

Efforts to improve the ability to speak English through the game "snake and ladder" in grade VII-A students at SMPN 3 Ngimbang

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Abstract

Students' ability to speak different English needs serious attention in recent years. Still, uneven ability to communicate in English can be known with several indicators among them; the ability to express English orally often stops in the middle of a conversation, the average speaking duration is under 5 minutes, using vocabulary is very limited, lacks the courage to start speaking in English both to the teacher and classmates. In an effort to solve the problem, snake and ladder game modifications were done to improve the ability to speak English. The research method uses the Class Action Research with grade VII A students' research subjects in odd semesters at SMPN 3 Ngimbang. To explore research information, instruments used with performance Tice, formative, and interviews previously judged content by expert academics. The data obtained by a formative performance test in 2 cycles obtained information on the duration of the student's speech increased by an average of 8 minutes, vocabulary mastery was more with the use of better and correct diction, ideas and ideas can be better conveyed, while from the interview results showed students were more motivated to talk and learning felt fun. Test results in cycle 2 showed students who scored, on average over 76 were 32 people or 100%. The average test result score was 81.88. From the results of the research, it can be concluded that snake and ladder games are able to improve the speaking ability of grade VII-A students of SMPN 3 Ngimbang in English.

Keywords: snake and ladder, differences in speaking, English

Introduction

Learning English is not only learning vocabulary and grammar in the sense of knowledge, but learning English requires students' skills to apply English in daily activities as a means of communication (Hansen: 1984). The ability to apply English in everyday life is still diverse. Some students have good English skills, while others still have difficulty using English as a language of daily communication. This gap requires the attention of teachers to improve their ability to speak English. A person who can fluently convey ideas/ideas in English is said to be proficient in English (Ersoz & Aydan: 2000). In recent years, the gap in the ability to speak English in grade VII A SMPN 3 Ngimbang has experienced a very significant difference. Some indications about the ability to speak English are still diverse obtained information from the ability of students in expressing ideas in English orally often stopped in the middle of the conversation, the average speaking duration is under 5 minutes, using a vocabulary is very limited, lack of courage to start speaking in English both to the teacher and to classmates (Suganda. et al. 2007).

The researchers' findings as an English teacher in the prior semester in grade VII A that focused on transactional, interpersonal, and functional showed that students only answered on the subject matter, less able to develop answers, and even ask questions in English. That character is the innate heart, soul, personality, character, behavior, personality and temperament, so that character is a way of implementing good values in that form. Actions and behaviors, so that people who are dishonest, who behave according to the rules are called noble characters (Suryanto, Degeng, Djatmika & Kuswandi: 2020). short, students' answers does not show the limitations of the idea, but rather the low ability to

speak English (Suganda et al., 2007). The constructivist learning model is intended to make authoritarian teacher habits become facilitators, turn ego-involvement, learning activities into task-involvement so that the learning process becomes more effective. The English learning model is emphasizing the game pattern. It is proven to improve further the ability of students to master the teaching materials (Supriyanto, 2020). The level of acceptance of the learning model that is not purely learning in the classroom makes students enjoy their learning. Using the game in English learning is highly recommended to build abilities that feel quite complex (Wright, Andrew, et al., 1984).

Snake and ladder is a game that students knew before. The domain / natural *snake and ladder* emphasizes students use verbal communication rather than visual and motor communication. Therefore, using *modified snake and ladder* games in English learning needs to be done so that there is no gap in English speaking skills. Activities to improve students' speaking skills by using *snake and ladder* games are expected to improve verbal communication in English so that students' speaking skills in English can be improved. The purpose of this study was to improve students' ability to communicate in English through the snake and ladder game in grade VII-A students at SMP Negeri 3 Ngimbang.

Method

Research Design

This study uses a class action research design. Class Action Research (PTK) is a form of study through self-reflection conducted by participants of certain educational activities to improve rationality and truth (Jatmiko, 2003). According to Kemmis and Mc Taggart (1998), "*Action research is trying out ideas in practice as a means of improvement and as a means of increasing knowledge about curriculum, teaching, and learning. Kantili (2003) cites another definition according to MC Niff (1988), which explains that "action research is seen as a way of characterizing a loose set of activities that are designed to improve the quality of education."*

Rationality and correctness are improved among others: a) Social or educational practices that they do themselves, b) Their understanding of those practices, c) The situation in which the practice is implemented. Class action research in the form of a leafy process consisting of four stages, four stages of PTK as follows: 1) Planning is the initial stage that must be done by the teacher before doing something. It is expected that the plan is forward-looking and flexible for unexpected effects, and with the plan early we can overcome obstacles, 2) Action is the application of planning that has been made in the form of the application of certain learning models aimed at improving or improving the model being implemented, 3) Observation. Observation serves to see and document the influences resulting from actions in the classroom, observation results are the basis of reflection so that observations made must be able to tell the real situation, 4) Reflection here includes activities: analysis, synthesis, interpretation, explaining and concluding. The result of the reflection is the implementation of revisions to the planning that has been implemented, which will be used to improve teacher performance at the next meeting (Lewin Kemmis and Mac Taggart:1998).

The study was conducted in 2 cycles that took three months. The list of bits are visible in table 1 below:

Table 1 Schedule of Research Activities

No	Cycle	Meeting Date	Activities	Learning
1	I	August 12th, 2019	1	Learning grammar material "request" and "asking for an opinion." (review)
		August 19th, 2019	2	Learning grammar "descriptive text."
		August 26th, 2019	3	Media creation "Snakes and Ladders Game" and sentences "Asking for opinion and Request" written in the media
		September 2nd, 2019	4	Implementation of speaking, learning with gaming media "Snakes and Ladders."
		September 9th, 2019	5	Oral test

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2	II	September 16th, 2019	1	Implementation of speaking, learning with the media
		September 23rd, 2019	2	Oral Test

Research Place and Time

The place in this study is grade VII B SMPN 3 Ngimbang which is located at Jl. Tanjung-Songowareng Kec. Ngimbang Kab. Lamongan. This class action research was conducted from August to October 2019 in the odd semester of the 2019/2020 school year. The research schedule can be seen in the following table.

Research Subjects

The subject of the study was grade VII A students of SMP Negeri 3 Ngimbang during the 2019 / 2020 school year, with the number of students in the research class was 32 students consisting of 16 men and 16 women. The author chose this class as the subject of research because: (1) Students are less motivated to the initiative and actively speak English both in the classroom and outside the classroom, both with teachers and with other students. (2) Students VII A are generally less able to provide a complete description if they give the assignment to describe something clearly. (3) Learning to speak English last year, as evidenced by the value of the report card, shows less satisfactory. (4) From the results of direct Q&A, they consider that English lessons on speaking skills are difficult, so that when the test speaks often get problems and get unsatisfactory scores. (5) By being given learning activities using snake and ladder games, they may be able to improve students' speaking scores and be more active in using English orally both in class and outside the classroom.

While another subject studied was the teacher who presenter the subject matter itself, with a focus of research on how teaching techniques speak English through snake and ladder games.

Data Collection Techniques

The data taken in this study were obtained from: a) The value of the student's report card for speaking skills in semesters 1 and 2. b) The value of the student's report card speaking skills semester one year. c) *Scoring sheet* students in describing something through snake and *ladder* games, d) Final test results in the form of oral tests in the form of interviews, e) Researchers observed by observers, e) Students involved in the learning process with the type of data: quantitative data in the form of oral tests in the form of interviews, qualitative athletes derived from interactions between students or with teachers in the learning process. At the same time, the performance of students is assisted by structured observation sheets, data from observation sheets made by observers and observer records during the implementation of learning actions in the classroom, data from questionnaires made by the author.

Validation of Research Instruments

The data obtained by the researchers to determine the level of ability of students in speaking include Assessment sheet (scoring sheet) students about the assessment of the ability to speak in *describing* something that is in the media of the game snakes and ladders, lumber observation filled by observers when the researcher presents the material, Observation sheets filled by observers about student participation during the learning process in the classroom, the results of the final test in the form of oral tests, Notes made by researchers.

Data Analysis Techniques

The data obtained through observation sheets by observers were then analyzed together to obtain a percentage describing improvements in students' speaking abilities after being given action. The data analysis measures in this study include a) counting the percentage of students who have achieved 75% completion and or obtained a final score equal to or more than 76 after being given action through the snake and ladder game. This activity is carried out at the end of each cycle (I and II), b) compared to the percentage level of improvement in English ability (*speaking*) starting from the value of speaking semester 1, friend assessment sheet, and final test in the form of oral tests from cycles I and II. Recapitulation of the percentage increase in Speaking grade VII-A. Students in the form of the following table:

Table 2. Recap percentage increase in student speech

Number of Students	Friend Rating Sheet (minutes)	Friend Rating Sheet (Grade Rata2)	Test Ahir	Cycle I	Cycle II
32	8 minutes	74,83	76	74,83	81,88

The data are analyzed and discussed together in the reflection stage. The meeting is intended to determine the advantages and disadvantages that occur in the process of implementing pre-agreed learning actions. If there are shortcomings, then the solution is sought, and if there is a good thing, then it is maintained. This reflection activity is not only carried out at the end of each cycle stage at the end of each meeting to find out its progress. The results of this reflection become the material for the dilution of research activities in the next cycle.

Success Indicators

The indicator of success in this study is when students obtain a final score of = or > of 76 in the final test conducted at the end of each activity in each cycle. The criteria for student learning success are grouped into five categories, namely:

Student learning success rate in %

- (≥ - 80%): very high
- (60 – 79%): high
- (40 – 59%): medium
- (20 – 39%): low
- (≤ - 20%): very low

The level of activity of students with PBM averages /10 minutes in %

- (≥ - 80%): very good
- (60 – 79%): good
- (40 – 59%): enough
- (20 – 39%): less
- (≤ - 20%): severely less

Results

Cycle I

At the meeting I the researchers gave the action of learning grammar "asking for opinion" and "request" as a repeated material of semester 1. Emphasis on the use of language orally in pair practice. At the second meeting, the researchers gave Descriptive Text learning actions. They studied Adjective, Adverbs, Simple Present Tense—the emphasis on the exercise of deciphering something orally. At the third meeting, the students in group 4 made a media game, "Snake and Ladder," and made the sentences "Asking for opinion, Asking to describe/explain something, and request" and pasted them on the game media. At the fourth meeting in a four-member group, students played snake and ladder games. In pairs, students conduct Q&A based on the commands contained in the game media. The student who asked to measure the duration of his friend's speech how many minutes his partner could survive speaking in English with the following assessment score:

Table 3. Rating Score

Duration	Value
2 minutes – 2 minutes 59 seconds	70
3 minutes – 3 minutes 59 seconds	75
4 minutes – 4 minutes 59 seconds	80
5 minutes – 5 minutes 59 seconds	85

6 minutes – 6 minutes 59 seconds	90
7 minutes – 7 minutes 59 seconds	95
8 minutes	100

To find out the development of students' speech competency after being given action in cycle I, then in the fifth meeting, students were given oral tests. Students conduct live Q&A in pairs based on a predetermined theme (related to biology) without game media. Researchers give a direct assessment based on the agreed rubric. Aspects assessed in the research are *grammar, pronunciation, intonation, fluency, and diction*.

Final Test Results after being given action on Cycle I

After the final test of the cycle I, then the researchers conducted an analysis of the scores obtained by students (complete test results attached). The results of the 1st test showed that the students who scored, on average over 76 were 20 people or 62.5%, and those who scored less than 76 were 12 people or 37.5%. The average test result score was 74.83.

Reflections on Cycle I

The actions are taken in cycle I am. The treatment is carried out based on the Learning Implementation Plan (RPP) made at the planning stage. Since the beginning of the implementation of the action, there has been an increase in students' motivation to be more active in speaking in English, and they are trying to extend the duration of their speeches and clarify more well-described objects. This is possible because the media of snake and ladder games is already known to students, so it is very interesting to play, and that adds to the motivation of students to speak English more actively is the scoring sheet that has been mutually agreed as seen in the table above.

There are several things that researchers note for improvement in cycle I, namely: a) There are still many students who have problems with the pronunciation of certain words in English, b) Students' grammar skills are still lacking. This is apparent when the student describes what the talking partner asks, c) When talking, explaining the question, the talking partner sometimes suddenly stops or is stuck due to limitations of vocabulary and ideas, d) Sometimes does not understand what is asked or the explanation of the interlocutor, e) Sometimes the conversation is not smooth.

The shortcomings were analyzed and became a researcher's record in the implementation of actions in cycle II. As an improvement measure to minimize the shortage, researchers discussed and discussed fellow English teachers with students. This action is performed after the implementation of the replay at the end of the cycle I.

After writing and discussing with observers the shortcomings and advantages in the action of cycle I, it was agreed that the research is continuing to cycle II.

Cycle II

At the 1st meeting, discussion and discussion about the shortcomings that occur in the 1 cycle, among others, about *pronunciation, grammar, vocabulary, fluency, and content*. Shown several images via LCD, students guessed and described the image. This was done as a review to correct the deficiencies that occurred in the 1 cycle. At the second meeting, the researchers gave action in the form of board games. Students sit in pairs. Each pair observed the images on the board of the game related to English lessons. Each pair asks each other to explain what vocabulary is on the board. His friend explained, then another friend made his sentence in English. At the third meeting, the students in group 4 made a media game, "Snakes and Ladders," and made sentences "*Asking for opinion, Asking to describe/explain something, and request*." The material relates to vocabulary in English, such as *to be* and writes it on top of the game medium. At the fourth meeting, in groups of four, students played a game of snakes and ladders, which was given treatment. In pairs, students conduct Q&A based on the commands contained in the game media. The student who asked to measure the duration of his friend's speech how many minutes his partner could survive speaking in English with the following assessment score:

Table 4. Rating Score

Duration	Value
2 minutes – 2 minutes 59 seconds	70
3 minutes – 3 minutes 59 seconds	75
4 minutes – 4 minutes 59 seconds	80
5 minutes – 5 minutes 59 seconds	85
6 minutes – 6 minutes 59 seconds	90
7 minutes – 7 minutes 59 seconds	95
8 minutes	100

To find out the development of the student's speech competency after being given action in cycle II, then in the meeting, the five students were given an oral test. Students conduct live Q&A in pairs based on a predetermined theme related to English material without game media. Researchers give a direct assessment based on the agreed rubric. Aspects assessed reassert *grammar, pronunciation, intonation, fluency, and diction.*

Final Test Results in Cycle II

After the final test of cycle II, the researchers analyzed the scores obtained by students (complete test results attached). The results of the 2nd test showed that the students who scored, on average over 76 were 32 people or 100%. The average test result score was 81.88.

Reflections on Cycle II

The actions taken on cycle two are carried out based on the Learning Implementation Plan (RPP2) made at the planning stage at the beginning of cycle 2. In the implementation of the action, there has been an increase in the motivation of students to speak English more actively, and they are trying to extend more clarifying the object described. This is possible because the modified snake and ladder game media is increasingly known to students, so it is very interesting to play. Almost all students speak English more actively.

There are several things that the researchers note in this cycle II, namely: a) There are not many students who have problems with the pronunciation of the word certainly in English, b) The grammar ability of students is almost no mistake that means. This is apparent when they describe what the talking partner asks, c) When talking explains the question of the talking partner is almost not encountered suddenly stopped or stuck due to limitations of vocabulary mastery and ideas, d) Almost always understand what is asked or the explanation of the interlocutor, e) Smooth conversation.

Discussion

There are several things that researchers note for improvement in cycle II, namely: a) There are still many students who have problems with the pronunciation of certain words in English, b) Students' grammar skills are still lacking. This is apparent when the student describes what the talking partner asks, c) When talking, explaining the question, the talking partner sometimes suddenly stops or is stuck due to limitations of vocabulary and ideas, d) Sometimes does not understand what is asked or the explanation of the interlocutor, e) Sometimes the conversation is not smooth.

These deficiencies were analyzed and became the researchers' notes for the implementation of the action in cycle II. As a corrective action to minimize the shortcomings, the researchers discussed and discussed fellow English teachers with students. This action was carried out after the implementation of the repeat at the end of the cycle I. After analyzing the data and discussing with the observer about the shortcomings and strengths of action cycle I, it was agreed that the research was continued to cycle II. There are several things that the researchers note in this second cycle, namely: a) There are not many students who have problems in pronouncing certain words in English, b) The grammar ability of students is almost nothing meaningful. This can be seen when they describe what their interlocutor is asking for, c) When talking to explain the questions, the interlocutor is almost not found suddenly stops or gets stuck due to limited mastery of vocabulary and ideas, d) Almost always understands what is being asked or the explanation of the interlocutor, e) Smooth conversation.

Conclusion

From the results of the process assessment, reflection, and discussion, as well as research, discussion, it was concluded that the snake and ladder were able to improve the speaking skills in English of grade VII B students of SMPN 3 Ngimbang. The test results in cycle 2 showed that students who got an average score of more than 76 were 32 people or 100%. The average score for the test results was 81.88. This shows that the snake and ladder game can improve students' speaking ability of class VII-A SMPN 3 Ngimbang in English.

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