

**IMPROVING FIFTH GRADE STUDENTS' SPEAKING ABILITY
BY USING SNAKES AND LADDERS GAME AT TARBIATULWATAN
MULNITI SCHOOL YALA THAILAND IN ACADEMIC YEAR 2017/2018**

By:
Umul Faizah
English Education Program Unmuh Jember
Email: umulfaizah2@gmail.com

Abstrak

Berbicara adalah aspek penting dalam belajar bahasa. Berbicara dalam bahasa kedua atau pelajar bahasa asing (ESL/EFL) telah dianggap sebagai keterampilan yang paling sulit dikuasai oleh siswa terutama di Thailand. Pada studi awal, siswa disekolah Tarbiatulwatan Mulniti School, peneliti menemukan bahwa sebagian besar siswa tidak dapat berbicara dengan baik, mereka berpikir bahasa Inggris sulit dan mereka cenderung menggunakan gaya logat Thailand ketika mereka berbicara bahasa Inggris. Oleh karena itu, sangat penting untuk melakukan penelitian dengan judul "Meningkatkan kemampuan siswa dalam berbicara pada siswa kelas lima Tarbiatulwatan Mulniti School menggunakan permainan ular tangga"

Dalam penelitian ini, "Bagaimana permainan ular tangga dapat meningkatkan kemampuan berbicara siswa kelas lima di Tarbiatulwatan Mulniti School Yala Thailand pada tahun akademik 2017/2018?. Hipotesis tindakan adalah permainan ular tangga dapat meningkatkan kemampuan berbicara siswa kelas lima di Tarbiatulwatan Mulniti School Thailand tahun akademik 2017/2018.

Penelitian tindakan kelas diterapkan dalam studi ini. Penelitian tindakan dilakukan untuk meningkatkan kemampuan berbicara siswa kelas lima. Penelitian tindakan kelas ini dilakukan dengan urutan langkah-langkah sebagai berikut: perencanaan, pelaksanaan, observasi dan refleksi.

Pelaksanaan siklus 1, topik yang sesuai telah diberikan. Siswa diberi topik berbeda pada siklus 1. Persentase siswa dalam siklus 1 yang mendapat skor ≥ 65 ialah 62% dan pada siklus ke 2, siswa yang mendapat skor ≥ 65 ialah 75%. Keaktifan siswa dalam proses pembelajaran berbicara 70 % telah mencapai target.

Hal ini dapat disimpulkan bahwa penggunaan permainan ular tangga dapat meningkatkan kemampuan berbicara siswa kelas lima di Tarbiatulwatan Mulniti School Yala Thailand tahun akademik 2017/2018. Dengan menggunakan strategi ini, setiap siswa mampu membuat dan menjawab pertanyaan berdasarkan instruksi yang diberikan oleh guru kemudian menjawabnya dalam bentuk berbicara atau percakapan dengan temannya. Setiap siswa mampu berbicara bahasa Inggris dengan benar. Mereka juga dapat mengucapkan kata-kata bahasa Inggris lebih baik dari pada sebelumnya. Siswa telah mencoba untuk tidak menggunakan gaya Thailand ketika berbicara bahasa Inggris.

Kata Kunci: Speaking Ability, Snakes and Ladders Game

ABSTRACT

Speaking is important aspect in learning language. Speaking in a second language or foreign language learners (ESL and EFL) has been consider as the most difficult skill to mastered by the students especially in Thailand. As the preliminary study of the students in Tarbiatulwatan Mulniti School, the researcher found that most of students unable to speak well, they think English is difficult and they tend to use Thai pattern when they speak English. Therefore, it is important to do a research entitle "Improving Fifth Grade Students' Speaking Ability by Using Snakes And Ladders Game".

In this research, the problem "How can Snakes and Ladders Game improve the fifth grade students' speaking ability at Tarbiatulwatan Mulniti School Yala Thailand in the 2017/ 2018 academic year?". The action hypothesis is Snakes and Ladders Game can improve the fifth grade students speaking ability at Tarbiatulwatan Mulniti school Yala Thailand 2017/2018 academic year.

Classroom action research was applied in this study. The action research was carried out to improve the fifth grade students' speaking ability by using Skanes and Ladders Game at Tarbiatulwatan Mulniti School Yala Thailand. This classroom action research was done with sequence of steps, namely planning of the action, implementing of the action, observing and reflecting of the action.

The implementation of cycle 1 the topics were given. In cycle 2, the students were given different topics from cycle 1. The percentage of students in cycle 1 who got score ≥ 65 was 62% and in cycle 2 who got score ≥ 65 was 75%. The requirement of students' active involvement in teaching learning process in speaking (70%) had already fulfilled.

It can be concluded that the use of Snakes and Ladders game can improve the fifth grade students' speaking ability at Tarbiatulwatan Mulniti School Yala Thailand in the 2017/2018 academic year. By using this strategy, every students are able to make a question and answer by themselves based on the teacher instructions and answer it in the form of speaking or conversation with their friend. Every students' are able to speak English more correctly. They also pronounce some English words better than before. They have tried to do not use Thai pattern when they speak English.

Key Words: Speaking Ability, Snakes and Ladders game

INTRODUCTION

Speaking is one of the important aspects in learning language, because speaking is the important tool for communication. Lyle (1993) states that “oral language is a very important link in the process of students' learning and thinking development”. Oral language provides a foundation for the development of other language skills. Speaking in a second language has been considered the most challenging of the four skills as Bailey and Savage (1994:vii) say that speaking in a second or foreign language has often been viewed as the most demanding of the four skill; listening, speaking, reading and writing. Students in elementary school to senior high school are demanded to acquire and master English. One of the language skill which is considered as the required one is speaking.

Thai students tend to use Thai speech patterns or styles when speaking English. Some will not speak out because they are afraid of making mistakes and are embarrassed. The most difficult skill in teaching is speaking. It is also argued by Zhang (2009) speaking remains the most difficult skill to master for the majority of English learners, and they are still incompetent in communicating orally in English. According to Ur (1996), there are many factors that cause difficulty in speaking, and they are as follows: inhibition, nothing to say, low or uneven participation, and mother tongue.

Those kinds of problems are also found in the fifth grade class of Tarbiatulwatan Mulniti School Yala Thailand. It was found that the students still have some problems in speaking ability. They had difficulties in expressing ideas and opinions orally as

they were afraid of making mistakes and do not confident to speak English.

This research is to find the effective solution to improve the students' speaking ability by using Snakes and Ladders Game. It can be interesting activities to help the students speaking ability. Therefore, to make the speaking class more interesting, fun and enjoyable atmosphere, it is decided to use Snakes and Ladders Game to Improve Students Speaking Ability in Fifth Grade students' of Tarbiatulwatan Mulniti School Yala Thailand.

REVIEW OF RELATED LITERATURE

Speaking Ability

Speaking is equally important in childrens' overall language development. Children learning English as their native language spend time developing speaking skill (Nunan 2005:47). Speaking is an interactive process of constructing meaning that

involves producing, receiving, and processing information Nunan (2004:3).

Speaking is also a crucial part of second language learning and teaching.

Therefore, today's world requires that the goal of teaching speaking should improve students' communicative skills because students could express themselves and learn how to use a language.

The Importance of Speaking

In learning English, speaking is important to support students ability to use the language. As one of language skill, speaking has given an important contribution to human work. Speaking is so much a part of daily life that we take it for granted.

The Aspects of Speaking

In scoring the students' speaking ability, a rating scale from Hughes (2003:131-132) was adapted.

A. Fluency

According to Hedge (1993) the term fluency has two meanings. The first, which is "the ability to link units of speech together with facility and without strain or inappropriate slowness or undue hesitation,". Second, more holistic sense of fluency, that of "natural language use. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and "ums" or "ers".

B. Pronunciation

According to Cook (1996) defined pronunciation as the production of English sounds. Pronunciation is learnt by repeating sounds and correcting them when produced inaccurately. Pronunciation is the way for students' to produce

clearer language when they speak.

C. Grammar

It is needed for students to arrange a correct sentence in conversation. It is in line with explanation suggested by Heaton (1978:5) that students' ability to manipulate structure and to distinguish appropriate grammatical form in appropriate one.

D. Vocabulary

Vocabulary is the collections of words that an individual knows. Besides, Hornby (1995) defines vocabulary as "the total number of words in a language; vocabulary is a list of words with their meanings".

Snakes and Ladders Game

Hadfield (1990: 8) say "a game is an activity with rules, a goal and

element of fun”. Snakes and ladders game, or Chutes and ladders is a classic children’s board game. It’s played between two or more players on a playing board with numbered grid square. Snakes and Ladders, an ancient Indian board game was originally developed to teach ethics and morality to children (The University of Waterloo, 2010). The dice are thrown and each player moves, following the direction of their own die, climbing up ladders and sliding down snakes towards a common destination.

Preparation Steps or Rules of Snakes and Ladders Game

Preparation and steps is needed in playing snakes and ladders game. The steps are in the following explanation:

1. Find a playing space of suitable size for the board. Set up the board with the snakes and ladders distributed

evenly across and up and down the board.

2. Explain the game to the players. Read the Rules for Play to the participants.
3. Arrange for an order of players and remember your order.
4. Begin play.

The Procedure of Playing The Game

The teacher makes some procedure to make the students good in playing snakes and ladders game, the procedure that are:

- 1) The students play in group consist of 2 students
- 2) Each students should have his/her own marker. Different shapes stones or color.
- 3) To decide first player, each player must take the dice, the first player to get six, starts the game. Before moving the counter, the teacher give some instruction to them.

4) Each player do the same, before move the counter, he/she should make a question, while others answer the question then, they might move their marker. If he/she can not answer the question, they can not move the counter, means they stay in same place.

5) The first player to reach the finished square, is winner.

The Implementation of Snakes and Ladders to Speaking Ability

Wright (1984) says that game is kind of activity under a certain rules to reach a certain goal with the element of fun. Armstrong (2000) suggests board games as a teaching strategy that might suit students with interpersonal intelligence because they provide an excellent setting for interaction between students.

Snakes and ladders game will modify to be interesting game and

lesson. Snakes and ladders games have function in giving an authority for every student to speak up in the class. The rule of this game is the students must make a question from teacher instruction then other students answer it.

RESEARCH METHOD

1. Kinds of the Research

Action research is a powerful tool for studying and improving one's practice (Hendricks2009).

Educator aim to improve the practice of education by studying issues or problems they face. Action research designed to develop and improve teaching and learning.

2. Design of the Research

Based on the research design, the actions of the research are implemented in four stages, in which explained by Kemmis and Mc Taggart in

Arikunto (2013:131). They are as follows: planning, acting, observing and reflecting.

3. Subject of the Research

The subject of this Classroom Action Research is the fifth grade students at Tarbiatulwatan Mulniti School Yala Thailand in the 2017 / 2018 academic year.

4. Area of the Research

The area of this research is Elementary School Tarbiatulwatan Mulniti School Yala Thailand. This school is determined purposively for some considerations:

- 1) The researcher got to the school easily; both the headmaster and the English teacher gave the researcher permission to conduct the research in that school.

- 2) As the fact the fifth grade students still have problems with Speaking.

- 3) Snakes and Ladders game as a tool that help the students' speaking ability more interesting, fun and enjoyable learning activities.

5. Criteria of success

The criteria of success are used to know whether the implementing of the action achieve or not. Based on the minimum standard score requirement, the score target of speaking skill is 65 for fifth grade Elementary School students' Tarbiatulwatan Mulniti School Yala Thailand. The actions are considered successful if 70% students achieved the target score ≥ 65 .

6. Instrument of the research

Test

A test is a set of stimuli presented to an individual in order to elicit responses on the basis of which a numerical score can be assigned (Ary2010:201).

Observation

The most common method of recording the data collected during observation is field notes. The researcher may take brief notes during the observation but then latter expands his or her account of the observation as a field notes (Ary 2010:435). Field notes and observation checklist were applied in this research. The observation is done to know the students' participation in teaching learning speaking process.

RESULT AND DISSCUSSION OF THE RESEARCH

The result of speaking test in the cycle 1 showed that the mean score of students' speaking ability was 62.29 and the percentage of students who got score ≥ 65 was 62%. It means that the students' speaking ability was not achieved yet. The standard mean score (M=65), the requirement of students scoring ≥ 65 (E = 70%), in Cycle 1 of this research had not been achieved. it was regarded that the action in the first cycle had not succesfull.

The result of the students' speaking test in cycle 2 was better than in cycle 1. It was found that the mean score was 74.79 and the percentage of students who got score ≥ 65 was 75%. It means that the standard requirement of the mean score of the student in speaking subject had already been achieved. Based on the test result of speaking, 20 students got ≥ 65 and 4 students got ≤ 65 in speaking ability.

Teaching speaking through snakes and ladders game in Cycle 2 could reach the mean of students standard passing score (M = 65) and the requirement of students scoring ≥ 65 (70%). It means that the snakes and ladders game is able to improve the students' speaking ability. In cycle 2, the students were more active involved in the teaching learning process. In the cycle 2 they could play in the right rules of snakes and ladders through questioning and answering the question based on the teacher instructions. Playing in pair they were more focus on speaking, means that the students practice directly based on the questioning and answering question with their friend. There are some support for understanding or production, of course in speaking the students need to learn pronunciation, fluency, vocabulary and grammar in order to be better in speaking. Hornby (1995) defines that speaking is the skill

that the students will be judged upon most in real-life situation. By practicing with their friend the students tried to pronounce English sound again and again correctly. In other words, teaching speaking ability by using snakes and ladders game could improve the students speaking ability.

By using a snakes and ladders game they can learn about morality. It can teach patient. It can be develop the children counting abilities. They have learn pattern of number by rolling the dice and make a questioning and answering question based on the teacher instruction in the form of speaking. It also help students in developing social skills in children. If a children in the head game and hope to win. An then on the next chance, he lands on the longest snake. He falls drastically and its left behind. It can be shocking to young kids but that valuable as they are learning life lessons. This game teaches to learn

to accept winning or losing. That is the true spirit of sportmanship. This game also make students enjoy in learning and make students more active in the classroom especially in learning speaking.

In this research, snakes and ladders game tries to build student's speaking ability to improve their pronunciation through questioning and answering questions based on the teacher instructions. The students are be able to say or pronounce some English word correctly.

The next is the students' participation. It was found that in the cycle 1 meeting 1 there were 13 or 54.16% students' who actively involved in teaching of speaking, and there were 15 or 62.5% of students who were actively involved in meeting 2. The average score in the cycle 1 was 58.33%. The percentage of the students' active participation in cycle

one not more than 70%. From the results, it can be concluded that the observation has not achieved the success criteria of the research because it less than 70% of students who actively participate in the learning process.

In the cycle 2 meeting 1 there were 18 or 75% of students active participation in teaching and learning process of speaking ability. In the meeting 2 there were 20 or 83.33% students who actively involved in teaching of speaking. The average score was 79.16%. So, the percentage of the students' active participation in cycle two was more than 70%. From the results, it can be concluded that the observation has achieved the success criteria of this research because from the cycle two more than 70% of students who actively participate in the learning process.

From the discussion above it can be concluded that teaching speaking by using snakes and ladders game is worth being applied in improving the students' speaking ability.

CONCLUSION AND SUGGESTION

Based on the result and discussion, the use of snakes and ladders game in the second cycle can improve the students speaking ability and active participation of fifth grade class at Tarbiatulwatan Mulniti School in the 2017/2018 . It can be concluded that every students are able to make a question and answer by themselves based on the teacher instructions and answer it in the form of speaking or conversation with their friend. It practiced again and again by throwing the dice, make a question and answer the questions then moving a counter based on the number they have got.

SUGGESTIONS

1. The English Teacher

Snakes and ladders game can improve the students' speaking ability, so the English teacher is suggested to apply snakes and ladders game when teaching speaking or other skills in the classroom.

2. For the students

Snakes and ladders game is good ways in learning language because this game makes all students participate and practice it directly especially in speaking activities. It trains the students start to speak up in the classroom, and they must practice their English not only in class but also in daily activities in order to speak English sound correctly with the right pronunciation.

3. The other researcher

This research applies Classroom Action Research in snakes and ladders game, and it can improve the students' speaking ability. Other researchers are suggested to:

1. The other researchers are suggested to conduct a classroom action research to increase the teacher strategy by using snakes and ladders game in teaching learning process.
2. Conduct snakes and ladders game by using another research design.
3. Conduct snakes and ladders game to improve the questioning and reasoning skills.



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