



USING SNAKE AND LADDER GAME IN TEACHING SPEAKING SKILL TO THE NINTH YEAR STUDENTS OF SMPN 18 SURAKARTA

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Abstract

This study investigates the use of the Snake and Ladder Board Game as an instructional tool to enhance speaking skills among ninth-grade students at SMPN 18 Surakarta. Conducted during the 2023/2024 academic year, this classroom action research employed two cycles involving 31 students from class IX A. Data were collected using both qualitative and quantitative methods, including pre-tests, post-tests, observations, documentation, and questionnaires. The findings revealed a significant improvement in students' speaking skills, demonstrated by increased average scores from 62 in the pre-test to 79 in the final post-test. Additionally, the classroom environment became more engaging and interactive. The study concludes that the Snake and Ladder game is an effective medium for improving students' speaking skills and classroom participation.

Keywords: Speaking Skill, Snake and Ladder Board Game, Classroom Action Research.

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INTRODUCTION

One of the foreign languages taught to students at all educational levels is English. Teaching pupils who do not speak English as their first language is known as teaching English as a second language. English is still taught to children from elementary school through university since it is a crucial topic to master. Students get a fantastic opportunity to engage with people from diverse cultural backgrounds when they learn English. Students learn new things and develop their English communication abilities as a result of these exchanges. Because English is taught for the first time in elementary school, in order to boost children's interest and prepare them for learning English at a higher education level, it is imperative that English be learnt from a young age (Prayatni, 2019).

One of the most important things that helps teachers in the classroom is a teaching technique. The teacher's approach is crucial to the teaching and learning process. In addition to helping teachers support students' learning activities, it can improve the effectiveness and engagement of the teaching and learning process (Thohirah, 2024). Students are greatly impacted by this method since it actively engages them in educational activities, avoiding boredom and guaranteeing that learning goals are met (Hayati, 2021). To achieve learning strategies, the teaching and learning process will not be effective (Yukamana, 2024).

According to Apriyani (2023), English is not the predominant language spoken in Indonesia because it is taught and acquired as a foreign language. Bahasa Indonesia and many regional languages are the main languages spoken in Indonesia.

In Indonesia, learning English as a foreign language (EFL) has become essential (Kiruthiga & Christopher, 2022). The main objective of EFL instruction is to assist students in mastering the four language skills of speaking, listening, reading, and writing (Ria Rezeki, 2022). Interaction and involvement in international activities need speaking (Davis & Tahrin, 2022). Learning English gives students excellent chances to interact and communicate through a variety of written and spoken texts. Students will acquire knowledge, acquire a variety of language skills, and exhibit behaviors that are representative of the target culture as a result of this communication and engagement. According to the Minister of Education, Culture, Research, and Technology, this is consistent with the

expectation that a joyful and stress-free learning environment will enhance the caliber of Indonesia's human resources (Pertiwi & Pusparini, 2021).

The researcher discovered various indicators of issues with kids, teachers, and the school based on the observation's outcome. The following are the main issues that pupils have with their speaking skill: (1) The pupils showed little interest in speaking, and (2) they were unable to construct even simple sentences with fluency. (3) The majority of students did not generate grammatical errors, therefore they frequently produced some when speaking; (4) Students struggled to organize their sentences due to a lack of English vocabulary. In addition to kids, teachers also faced the following issues: (1) The teacher did not make the most of the opportunity to interact with students in order to create a relaxed and supportive environment; (2) the teacher did not make the most of the learning resources; and (3) the teacher's explanation of the material was less interactive, which caused the students to become distracted and less focused. The final one came from the school and concerned the underutilization of facilities. Teachers were not responsible enough to use LCDs in the classroom, so a multimedia officer from the school had to help them do so. Due to the system's perceived complexity, the facilities were not utilized. Additionally, the school's wifi network was incomplete, The computer room's wifi was limited to the second level, making it necessary to use private internet to access learning materials.

Learning media was employed by the researchers in an attempt to address the issues mentioned above. As students feel more excited and like their classes, their speaking abilities may improve, creating a more dynamic and engaging learning environment (Dapa Taka, 2019). Snake and Ladder, a board game, is a type of media that can be used in learning. Because students can instantly express ideas from the visuals they see, the Snake and Ladder board game features a succession of pictures that are easiest for students to understand and use in the education setting. A board game can be used as a teaching and learning tool by the instructor. Homby (1995:486) asserts that games are an activity done for enjoyment. In this instance, snake and ladder is the board game. The snakes and ladders game is a great tool for helping SMPN 18 Surakarta's grade IX students with speaking skills. This study aims to:

1. Examine whether the use of the Snake and Ladder board game improves

students' speaking skills.

2. Describe classroom conditions when the board game is implemented in speaking instruction.

METHODS

Research Participants

Students from SMPN 18 Surakarta's class IX A served as the research subjects. There are 31 students total, including 13 females and 18 males. Because they were sufficiently minimal to be able to communicate in English, researchers selected students from class IX. The students in this class are unique, very curious, and interested in innovative learning resources rather than merely books.

Data Collection Method

The classroom action research method was employed in this study. Both qualitative and quantitative data were employed in the data collection process. The questionnaire, documentation, and observation provide the main qualitative data. While teaching and learning activities are underway, observations and documentation are made. At the conclusion of the procedure, the questionnaires are administered. The questionnaire used in this study asked respondents to respond to written statements or questions (Jaya, 2021). This study also collected quantitative data. The quantitative model was adopted by Arikunto, et.al (2010: 150) . In the implementation, the study was conducted in two cycles, and there were four procedures of action research implemented in this study: a) planning, b) action, c) observation, d) reflection. The data was taken from the students' tests (Brown, 2003). In this study the researchers took several tests, there were pre-test, post-test 1, and post-test 2. The pre-test was conducted at the beginning of cycle 1. Post-test 1 was carried out in the last meeting of cycle 1, for post-test 2 was taken at the end of cycle 2.

Data Analysis Methods

In this study, both qualitative and quantitative analysis are used. Utilizing design analysis techniques, qualitative data was examined (Miles and Huberman 1994). Using descriptive analysis techniques, data from the frequency and percentage of each questionnaire were examined. Additionally, data was gathered through

observations, namely through comparisons of class conditions during the implementation of snake and ladder. Arikunto et al. (2010: 150) developed an average score that was modified to fit the speech assessment criteria in order to examine quantitative data.

RESULTS

The use of Snake and Ladder board game and students speaking performance

The Snake and Ladder board game can help ninth-grade students at SMP N 18 Surakarta improve their speaking abilities in the 2023–2024 school year. in line with the measures of the pupils' speaking proficiency. In both post-tests 1 and 2, there was an improvement in every measure of the students' speaking abilities, but the pre-test average score indicates that the students failed and did not pass. Each cycle below shows this increase in the pre-test, post-test 1, and post-test 2.

Table 1 The Students' Mean Score in Pre-Test and Post-Test I And II

Indicator	Pre-Test	Post-Test 1	Post-Test 2	Explanation
Grammar	52,9	68,5	78	IMPROVED
Vocabulary	67	72,5	78,7	IMPROVED
Comprehension	72,9	78,7	83,2	IMPROVED
Fluency	59,3	59,3	75,1	IMPROVED
Pronunciation	57,4	67,7	81,2	IMPROVED
MEAN	62	72	79	MPROVED

Based on the increase in the average student score for each indicator, it can be concluded that the action of using snakes and ladders media is accepted in class XI A-9 of SMP N 18 Surakarta for the 2023/2024 academic year. Students can speak English using snakes and ladders, and it is proven that the use of snakes and ladders improves students' grammar, vocabulary, comprehension, pronunciation and fluency.

Table 2 The Students' Scores in Pre-Test, Post-test 1 and Post-test 2

Score	Pre-Test	Post- Test 1	Pre -Test 2	Explanation
Student's highest score	76	80	92	IMPROVED
Student's lower score	48	56	68	IMPROVED
Student's highest score	56	72	79	IMPROVED

Based on the students' table scores above it can be seen improvement in cycle. In cycle 1 on the pre-test, the mean score was 56 and was improving to 72 in post-test 1. The improvement score was 16 points, but in cycle 1 did not pass the standard minimum score (>75). The researcher continued to cycle 2, in this cycle the students did post-test 2. In post-test 2 the students' score was improved than in cycle 1. In post-test 2, the students' score was 79 which improved by 7 points than post-test 1. There was improve the class average and can be passed the minimum score (>75). In post-test 2 there were 28 students who met the minimum score standards and 9 students who did not meet the minimum score standards. Based on the explanation above, it can be concluded that the use of snakes and ladders can improve the speaking skills of ninth grade IX A students at SMPN 18 Surakarta.

The class condition when the use of board games snake and ladder was implemented

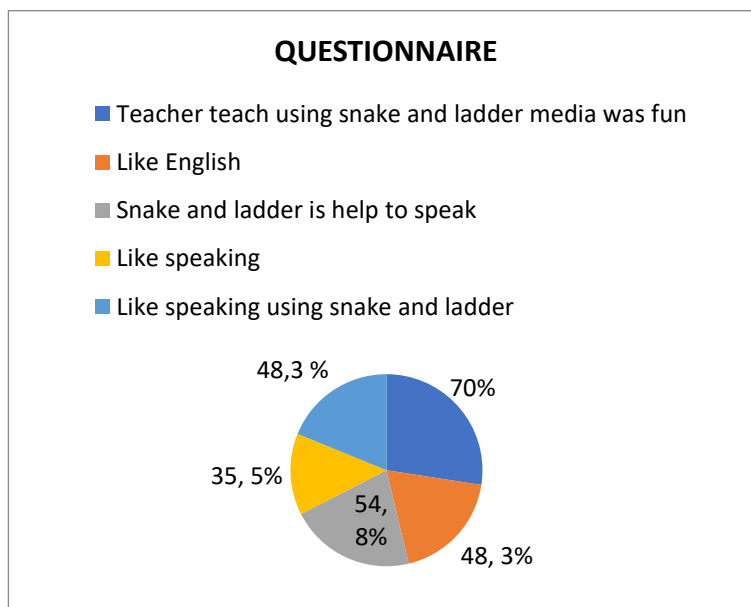
The class conditions can show that students are enthusiastic in teaching and learning activities, seem interested and like snakes and ladders media, teachers remember that they are able to focus on the material presented by the teacher, they practice their speaking skills more actively and become more confident than during the pre-test.

Based on observations of class conditions when students did the pre-test, post-test 1 and post-test 2 in using the snakes and ladders board game applied in teaching speaking skills in class, it showed that students were enthusiastic in teaching and learning activities, seemed interested and liked the snakes and ladders media, the teacher remembered that they were able to focus on the material presented by the teacher, they are more active in practicing their speaking skills and become more confident than during the pre-test.

According to observations of the student's condition, it could be concluded that the snakes and ladders media had a positive impact on students conditions in the teaching and learning process, and this can be proven Snakes and Ladders is a suitable and interesting medium to use in teaching English especially in teaching speaking skills.

The researcher in this study employed a questionnaire and observation to find out how students felt about the employment of snake and ladder media in procedural text instruction. The following examples demonstrate how the situation is changing: (1) The class became more lively and participatory. (2) The process of teaching and learning could be enjoyable for the pupils. (3) The pupils performed their duties with greater vigor. (4) During the teaching and learning process, pupils are more attentive. The number of fillers in the questionnaire was 31 students in class9A. The Google form was used to distribute the questionnaire, which was completed on a mobile device. According to the findings, 48.4% of students enjoy speaking English, 35.5% enjoy speaking lessons, 48.4% enjoy speaking lessons with snake and ladder media, 54.8% believe that using snake and ladder media helped them come up with ideas and topics before creating procedure texts, and 70% think that the teacher's use of these media was enjoyable.

Diagram 1. Students' response towards the Questionnaire



From the above diagram, it can be concluded that snake and ladder can be used as a teaching and learning tool in the classroom because it can help students accept the material. Additionally, it was enjoyable to use as a teaching and learning tool in the classroom because it can help students accept the material.

DISCUSSION

The Snakes and Ladders board game can help ninth-grade students at SMPN 18 Surakarta enhance their speaking abilities in the 2023–2024 school year. This is deemed successful based on the success markers identified in this study. Since 90% of students receive a minimum score of 75, the study is deemed successful according to the success markers established. In the meantime, it is known from cycle 1 data results that students' pre-test and post-test 1 scores have improved. According to the pre-test results, two students, or 6% of the thirty-one students, received a minimum score of at least 75. Then, 7 students, or 22% of 31 students, received a minimum score of ≥ 75 on post-test 1. Indicators of success have not been met by the improvement in student scores in cycle 1. Following cycle 2, the researcher collected the results and discovered that student scores had increased. Of the 31 students, 28 students, or 90%, received a minimum score of ≥ 75 . This indicates that cycle 2 saw the achievement of the success indicators. Therefore, this study was considered successful until cycle 2 and the research stopped in this cycle.

Questionnaire findings and observations regarding the employment of snake and ladder to improve the speaking skills of students revealed the state of the class. A game called Snake and Ladder was used to help students improve their speaking skills. Based on the researcher's observations at SMP Negeri 18 Surakarta, the use of snake and ladder was helpful for learning and speaking English. According to the results, the class environment was more engaging, entertaining, and relaxed when the researcher used a snake and ladder to teach the students a procedure. The media and the teacher's explanation were well received by all of the students. Most of the ninth-grade A9 students at SMP Negeri 18 Surakarta did not pay attention to the teacher during the researcher's observation. They were focused on conversing with their pals, but the researcher's use of a snake and ladder might catch their attention. The students actively asked the researcher questions regarding the content. Until the

completion of the lesson, the students may follow the teaching and learning process. As students feel more excited and like their classes, their speaking abilities may improve, creating a more dynamic and engaging learning environment (Dapa Taka, 2019).

CONCLUSION

Using snake and ladder as a teaching tool can help students become more proficient with speaking procedural texts, particularly when it comes to quickly identifying the subject. The fact that student scores consistently rise from the pre-test to the post-test II is evidence of this. Thus, it can be concluded that students' proficiency in language, grammar, pronunciation, comprehension, and confidence has improved when speaking procedural texts employing snake and ladder. (from 62 to 72 in cycle I, and from 72 to 79 in cycle II). The surroundings in the classroom are ideal for teaching, and the usage of snakes and ladders is successful. This is shown in the findings of the student survey, which revealed that 70% of students thought the teacher's use of snakes and ladders media was enjoyable and that 54.8% of students thought it helped them decide on subjects and ideas before building sentences. This indicates that students become more engaged and excited about learning when snakes and ladders are used.

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