

The Use of Snake and Ladder as Learning Media to Improve English Speaking Achievement

(A Study at Pesantren Modern Al-Manar)

THESIS

Submitted by

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to Improve English Speaking Achievement

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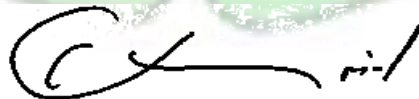
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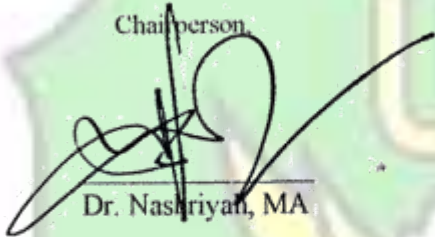
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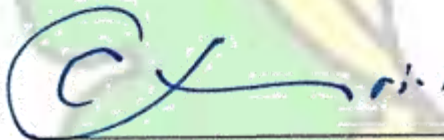
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adalah benar karya asli saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya**. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggungjawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

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In the name of Allah, the Most Gracious and the Most Merciful, Alhamdulillah, Praise to Allah SWT for His blessings and grace, which has given me a healthy and clear mind and knowledge so that I can complete my thesis. Our blessings and salutations on the blessings of the Prophet Muhammad *Shallallahu 'alaihi wassallam*, who has shown us the right way to get out of moral backwardness.


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ABSTRACT

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Keyword : Snake and ladder, Learning Media, Speaking Achievement

This research study aims to identify the effectiveness of using snake and ladder as a learning media to improve English speaking achievement on the first year students at Pesantren Modern Al-Manar. The research designed used quasi-experimental design (The pre-test-post-test and non-equivalent group design). The total number of population was 74 students. The data of this study was analyzed using descriptive statistic (frequency, mean score, and standard deviation), inferential statistic (independent sample t-test) and questionnaire. The research study discovered students' speaking achievement improved by increasing of mean score in experimental class 6,31 in the pre-test and 7,34 in the post-test. However, the result of the t-test showed that using snake and ladder as learning media in learning activity could not contribute to the students' speaking achievement and was not effective in teaching speaking. It was proved by the t-test value -25 to the students' speaking achievement which was low than the t-table 2.0 ($-25 < 2.0$). The questionnaire scores in the experimental and controlled class were 263 scores. Those scores were higher to students who learnt English speaking by using game of snake and ladder. The findings showed that the students were not successful in using snake and ladder as learning media to improve English speaking achievement. However, students believed that this snake and ladder game could improve their English speaking achievement. In the future, the teacher may still use this game or another media to help students understand the meaning in the academic material with the context of their daily lives, even though the result of this study did not prove it.

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CHAPTER 1

INTRODUCTION

This chapter highlights the background of study, research question, objective of the research, research hypothesis, research benefit, and research terminologies.

A. Background of Study

Speaking is a part of communication. It is an activity used by someone to communicate with others. As part of communication, speaking is the easiest way to learn, it is because we just need to utter what they want to say depending on the complexity of the information to be communicated. The goal of communication competence is to make students speak and the students should be able to communicate with others to get or share information or express what they feel. According to Gert and Hans (2008, p. 207) “The purpose of having intention of speaking English communication is to recognize speaker and the receiver processes in order with a sentence to their intentions”. In a variety of contexts, it is also the proses of building and sharing meaning through the use of verbal and non-verbal symbols. An interactive process of speaking communication involves producing, receiving and processing information. It is form and meaning are dependent on the context in which it occurs including the participants, collective experiences, the physical environment, and the purposes for speaking. The requires of speaking communication are not only learn how to know produce specific points of languages such as grammar, pronunciation, or vocabulary but also it needs to

understand when, why, and in what ways to produce a language (Harmer, 2007). From this statement, the writer can assume that learning a language communication is a must and important to communicate each other by using English, also student can be able to master in speaking as a medium for communicating.

As one of the English four skills, speaking skill is really important for English learners. It is one of the skills that should be mastered by students besides reading, writing and listening. Speaking and listening skills have a closely relationship. In speaking, students must be listening and then speaking, because it is not only remembering and memorizing the sentences but it is spontaneous to show the students idea by orally. The Minister of National Education the Republic of Indonesia (*Peraturan Menteri Pendidikan Nasional Republik Indonesia Permendiknas*, 2006) has argued that the importance of speaking skill is to learn how to speak and express an idea, someone's feeling, thought, and it expresses spontaneously. It can make students be able to express meanings in transactional and interpersonal languages in the daily life context. In 2008, Richard argued that to be master in English speaking skill is priority formally, especially in second language or foreign learners. It is because English is extremely important as a second language to the student when they are in junior high school. Speaking is not only remembering but it is more than talking, therefore, language learner should be able to use their thought and sensitivity. They should be more active to stimulate discussion and information trading transaction in English skills.

However, to master English speaking is not an easy thing. Students need a lot of practices to speak fluently but the conditions of their environment rarely support

them to speak. There are many students cannot speak well, because they seldom practice their English. They felt afraid to make mistakes when they are trying to speak English. It makes the students prefer to be quite and not active in speaking English (Brown, 2001). With this problem, the writer can undertake that the students find the difficulties when use English as foreign language, because they have low motivation to practice English in daily conversation. It is a serious problem if they cannot solve the problem faster. Hadfield (2007) argues that the serious problem of student in the developing countries who have received English as their second language in several years still not confidence. It is because students are lack of willingness to speak in the classroom. They are afraid when their friends laugh or make joke of their inability. The formal speaking English must be taught by a teacher because the teacher knows the frequently remain deficient in the ability to use language and understands it is use in formal communication, whether in the spoken or in the written mode. Ideally an English teacher should teach the four skills in teaching English. Such as listening, speaking, reading, and writing. However, the fact shows that, the teacher just only focuses on the two skills that are listening and reading. As the result, the students do not get enough practice in speaking and they lacked speaking activities although the speaking skill is important for their future work.

To overcome with this problem, the teachers need to find out the effectiveness way to teach speaking. The teachers should create a media to make students speaking up. Byrne (2001) argues that media is used to help the student for speaking to make an interaction between the teachers and students. It is very useful

in learning and teaching process. The media that can make teachers easy to transfer knowledge to the students. The students are spirit when they study with the media Teacher should choose the right media that match with the material. The material of English is very varied so the teachers are obligated to choose the suitable approach, strategy and media in other to achieve the teaching purposes easily, and the media makes students to be more motivated to study. Many media can be used including games because many researches said that media is effective to use in teaching speaking. Using game as media for teaching speaking is effective way to make student speak up and speak well and that games are an activity that you do to have some fun. So, from this explanation above the teacher can use game as media in teaching and learning process. The game can be defined as something or an instrument that is used to attract students' motivation to follow the teaching and learning process because this is can make the students more focus in learning. The game used in this case is snake and ladder (Kusrini, 2012).

Snake and ladder is a popular game for children in many countries of the world. It is a kind of educational game that purpose on exercising students rapidity in speaking. This is one of the games that can be used in teaching speaking. In the speaking class, this game can introduce an effective way to make the students speak. This game is used in a small group. They are speaks according to the themes or instructions on to the cards. The game uses a dice to decide how many steps they are move from the starting point. Then, the students speak to their friends in their group. So, they can be enjoy speaking without being afraid of making mistakes because they just talk in their group. The other students also give their respond to

the student who speaks. So, they are communicatively and meaningfully because it comes both from the speakers and listeners (Badroeni, 2018). The snake and adder game gives an opportunity to all of the students to practice speaking, because all of them have to speak in English when they are playing this game (Mujib & Rahmawati, 2011). They felt more motivated to speak English because this game is a fun and low-anxiety activity. Moreover, with this snake and ladder game it can be communicative competences among students and the activity has some relations to real world activities.

On the other hand, the writer can assume that learning a language is a must and important especially in speaking English. However, In fact the many students still faced the difficulties in speaking English. To solve this problem, the writer is interesting to use game as a media in learning process and that games are fun and children like to play them. In line with this statement, the writer think that the game can be used as a media in teaching speaking to create a convenient atmosphere and assimilate the boring situation in learning activity. In this matter, the writer uses one of the techniques of game that is snake and ladder game. In 2004, Science and Technology Education argued that the definition of snake and ladder game is a popular game for children in many countries of the world. It is easy to make from basic materials and can be adapted to suit many learning situation. This game also can assist in developing basic arithmetic such as: counting, addition and subtraction, communication, as well as the concept for which a game has been developed. So, with this board game it is hoped that the students can more active in learning English especially in speaking.

From the explanation above, the writer is interested in undertaking quantitative study to investigate the effectiveness of snake and ladder as media in improving students' speaking English under the title: "The Use of Snake and Ladder as Learning Media to Improve English Speaking Achievement" (A study at Pesantren Modern Al-Manar).

B. Research Question

Based on the background above, some research problems are formulated by the writer:

1. Does the implementation of snake and ladder as learning media reinforce students' Pesantren Modern Al-Manar understanding of speaking achievement in both class of experimental and controlled class?
2. What are students' perception toward snake and ladder as learning media in teaching English speaking?

C. Objective of The Research

Based on the research questions above, this research aimed to obtain following objectives:

1. To find out the implementation of snake and ladder as learning media reinforce students' Pesantren Modern Al-Manar understanding of speaking achievement in both class of experimental and controlled class
2. To investigate the students' perception toward snake and ladder as learning media in teaching English speaking

D. Research Hypothesis

Creswell (2012) has claimed that hypothesis are statements in quantitative research, where the writer makes a prediction about the result of the variables in its writer, it serves the research question. It narrows down the purpose to the specific prediction. Likewise, in this research the independent variable or X variable is the media that becomes a learning media or procedure of treatment, while the dependent variable is the students' speaking achievement.

1. Null hypothesis means there is be no statistically significant difference. H_0 is accepted if $t_{count} < t_{table}$; it indicates that there is no significance different of snake and ladder as learning media in enhancing the students' speaking achievement at the first year students of Pesantren Modern Al-Manar.

2. Alternative hypothesis means there is be statistically significant difference. It makes predictions that may be true if the null is rejected. It suggests a change, relationship or a difference. H_a is accepted if $t_{count} > t_{table}$; it indicates there is a significant difference of snake and ladder as learning media in enhancing the students' speaking achievement at the first year students of Pesantren Modern Al-Manar.

E. RESEARCH BENEFIT

The result of this research expected to be used in both theoretically and practically:

1. Theoretically Benefit

The writer hopes that the result of this research is enrich the teaching knowledge about snake and ladder media to improve English speaking achievement. In

addition, this research also develops the writer's knowledge about teaching and learning process.

2. Practically Benefit

The writer hopes that this research can be beneficial for readers who love teaching can use of snake and ladder media as learning media to improve English speaking achievement. Moreover, the writer also expects that the result of this research used as a reference for the future the writer who need it as an additional material or used as a teaching strategy and can tell the other of this strategy, especially for the writers who are interested in teaching English.

F. Research Terminologies

In this research Terminologies concern some terms in this study that should be explain in order to avoid ambiguity and misunderstanding, they are:

1. Snake and Ladder

Snake and ladders are popular game for children in many countries of the world. This game can be used in teaching speaking. By using snake and ladder game is help to improve speaking ability and also makes the student interest to the lesson.

2. Learning Media

Learning Media is the process as facilitate to stimulate thoughts, feelings, concerns, and abilities or skill of learners. It is a material that contains of message or information related to education that is usually presented by using tool.

3. Speaking Achievement

The ability that needs to be mastered in learning English is speaking. Speaking achievement is the result of what an individual has learned from some educational experiences and make toward the goals of the curriculum and also improving student speaking ability thought public speaking tasks.



CHAPTER 2

LITERATURE REVIEW

This chapter discusses specific literature related to this study. It also attempts to explain some theories from various experts who are relevant to the theoretical description, achievement, learning media, snake and ladder game in learning media, relevant studies, theoretical frameworks, and hypothesis.

A. Theoretical Description

1. *The Definition of English Speaking*

The skill that has to be mastered by students in learning English is speaking. This is an activity skill used by someone to communicate with others. According to Gert and Hans (2008, p. 207) “Speaking skill is speech or utterances with the purpose of having intention to be recognized by speaker and the receiver process the statements in order to recognize their intentions An interactive process of their intentions to recognize the constructing meaning that involves producing, receiving and processing information”. It is form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. This is require that the learned not only know how to produce specific points of languages such as grammar, pronunciation, or vocabulary (linguistic competence), but also it needs to understand when, why, and in what ways to produce language (sociolinguistic competence). According to Brown (2001, p. 267) “Speaking is a

complex skill because at least it is concerned with components of pronunciation, grammar, vocabulary and fluency”.

In 2003, Nunan argued that the term in oral communication is an activity involving two or more people in which hearers and speakers have to react to what they are hear and their contributions at speed of a high level it is consist of producing system verbal language to convey meaning. Oral communication is an act to express idea, feelings, and thought orally they are the speaker, the hearer, and the message. Between the speakers and the hearers should agree on the message or meaning being talked through acceptable language. As the direct route from one mind, the speaker may usually choose when to ask question, or give explanation. The information is more easily understood through speech than through writing or reading. They can express their idea easily because by using spoken language. The speaker can use verbal or non-verbal expressions to emphasize meaning. In 2001, Harmer argued that the ability as the ability to speak fluently presupposed not only knowledge of language features, but also the ability to process information and language on the spot. It happens in the real situation and has little time for detailed planning. Therefore, the fluency is required to reach the goal of the communication.

Speaking is extremely important of the goal in communication. It is important, if someone wants to interrelate with others in order to maintain social relationship and also can be as important as what you say in getting meaning across. It is very effective way to convey the message by listeners and speakers. Both the speakers and the listeners should agree on the message or meaning being talked through acceptable language. As a language, speaking becomes an important component to

mastery by student as the main tool of verbal communication because it is a way to express ideas and opinions directly what we have in our minds. In a variety of contexts, the advantage of speaking is in terms of expressing ideas from one person to the others in from of meaning and value by signaling with linguistics competence. To persuade others in to do something and to ensure others about our ideas, feelings, thought to be appreciated in social life. Therefore, the direct route from one mind to another and is the best way to ask a question or give an explanation. There are some reasons for speaking in involved expressing ideas and opinions; expressing a wish or desire to do something; negotiating or solving a particular problem; or establishing and maintaining social relationship and friendships besides fluency, accuracy, and confidence are important goal in speaking (McDonough & Shaw, 2003). In addition, the goal in speaking is to make students speak and the students should be able to communicate with others to get or share information or express what they feel, usually involves two or more people using language for interaction can be done if there are two or more people in one communication area and different area. It involves speakers and listeners who interact each other, convey message or transfer information.

In addition, to be master in speaking is not an easy thing. Many learners say that speaking is difficult to be mastered. In 2001, Brown argued that there are eight characteristics that make speaking difficult. Those are clustering, redundancy, reduced forms, performance variables, colloquial language, rate of delivery, stress, rhythm, intonation, and intonation. Clustering is how a speech is combined into phrasal not word by words. Redundancy is how the learners express something

more than what is needed. Performance variable is how they perform some speaking variable in the way the native speakers perform for example hesitation, pauses, and correction. Colloquial language is the ability to use words, idioms, and phrases that are more suitable for speaking than for writing. Rate of delivery is how they speak in an acceptable speech. Stress, rhythm, and intonation must be correct in pronunciation. Interactions between the learners are important in learning language.

To handle of the difficulties, speaking must be taught by teacher because teacher know the frequently remain deficient in the ability to use language and understand it is use in communication, whether in the spoken or in the written mode. The goal of the teaching speaking is the students are able to express the meaning in transactional and interpersonal formally and informally. Brown (2001) has argued that teaching is showing or helping someone to learn how to do something, giving instructions within formal and informal, guiding in the study of something, and providing with knowledge. It means that the teacher should create the suitable media related to the topic given. So the students fell enjoy and comfortable, motivate in teaching and learning process, and make them more active while learning speaking English in the classroom. Good speaking activities should be extremely engaging for students. If they are all participation fully, and the teacher has set up the activities properly and then give sympathetic and useful feedback. The students should speak clearly using good grammar, pronunciation. It can make the communication become well and students can speak more actively in the class.

From the explanation above, it is true that speaking is the first form of communication between human being and is really important in the process of conveying meaning from the speakers to the listeners through the use of verbal and non-verbal symbols. Therefore, speakers are required to be able to express what they want to say as effectively as possible in order to convey the message. Good speaking should be extremely engaging for students. The students should speak clearly using good grammar, and pronunciation. It can make the communication become well and students can speak more actively in the class.

2. *The Function of English Speaking*

There are many functions of speaking proposed by many practitioners. According to Brown and Yule (as cited in Richards, 2008, p. 21-28) “The three functions of English speaking, they are talk as interaction, transaction, and performance. Talk as interaction refers to what people normally do in communication”. This is a 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 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 and also the function of the English speaking included two parts that are dialogue and monologue. Dialogue is interactive speaking or Multi-party speeches like casual conversation between friends or children. Monologues are not an interactive speaking such as news reporting on a

television, and voice-mail message. On the other hand, chatting with friends and conversation at the classroom are kinds of unplanned speaking.

From the explanation above, it can be concluded the function of the English speaking included as interaction, transaction, and performance to maintain social relation, to get thing done, to give speech and the ways of how the speakers perform speaking are different depend on their purposes.

3. The Aspects of English Speaking

The aspects of the English speaking skill must be mastered in English because it is the most difficult skill. The experts in language usually examine the issues of fluency and accuracy as the aspect of the speaking. In 2006, Richards argued that Developing Fluency is natural language use occurring when a speaker engages in meaningful interactions, maintains comprehensible and ongoing communication despite limitation or communicative competence. Nunan (2004) has argued that fluency means that the speakers are required to be able to keep going when speaking spontaneously. It is the students are able to get the message across with resources and abilities they have got regardless of grammatical and other mistake. Fluency improves the writer creates the activities which require them to negotiate meaning, use communication strategies, and correct misunderstanding. However in the feedback afterwards the writer can give comment and any strategies for them used to increase their fluency. Accuracy is the correct use of vocabulary, grammar, and pronunciation. In contrast, accuracy is how correct learners use of the language systems including the use of grammar, pronunciation and vocabulary. Accuracy

activities are usually done during controlled and guided activities because the writer makes it clear how the use of correct grammar, pronunciation, and vocabulary.

From the explanation above, the aspect of English speaking was to enable students' to apply the language as a means of communication like fluency and accuracy. Further, those aspects must be mastered by students because the quality of speech was depending on them. So, they are able to master the language and deliver the intended message effectively.

4. The Components of English Speaking

Dobson in Deliana (2007) has argued that there are some components involved in speaking. They are:

a. Vocabulary

The most important thing to be mastered to people who want to have skill in speaking is vocabulary. The vocabulary form is the center of interest for the students and the teacher. It is the first element that should be taken by every English teacher in learning of language.

b. Functional Grammar

As for the use of structure, students should learn the functional grammar by acquiring a set of habit and not merely recording examples for usage. The students should be trained to acquire the habit of producing them automatically. This is the best done through oral pattern practice. For instance, the students imitate the teacher in producing a certain pattern. In other word the students are able to express their knowledge through speaking ability. So, they can speak English with correct grammar.

c. Frequency of Practice

Language is habit. It means that language need practice or exercise. The difficulties of the students are they do not know how to express their ideas in English particularly. They only practice to speak English when they are studying English. They never practice with their friends.

d. Motivation

Some activities need motivation like studying English, but sometimes the students do not have motivation to speak. Even though, the teacher efforts in motivating the students to practice their speaking. It means that the teacher much give attention to the improvement of the students' speaking ability.

e. Appropriate Topics

In learning and teaching process, the teacher should give the students some opportunities to speak in front of the class and they should be given many interesting material. The students' interest to speak is enthusiastically, but the main factor influencing the students' speaking ability level is no appropriate topics which are suitable with the students' level.

f. Self Confidence

The oral communication is speaking. When speaking with other people we are need braveness. There are many students who have less confidence in themselves, so they cannot communicate. The effect of this, sometimes students feel embarrassed to speak English, it may be caused by psychological aspects.

g. Situation

In formal situation, the students cannot speak freely such as in meeting discussions, seminar and they are really difficult to express their ideas.

From the explanation above, the components of English speaking is very important because teaching speaking of foreign language such as English is not easy. A teacher before teaching the students has to know the task. In general the teacher should acknowledge or identify what target of goal achieved in teaching the language and to whom the teacher teaches.

5. Types of Classroom Speaking Performance

It is necessary to recognize the different functions of speaking performances in daily communication. In 2001, Brown has argued that there are six categories are applied to the oral production that students are expected to carry out in the classroom. They are imitative, intensive, responsive, transactional, interpersonal, and extensive. The first category is imitative speaking. It is carries out for focusing on same particular element of language form. The example of imitative speaking is drilling. The second category is intensive speaking. It is directed speaking to practice some phonological or grammatical aspects of language. The examples of intensive speaking are responding to certain dialogs, sentences and dialog completion. The third category is responsive speaking. It is responsible to a short reply to students-initiated question and comments. The conversation is simple and does not extent into dialogue.

The fourth is transactional speaking. It is carries out for the purpose of conveying or exchanging specific information and an extended form of responsive language. The conversation in the responsive speaking is simple. However in the transactional speaking, the conversation is extended into dialogue to negotiate the meaning. The fifth is interpersonal. It is the conversation is carried out to maintain

social relationships rather than convey information or fact. There are some factors of interpersonal conversation. They are a casual register, colloquial language, emotionally charged language, slang, ellipsis, sarcasm, and, a covert agenda. The last type is extensive speaking. The examples of extensive speaking are oral report, summaries, or short speeches. In this kind of speech the register is more formal and deliberative.

From the explanation above, the writer assume that, there are many kinds of classroom speaking performances such as imitative, intensive, responsive, transactional, interpersonal, and extensive. The types of classroom speaking performances range from the simple to the complex activities and from the controlled to the creative activities. The writer should consider those types in delivering the materials so the students are able to follow the teaching and learning process.

6. *The Difficulties of English Speaking*

According to Brown (2001, p. 270-272) “Many students said that speaking was difficult to be mastered. There are eight characteristics that make speaking difficult. Those are clustering, redundancy, reduced forms, performance variables, colloquial language, rate of delivery, stress, rhythm, intonation, and intonation Clustering is how a speech is combined into phrasal not word by words”. Redundancy is how the learners express something more than what is needed. They sometimes have difficulties to pronounce reduced form such as contractions, elisions, etc. Performance variable is how they perform some speaking variable in the way the native speakers perform for example hesitation, pauses, and correction. Colloquial

language is the ability to use words, idioms, and phrases that are more suitable for speaking than for writing. Rate of delivery is how they speak in an acceptable speech. Stress, rhythm, and intonation must be correct in pronunciation. Interactions between the learners are important in learning language.

From the explanation above, the writer can conclude besides mastering the vocabulary and pronunciation, the language learners need to understand how to act the way native speakers speak. So, speaking practices are needed to help the learners improve their speaking ability.

7. Teaching English Speaking

a. The Principles for Designing Speaking Techniques

According to Brown (2001, p. 275-276) “The principles for designing speaking techniques help the writer to conduct the speaking class. The writer should use techniques that cover the spectrum of learner needs, from language based on the focus on accuracy to message-based focus on interaction, meaning, and fluency”. They also should provide intrinsically motivating and encourage the use of authentic language in meaningful contexts. The appropriate feedback and correction are also needed for the students. The writer also should capitalize on the natural link between speaking and listening. Besides, they should give them opportunity to initiate oral communication and encourage the development of speaking strategies. The writer should help the students to develop strategic competence to accomplish oral communicative purpose. In brief, the writer should be careful in designing the speaking techniques. The writer should consider the principles in designing teaching techniques so they give opportunity

for the students to practice speaking. The techniques should be interesting, motivating, use the authentic language and the Feedback also important to improve the students speaking skill.

b. Conventional Teaching and Role Play Method.

The writer used conventional teaching and role play method. Conventional teaching method or traditional teaching refers to a teaching method involving the writer and the student interacting in a face to face manner in the classroom. With that initiated to involve the writer to teach English basic. The writer taught some new expressions of English basic and checks the comprehension of the students when they are speaking English. They are have opportunity to practice English Speaking by using new expressions and the students focus exclusively on knowing content based on textbook and notes. Also the students receive the information passively and reiterate the information memorized. In conventional teaching method, the students can practice their English speaking through drill or substitution exercise. Drill is an instructional strategy. It is promotes the acquisition of knowledge or skill through systematic training by multiple repetitions, practice, and engage in order to memorized information or become proficient (Merril & salisbury, 2002). With this instructional strategy, the students use new structure in their own content or information, in order to develop fluency with the new pattern to speak English.

In 2001, Ladousse argued that the role play is a method of acting out particular ways of interacting with others in imaginary situations and it promotes interaction in the classroom and increase motivation In addition, Budden (2006)

has argued that role play is any speaking activity when students put themselves into an imaginary situation. It means this method is not only used to interactive teaching in the classroom but also to stimulate the situation in real life. Role play can be grouped into two forms, scripted and unscripted. Scripted role play involves interpreting the textbook dialogue or speaking text in the form of speech. The main function of the text is to convey the meaning of the language items in a memorably way. Unscripted role play is the situations do not depend on textbooks and also known as free role play or improvisation. The writer used this unscripted role play to apply snake and ladder media. It focuses on a particular form that leads to learning and automation. The students learn what is taught in the order in which it is taught. The student themselves have to decide what language to use and how the conversation should develop. In order to do this activity, good preparation from the writer and the student is really necessary and it can be replaced by fluency activities based on interactive-small group work.

From the explanation above, it can be concluded that the writer teach the student with conventional teaching and unscripted role play method to improve student speaking English.

c. Assessing Speaking

Assessing speaking is not easy because there are some factors that influence the writer's impression on giving score. The score of speaking may be different to others. For example in assigning a score ranging from 1 to 5 is not something easy because the line of distinction between levels are quite difficult to pinpoint.

To overcome that problem, the writer needs to assign several scores for each response, and each score representing one of several traits like pronunciation, fluency, vocabulary use, grammar and comprehensibility (Brown, 2004). . According to Tuan (2012, p.1) “There are two main methods in assessing oral speech. They are holistic and analytical scoring. The analytical scoring is done by breaking down the objective of the final product into criteria parts, and each part is scored independently”. In 2012, Tuan argued that the procedure of this method involves the separation of the various features of a discourse. However, According to Iwashita and Grove (2003, p. 26) “The holistic method uses a single global numerical rating to assess the student’s performance. Each of method has their own advantages and disadvantages. The holistic method is more practical. It has faster and lower lost over the analytic method, but the disadvantage of this method provides less information about the weakness and the strength of the students”.

The major disadvantage of the analytical scoring is it takes a lot of time to rate speaking performance since the writer is required to make more than one decision for every speaking performance. But, this method provides more useful diagnostic information about the students speaking abilities. It is also stated based on Cambridge Certificate in English Language Speaking Skills (CELS), the scorers need to consider the four categories that are grammar and vocabulary, discourse management, pronunciation, and interactive communication. In grammar and vocabulary aspects, the students should use accurate and appropriate syntactic forms and vocabulary to meet the task requirements at each

level. Their ability to maintain a coherent flow of language with an appropriate range of linguistics is assessed in discourse management aspects. According to Brown (2001, p. 406-407) “To fulfill the pronunciation aspect, they have to produce the appropriate linking of words, the use of stress and intonation to convey the intended meaning. Besides, interaction communication means the ability to maintain the coherence of the discussion and if necessary, ask the others for clarification. The similar aspects of assessing speaking: grammar, vocabulary, comprehension, fluency, pronunciation, and task”.

The students speaking performances were assessed using a scoring rubric Proposed by (Heaton, 2001):

Table 2.1
The fluency of pre-test and post-test scoring

Classification	Score	Criteria
Excellent	80-100 (A)	Speak without too great an effort with fairly wide range of expression
Good	60-80 (B)	Make an effort and search for words and there are not too many pauses, fairly smooth delivery, occasionally fragmentary but succeeded in conveying the general meaning and fair range of expression.
Bad	30-60 (C)	Long pauses while searches for the desire meaning, almost gives up when making the efforts at time in limited range of expression.
Very Bad	0-30 (D)	Full of long and unnatural pauses, Gives up at the times without making the effort. Very limited range expression.

Table 2.2
The accuracy of pre-test and post-test scoring

Classification	Score	Criteria
Excellent	80-100(A)	Pronunciation is slightly influenced by the mother tongue. A few minor grammatical and lexical errors but most utterances are correct.
Good	60-80 (B)	Pronunciation is moderately influenced by the mother-tongue but do not have much phonological errors.
Bad	30-60(C)	Pronunciation influenced by the mother tongue with errors causing a breakdown in communication. Many basic grammatical and lexical errors.
Very Bad	0-30 (D)	Pronunciation errors as well as many basic grammatical and lexical errors. No evidence of having mastered any of the language skills

Table 2.3
The comprehensibility of pre-test and post-test scoring

Classification	Score	Criteria
Excellent	80-100(A)	Easy to understand the speaker's intention and general meaning.
Good	60-80 (B)	Most of what the speaker says is easy to Understand. The intention always clear but in several interruptions are necessary to convey the message or seek clarification.
Bad	30-60(C)	Only short sentences and phrases can be understood with considered effort by someone who used to listen to the speaker
Very Bad	0-30 (D)	Hardly to understand what the speaker said even when the listener makes a great effort or interrupts

B. Achievement

Learning English speaking language it cannot be perfect without learning speaking skill. It is not as simple as learning other skill in English. It takes a long period and needs consistency to practice. According to Penny (2009, p. 120) “All the one of four skills such as: listening, speaking, reading and writing speaking seems intuitively important. People who know a language are referred to be a speaker on that language, as if speaking included all other kinds of knowing and many foreign language learners are primarily interested in learning to speak in the complex skill which needs understanding and mastering the component of language proficiency”. Therefore, the success of conducting speaking always depends on mastering of those components. Those components have to be master by speaker. The speaker breaks the communication and the message that is transferred is difficult to understand. To handle with this problem, English teachers need to apply an appropriate teaching technique. An appropriate teaching technique as a measure of knowing a language, they regard speaking as the most important skill and they assess their progress in term of accomplishment though achievement in spoken communication.

Speaking achievement is the result of what an individual has learned from educational experiences. It is the expectancy of finding satisfaction in mastering and difficult performances. In 2009, Shea has argued that speaking achievement is suggested in teaching speaking. She defines that Speaking achievement include any tasks where the participant addresses an audience orally. In speaking achievement, student make toward the goals and objectives of the curriculum.

Then they assert further about the definition that achievement. It is may be the one ability or the extent of students' knowledge in a specific content area. The main goal of teaching productive skill of language is conditioning the students in order to be familiar and fluent in using oral language. The intention of teaching spoken language in classroom is to enable students to express their ideas in English. Any kind of human interaction such as in bus, a train, a meeting or in a party ceremony, or in lecturer talks are intently to conduct talks (Brown, 2001). The main purpose of conducting this activity was create the living and understandable communication to rely on the message of the speaker to the listeners. They realize to communicate each other by using English on the message of the speaker to the listeners can be able to master in speaking as a well for communicating.

From the explanation above, the goal of teaching speaking was to enable students' to apply the language as a means of communication in the life situation orally by considering the aspect of speaking achievements like fluency, accuracy, structure, vocabulary, and content of speech. Further, those aspects must be mastered by students because the quality of speech was depending on them.

C. Learning Media

Learning Media is communication which carrying the information between the source and the receiver. It is a software that contains of messages or information related to education that is usually presented by using tools. The tools are included letters, television, film, radio, printed matter and telephone it is the best way to convey the messages in educational environment. Learning Media could be defined as the carrier of the message from the teacher to the students. On learning activity

media can help the teacher in conveying the teaching material so the students clearly understand about the topic. Learning a media can fulfill three main functions if the media is used for personal, groups, or group of listeners in big number to motivate interest or action, present information and give instructions (Kempt & Dayton, 2007). The teacher used learning media to deliver contents or learning material such as books, movies, videos and etc. Learning media be quite vague, so it can be better understood by students and enable them to master and achieve learning objectives. With this learning media, students can be more active, because they are not only listened to the description of the teacher, but also the other activities such as observing, doing, demonstrating, acting out. Therefore, the teacher and students might like to have a change and the text book may be interesting if the students are considering is to their interest and they have questions whether it is worth doing.

From the explanation above, the writer can conclude that media could be defined as a carrier of the messages from the teachers to the students. In the learning activity, media can help the teacher in conveying the teaching material, so the students clearly understand about the topic.

1. The Use Media Game in Learning English

English Language learning is a hard for the students or sometimes it can be frustrating. However, it can be something interesting and fun if the writer finds the suitable techniques to teach a language. One of the ways to make learning language interesting is by using games. In 2002, Deesri argued that language games are not activity aimed to break the ice between the students or to kill time but it is a form of

play governed by rules. The games should be enjoyed and fun, it is also a way to make the students practice the language during the game. Hadfield via Deesri (2002) has argued that game as activities with rules, a goal, and element of fun. Games involve many factors such as rule, competition, relaxation, and learning. The writer should remember that the main factor using games is to promote language learning in fun and interesting ways. There are some advantages of using games. According to Brewster, Ellis, and Girard (2003, p. 173-174) “Some advantages of using games are encouraging the memorization, correct pronunciation, creative use of language, even though games are often associated with fun, the writer should not lose sight of the pedagogical values, particularly in second language teaching”.

Games are effective because they provide motivation, lower the students' stress, and give them the opportunity for real communication. Games maintain the students' motivation. There are some experts who classified games into several categories. In 2002, Hadfield argued that two ways of classifying games. First, she divided language games into two types which are linguistics games and communicative games. Linguistics games focus on accuracy and communicative games focus on successful exchange of information and ideas. The second taxonomy has nine categories. They are sorting, ordering, or arranging, information gap, guessing, search, matching, labeling, exchanging, board, and role play games. Traditionally, games have been used in the language class as warm-up at the beginning of the class, fill-ins when there are extra times in the end of the class. Those activities are right but now games can also constitute a more substantial part in language courses.

The students are very enthusiastic about games. The writer also should consider that the games may be too childish for them. The writer should explain the purpose of the games so they also focus on the goal of the learning while they play the game. Also the writer may negotiate the rule of the games or modifying the games according to the students' interest. The writer also needs to consider and pay attention to the level of difficulty. Part of the appeal of the games lies in the challenge but if the games are too challenging it may discourage them. The challenge can be two kinds. They are the understanding how to play the game and understanding the language content. Language content can refer to the topics and ideas that are encoded in linguistic messages. It encompasses those going on that talk about, things that actually happen, stories and so on.

D. Snake and Ladder Game in Learning English

1. The Definition of Snake and Ladder Game

Snake and ladder is a kind of educational game that purpose on exercising students rapidity in speaking. It is a game that widely known by people. This game requires some kind of tool and also facilitated them to learn about counting, life, interaction, and socialization. The use of snake and ladder game in the learning process can create favorable conditions for students that can build up the students' motivation and reinforce such language skills as speaking and listening. The students play a board game in the classroom only for language learning which helps them to increase their speaking skill (Suryani & Rosa, 2014). This game can be used as media to teach speaking and provide an interesting activity. An interesting activity can incorporate game to increase student learning experiences, make

materials more current and relevant. According to Suryani and Rosa (2014, p. 20) “The students speak using English with their friends in order to complete the achievement task in the game cues. Therefore, the game adjusted to the learning topic in the lesson plan”.

With this lesson plan, it can provide student with new and varied learning environments that meet learners in learning style. The students who is play game learning a new literacy and language that’s through multiple interactions including image, text, diagrams, symbols and movement (Nachiappan, Rahman, Andi & Zulkafaly, 2014). By integrating game in learning activities, the student is encouraged to interact and communicate in fun atmosphere. It is also engaged student in good activities that challenge the mind and teach social skills. Using snake and ladder game can bring fun and excitement but must be sure of it is aim and purpose. The purpose of this game is to practice drilling as well as encourage some automatic response, natural language in an exciting, so that the children are motivated and concentrating on the game itself rather than stressing about the rules. This game played between two or more players on a playing with numbered grid squares. on a certain square on the grid the number of ladder connecting two together and a number of snakes or chutes also connecting squares together. Snake and ladder is a British game play with a board and dice. When you go up ladder, you progress quickly. When you go down snake, you go backwards the greatest importance of each game is the Rules. Besides the rules and instruction it is boundaries in which the game played. It is important to prepare and decide the rule with clearly explained and well understood by students (Chang & Cogswell, 2008).

From the explanation above, the writer can assume that snake and ladder is a educational game that purpose on exercising students' rapidity in speaking. This game requires some kind of tool among other board, snake and ladder are equipped image paper and dice. Teacher can make the dice by herself in English number.

2. The Advantages of Using Snake and Ladder Game

A snake and ladder game can be used in a language teaching. Using snake and ladder game in the language classroom is an effective, low anxiety, and fun way for the students to learn and practice communication skills as well as develop their own communication strategies that can be readily applied to the real world (Chang & Cogwell, 2008). Snake and ladder game is fun and engaging. It attracts the students' attention to participate in the class. It also promotes communicative activities because while playing the game the students interact with others using target language. They also got opportunities to experience using the language which help them to build their confidence in using target language. It also provides natural drilling for them. Besides they practice the language by themselves, they also hear the expressions from their friends. It helps them to remember the language better. Ersoz (2000) has argued that a game also has benefit in the character building. It instills value such as patience and diplomacy, as in many games where they need to make a deal, convince partners, elaborate plans, or negotiate with each another. Games encourage cooperation, build team spirit and respect, as when students respect turn taking, for instance.

3. The Disadvantages of Using Snake and Ladder Game

Besides the advantages of using snake and ladder game, there are also some disadvantages in applying snake and ladder games in the class. To prepare a snake and ladder game, the writer needs more time, energy, money and preparation than usual. It is because the writer needs to prepare the board, dice, card, in order to make sure the activity runs well. According to Rahmawati (2012, p. 35) “Many commercial snake and ladder game is sold in the market but the writer needs to adapt the game so that they fit the needs of the learning activities”. The writer also needs to use creativity to design a snake and ladder game that suitable for the students. Nowadays, there are many online websites which can help the writer to make a board game according to the needs. In the beginning of the class, the writer also needs more time to explain the rules and demonstrates the game so the students really understand the rule of the games. Hadfield (2002) has argued that the writer should explain briefly what the game involves, hand out the photocopied cards, giving a little time to study them. The writer also needs to give more attention to the students because needs to move around and monitor the student to make note of their mistakes or errors. So, the writer can give feedback in the end of the game. In brief, there are some disadvantages of using board games. To overcome these problems, the writer needs to carefully prepare the game before the lesson and makes sure that all the materials are ready to use.

4. Preparing Snake and Ladder Game for English Speaking

Preparing snake and ladder game for English speaking is not easy to do because it needs more time, money, and energy. The writer makes their own snake and

ladder games, so they are in line with the aim of teaching speaking. According to Rahmawati (2012, p. 35) “Some step to make snake and ladder game. The first is preparing the material. Second is planning the trip of the game. Third is determining the beginning and the end of the game. Fourth is designing the route. Fifth is designing the complication of the game. Sixth is creating a snake and ladder game according the rules and the last are writing down the rules”. Some tips in designing a snake and ladder game to be adapted in a language classroom. Those tips are the writer must be creative in making snake and ladder game. The game should look interesting and professional (Chang & Cogswell, 2008). The rules must good, and the game should be a learning tools.

5. The Material in Playing Snake and Ladder Game

Porenzo via Rahmawati (2012) has argued that there are some materials in playing the Snakes and Ladders game. They are counters, dice, game board, and cards the counter 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 writer modified the dice into the six-cube with the one to four dots on its side. The dice decide how many steps the players are 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 are find ladder and snake. 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. *The Rules in Playing Snake and Ladder Game*

The basic rules of snakes and ladders are as follows but these are varied. It is rules of playing snake and ladder for language with a regular snake and ladder, but in this game there are some modifications to make the students be able to communicate using English (Paul, 2003, p. 52-55). Below the several rules of the snake and ladder with some modifications:

a. Designing Games

The teacher assesses what the students need to learn in any particular reason and designs the game where the goals of the lesson are achieved.

b. Getting the Pace Right

The teacher should consider language sequence very carefully and decide which target language that can introduces for the students. The teacher needs to interfered the game and gives hint if the targets are too difficult and makes the targets a bit more difficult if the students are not being challenging to think. The teacher also needs to ensure that they understand the target language.

c. Answering Questions

The teacher should be always available if the students want to ask about the game.

d. Extending the Children Ability

The teacher should make sure that the games are challenging enough for the students.

e. Cheating Creatively

When the students play competitive games, some team have a good chance of doing well in the game.

f. Giving All Students The Chance

The teacher needs to ensure that all of them are enjoying the game and have opportunity to speak. The teacher may encourage

g. Taking Part

The teachers also can join in the game and sometime makes a mistake in the hope that the students are correct the teacher.

From the explanation above, the writer can conclude that the snake and ladder is interesting game to make learning language easier. However, the teacher should consider many things such as the level of difficulties and students interest. The teachers rules in implementing the game need to be taken into account to make sure this game can help students to learn their target language.

7. Implementing Snake and Ladder Game in English Speaking

The implement of snake and ladder for speaking need an extra effort to apply the snake and ladder in the class. There are some steps that the teacher needs to be able to make the teaching and learning process run effectively:

- a. 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, teacher can demonstrate the game with some students in front of the class.
- b. The teacher divides students to work in the groups of four
- c. Each student takes turns to roll the dice and the one who gets the highest number 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.

d. The player takes a card and reads the clue on the card. The player has to use the clues or expressions written in the cards to speak with their friends within the group. The friends within the group have to give respond to the player who speaks. The one who reaches the “Finish” square first win the game.

E. Relevant Studies

Based on the background above, the snakes and ladders game is an old game but it fits with the current approach in communicative language teaching. It can improve the students' achievement in the class and also there are some researches related to the use of snake and ladder game in teaching and learning process. The writer summarized some previous studies which can be the guidelines for the writer in conducting the new one. in the following explanation of some previous studies that related to the use of snake and ladder game. The first research has been done by Haffidianti (2011). The objective of this research was to improve the learning result in English class of MTsN 1 Semarang. The participants of this research were 38 students. After the conducting the research, the writer found that in the result indicated that there was the significant improvement of using group investigation to the standard of learning English with snake an ladder game. The second research has been done by Fariyah (2013). The objective of this research was to improve the activeness and the learning result of students.

This research applied true experimental design. The participants of this research were 30 students studying inflation learning in English class at tenth grade of SMA 1 Candiroto Temanggung which were divided into experimental group. After conducting the pre-test and post-test, the result of this research showed that group investigation (GI) has positive effect on the learning by using snake and ladder game. It encouraged the students to be more responsible and more active for the learning process. The third research has been done by Ostarika (2014) who did the research in class V of SDN 50 Bengkulu which was consisted of 30 students. The writer found that the use of group investigation improved the activity and the result of learning of social study. The improvement also improved the students' ability in communication English and their activeness. The writer stated that there was a significant difference before and after the treatment by using group investigation in class. The writer concluded that the group investigation (GI) technique was improved students' ability in cognitive, affective, and psychomotor aspect.

The fourth research has been done by 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 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. The fifth research has been done by 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 snake and ladder games in the speaking class helped the students to improve their

mastery in speaking. They successfully improved their comprehension, fluency, vocabulary mastery, and grammar. The sixth research has been done by Lubis (2007) *The Effect of Socio Drama Method in Teaching Speaking by using snake and ladder game*. This research explained about the application of socio drama method in teaching speaking by using snake and ladder game, a study at the VII grade of SMP N 1 Penyabungan Barat. Her population of study is 25 students. The result of hypothesis test shows that $t_{0.10}$ and the significance $5\% = 2,02$. It meant that the alternative hypothesis was accepted and null hypothesis was rejected. There was a significance effect of social drama method in teaching speaking by using snake and ladder game. The seventh research has been done by Yuanita (2013) in *Improving Students Speaking Skill by using snake and ladder game (An Action Research at the Tenth Year of SMA N 1 Gemolong*. Based on data analysis the mean score of students on the first cycle is 73 average score, and the mean score of the students on the second cycle is 90 that is qualified average to good. They get 28 score improvement. It means that action hypothesis the using role play to improve students' speaking ability is class is proved.

On the other hand, the eighth research has been done by Yolageldeli and Arikan (2011) in *Effectiveness of using snake and ladder Games in Teaching Grammar to Young Learners Elementary Education Online* in journal a researcher from Turkey. He has investigated about the Pedagogical value of using snake and ladder game in language teaching that show a great majority of English for learner teachers. Almost teachers believe in the pedagogical value of games in second language teaching as the findings of this study. Teachers assumed that game is an

important and also necessary part of English language teaching learning in the context of junior schools. English lessons simply because they provide an English teachers with many instructional advantages. Games are the one of best ways to direct young learners' energy into language learning because young learners like to be physically active. They are imaginative and creative and by the teacher and games is one of the best ways to achieve this. Teaching young learners requires a special effort and challenge. The difference between their research and this research is in the research approach. Their research use qualitative approach and this research use quantitative approach. The similarities between their research and this research are game as object of research.



CHAPTER 3

RESEARCH METHODOLOGY

This chapter deals with the research design, variables of the research, population and sample, instrument of collecting data, technique of collecting data, and technique of data analysis.

A. Research Design

The writer used quasi-experimental design; the pre-test post-test and non-equivalent group design. It is an empirical interventional study use to estimate the causal impact of an intervention on target population without random assignment. According to Cohen, Manion, and Morrison (2007, p. 283) “Quasi-experimental design aim to establish a cause and effect relationship between an independent and dependent variables”. in executing this research, the writer used pre-test and post-test design in both experimental and controlled class. It aims to find out of using snake and ladder game to improve the students’ English speaking achievement. The treatment conducted after the pre-test. The writer obtained the significant effectiveness by comparing the pre-test and the post-test result. The research design presented as follow:

Table 3.1

The pre-test and post-test design in both experimental and controlled class

Group	Pre-Test	Treatment	Post-test
E	O_1	X	O_2
C	O_1	-	O_2

Where : E : Experimental Class

C : Controlled Class

O_1 : Pre-Test

O_2 : Post-Test

B. Variables of The Research

In the experimental research, there were two variables that would be manipulated by the writer. They are independent variable (X) and dependent variable (Y). In 2010, Arikunto argued that independent variable is a factor which is manipulated by the writer to determine the relationship between the phenomena observed. While dependent variable is a factor which is observed and measured to determine the effect of independent variable, such as:

1. Independent Variable

The independent variable (X) in this research was snake and ladder game.

2. Dependent Variable

The dependent variable (Y) in this research was the students' achievement in speaking English.

C. Population and Sample

1. Population

Arikunto (2006) has argued that population is a large collection of individuals that focused on scientific query of all the members in the class. This is also known as similar characteristic. The similar characteristic of all population usually have a common binding characteristic. The similar characteristic of the target population refers to the entire group of individuals which the writer was interested in

generalizing the target of population. However, in this research, the writer was taken the population from the first year students of Pesantren Modern Al-Manar. The total number of population was 74 students which consist of 2 male students' classes regarding the effectiveness of using snake and ladder as their learning media. This research study used descriptive statistic (frequency, mean score, and standard deviation), inferential statistic (independent sample t-test) and questionnaire. This technique has useful strategies to achieve the teaching purposes easily and makes students to be more motivated to study in English language.

2. Samples

Creswell (2003) has argued that sample is a subgroup of the target population that the writer plans for generalizing about the target population. The target of population is same suggested with the writer interest. The writer purposely used two classes as the sample. These classes were divided into experimental and controlled class. The writer used 38 students from VII-D as experimental class and 36 students from VII-C as controlled class. This sample selection was accorded by the writer's observation. The reason for taking these classes as the sample was based on recommendation of the English teacher of Pesantren Modern Al-Manar. In the experimental class, the writer taught the students; gave the pre-test, treatment and post-test. It was an easy way to know the effectiveness of using snake and ladder as their learning media. Meanwhile, in the control class, the writer did not teach the students and only gave the pre-test and post-test. It was because of the writer wants to know the impact of using snake and ladder as learning media that can improve

English speaking achievement without any treatment by comparing them result of the both class.

D. Instrument of Collecting Data

The instrument that used by the writer in this research was speaking test. This test would be taken from the oral test by using role play method. The writer focused on snake and ladder game to improve the students' English speaking achievement. Snake and ladder game involved the students about self-description and greeting any kind of services; accepting, giving, rejecting. The test applied by pre-test and post-test. The students of both groups were given pre-test before the treatment. Pre-test was used to find out the students' achievement in speaking and it was given to the students at the first meeting before given the treatment. Post-test was used to know whether there is an improvement of the students' speaking achievement after treated using snake and ladder Game. The last is questionnaire. A questionnaire was used to find out how the games of snake and ladder improve the students' English speaking achievement. It was given to the students at the last meeting after given pre-test and post-test.

E. Technique of Collecting Data

In this research, technique of collecting data typically included multiple data collection from multiple sources. The technique of data collection were included by pre-test, post-test and questionnaire. The writer collected the data by doing following steps:

1. *Pre-test*

The pre-test was administered at the first day of the first week. This test applied to measure the students' speaking before treatment.

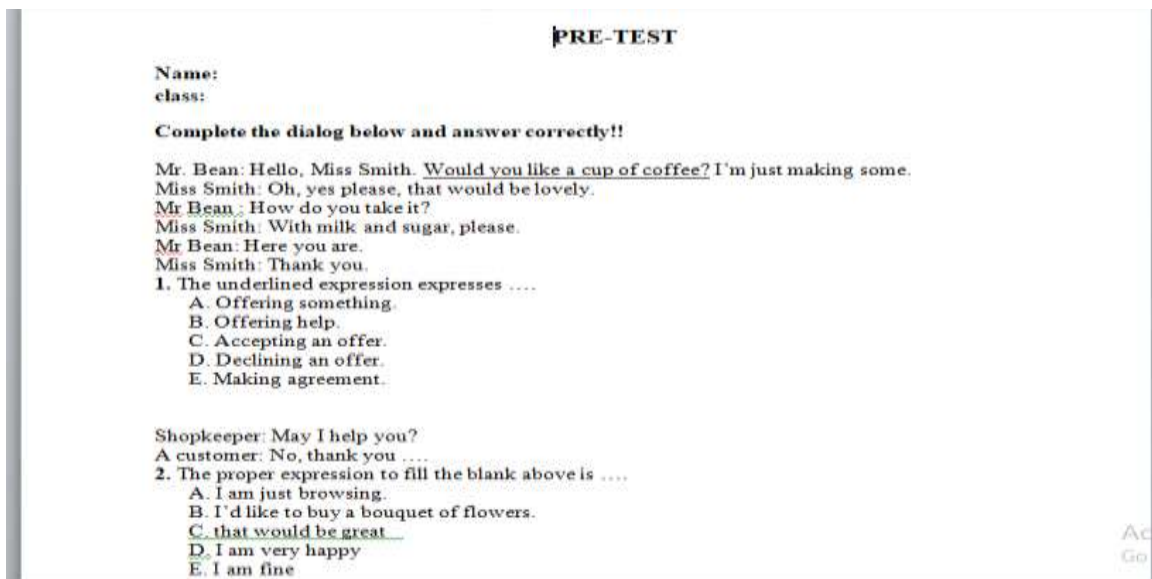


Figure 1.1

Source: Haris (2012, p. 14)

a. *Treatment*

Rivers (2002) has argued that treatment is the process applied the material. It is the way to improve students' achievement in speaking by using snake and ladder game. The writer used this treatment to know the effectiveness of using snake and ladder as their learning media. The treatments took place within 3 meetings and it took 90 minutes for each class. The procedures of treatments are:

a. **Experimental Class**

a.1. The First Meeting:

- a. The writer entered the class and introduction the materials to the class.
- b. The writer explained about snake and ladder game and gave the example.

c. The writer showed the instruction that helped the students for playing the game.

a.2. *The second and the third Meeting:*

a. Students were divided in 4 groups before playing the snake and ladder Game.

b. The writer asked the students how to play it.

c. The writer made some announcements during the students played the game.

d. The writer would give a gift for the winner.

b. *The Controlled Class*

In this class the writer did not teach the students. The writer only gave the pre-test and post-test. It is because of the writer wants to know the impact of using snake and ladder as their learning media to improve English speaking achievement by comparing the pre-test and post-test result from the both class. Furthermore, the student did not like to speak in English. They felt afraid and shy when they are trying to speak in English. In contrast, the students in controlled class were enthusiasm in learning English speaking regarding the effectiveness of snake and ladder as their learning media.

3. *Post-test*

The post-test used after giving treatment to the students. The test was same as the pre-test before. In this post-test, the writer saw the improvement of the student after given treatment.

POST-TEST

Name:
Class:

Complete the dialog below and answer correctly!!

Ronaldo: Sir, would you like me to close the window for you?
Mr. Adi: Yes, please. It's very cold inside.

1. The underlined sentence expresses:

- Asking help
- Offering help
- Refusing something
- Accepting an offer
- Suggestion

Ela: Mom, do you need some help? You look so busy this morning.
Mom: Of course, dear. I need another pair of hands to wash the dish.

2. The underlined sentence expresses:

- Accepting help
- Offering help
- Refusing help
- Looking for something
- Apologizing

Figure 1.2

Source: Haris (2012, p. 14)

4. Questionnaire

A questionnaire used at the last meeting after being given pre-test and post-test. In this questionnaire, the writer needs to investigate the students' perception toward snake and ladder as learning media in teaching English speaking and it was given to the students.

QUESTIONNAIRES TEST

Student Name:
Class:

Directions:
This sheet is intended to find out the opinion of students on learning media for the game of snake and ladder. With this connection, the students are requested to respond to each question in this questionnaire's sheet by giving checklist (✓) in the column.

Scale Description:
Strongly agree : sangat setuju
Agree : setuju
Disagree : tidak setuju
Strongly disagree : kurang setuju

Choose one the correct answer!

- I am interested in speaking class
 - Strongly agree
 - Agree
 - Disagree
 - Strongly disagree
- I feel comfortable in learning speaking English though game of snake and ladder
 - Strongly agree
 - Agree
 - Disagree
 - Strongly disagree

Figure 1.3

Source: Yan and Horwitz (2008)

F. Technique of Data Analysis

In this research, the writer used three terms to point out in case of measuring the students' speaking achievement. The writer's scope for this research were in the students' fluency, accuracy and comprehensibility.

Table 3.2
The fluency of pre-test and post-test scoring

Classification	Score	Criteria
Excellent	80-100 (A)	Speak without too great an effort with fairly wide range of expression
Good	60-80 (B)	Make an effort and search for words and there are not too many pauses, fairly smooth delivery, occasionally fragmentary but succeeded in conveying the general meaning and fair range of expression.
Bad	30-60 (C)	Long pauses while searches for the desire meaning, almost gives up when making the efforts at time in limited range of expression.
Very Bad	0-30 (D)	Full of long and unnatural pauses, Gives up at the times without making the effort. Very limited range expression.

Table 3.3
The accuracy of pre-test and post-test scoring

Classification	Score	Criteria
Excellent	80-100(A)	Pronunciation is slightly influenced by the mother tongue. A few minor grammatical and lexical errors but most utterances are correct.
Good	60-80 (B)	Pronunciation is moderately influenced by the mother-tongue but do not have much phonological errors.

Bad	30-60(C)	Pronunciation influenced by the mother tongue with errors causing a breakdown in communication. Many basic grammatical and lexical errors.
Very Bad	0-30 (D)	Pronunciation errors as well as many basic grammatical and lexical errors. No evidence of having mastered any of the language skills

Table 3.4

The comprehensibility of pre-test and post-test scoring

Classification	Score	Criteria
Excellent	80-100(A)	Easy to understand the speaker's intention and general meaning.
Good	60-80 (B)	Most of what the speaker says is easy to Understand. The intention always clear but in several interruptions are necessary to convey the message or seek clarification.
Bad	30-60(C)	Only short sentences and phrases can be understood with considered effort by someone who used to listen to the speaker
Very Bad	0-30 (D)	Hardly to understand what the speaker said even when the listener makes a great effort or interrupts

Table 3.6

The rate scale of pre-test and post-test scoring

Rating	Skill to communicate orally
8.01-100.00	Excellent
6.01-8.00	Good
3.01-6.00	Bad
0.00-3.00	Very Bad

Note: The data in this research were analyzed through the pre-test and post-test.

- a. The formula used in calculating the mean score of the students' achievement and answer

$$\bar{X}_1 = \frac{\sum X}{N}$$

Source: Gay (2001, p. 298).

Where: \bar{X} : Mean Score
 $\sum X$: Sum of All Scores
 N : Total Number of The Respondents

- b. The formula used in calculating the standard deviation

$$SD = \sqrt{\frac{\sum(\bar{X}_i - \bar{X})^2}{N-1}}$$

Source: Gay (2001, p. 297-298).

Where: SD : Standard Deviation
 S : Total Row Score
 N : Total Number of the Students
 $\sum X_i$: The sum of all square; each score is squared and all the squares are added up
 $(\sum X)^2$: The square of the sum; all the scores are added up and the sum is square, total.

- c. The formula used in finding out the difference between students' score in Pre-Test and in Post-Test

$$\frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\left(\frac{S_1 + S_2}{n_1 + n_2 - 2}\right) \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

Source: Gay (2001, p. 327)

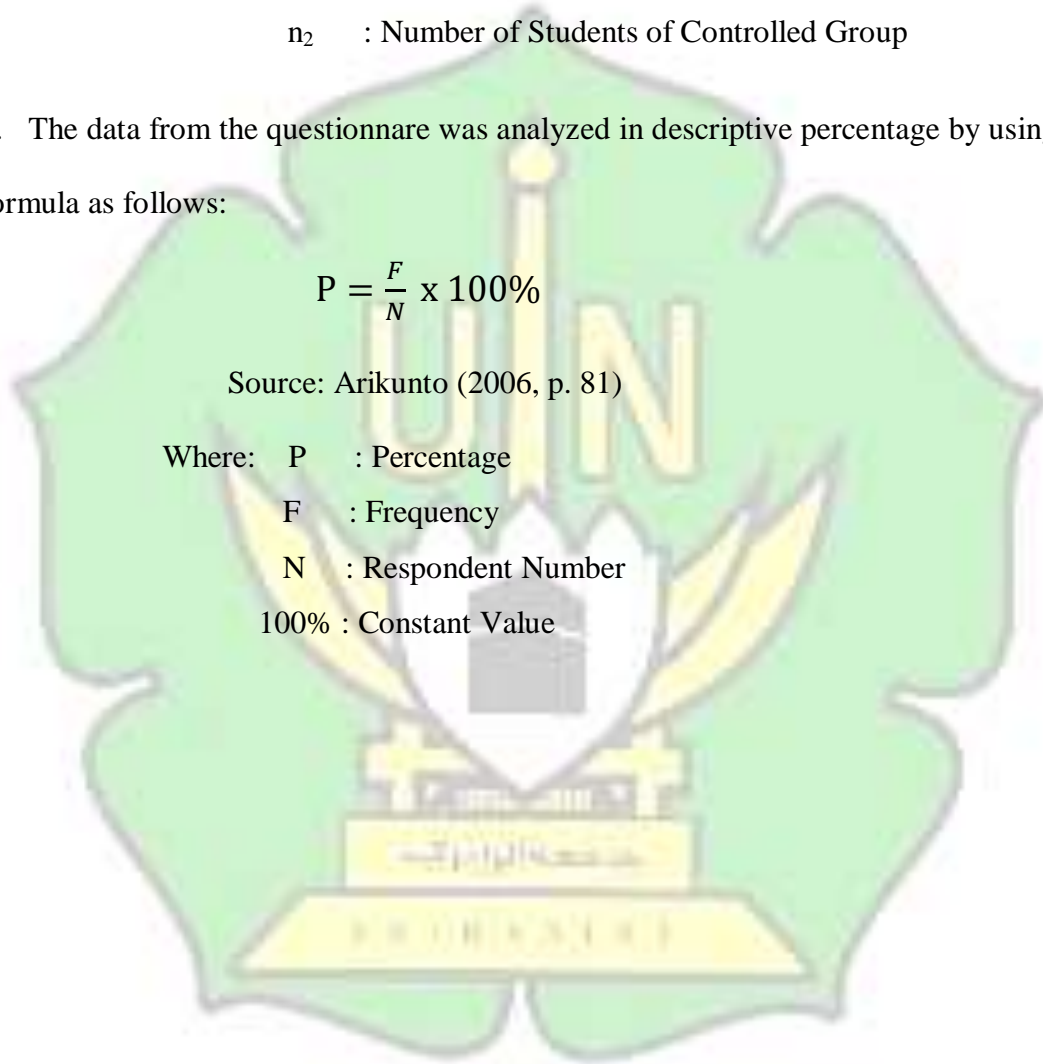
Where: t : Test of Significance
 \bar{X}_1 : Mean Score of Experimental Group
 \bar{X}_2 : Mean Score of Controlled Group
 SS_1 : Sum Square of Experimental Group
 SS_2 : Sum Square of Controlled Group
 n_1 : Number of Students of Experimental Group
 n_2 : Number of Students of Controlled Group

d. The data from the questionnaire was analyzed in descriptive percentage by using formula as follows:

$$P = \frac{F}{N} \times 100\%$$

Source: Arikunto (2006, p. 81)

Where: P : Percentage
 F : Frequency
 N : Respondent Number
 100% : Constant Value



CHAPTER 4

RESEARCH FINDINGS AND DISCUSSION

This chapter elaborates the research finding and discussion based on data obtained from pre-test, post-test and questionnaire of the students. The aims were to know whether students have already known about snake and ladder game in English speaking achievement.

A. Research Finding

1. The Classification of Students' Pre-test and Post-test Scores in Experimental Class

Table 4.1
The rate percentage of students' pre-test score in experimental class

No	Classification	Score	Frequency	%
1	Excellent	16-20	5	10%
2	Good	11-15	20	65%
3	Bad	06-10	10	20%
4	Very Bad	0-0	5	35%
Total			38	100%

The table 4.1 above showed the rate percentage of student's pre-test score in experimental class. Most students were like to use snake and ladder as their learning media in improving their English speaking achievement. With this game, the students could be able to communicate with their friend or share information what they feel.

Table 4.2
The rate percentage of students' post-test score in experimental class

No	Classification	Score	Frequency	%
1	Excellent	16-20	12	38%
2	Good	11-15	17	47%
3	Bad	06-10	7	12%
4	Very Bad	0-0	2	3%
Total			38	100%

The table 4.2 above revealed that the students' post-test in experimental class was different than the students' pre-test in experimental class, there were many students got excellent and good scores although few students got bad and very bad score. Based on the result above, it could be concluded that the rate percentage in the post-test was higher than the percentage in pre-test in experimental class.

2. The Classification of Students' Pre-test and Post-test Scores in Controlled Class.

Table 5.1

The rate percentage of student's pre-test score in controlled class

No	Classification	Score	Frequency	%
1	Excellent	16-20	3	5%
2	Good	11-15	20	60%
3	Bad	06-10	9	25%
4	Very Bad	0-0	4	10%
Total			36	100%

The table 5.1 above showed that the rate percentage of student's pre-test score in controlled class. In the controlled class, the students got excellent and good score, bad and very bad scores. It was caused by the students in controlled class were enthusiasm in learning English speaking regarding the effectiveness of snake and ladder media.

Table 5.2

The rate percentage of students' post-test score in controlled class

No	Classification	Score	Frequency	%
1	Excellent	16-20	18	52%
2	Good	11-15	16	45%
3	Bad	06-10	2	7%
4	Very Bad	0-0	0	0%
Total			36	100%

The table 5.2 above revealed that students' post-test in controlled class. There was half of students got excellent and good scores, even though few students got bad and very bad score. Based on the result above, it could be concluded that the rate percentage in the post-test was different in the rate

percentage in pre-test and the students were like to use this game to improve their English speaking achievement.

3. The Mean Score and Standard Deviation of Experimental Class and Controlled Class

After calculating the result of the students score, the mean score and standard deviation or both classes are presented the following table:

Table 6.1
The mean score of experimental class and controlled class in pre-test

Class	Mean Score
Experiment	6,31
Controlled	6,08

Table 6.2
The mean score of experimental class and controlled class in post-test

Class	Mean Score
Experiment	7,34
Controlled	7,44

4. The Distribution Value of T-test and T-table in Post-test between Experimental and Controlled Class

After calculating the result of the mean score of standard deviation or both classes, the distribution value of t-test and t-table in post-test presented the following table:

Table 7.1
The distribution value of t-test and t-table in post-test

Variable	T-Test Value	T-Table Value
Post-Test	-25	2.0

5. *The Classification of Students' Questionnaire in Experimental Class and Controlled Class*

After calculating the result of the pre-test, post-test, mean score and standard deviation, the value of t-test and t-table in post-test or both classes. The classification of students' questionnaire in experimental class and controlled class presented the following table:

Table 8.1
The classification of students' questionnaire in experimental class

Alternative Answer	Frequency	%
Strongly Agree	20	47.8%
Agree	18	54.1%
Disagree	0	0%
Strongly Disagree	0	0%
Total	38	100%

Based on the table 8.1 above, it could be seen that the students' questionnaire test in experimental class were active and effective, most students chose strongly agree and the rest of the students chose agree. However, no one chose disagree, and strongly disagree. In addition, the writer could be assumed that the students have good knowledge in learning English speaking by using snake and ladder as their learning media to improve speaking achievement.

Table 8.2
The classification of students' questionnaire in controlled class.

Alternative Answer	Frequency	%
Strongly Agree	18	50%
Agree	15	33,3%
Disagree	3	16,6%
Strongly Disagree	0	0%
Total	36	100%

As shown in the table above, the classification of students' questionnaire in controlled class were effective. Half of students chose strongly agree while few students chose agree. But, the students did not choose disagree and strongly disagree. Based on the result above, it could be concluded that the rate percentage in the students' questionnaire in experimental class was higher than the percentage in students' questionnaire in controlled class.

6. *The result of questionnaire in the experimental and controlled class*

After calculating the classification of students' questionnaire in experimental class and controlled class, the result of questionnaire in the experimental and controlled class presented the following table:

Table 9.1
The result of questionnaire in the experimental and controlled class

Skor (s)	Frequency(f)	s x f
4	50	200
3	15	45
2	9	18
1	0	0
Total	74	263

As shown in the table result of questionnaire in the experimental and controlled class, it could be concluded that the result of frequency in the students' questionnaire in experimental and controlled class as follow:

1. Maximal score multiplied by the number of question and respondents, such as: $(4 \times 10 \times 74 = 2.960)$

2. Minimum score multiplied by the number of question and respondents,
such as: $(1 \times 10 \times 74 = 740)$

3. A range of scores = (maximal score – minimum score): 4, such as:
 $(2.960-740):4 = 555$

Based on the questionnaire of 74 respondents, it could be seen that the result of questionnaire in the experimental and controlled class is 263 scores. Those scores were higher for students who learn English speaking by using game of snake and ladder as their learning media. If the writer calculated as percentage such as: $\frac{263}{2.960} \times 100\%$ and the result was 8,885 % or 0,885. However, the score of 0,8 has an interval between 0,81-1,00. so as the result of explanation above, the student who learned English speaking by using snake and ladder game is helped to improve speaking ability and to make the students interested in the lesson.

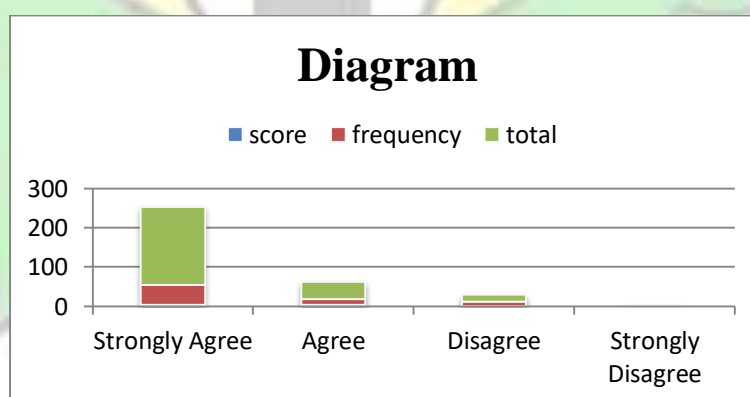


Figure 3.1

As shown in the Figure 3.1 above, half of the students chose strongly agree and agree. Few students disagreed and no one chose strongly disagree. Based on the result above, it could be concluded that the rate percentage between experimental

and control class on the diagram above was higher and the student like to use game of snake and ladder as learning media. Therefore, the students could be able to improve their English speaking achievement effectively.

B. Discussion

This part discussed about the finding of this research study. The aims of this research study are to find out the implementation of snake and ladder as learning media reinforce students' Pesantren Modern Al-Manar understanding of speaking achievement in both class of experimental and controlled class and to investigate students' perception toward snake and ladder as learning media in teaching English speaking.

In order to answer the questions number 1, the writer could assumed that snake and ladder game was not effective in enhancing the students' speaking achievement. It was caused by the result of the students in the experimental and controlled class showed that the students' speaking achievement was not good. Moreover, It was proved by the t-test value; -25 to the student's English speaking achievement which indicated that the t-test value was lower than the t-table 2.0 ($-25 < 2.0$). Most students did not like to use snake and ladder as their learning media and the student could not communicate with their friends or share information what they feel. In contrast, based on the data analysis there were significance improvement of the students' post-test of experimental class from 38 students. There were many students got excellent and good scores; while there was few students got bad and very bad score. Based on the result, it could be concluded that the rate percentage in the post-test was higher than the percentage in pre-test. This

finding related with the theory of Heaton (2001) and Freeman (2003) in previous chapter. The classification from very bad to excellent in experimental class with the criteria had been proposed. It was so different between the result of post-test and pre-test value. As the explanation above, the writer concluded that using snake and ladder game as learning media cannot increase the students' speaking achievement. Therefore, it did not give much contribution toward English learning and also might not have brought the learning process to be more dynamic or interesting.

In order to find out the students' perception toward snake and ladder as learning media in teaching speaking, the writer used questionnaire to investigate the result. The result showed that using game of snake and ladder in the questionnaire is effective. It was approved by the result of students in the experimental and controlled class. They were got 263 scores. Those scores were higher and most students were like to use snake and ladder to improve their English speaking achievement. This finding classification related with the theory of Arikunto (2006) and Arikunto (2010) in previous chapter. It indicated that the students have good knowledge in speaking English. It is because of the way students determine their speaking achievement that can provide the students motivation and give the opportunity for the real communication in English.

CHAPTER 5

CONCLUSION AND SUGGESTION

This chapter deals with conclusions and suggestions acquired from research finding and discussion in the previous chapter. Hence, the writer would like to write conclusions as follows:

A. Conclusion

After explaining and describing all the data found in chapter 4, in this part, the conclusion is served. Here are some conclusion statements formulated by the writer:

From the discussion in the previous chapter, the writer can concluded that using snake and ladder game cannot increase to the students' speaking achievement in the experimental and controlled class. This Game was not effective in teaching speaking. It is because of the students afraid to make mistake when they are trying to speak and prefer to be quite and not active in speaking English. it was proved by the t-test value; -25 was low than the t-table 2.0 ($-25 < 2.0$). Therefore, Snake and Ladder Game cannot help students practice in their speaking achievement. Thus, snake and ladder did not give much contribution toward in English learning and also might not have brought the learning process to be more dynamic of interesting.

In addition, the classification of the students' questionnaire in experimental and controlled class was effective in the learning process by using game of snake and ladder. It was approved by the result of student's in the experimental and controlled class. They were got 263 scores. Those scores were higher. It is because most

students were like to use snake and ladder to improve their English speaking achievement. However, when using snake and ladder Game in learning activity cannot contribute the students and was not effective in speaking. It was proved by the t-test value in the previous chapter. As the result, the writer assumed that using snake and ladder Game as learning media in the questionnaire can improve their English speaking achievement. But, in learning activity cannot increase the students' speaking achievement. It is because this snake and ladder were not effective as learning media. However, the teacher may still use this game or another media to help students understand the meaning in the academic material with the context of their daily lives, even though the result of this study did not prove it.

B. SUGGESTIONS

Finally, based on all of the finding of this research, it is part for the writer to give some suggestions. The suggestions are intended for:

1. The Teacher

The teacher should make the class be interesting and enjoyable by using another Game or another media. It can help students understand the meaning in the academic material with the context of their daily life. By giving the material about make connecting with situation in daily life, so the students have the background knowledge can reduce the anxiety to tell about nice experience because it is easy to understand.

2. The students

The students should be more active to improve learning English speaking especially in achievement. It is because English speaking is important to maintain social relationship in getting meaning. It is very effective way to convey the message by listeners and speakers. Both the speakers and the listeners should agree on the message or meaning being talked through acceptable language. In addition, the students cannot improve their English speaking achievement by using snake and ladder media. As a result, this game was not effective in teaching English because this game did not give much contribution toward in English learning and might not have brought the learning process to be more dynamic of interesting. However, The student still uses another media to improve their speaking such as Internet, YouTube video. It is an alternative media to improve student in learning English. So, they can share information by using English speaking with their own way.

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10/21/2020



**KEMENTERIAN AGAMA UNIVERSITAS
ISLAM NEGERI AR-RANIRY FAKULTAS
TARBIYAH DAN KEGURUAN**

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor : B-11254/Un.08/FTK.1/TL.00/10/2020
Lamp : -
Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,
Pesantren Modern Al-Manar

Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : BELLA MARFIRA / 140203192
Semester/Jurusan : XIV / Pendidikan Bahasa Inggris
Alamat sekarang : Jln. Lampoh Teuku Jeumpet-Ajun Aceh Besar.

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak pimpin dalam rangka penulisan Skripsi dengan judul *The Use of Snake and Ladder Media as Learning Platform to Improve English Speaking Achievement*

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 20 oktober 2020

an. Dekan

Wakil Dekan Bidang Akademik dan Kelembagaan,



Dr. M. Chalis, M.Ag



معهد المنار الحديث للتربية الإسلامية
PESANTREN MODERN
AL-MANAR
Lam Permei Cot Irie Aceh Besar

SURAT KETERANGAN TELAH MELAKUKAN PENELITIAN

Nomor : 052/Pimpes-d/1/2021

Pimpinan Pesantren Modern Al-Manar Lampermei Cot Irie, Krueng Barona Jaya, Aceh Besar dengan ini menerangkan bahwa nama yang tersebut di bawah ini:

Nama : **Bella Marfira**
NIM : 140203192
Fakultas : Tarbiyah dan Keguruan
Prodi : Pendidikan Bahasa Inggris
Universitas : Universitas Islam Negeri Ar Raniry Banda Aceh

Benar ianya telah melakukan penelitian di Pesantren Modern Al-Manar Gampong Lampermai Cot Irie Kecamatan Krueng Barona Jaya Kabupaten Aceh Besar pada tanggal 9 s/d 21 November 2019 dengan judul tesis "The Use of Snake and Ladder Media as Learning Platform to Improve English Speaking Achievement" Dan kepadanya diwajibkan untuk menyerahkan 1 (satu) eks tesis yang sudah tercetak sebagai laporan hasil penelitian.

Demikianlah surat keterangan ini kami buat dengan sebenarnya untuk dipergunakan sebagaimana mestinya.

Lampermai, 6 Januari 2021

Pimpinan Pesantren,



IKHRAM M, AMIN, M.Pd

APPENDIX A
RESEARCH INSTRUMENT
PRE-TEST

Name:
class:

Complete the dialog below and answer correctly!!

Mr. Bean: Hello, Miss Smith. Would you like a cup of coffee? I'm just making some.

Miss Smith: Oh, yes please, that would be lovely.

Mr Bean : How do you take it?

Miss Smith: With milk and sugar, please.

Mr Bean: Here you are.

Miss Smith: Thank you.

1. The underlined expression expresses

- | | |
|------------------------|------------------------|
| A. Offering something. | D. Declining an offer. |
| B. Offering help. | E. Making agreement. |
| C. Accepting an offer. | |

Shopkeeper: May I help you?

A customer: No, thank you

2. The proper expression to fill the blank above is

- | | |
|--|------------------------|
| A. I am just browsing. | C. that would be great |
| B. I'd like to buy a bouquet of flowers. | D. I am very happy |
| | E. I am fine |

A : Ehm,

B : I don't know. It depends on what you ask.

3. The proper expression to fill the blank above is

- | | |
|-----------------------------------|------------------------------------|
| A. Help me move this bag | D. Can I help you? |
| B. Would you mind helping me out? | E. I can help you making this note |
| C. Let me help you | |

Fira : Can you lend me a hand?

Surya : Sure,

Fira : Help me gather everybody. The teacher is coming.

4. The proper expression to fill the blank above is

- | | |
|--------------------------------|--------------------------|
| A. How can I help you? | D. When can you help me? |
| B. How can you borrow my hand? | E. Who can help you? |
| C. Why? | |

Jodi: Hello, Jena. Where have you been?

Jena: Hi, Jodi. I just bought few kilograms of apples in the market.

Jodi: Do you need some help to carry the apples?

Jena:

5. The suitable respond to complete the dialogue is

- | | |
|---------------------------------------|--------------------|
| A. I don't know | D. I will help you |
| B. Why? | E. Good bye |
| C. Of course, that's very kind of you | |

Rona: You look so busy.

Mary: No, thank you. I can handle them.

6. The suitable expression to complete the dialogue is.....

- | | |
|------------------------------|--------------------------|
| A. I will leave you alone | D. Sure, I would like to |
| B. Would you like some help? | E. Yes, please |
| C. Do you want to help me? | |

Dany: Good morning Jane, do you want an ice cream?

Jane:, I'd love one.

Dany: Chocolate or Strawberry?

Jane: Chocolate, please.

7. The suitable expression to complete the dialogue is

- | | |
|-----------------|---------------------------|
| A. Yes, please | D. Never mind |
| B. No Thanks | E. I don't like ice cream |
| C. Don't bother | |

Elsa: Will you help me to build a snowman?

Olaf: Yes, of course. _____ .

8. Complete the dialogue above

- | | |
|---------------|-------------|
| A. I won't | D. Will I? |
| B. I will | E. Shall I? |
| C. I will not | |

Sam: My car won't start.

Anna:

9. The suitable expression to complete the dialogue is ...

- | | |
|---|---|
| A. May I help you? I know about car. | D. May I help you? I know about bicycle |
| B. May I help you? I know about construction. | E. May I help you? I know about truck |
| C. May I help you? I know about electricity. | |

Liz: I'm very thirsty.

Mary:

10. The suitable expression to complete the dialogue is ...

- | | |
|--|--|
| A. Should I bring you a bottle of sauce? | C. Should I bring you a glass of orange juice? |
| B. Should I bring you a bowl of noodles? | D. Should I bring you a cup of soup? |
| E. Should I bring you a glass of oil? | |

POST-TEST

Name:

Class:

Complete the dialog below and answer correctly!!

Ronaldo: Sir, would you like me to close the window for you?

Mr. Adi: Yes, please. It's very cold inside.

1. The underlined sentence expresses:

- A. Asking help
- B. Offering help
- C. Refusing something
- D. Accepting an offer
- E. Suggestion

Ela: Mom, do you need some help? You look so busy this morning.

Mom: Of course, dear. I need another pair of hands to wash the dish.

2. The underlined sentence expresses:

- A. Accepting help
- B. Offering help
- C. Refusing help
- D. Looking for something
- E. Apologizing

Romy: May I help you?

Deny: Hmmm. Do not bother yourself, thanks.

3. The underlined sentence expresses:

- A. Asking help
- B. Giving help
- C. Offering help
- D. Refusing an offer
- E. Accepting an offer

Nick: Sir, I think I'm lost.

Jery:

4. The suitable expression to complete the dialogue is ...

- A. Let me help you carry your bag.
- B. Can I help you? I know this place.
- C. May I help you? I have a dog too.
- D. Shall I clean your shoes?
- E. Can you show me the way?

Steve: I don't understand Chemistry at all.

Banno:

5. The suitable expression to complete the dialogue is ...

- A. How about having dinner with me?
- B. How about going to the beach?
- C. How about studying together with me?
- D. How about calling the police?
- E. How about going to cinema

Jan: You look pale.

Jim: I've got a serious headache.

Jan:

6. The suitable expression to complete the dialogue is

- | | |
|---|---|
| A. Let me take you to the restaurant. | D. Would you like fried or steamed chicken? |
| B. What about a glass of avocado juice? | E. Can you accompany me to the hospital? |
| C. Let me take you to the hospital. | |

Upin: I have a lot of things to do. I'm confused about which one to do first.

Ipin:

7. The suitable expression to complete the dialogue is ...

- | | |
|---------------------------|---------------------|
| A. What can I do for you? | D. How are you? |
| B. Where should we go? | E. What should I do |
| C. When can you do that? | |

May: Ah, these books are so heavy.

Eta:

8. The suitable expression to complete the dialogue is ...

- | | |
|--|-----------------------------------|
| A. Let me help you throwing them away. | C. Let me help you cleaning them. |
| B. Let me help you sorting them. | D. Let me help you carrying them. |
| | E. Let me help you opening them |

Marta: It's very hot here.....

Sinta: Sure. No problem

9. The suitable expression to complete the dialogue is ...

- | | |
|---|---------------------|
| A. Could you close the door? | D. May I leave now? |
| B. Would you mind if I turn on the fan? | E. May I help you? |
| C. Would you turn off the fan? | |

Romy: Sir, would you like me to close the window for you?

Mr. Arthur: Yes, please. It's very cold inside.

10. The underlined sentence expresses:

- | | |
|-----------------------|-----------------------|
| A. Asking help | D. Accepting an offer |
| B. Offering help | E. Rejecting help |
| C. Refusing something | |

QUESTIONNAIRES TEST

Student Name:

Class:

Directions:

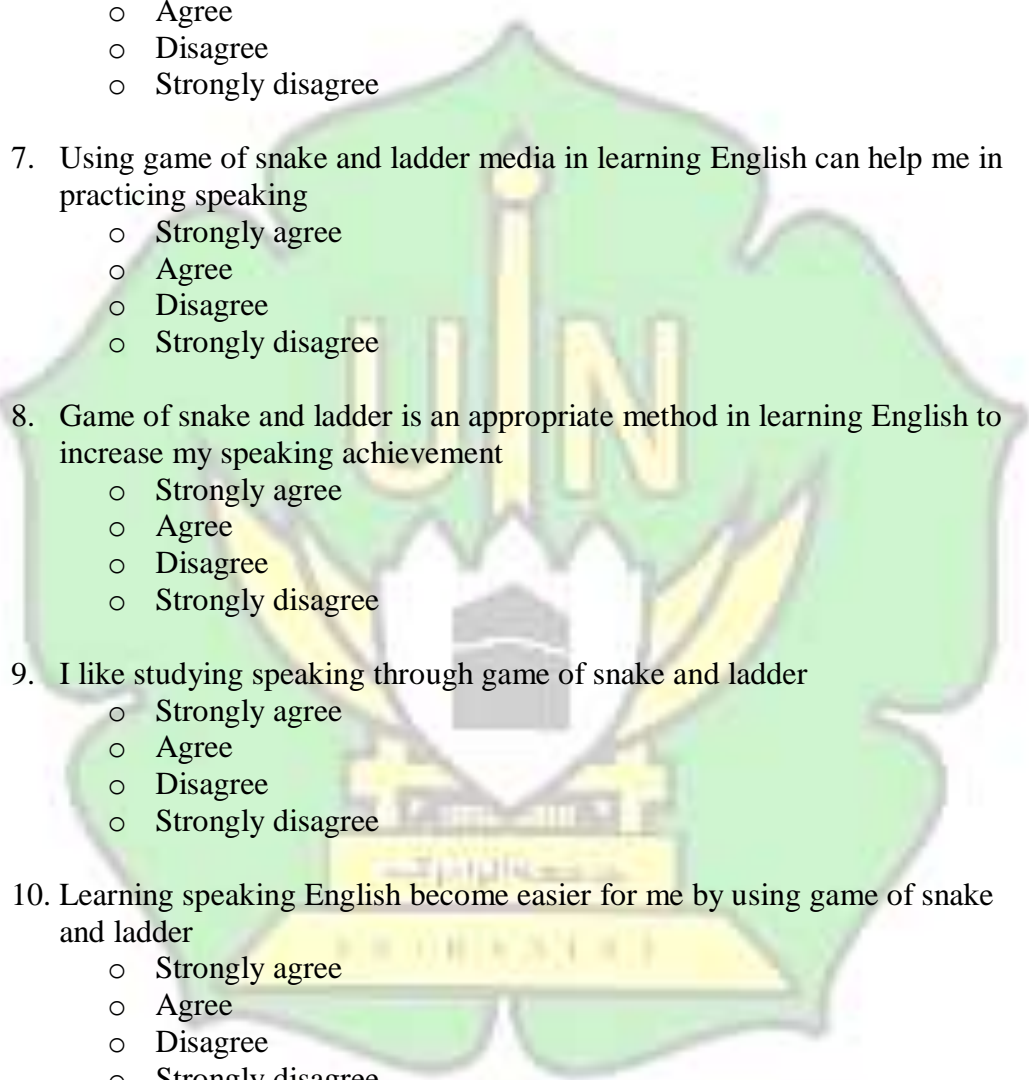
This sheet is intended to find out the opinion of students on learning media for the game of snake and ladder. With this connection, the students are requested to respond to each question in this questionnaire's sheet by giving checklist (√) in the column.

Scale Description:

Strongly agree : sangat setuju
Agree : setuju
Disagree : tidak setuju
Strongly disagree : kurang setuju

Choose one the correct answer!

1. I am interested in speaking class
 - Strongly agree
 - Agree
 - Disagree
 - Strongly disagree
2. I feel comfortable in learning speaking English though game of snake and ladder
 - Strongly agree
 - Agree
 - Disagree
 - Strongly disagree
3. Learning English through game of snake and ladder media can increase my speaking achievement
 - Strongly agree
 - Agree
 - Disagree
 - Strongly disagree
4. Using game of snake and ladder media as learning media can improve my English speaking achievement
 - Strongly agree
 - Agree
 - Disagree
 - Strongly disagree
5. Learning speaking through game of snake and ladder media makes me feel confidence in practicing English

- Strongly agree
 - Agree
 - Disagree
 - Strongly disagree
6. Using game of snake and ladder media in speaking English can increase my knowledge
- Strongly agree
 - Agree
 - Disagree
 - Strongly disagree
7. Using game of snake and ladder media in learning English can help me in practicing speaking
- Strongly agree
 - Agree
 - Disagree
 - Strongly disagree
8. Game of snake and ladder is an appropriate method in learning English to increase my speaking achievement
- Strongly agree
 - Agree
 - Disagree
 - Strongly disagree
9. I like studying speaking through game of snake and ladder
- Strongly agree
 - Agree
 - Disagree
 - Strongly disagree
10. Learning speaking English become easier for me by using game of snake and ladder
- Strongly agree
 - Agree
 - Disagree
 - Strongly disagree
- 
- The image contains a large, semi-transparent watermark of the logo for UIN Ar-Raniry. The logo is circular and green, featuring a central white lotus flower. Above the lotus is a yellow banner with the letters 'UIN' in a stylized font. Below the lotus is another yellow banner with Arabic text. The entire logo is set against a light green background.

APPENDIX B
THE RESULT OF THE STUDENT PRE-TEST IN EXPERIMENTAL
CLASS VIII-D

No.	Initial	Fluency	Accuracy	Comprehensibility	Score
1	RR	3	3	3	9
2	S	3	3	3	9
3	MJ	3	3	2	8
4	CH	3	3	2	8
5	MRS	3	3	3	9
6	NS	2	3	2	7
7	TZNZ	2	3	2	7
8	RS	3	2	2	7
9	LE	3	2	2	7
10	BN	2	2	2	6
11	RP	3	2	2	7
12	SNP	2	3	2	7
13	EA	2	3	2	7
14	MHM	2	2	2	6
15	PM	2	3	2	7
16	GNB	3	2	2	7
17	ZDF	3	2	2	7
18	NH	1	2	3	6
19	CRAN	3	2	2	7
20	AD	2	3	2	7
21	LM	2	2	2	6
22	DS	3	2	2	7
23	RO	2	3	2	7
24	AA	3	2	2	7
25	DF	2	2	3	7
26	MQF	1	2	2	5
27	MAB	2	1	2	5
28	MIAJ	2	1	3	5
29	MF	1	2	2	5
30	TMA	2	1	1	5
31	MRA	2	1	2	5
32	NYGF	2	1	1	5
33	FH	2	2	2	6
34	RH	2	2	1	5
35	MR	2	2	2	6
36	MF	1	1	1	3
37	RYS	1	1	1	3
38	RA	1	1	1	3
TOTAL		83	80	76	240

APPENDIX C

THE RESULT OF THE STUDENT POST-TEST IN EXPERIMENTAL

CLASS VIII-D

No.	Initial	Fluency	Accuracy	Comprehensibility	Score
1	RR	3	3	3	9
2	S	3	3	3	9
3	MJ	3	3	3	9
4	CH	3	3	3	9
5	MRS	3	3	3	9
6	NS	2	3	3	9
7	TZNZ	2	3	3	9
8	RS	3	2	3	8
9	LE	3	2	3	8
10	BN	2	3	3	8
11	RP	3	2	3	8
12	SNP	2	3	3	9
13	EA	2	3	3	8
14	MHM	2	3	3	8
15	PM	2	3	3	8
16	GNB	3	2	3	8
17	ZDF	3	2	3	8
18	NH	2	3	3	8
19	CRAN	3	2	3	8
20	AD	2	3	3	8
21	LM	3	2	3	8
22	DS	3	2	3	8
23	RO	2	3	2	7
24	AA	3	2	2	7
25	DF	2	2	3	7
26	MQF	1	2	5	8
27	MAB	1	5	2	8
28	MIAJ	1	3	3	7
29	MF	1	5	2	8
30	TMA	2	1	1	5
31	MRA	2	2	2	6
32	NYGF	2	2	2	6
33	FH	2	1	2	5
34	RH	2	2	1	6
35	MR	2	2	2	5
36	MF	1	1	1	5
37	RYS	1	1	1	3
38	RA	1	1	1	3
TOTAL		83	93	98	279

APPENDIX D

THE RESULT OF THE STUDENT PRE-TEST IN CONTROLLED

CLASS VIII – C

No.	Initial	Fluency	Accuracy	Comprehensibility	Score
1	MAA	3	3	2	8
2	MFS	3	3	2	8
3	MIJ	3	3	2	8
4	CHR	3	3	2	8
5	MRT	3	2	2	7
6	NT	2	3	2	7
7	THY	2	3	2	7
8	RUY	3	2	2	7
9	LUI	3	2	2	7
10	BO	2	2	3	7
11	RL	3	2	2	7
12	SOO	2	2	2	6
13	EO	2	3	2	7
14	MHU	2	2	3	7
15	PIM	2	2	2	6
16	GNR	3	2	2	7
17	ZDH	3	2	2	7
18	NR	1	2	3	6
19	CRY	3	2	2	7
20	AYU	2	3	2	7
21	LI	2	2	2	6
22	DYS	3	2	2	7
23	RYO	2	3	2	7
24	AIA	1	2	2	5
25	DFO	2	2	2	6
26	MQYF	1	2	2	5
27	MATB	2	2	2	6
28	MIA	2	1	2	5
29	MFT	1	2	2	5
30	TMG	2	1	2	5
31	MG	2	1	2	5
32	NF	2	1	2	5
33	FJ	1	1	1	3
34	RK	1	1	1	3
35	MLL	1	1	1	3
36	MFF	1	1	1	3
	TOTAL	76	73	71	219

APPENDIX E

THE RESULT OF THE STUDENT POST-TEST IN CONTROLLED

CLASS VIII – C

No.	Initial	Fluency	Accuracy	Comprehensibility	Score
1	MAA	3	3	2	8
2	MFS	3	3	2	8
3	MIJ	3	3	2	8
4	CHR	3	3	2	8
5	MRT	3	2	3	8
6	NT	2	3	3	8
7	THY	3	3	2	8
8	RUY	3	2	3	8
9	LUI	3	3	2	8
10	BO	2	3	3	8
11	RL	3	3	3	9
12	SOO	2	3	3	8
13	EO	2	3	3	8
14	MHU	3	3	3	9
15	PIM	3	3	3	9
16	GNR	3	2	3	8
17	ZDH	3	3	3	9
18	NR	1	5	2	8
19	CRY	3	2	2	7
20	AYU	2	3	2	7
21	LI	2	2	3	7
22	DYS	3	2	2	7
23	RYO	2	3	2	7
24	AIA	3	2	2	7
25	DFO	2	2	3	7
26	MQYF	3	2	2	7
27	MATB	2	2	3	7
28	MIA	2	3	2	7
29	MFT	3	2	2	7
30	TMG	2	3	2	7
31	MG	2	2	3	7
32	NF	2	3	2	7
33	FJ	2	2	2	6
34	RK	3	1	1	5
35	MLL	1	3	1	5
36	MFF	1	1	3	5
TOTAL		88	93	86	268

APPENDIX F

THE MEAN SCORE OF EXPERIMENTAL AND CONTROLLED CLASS

A. Experimental Class

1. Pre-test

$$\bar{X}_1 = \frac{\Sigma X}{N}$$

$$\bar{X}_2 = \frac{240}{38}$$

$$\bar{X}_2 = 6,31$$

2. Post-test

$$\bar{X}_1 = \frac{\Sigma X}{N}$$

$$\bar{X}_2 = \frac{279}{38}$$

$$\bar{X}_2 = 7,34$$

B. Controlled Class

1. Pre-test

$$\bar{X}_2 = \frac{\Sigma X}{N}$$

$$X_2 = \frac{219}{36}$$

$$\bar{X}_2 = 6,08$$

2. Post-test

$$\bar{X}_2 = \frac{\Sigma X}{N}$$

$$X_2 = \frac{268}{36}$$

$$\bar{X}_2 = 7,44$$

APPENDIX G

STANDAR DEVIATION OF EXPERIMENTAL AND CONTROLLED CLASS

A. Experimental Class

$$SD = \sqrt{\frac{\sum(\bar{X}_i - \bar{X})^2}{N-1}}$$

D = Standard Deviation

\sum = Total Row Score

N = Total Number of the Students

1. Pre-test

$$SD = \sqrt{\frac{\sum(\bar{X}_i - \bar{X})^2}{N-1}}$$

$$= \sqrt{2,22} = 1,49$$

2. Post-test

$$SD = \sqrt{\frac{\sum(\bar{X}_i - \bar{X})^2}{N-1}}$$

$$= \sqrt{2,50} = 1,58$$

B. Controlled Class

1. Pre-test

$$SD = \sqrt{\frac{\sum(\bar{X}_i - \bar{X})^2}{N-1}}$$

$$= \sqrt{2,02} = 1,42$$

2. Post-test

$$SD = \sqrt{\frac{\sum(\bar{X}_i - \bar{X})^2}{N-1}}$$

$$= \sqrt{1,05} = 1,02$$

APPENDIX H

THE SIGNIFICANCE DIFFERENT

A. T-Test

$$\frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\left(\frac{S_1 + S_2}{n_1 + n_2 - 2}\right) \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

$$\frac{7,34 - 7,44}{\sqrt{\left(\frac{1,58 + 7,44}{38 + 36 - 2}\right) \left(\frac{1}{38} + \frac{1}{36}\right)}}$$

$$= \frac{-0,1}{\sqrt{\left(\frac{3,07}{72}\right) \sqrt{0,2}}}$$

$$= \frac{-0,1}{(0,04)(0,1)}$$

$$= \frac{-0,1}{0,004} = -25$$

B. T- Table

For level of significance (D) = 0.05 Degree of freedom (df) = (N₁ + N₂) - 2 = (38 + 36) - 2 = 72

t - Table = 1,9 in decimal as 2.0.

$$t = \left(1 - \frac{\alpha}{2}; df\right)$$

$$= \left(1 - \frac{0,05}{2}; 72\right) = (0,975; 72) = 2,0$$

APPENDIX I
TABLE OF SIGNIFICANCE FOR TWO-TAILED TEST

D.F.	Level of Significance for two-tailed test						
	0,2	0,1	0,5	2	1	0,002	0,001
	Level of Significance for one-tailed test						
	10	5	2,5	1	0,5	0,0001	0,0005
1	3,078	6,314	12,706	31,821	63,657	318,309	636,619
2	1,886	2,920	4,303	6,965	9,925	22,327	31,599
3	1,638	2,353	3,182	4,541	5,841	10,215	12,924
4	1,533	2,132	2,776	3,747	4,604	7,173	8,610
5	1,476	2,015	2,571	3,365	4,032	5,893	6,869
6	1,440	1,943	2,447	3,143	3,707	5,208	5,959
7	1,415	1,895	2,365	2,998	3,499	4,785	5,408
8	1,397	1,860	2,306	2,896	3,355	4,501	5,041
9	1,383	1,833	2,262	2,821	3,250	4,297	4,781
10	1,372	1,812	2,228	2,764	3,169	4,144	4,587
11	1,363	1,796	2,201	2,718	3,106	4,025	4,437
12	1,356	1,782	2,179	2,681	3,055	3,930	4,318
13	1,350	1,771	2,160	2,650	3,012	3,852	4,221
14	1,345	1,761	2,145	2,624	2,977	3,787	4,140
15	1,341	1,753	2,131	2,602	2,947	3,733	4,073
16	1,337	1,746	2,120	2,583	2,921	3,686	4,015

17	1,333	1,740	2,110	2,567	2,898	3,646	3,965
18	1,330	1,734	2,101	2,552	2,878	3,610	3,922
19	1,328	1,729	2,093	2,539	2,861	3,579	3,883
20	1,325	1,725	2,086	2,528	2,845	3,552	3,850
21	1,323	1,721	2,080	2,518	2,831	3,527	3,819
22	1,321	1,717	2,074	2,508	2,819	3,505	3,792
23	1,319	1,714	2,069	2,500	2,807	3,485	3,768
24	1,318	1,711	2,064	2,492	2,797	3,467	3,745
25	1,316	1,708	2,060	2,485	2,787	3,450	3,725
26	1,315	1,706	2,056	2,479	2,779	3,435	3,707
27	1,314	1,703	2,052	2,473	2,771	3,421	3,690
28	1,313	1,701	2,048	2,467	2,763	3,408	3,674
29	1,311	1,699	2,045	2,462	2,756	3,396	3,659
30	1,310	1,697	2,042	2,457	2,750	3,385	3,646
31	1,309	1,696	2,040	2,453	2,744	3,375	3,633
32	1,309	1,694	2,037	2,449	2,738	3,365	3,622
33	1,308	1,692	2,035	2,445	2,733	3,356	3,611
34	1,307	1,691	2,032	2,441	2,728	3,348	3,601
35	1,306	1,690	2,030	2,438	2,724	3,340	3,591
36	1,306	1,688	2,028	2,434	2,719	3,333	3,582
37	1,305	1,687	2,026	2,431	2,715	3,326	3,574
38	1,304	1,686	2,024	2,429	2,712	3,319	3,566





39	1,304	1,685	2,023	2,426	2,708	3,313	3,558
40	1,303	1,684	2,021	2,423	2,704	3,307	3,551
41	1,303	1,683	2,020	2,421	2,701	3,301	3,544
42	1,302	1,682	2,018	2,418	2,698	3,296	3,538
43	1,302	1,681	2,017	2,416	2,695	3,291	3,532
44	1,301	1,680	2,015	2,414	2,692	3,286	3,526
45	1,301	1,679	2,014	2,412	2,690	3,281	3,520
46	1,300	1,679	2,013	2,410	2,687	3,277	3,515
47	1,300	1,678	2,012	2,408	2,685	3,273	3,510
48	1,299	1,677	2,011	2,407	2,682	3,269	3,505
49	1,299	1,677	2,010	2,405	2,680	3,265	3,500
50	1,299	1,676	2,009	2,403	2,678	3,261	3,496
51	1,298	1,675	2,008	2,402	2,676	3,258	3,492
52	1,298	1,675	2,007	2,400	2,674	3,255	3,488
53	1,298	1,674	2,006	2,399	2,672	3,251	3,484
54	1,297	1,674	2,005	2,397	2,670	3,248	3,480
55	1,297	1,673	2,004	2,396	2,668	3,245	3,476
56	1,297	1,673	2,003	2,395	2,667	3,242	3,473
57	1,297	1,672	2,002	2,394	2,665	3,239	3,470
58	1,296	1,672	2,002	2,392	2,663	3,237	3,466
59	1,296	1,671	2,001	2,391	2,662	3,234	3,463
60	1,296	1,671	2,000	2,390	2,660	3,232	3,460

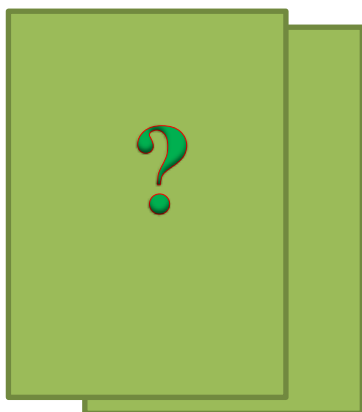
61	1,296	1,670	2,000	2,389	2,659	3,229	3,457
62	1,295	1,670	1,999	2,388	2,657	3,227	3,454
63	1,295	1,669	1,998	2,387	2,656	3,225	3,452
64	1,295	1,669	1,998	2,386	2,655	3,223	3,449
65	1,295	1,669	1,997	2,385	2,654	3,220	3,447
66	1,295	1,668	1,997	2,384	2,652	3,218	3,444
67	1,294	1,668	1,996	2,383	2,651	3,216	3,442
68	1,294	1,668	1,995	2,382	2,650	3,214	3,439
69	1,294	1,667	1,995	2,382	2,649	3,213	3,437
70	1,294	1,667	1,994	2,381	2,648	3,211	3,435
71	1,294	1,667	1,994	2,380	2,647	3,209	3,433
72	1,293	1,666	1,993	2,379	2,646	3,207	3,431
73	1,293	1,666	1,993	2,379	2,645	3,206	3,429
74	1,293	1,666	1,993	2,378	2,644	3,204	3,427
75	1,293	1,665	1,992	2,377	2,643	3,202	3,425
76	1,293	1,665	1,992	2,376	2,642	3,201	3,423
77	1,293	1,665	1,991	2,376	2,641	3,199	3,421
78	1,292	1,665	1,991	2,375	2,640	3,198	3,420
79	1,292	1,664	1,990	2,374	2,640	3,197	3,418
80	1,292	1,664	1,990	2,374	2,639	3,195	3,416
81	1,292	1,664	1,990	2,373	2,638	3,194	3,415
82	1,292	1,664	1,989	2,373	2,637	3,193	3,413

83	1,292	1,663	1,989	2,372	2,636	3,191	3,412
84	1,292	1,663	1,989	2,372	2,636	3,190	3,410
85	1,292	1,663	1,988	2,371	2,635	3,189	3,409
86	1,291	1,663	1,988	2,370	2,634	3,188	3,407
87	1,291	1,663	1,988	2,370	2,634	3,187	3,406
88	1,291	1,662	1,987	2,369	2,633	3,185	3,405
89	1,291	1,662	1,987	2,369	2,632	3,184	3,403
90	1,291	1,662	1,987	2,368	2,632	3,183	3,402
91	1,291	1,662	1,986	2,368	2,631	3,182	3,401
92	1,291	1,662	1,986	2,368	2,630	3,181	3,399
93	1,291	1,661	1,986	2,367	2,630	3,180	3,398
94	1,291	1,661	1,986	2,367	2,629	3,179	3,397
95	1,291	1,661	1,985	2,366	2,629	3,178	3,396
96	1,290	1,661	1,985	2,366	2,628	3,177	3,395
97	1,290	1,661	1,985	2,365	2,627	3,176	3,394
98	1,290	1,661	1,984	2,365	2,627	3,175	3,393
99	1,290	1,660	1,984	2,365	2,626	3,175	3,392
100	1,290	1,660	1,984	2,364	2,626	3,174	3,390

APPENDIX J

Snake and Ladder

Start	1 	2	3	4 
5	6	7 ?	8	9
10 	11	12	13	14 ?
15	16 ?	17	18	19
20	21	22 ?	23	24
25	26	27	28	29
30 ?	31	32 ?	33	Finish 



Snake and ladder Punishment Game's Cards

*Make a short dialogue of
Expression about
requesting services*

*How to answer the
expression about
rejecting services*

*What the meaning of
requesting, giving and
rejecting, Give the
example for each*

*Make a short dialogue of
Expression about giving
services*

*Make a short dialogue of
Expression about
rejecting services*

APPENDIX K
DOCUMENTATION

A. Experimental class



The writer gave the explanation to the student



The students answer the pretest which was given by the writer



The students answer the post-test which was given by the writer



The students were played the traditional snake and ladder game to improve their speaking



The last, the students answer the questionnaires which was given by the writer

B. Controlled class



The students answer the pre-test which was given by the writer



The students answer the post-test which was given by the writer



The students were played the traditional snake and ladder game to improve their speaking



APPENDIX L
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Sekolah	: Pesantren Modern Al-manar
Mata Pelelajaran	: Bahasa Inggris
Kelas/semester	: VII/I
Materi	: Terlampir
Aspek/skill	: Berbicara
Alokasi Waktu	: 2 x 40 menit (2 pertemuan)

A. Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerja sama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.1Mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindakatur: meminta,memberi,meno	3.1.1Menyebutkan ungkapan meminta jasa dalam percakapan meminta, memberi, menolak jasa; meminta, memberi, menolak barang; mengakui, mengingkari fakta; dan meminta dan memberi pendapat sesuai dengan konteks penggunaannya.

lak jasa; meminta, memberi, menolak barang; mengakui, meningkari fakta; dan meminta dan memberi pendapat sesuai dengan konteks penggunaannya.	3.1.2 Menyebutkan ungkapan memberi jasa dalam percakapan meminta, memberi, menolak jasa; meminta, memberi, menolak barang; mengakui, meningkari fakta; dan meminta dan memberi pendapat sesuai dengan konteks penggunaannya.
4.1 Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindak tutur: meminta, memberi, menolak jasa; meminta, memberi, menolak barang; mengakui, meningkari fakta; dan meminta dan memberi pendapat dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai dengan konteks penggunaannya.	3.1.3 Menyebutkan ungkapan menolak jasa dalam percakapan meminta, memberi, menolak jasa; meminta, memberi, menolak barang; mengakui, meningkari fakta; dan meminta dan memberi pendapat sesuai dengan konteks penggunaannya. 4.1.1 Menyusun percakapan tentang meminta dan memberi jasa dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai dengan konteks penggunaannya 4.1.2 Menyusun percakapan tentang meminta dan menolak jasa dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai dengan konteks penggunaannya

Focus penguatan karakter : santun dan peduli

C. Tujuan Pembelajaran

Melalui serangkaian kegiatan pembelajaran peserta didik dapat:

1. Peserta didik dapat menyebutkan ungkapan meminta jasa dengan tepat.
2. Peserta didik dapat menyebutkan ungkapan memberi jasa dengan jujur.
3. Peserta didik dapat menyebutkan ungkapan menolak jasa dengan tanggungjawab.
4. Peserta didik dapat melengkapi percakapan rumpang tentang ungkapan meminta, memberi dan menolak jasa perhatian.
5. Peserta didik dapat menyusun percakapan tentang meminta dan memberi jasa dengan cermat.
6. Peserta didik dapat menyusun percakapan tentang meminta dan menolak jasa dengan percaya diri.

D. MATERI PEMBELAJARAN

1. Materi regular

- Fungsi sosial

Menjelaskan dan mendeskripsikan.

- Struktur teks
 - Memulai
 - Menanggapi (diharapkan diluar/dugaan)
- Unsur kebahasaan
 - Memulai ungkapan meminta, memberi, menolak jasa
 - Adverbia: *May I have, Could I please, Do you think I could. This is for you, Sure, Certainly. Not this time thanks, No thank you.*
 - Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their,* dsb.
 - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan
- Topik

Kegiatan/kejadian sehari-hari dan kebenaran umum yang dapat menumbuhkan perilaku yang termuat di KI

Contoh dialog transaksional pendek

A: Excuse me, could you give a few directions? I'm lost

B: Yes of course, what can I do for you?

A: How can I get the elevator around this market?

B: Just follow this way, turn right, and you find on the left side of the café.

A: Ok, thank you very much.

B: Don't mention it.

Lampiran Materi

1. Material: Definition of requesting services, giving and rejecting services

- a. Requesting services: The expressions are used to request services to other people
- b. Giving Services: The expressions are used when we give services or offer services to other people
- c. Rejecting Services: The expressions are used when a person reject services or unwilling the services

2. Example of Expression about requesting services, giving and rejecting services

A. Asking for Service/ something/ helps

- Can you help me, please?
- Can you turn off the radio, please?
- May I borrow....., please?
- Would you show me the way to the post office?
- Could you give me any books, please?

B. Accepting service/ something/ helps

- Of course
- All right
- With pleasure
- Very kind of you
- OK
- Yes, please/Sure

C. Refusing Service/ something/ helps

- I am sorry. I can't
- Yes, but
- No
- No, thank you
- I'd love to, but

3. Example of dialogue that contains an expression of Request and giving services as well as rejecting**A. Short Dialogue**

1. You want your friend to help you (Giving)

You : Could you do me a favor?

Your friend: Yes, sure.

2. Dika wants Nurul to show the way to the post office (Giving)

Dika : Can you show me the way to the post office?

Nurul : Of course. Please go straight this way. It's about 500 meters from here

Dika : Thank you

3. Rofik asking Yuli to help him bring his book (Giving)

Rofik : Would you bring me my book, please?

Yuli : OK, where's your book?

Rofik : On my table

4. You see your friend having a problem with his motorcycle (Giving)

You : Would you like any helps?

Your friend : Yes, please

4. Anita see Yanto having a problem with his homework (Rejecting)

Anita: May I help you?

Yanto: No, thank you, I can manage myself.

B. Long Dialogue

1. Example Dialogue

A: Good morning, sir

B: Good morning, may I help you?

A: Yes, I want to take the book from the top self but I can't reach it.

B: Of Course, Which book do you want?

A: The English Book. Can you take it for me?

B: Wait a minute, I take it for you

Offering Help	May I help you?
Accepting An Offer	Yes, I want to take the book from the top self but I can't reach it .
Offering A Help	Of Course, Which book do you want?
Asking For A Help	The English Book. Can you take it for me?
Accepting to Give A Help	Wait a minute, I take it for you

2. Example dialogue

A: Do you need any help, sir?

B: Yes. I'm looking for a hotel here.

A: There are some hotels here, such as Hyatt, Holiday Inn, Santika, Panghegar Hotels. But, I'll recommend you Hyatt Hotel, and I'll show you the way to go there.

B: I see, thanks for your help

A: You're welcome

Offering A Help	Do you need any help, sir?
Accepting An Offer	Yes. I'm looking for a hotel here
Giving a Help	There are some hotels here, such as Hyatt, Holiday Inn, Santika, Panghegar Hotels. But, I'll recommend you Hyatt Hotel, and I'll show you the way to go there.

▪ Short Dialog

Toni : Hi Sam, do you mind if I use your hand phone for a moment? My hand phone is off and I need to call my brother.

Rio : Sure, I don't mind. Here is my phone.
 Toni : Thanks buddy. It is only be a minute or two.
 Rio : Take your time. No rush.
 Toni : Thanks a lot, Rio.
 Rio : Don't mention it.

• **Long Dialog**

Dion : Hi, Bob, how are you doing?
 Bobi : I'm good. How about you?
 Dion : I'm fine. I heard that you bought a PlayStation 4, didn't you?
 Bobi : Yeah, I just bought it last week. Who told you?
 Dion : Tino told me yesterday. Is it okay if I come to your house and take a look of it? I have a plan to buy a PlayStation 4 also.
 Bobi : Yes, why not? Go ahead.
 Dion : Thank you, Bob. I want to see the features and the specification.
 Bobi : Alright, I'm free this Saturday, can you come?
 Dion : Yeah, sure. I go to your house this Saturday. Thanks again.
 Bobi : Okay, see you, Dion.
 Dion : See you, Bob.

E. STRATEGI PEMBELAJARAN

Conventional and Role Play

F. MEDIA PEMBELAJARAN

Snake and ladder

G. SUMBER BELAJAR

Priyana, J., Arnys, R., & Virga, R. (2008). Scaffolding English for Junior High School for Grade 8. p. 7-10

<http://www.sekolahoke.com/2013/01/Contoh.Percakapan.Meminta.Memberi.Menolak.Jasa.Asking.Giving.Refusing.Service.html>

<http://www.kuliahbahasainggris.com/contoh-percakapan-menolak-memberikan-bantuan-dalam-bahasa-inggris/>

H. LANGKAH LANGKAH PEMBELAJARAN

Pertemuan 1

Langkah pembelajaran	Deskripsi	Alokasi waktu
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Kegiatan Pendahuluan	<ul style="list-style-type: none"> • Salam, berdoa dan tegur sapa • Menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran • Pendidik memotivasi peserta didik • Pendidik mengajukan pertanyaan yang mengaitkan pengetahuan sebelumnya dengan materi yang akan dipelajari • Pendidik menjelaskan tujuan pembelajaran yang akan dicapai • Pendidik menyampaikan cakupan materi dan uraian kegiatan 	15 menit
Kegiatan Inti	<ul style="list-style-type: none"> • Peserta didik mendengarkan pengertian tentang meminta, memberi dan menolak jasa. • Peserta didik memperhatikan example of expression terkait materi meminta, memberi dan menolak jasa beserta contoh dialognya. • Peserta didik menirukan pengucapan ungkapan meminta, memberi dan menolak jasa • Peserta didik diminta untuk menentukan ungkapan expression terkait materi meminta, memberi dan menolak jasa dari dialog yang diberikan pendidik. • Peserta didik melingkari dan menentukan expression terkait materi meminta, memberi dan menolak jasa dari dialog yang diberikan pendidik. • Pendidik memberikan lagi dialog secara acak dan meminta pasangan peserta didik untuk menyusunnya secara benar terkait materi memberi, meminta dan menolak jasa. • Pendidik mengevaluasi tentang kegiatan pembelajaran yang telah dilakukan dan membahasnya bersama-sama. • Pendidik dan peserta didik bersama-sama menyimpulkan hasil belajar. 	50 menit
Kegiatan Penutup	<ul style="list-style-type: none"> • Pendidik menanyakan manfaat pembelajaran dalam kehidupan sehari-hari. • Pendidik memberitahukan topik pembelajaran pertemuan berikutnya. • Pendidik memberi salam 	15 menit

Pertemuan 2

Langkah pembelajaran	Deskripsi	Alokasi waktu
Kegiatan Pendahuluan	<ul style="list-style-type: none"> • Salam, berdoa dan tegur sapa • Menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran • Pendidik memotivasi peserta didik • Pendidik mengajukan pertanyaan yang mengaitkan pengetahuan sebelumnya dengan materi yang akan dipelajari • Pendidik menjelaskan tujuan pembelajaran yang akan dicapai • Pendidik menyampaikan cakupan materi dan uraian kegiatan 	15 menit
Kegiatan Inti	<ul style="list-style-type: none"> • Berdasarkan arahan, Pendidik mengajak Peserta didik memainkan permainan snake and ladder • Pendidik mempersiapkan permainan Snake and Ladders diluar ruangan. setiap kotaknya berisi clue untuk membuat dialog tentang meminta, memberi dan menolak jasa. • Peserta didik dibagi dalam 2 kelompok yang terdiri dari beberapa peserta didik dan menentukan pemimpin kelompok dari masing-maing kelompok • pemimpin kelompok maju untuk mengambil nomor undian dan menentukan secara acak kelompok yang pertama maju • kelompok peserta didik yang telah menyelesaikan terlebih dahulu akan dianggap sebagai pemenang. • kelompok yang terpilih pertama harus melempar dadu dan menjalankan permainan nya sesuai dengan angka yang didapat pada dadu. jika dadu menunjukkan mata tiga maka peserta didik harus berjalan tiga kotak untuk mendapatkan kartu yang berisi clue sesuai dengan kotak yang diinjaknya, jika tidak bisa menjawab maka peserta didik itu akan kembali ke kotak sebelumnya. • Diakhir proses kegiatan inti, pendidik mengevaluasi tentang kegiatan pembelajaran yang telah dilakukan. 	50 menit

Kegiatan Penutup	<ul style="list-style-type: none"> • Pendidik dan peserta didik bersama-sama menyimpulkan hasil belajar. • Pendidik menanyakan manfaat pembelajaran dalam kehidupan sehari-hari. • Pendidik memberitahukan topik pembelajaran pertemuan berikutnya. • Pendidik memberi salam 	15 menit
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A. PENILAIAN HASIL BELAJAR

1. Teknik penilaian

- Sikap : Observasi
- Pengetahuan : Tes Tulis
- Keterampilan : berbicara

2. Instrumen Penilaian

Kisi-kisi dan soal

No	Indikator	Soal	Bentuk Penilaian
3.1.1	Menyebutkan ungkapan meminta jasa dalam percakapan meminta, memberi, menolak jasa; meminta, memberi, menolak barang; mengakui, mengingkari fakta; dan meminta dan memberi pendapat sesuai dengan konteks penggunaannya		
3.1.2	Menyebutkan ungkapan memberi jasa dalam percakapan meminta, memberi, menolak jasa; meminta, memberi, menolak barang; mengakui, mengingkari fakta; dan meminta dan memberi pendapat sesuai dengan konteks penggunaannya.	<i>Read dialog and circle some expressions</i>	Tes Tulis
3.1.3	Menyebutkan ungkapan menolak jasa dalam percakapan meminta, memberi, menolak jasa; meminta, memberi, menolak barang; mengakui, mengingkari fakta; dan meminta dan memberi pendapat sesuai dengan konteks penggunaannya.		
4.1.1	Menyusun percakapan tentang meminta dan memberi jasa dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai dengan konteks penggunaannya	<i>Arrange a conversation text correctly</i>	Praktik
4.1.2	Menyusun percakapan tentang meminta dan menolak jasa dengan		

memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai dengan konteks penggunaannya

3. Pedoman Penilaian :

1. Jawaban yang benar untuk tiap kegiatan diberi skor:

Pertemuan I : 20

Pertemuan II : 25

2. Tiap kegiatan diberi skor maksimal 100

3. Jumlah skor maksimal keseluruhan 300

4. Nilai maksimal = 100

5. Rubrik Penilaian

➤ Jurnal Perkembangan Sikap

Nama Sekolah : Pesantren Modern Al-Manar
 Kelas/Semester : VII/Semester 1
 Tahun Pelajaran : 2020-2021

No	Waktu	Nama Siswa	Catatan Perilaku	Butir Sikap	Ket.	Ttd	Tindak Lanjut
1							

➤ Penilaian Pengetahuan

$$\text{Skor Akhir} = \frac{\text{Skor Perolehan}}{\text{Skor Maksimal}} \times 100$$

➤ Penilaian Keterampilan

Rubrik Penilaian Keterampilan Menulis

No	Deskripsi	Rentang Skor	Skor Perolehan
1	Fungsi sosial tercapai, struktur dan unsur kebahasaan tepat	80-100	A
2	Fungsi sosial tercapai, struktur tepat dan unsur kebahasaan ada yang kurang tepat	60-80	B
3	Fungsi sosial tercapai, struktur dan unsur kebahasaan kurang tepat	30-60	C

4	Fungsi sosial, penggunaan kata, kalimat, dan struktur tidak sesuai	0 – 30	D
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Jumlah

Rubrik Penilaian Keterampilan Berbicara

No	Deskripsi	Rentang Skor	Skor Perolehan
1	Lancar mencapai fungsi social, struktur lengkap dan unsur kebahasaan sesuai	80-100	A
2	Lancar dan kosa kata dan kalimat berkembang, serta ada transisi	60-80	B
3	Sesekali melihat teks, kosa kata terbatas tapi lancar	30-60	C
4	Membaca script, kosa kata terbatas, dan tidak lancar	0 – 30	D

Jumlah

Rumus penghitungan skor akhir

$$\text{Skor Akhir} = \frac{\text{Skor Perolehan}}{\text{Skor Maksimal}} \times 100$$

Banda Aceh, 6 Januari 2021

Mengetahui,
Kepala Sekolah

Guru Mata Pelajaran

Lampermai, 6 Januari 2021
Pimpinan Pesantren,



TGK. Ikhran M. Amin, Mpd

Bella Marfira
NIM. 140203192