson. The researcher tried to make the conducive in the class by but some of students still unmanned. The second and meeting, the students were conducive and always pay attention to the teacher because researcher tried make some students attracted by using games and new method in teaching English. There was any achievement to the learning of Descriptive Text.

b. The students' speaking achievement

The researcher found some problem to the students in speaking. The frist meeting some students still shy to speak in front of the text. The main point of the problem the students were vocabullary and afraid to speak. The researcher tried to teach make a new method and finally the students undertsand and enjoy the English speaking.

c. The students' active in the class

The researcher found some students didn't active in the class. The first meeting, the researcher got the students still passive in the learning speaking Descriptive text especially describing about person, animal, and place because some students were lazy to tried and affraid speaking English. The researcher tried to explain to students, English is interesting lesson. In meeting second and third, the students more active in the class to showed speaking especially in describing about person, animal, and place.

## 2. Description of Pre-Test Score Analysis

Pre-test was given before running to the treatment and Post-Test for the Experimental and Control Group. There were five indicators to make students' assessment. The indicators are Pronunciation, Grammar, Vocabulary, Fluency and Comprehension. The main point of assessment is comprehension because to measure the students' ability of Descriptive text. The point of Pre-test can be seen below (see appendix 4 and 5). In the Pre-test the researcher found the lowest point from test in Vocabulary because it made influence to other indicator. The researcher found the lowest score in Experimental group was 43 and 29 for Control Group. The highest score in Experimental and Control Group was 64. From the analysis above students' in Descriptive text is still low. Based on the students' score the researcher must try hard to give the treatment to get the best score in Post-Test.

## 3. Description of Post-Test

The Post-Test is the last of test, after researcher gave the Pre-test to the both of Class Experimental and control Group. The researcher gave the same test in Pre-Test and Post-Test. Same with Pre-Test in Post-Test, there was five indicators to make students' assessment. The point of Post-Test can be seen below (see appendix 6 and 7). In the Pre-test the researcher found the lowest point from test in Comprehension because it was main point to the assessment for Descriptive text. The researcher found the lowest score in Post-Test of



Experimental group are 72 and 59 for Control Group. The Highest score in Experimental group are 90 and 77 for Control Group . Based on the Score of Post-Test, the researcher found there was any significant of the score in Experimental group and control group. The score of Experimental Group higher than control group because the experimental group used new Model of learning and control group used discussion method. Used the Model of teaching can give the achievement to the students.

To find the Effect of Applying the Snakes and Ladders Board Game on the Students' Speaking Achievement. Based on the data from the test the score were analyzed in other to know differences between pre-test and post-test of experimental group. Based on the appendix 8, it can be seen that there was differences between pre-test and post-test of experimental class. After calculated the data for the experimental group above score for pre-test and post-test was 1279 and the total score post-test was 1895. It means the score for post-test is higher than pre-test. The mean score was calculated as follows :

### **The Calculation in Experimental Group**

a. The calculation for pre-test in experimental group

1. Mean

$$M( \quad ) = \sum \text{—}$$

$$\frac{\square\square\square\square}{\square\square}$$

$$\square\square\ddot{W}\square$$

## 2. Variances

$$M\text{---}$$

$$\square\square\square\square\square M \frac{\square\square\square\square}{\square\square}$$

$$\square\square\square\square\square \frac{\square\square\square\square\square\square\square}{\square\square}$$

$$\square\square\square\square\square \square\square\square\square\ddot{W}\square$$

$$\square\square\square\square\ddot{W}\square$$

$$\frac{\square\square\square\square\ddot{W}\square}{\square\square\square\square\ddot{W}\square}$$

$$\square\square\ddot{W}\square$$

## 3. Standard Deviation

$$\frac{\text{---}}{\text{---}} \text{---}$$

$$\frac{\square\square\square\square\square}{\square\square}$$

$$\frac{\square\square\square\square\square\square\square}{\square\square}$$

ص □□□□□□

□□□

b. The calculation for post-test in experimental group

1. Mean

$$M(\quad) = \frac{\sum \quad}{\quad}$$

$$\frac{\quad}{\quad}$$

□□ $\bar{W}$ □

2. Variances

M—

$$\quad M \frac{\quad}{\quad}$$

$$\quad \frac{\quad}{\quad}$$

□□□□□ □□□□□ $\bar{W}$ □

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3. Standard Deviation

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ض□□□□□□□□

□□□□ $\bar{W}$ □

c. The calculation for total pre-test and post-test in experimental group

1. Mean

$$M ( \quad ) = \frac{\Sigma}{\quad}$$

□□□  
□□

□□ $\bar{W}$

2. Standard Deviation

ط

$$\frac{\square\square\square}{\square\square}$$

$$\frac{\square\square\square\bar{W}\square\square}{\square\square}$$

$$\frac{\square\square\square\square\bar{W}\square}{\square\square}$$

$$\square\square\bar{W}\square$$

Based on the appendix 9, it can be seen that there were differences between pre-test and post-test scores of the control class. After calculating the data for the control group, the score for pre-test was 1099 and the total score for post-test was 1521. It means the score for pre-test is higher than post-test. The mean score was calculated as follows:

### The Calculation in Control Group

a. The calculation for pre-test in control group

1. Mean

$$M(\quad) = \frac{\sum \quad}{\quad}$$

$$\frac{\square\square\square\square}{\square\square}$$

$$\square\square\bar{W}\square$$

2. Variances

$$M \text{---}$$

$$\frac{\square\square\square\square M \square\square\square\square}{\square\square}$$

$$\frac{\square\square\square\square\square\square\square\square}{\square\square}$$

$$\square\square\square\square \square\square\square\square \ddot{W}$$

$$\square\square\square \ddot{W} \square$$

$$\frac{\square\square\square \ddot{W} \square}{\square\square}$$

$$\square\square \ddot{W} \square$$

### 3. Standard Deviation

$$\frac{\square\square\square\square}{\square\square}$$

$$\frac{\square\square\square\square}{\square\square}$$

$$\frac{\square\square\square\square\square\square}{\square\square}$$

$$\frac{\square\square\square\square \ddot{W}}{\square\square}$$

$$\square\square \ddot{W} \square$$

b. The calculation for post-test in control group

1. Mean

$$M(\quad) = \sum \frac{\quad}{\quad}$$

$$\frac{\square\square\square\square}{\square\square}$$

$$\square\square\ddot{W}\square$$

2. Variances

$$M \frac{\quad}{\quad}$$

$$\square\square\square\square\square\square M \frac{\square\square\square\square}{\square\square}$$

$$\square\square\square\square\square\square \frac{\square\square\square\square\square\square}{\square\square}$$

$$\square\square\square\square\square\square \quad \square\square\square\square\square\square\ddot{W}\square$$

$$\square\square\square\square\ddot{W}\square$$

$$\frac{\quad}{\square\square\square\square\ddot{W}\square}$$

$$\square\square\ddot{W}\square$$

3. Standard Deviation

$$\frac{\quad}{\quad}$$

$$\frac{\square\square\square\square\square\square}{\square\square}$$

$$\frac{\square\square\square\square\square\square\square\square}{\square\square}$$

$$\frac{\square\square\ddot{W}\square\square}{\square\square}$$

$$\square\square\ddot{W}\square$$

c. The calculation for total pre-test and post-test in control group

1. Mean

$$M(\quad) = \frac{\Sigma}{\quad}$$

$$\frac{\square\square\square}{\square\square}$$

$$\square\square\ddot{W}\square$$

2. Standard Deviation

$$\frac{\sigma}{\quad}$$

$$\frac{\square\square\square}{\square\square}$$

$$\frac{\square\square\ddot{W}\square\square}{\square\square}$$



$$\frac{\sum y}{N}$$

$$\sum y$$

Based on the appendix 10, it can be seen that there was The Calculating Table.

### C. Testing Hypothesis

#### a. The equation of linear regression

$y = a + b$  where  $a$  and  $b$  were got by:

$$a = \frac{(\sum y)(\sum X^2) - (\sum X)(\sum xy)}{N(\sum X^2) - (\sum X)^2}$$

$$\frac{\sum y \sum X^2 - \sum X \sum xy}{N \sum X^2 - (\sum X)^2}$$

$$\frac{\sum y \sum X^2 - \sum X \sum xy}{N \sum X^2 - (\sum X)^2}$$

$$\frac{\sum y}{N}$$

$$\sum y$$

$$b = \left( \frac{N(\sum XY) - (\sum X)(\sum Y)}{N(\sum X^2) - (\sum X)^2} \right)$$

$$\frac{\sum X \sum Y - \sum XY}{N \sum X^2 - (\sum X)^2}$$

$$\frac{\sum_{i=1}^n (x_i - \bar{x})(y_i - \bar{y})}{\sum_{i=1}^n (x_i - \bar{x})^2}$$

$$\frac{\sum_{i=1}^n (y_i - \bar{y})}{\sum_{i=1}^n (x_i - \bar{x})}$$

$$\hat{y}$$

$$y = a + b$$

$$\hat{y} \quad \hat{y}$$

**b. Coefficient  $r^2$**

$$r^2 = \frac{b\{N(\sum XY) - (\sum X)(\sum Y)\}}{N(\sum Y^2) - (\sum Y)^2}$$

$$\frac{\hat{y} \sum (x_i - \bar{x})(y_i - \bar{y}) \quad \sum (x_i - \bar{x})^2}{\sum (x_i - \bar{x})^2 \quad M \sum (y_i - \bar{y})^2}$$

$$\frac{\hat{y} \sum (x_i - \bar{x})(y_i - \bar{y})}{\sum (x_i - \bar{x})^2 \quad M \sum (y_i - \bar{y})^2}$$

$$\frac{\hat{y} \sum (x_i - \bar{x})(y_i - \bar{y})}{\sum (x_i - \bar{x})^2}$$

$$\frac{\sum (x_i - \bar{x})(y_i - \bar{y})}{\sum (x_i - \bar{x})^2}$$

$$\hat{y}$$

$$\overline{\hat{y}}$$

$$\hat{y}$$

### c. Testing the statistical hypothesis

$H_a : P \neq 0$       There is a significant effect of Task Based Learning on students' achievement in speaking skill

$H_o : P = 0$       There is no significant effect of Task Based Learning on students' achievement in speaking skill

The statistical hypothesis could be determined by using:

$$t = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

With a criteria examination  $\alpha$ ,  $H_o$  is accepted if  $t_{\text{observed}} > T_{\text{table}}$  with the degree freedom or  $df = N-2 = 44$ ,  $\alpha = 5\% = 0,05$

$$T_{\text{observed}} = t = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

$$\frac{\overline{W_{\text{test}}}}{\overline{W_{\text{control}}}}$$

$$\frac{\overline{W_{\text{test}}}}{\overline{W_{\text{control}}}}$$

$$\frac{\overline{W_{\text{test}}}}{\overline{W_{\text{control}}}}$$

$$\frac{\overline{W_{\text{test}}}}{\overline{W_{\text{control}}}}$$

$$\overline{W_{\text{test}}}$$

$$T_{table} = \frac{\sum (y_i - \bar{y})^2}{n - 1}$$

$$= \frac{\sum (y_i - \bar{y})^2}{n - 1}$$

$$= \frac{\sum (y_i - \bar{y})^2}{n - 1}$$

$$= \frac{\sum (y_i - \bar{y})^2}{n - 1}$$

Based on the calculation above, where  $T_{observed} > T_{table}$  ( $26,79 > 2.01$ ) it could be concluded that  $H_0$  was rejected. It means that  $H_a$  was accepted or “There is significant effect of applying the snakes and ladders board game on the students’ speaking achievement”.

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### A. Conclusions

Based on the data analysis, there are some conclusions that can be described as follow :

1. The result of the t-test showed that the t-observed was higher than t-table ( $26,79 > 2,01$ ). It means that whole the snakes and ladders board game gave a significant effect on students' achievement in descriptive text especially describing about personS, peopleS, and places.
2. The student were taught by applying the snakes and ladders board game got higher score that those taught Conventional method by discussion . The mean score of post-test in experimental group was 82,39 and the mean score of control group was 66,13 it can be known that the students' achievement who taught by applying the snakes and ladders board game got higher score than the students who taught by using discussions method .

#### B. Suggestions

In relation on the conclusions above, suggestions are put forward as follows:

1. To the English teacher

They should consider that the applying the snakes and ladders board game towards the students' achievement in descriptive text especially describing about persons, animals, and places can be enjoyable and fun way in teaching speaking. They should try to make variation in teaching speaking until the students comprehend and more confidence, so they can practice with other.

2. To the students

They should study harder to improve their achievement in speaking. Practice to speak with someone is very important. Students should practice their English in daily conversation especially to gave the descriptive text in daily life.



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### **Formal Educational Background**

<b>No</b>	<b>School</b>	<b>Place</b>	<b>Period</b>
1	Elementary School	SD Negeri 102041 Firdaus	2002 – 2008
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