

## Research Matriks

Title	Problem	Variable	Indicator	Data Resource	Research method	Hypothesis
Improving Students' Speaking Ability by Using Snakes and Ladders Game at fifth Grade of Tarbiatulwatan Mulniti School Yala, Thailand in academic year 2017/2018	How can the use of Snakes and Ladders game improve students' speaking ability at fifth grade of Tarbiatulwatan Mulniti School Yala, Thailand in academic year 2017/2018?	<p>➤ <b>Variable 1 :</b> Snakes and Ladders Game</p> <p>➤ <b>Variable 2:</b> Speaking ability of the fifth grade students of Tarbiatulwatan Mulniti School Yala, Thailand.</p>	<p>➤ <b>Snakes and ladders board game</b></p> <p>Preparation and rules :</p> <ol style="list-style-type: none"> <li>1. Find a playing space of suitable size for the board.</li> <li>2. Explain the game to the players.</li> <li>3. Decide together if you will use one die or two dice – depending on time and numbers.</li> <li>4. Arrange for an order of players and remember your order.</li> <li>5. Begin play.</li> </ol> <p>➤ <b>The students score of Speaking ability:</b></p> <ol style="list-style-type: none"> <li>a. Vocabulary</li> <li>b. Pronunciation</li> <li>c. Fluency</li> <li>d. Grammar</li> </ol>	<p>➤ <b>Subject :</b> The fifth grade students at Tarbiatulwatan Mulniti School Yala, Thailand.</p> <p>➤ <b>Informant:</b> The teacher at Tarbiatulwatan Mulniti School Yala, Thailand in academic year 2017/2018</p>	<p>➤ <b>Classroom Action Method.</b> The stage of each cycle:</p> <ol style="list-style-type: none"> <li>1. The planning of action</li> <li>2. The implementing of the action</li> <li>3. Observing of the action</li> <li>4. Reflecting of the action</li> </ol> <p>➤ <b>Model:</b> Kemmis &amp; Mc Taggart</p> <p>➤ <b>Data collection method:</b></p> <ul style="list-style-type: none"> <li>• Speaking Tes</li> <li>• Observation</li> </ul> <p>➤ <b>Data Analysis:</b></p> $E = \frac{n}{N} 100 \%$ <p><i>E</i> : The percentage of students' speaking ability  <i>n</i> : The number of the students achieving the minimum standard scores.  <i>N</i> : The total number of the students</p>	<p>The use of snakes and ladders game can improve the fifth grade students speaking ability at Tarbiatulwatan Mulniti School Yala, Thailand 2017/2018 academic year.</p> <p>By the reason: Making class more interesting, fun and enjoy learning, and the situation of the class more active.</p>

### Guide Supporting Data Instruments

#### A. The Interview Guide

No	Questions	Answers
1.	Do you have time for doing an interview?	Yes, sure.
2.	What class do you teach in this school?	I teach class 2, 3, and 5.
3.	How many students are each grade?	There are 20 students for class 2, class 4 is 24, and 24 for class 5.
4.	How long you do you teach English here?	It is about a year. I am new teacher here. And the school ask me to teach English.
5.	What does curriculum apply in this school especially for English subject?	We used “Gogo loves English” book for all grades. The book is based on curriculum that is used in this school.
6.	How many minutes do you teach English in every meeting?	One meeting is 40 minutes. But, they have English subject everyday.
7.	How is students anthusias in learning Englis?	Their anthusias is little. Becasue they think English is very difficult. Beside, they dont understand English and lack of vocabulary.
8.	What is your difficulty in teaching English?	It is very hard to teach language to them. Because they do not understand even it is very basic and ismple vocabulary. When I teach English, I can not using full English, so I sould mix it with Thai language.
9.	What difficulty do your students face in learning speaking?	Sometimes, they are difficult to understand English. They difficult in pronouncing English word. And they still use mother tongue of Thai.

Appendix 2

10.	What media do you use in teaching English?	Sometimes, I use flashcard, students worksheet, whiteboard and TV for watching video.
11.	Do you ever used Snakes and Ladders Game in teaching and learning process?	No, never.
12.	What is the minimum score requirement?	For all grade the minimum score is 50
13.	Thanks for doing an interview today.	Yes, with my pleasure.

**B. The Document Guide**

No	The supporting Data Required	Resources
1.	The names of the research subject	The school documentation

Appendix 3

Rubric of Speaking test  
(Adapted from Hughes 2003:131-132)

Category	Level	Indicators
Fluency	1	Speech is so halting and fragmentary that conversation is virtually impossible.
	2	Speech is very slow and uneven except for short or routine sentences.
	3	Speech frequently hesitant and jerky, sentences may be left uncompleted.
	4	Speech is occasionally hesitant, with some unevenness caused by rephrasing and groping for words.
	5	Speech is effortless, rhythmical and smooth.
Pronunciation	1	Pronunciation frequently unintelligible.
	2	Frequent gross errors and very heavy accent make understanding difficult. Require frequent repetition.
	3	“Foreign accent” requires concentrated listening and mispronunciations lead to occasional misunderstanding and apparent errors in grammar or vocabulary.
	4	Marked “foreign accent” and occasional mispronunciations which do not interfere with understanding.
	5	No conspicuous mispronunciation, but would not be taken for a native speaker.
Grammar	1	Grammar almost entirely inaccurate phrases.
	2	Constant errors showing control of very few major patterns and frequently preventing communication.
	3	Frequent errors showing some major pattern controlled and causing occasional irritation and misunderstanding.
	4	Occasional errors showing imperfect control of some patterns but no weakness that causes misunderstanding.
	5	Few errors, with no pattern failure
Vocabulary	1	Vocabulary adequate for even simplest conversation.
	2	Vocabulary limited to basic personal and survival area (time, food, transportation, family).
	3	Choice of word sometimes inaccurate, limitation of vocabulary prevents discussion of some common professional and social topic.
	4	Professional vocabulary permits discussion of any non-technical subject with some circumlocutions.
	5	Professional vocabulary broad and precise, general vocabulary adequate to cope with complex practical problems and varied social situations.

Appendix 4

**List of Students' Subject  
Tarbiatulwatan Mulniti School Yala Thailand  
2017/2018 Academic Years**

Class : 5 Elementary School

Total of students : 24 Students

Academic year : 2017/2018

No	Name	M/F
1.	Fudla Qadiree	F
2.	Nareemal Keeya'	F
3.	Amani Doloh	F
4.	Husaiffee Maha'	M
5.	Hasib Yama	F
6.	Weeam Meeso	M
7.	Sainuddeen Diyoh	M
8.	Akrom Jeh'po	M
9.	Amru Suda' Karing	M
10.	Tasneem Je'long	F
11.	Amru Ka'doo	M
12.	Hasyareefa Saiwaree	F
13.	Afnan seh	M
14.	Hasanee Jeh'long	F
15.	Ahmad Shodiq Dopo	M
16.	Aman bin Idrees	M
17.	Da'ee Yusoh	M
18.	Fateehah Puyee	F
19.	Mustakeem Niji	M
20.	Hafiz Bunmaha	M
21.	Nasrudin lammin	M
22.	Muhammad Alif Wading	M
23.	Nujum Su'laiman	F
24.	Aiman Binloding	M

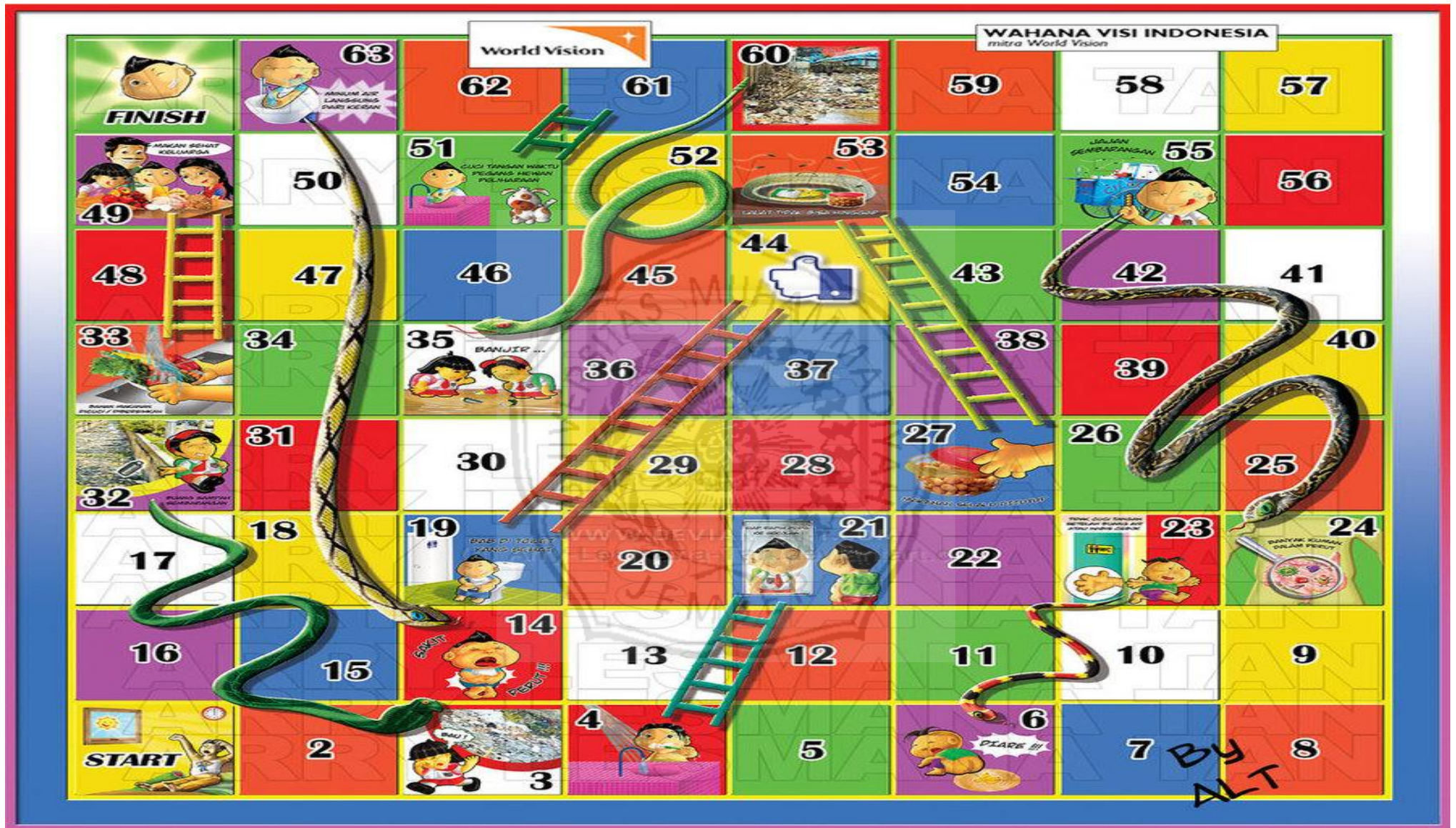
## Appendix 5

## Result of Speaking (Pre-Test)

No	NAME	Aspect of Speaking					Total Score	Speaking Score
		M/F	F	P	G	V		
1.	Fudla Qadiree	F	4	4	4	3	15	75
2.	Nareemal Keeya'	F	2	3	3	3	11	55
3.	Amani Doloh	F	2	2	3	3	10	50
4.	Husaifee Maha'	M	3	2	3	2	10	50
5.	Hasib Yama	F	2	2	3	2	9	45
6.	Weeam Meeso	M	4	2	3	3	12	60
7.	Sainuddeen Diyoh	M	2	2	3	3	10	50
8.	Akrom Jeh'po	M	3	3	3	3	12	60
9.	Amru Suda' Karing	M	2	2	3	2	9	45
10.	Tasneem Je'long	F	3	2	2	2	9	45
11.	Amru Ka'doo	M	2	2	3	2	9	45
12.	Masyareefa Saiwaree	F	2	2	3	2	10	50
13.	Afnan seh	M	3	3	3	3	12	60
14.	Hasanee Jeh'long	F	4	2	3	3	12	60
15.	Ahmad Shodiq Dopo	M	3	3	3	2	11	55
16.	Anan bin Idris	M	2	3	2	3	10	50
17.	Da'ee Yusoh	M	2	3	2	2	9	45
18.	Fateehah Puyee	F	3	2	3	3	11	55
19.	Mustakeem Niji	M	2	2	3	2	9	45
20.	Hafiz Bunmaha	M	3	3	2	2	10	50
21.	Nasrudin lammin	M	2	2	3	2	9	45
22.	Muhammad Alif Wading	M	3	3	3	2	11	55
23.	Nujum Su'laiman	F	4	3	4	2	13	65
24.	Aiman Binloding	M	2	2	2	2	8	40
<b>Total Score</b>			<b>64</b>	<b>59</b>	<b>66</b>	<b>58</b>	<b>251</b>	<b>1,255</b>

$$\begin{aligned}
 E &= \frac{n}{N} \times 100 \% \\
 &= \frac{1,255}{24} \\
 &= 52 \%
 \end{aligned}$$

$$\begin{aligned}
 \bar{X} &= \frac{\sum X}{n}, & \bar{X} &= \frac{1,255}{24} \\
 & & &= 52
 \end{aligned}$$



## Appendix 7

## Students' Attendance List

No	Name	M/F	Cycle 1			Cycle 2		
			1	2	3	1	2	3
1.	Fudla Qadiree	F	√	√	√	√	√	√
2.	Nareemal Keeya'	F	√	√	√	√	√	√
3.	Amani Doloh	F	√	√	√	√	√	√
4.	Husaifee Maha'	M	√	√	√	√	i	√
5.	Hasib Yama	F	√	√	√	√	√	√
6.	Weeam Meeso	M	√	√	√	√	√	√
7.	Sainuddeen Diyoh	M	√	√	√	i	√	√
8.	Akrom Jeh'po	M	√	√	√	√	√	√
9.	Amru Suda' Karing	M	√	√	√	√	√	√
10.	Tasneem Je'long	F	√	√	√	√	√	√
11.	Amru Ka'doo	M	√	s	√	√	√	√
12.	Masyareefa Saiwaree	F	√	√	√	√	√	√
13.	Afnan seh	M	√	√	√	√	√	√
14.	Hasanee Jeh'long	F	√	√	√	√	√	√
15.	Ahmad Shodiq Dopo	M	√	√	√	√	√	√
16.	Anan bin Idris	M	√	√	√	√	√	√
17.	Da'ee Yusoh	M	√	√	√	√	√	√
18.	Fateehah Puyee	F	√	√	√	√	√	√
19.	Mustakeem Niji	M	√	√	√	√	√	√
20.	Hafiz Bunmaha	M	√	√	√	√	√	√
21.	Nasrudin lammin	M	√	√	√	√	√	√
22.	Muhammad Alif Wading	M	√	√	√	√	√	√
23.	Nujum Su'laiman	F	√	√	√	√	√	√
24.	Aiman Binloding	M	√	√	√	√	√	√

Notes:







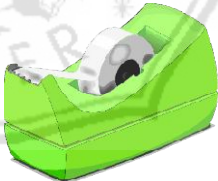



S : Sick

A : Absent

I : Permission



Appendix 8

Name	Umul Faizah	Skill	Speaking
Subject	English	Class	Pra'thom 5
Unit	2	Date	August 16 <sup>th</sup> 2017
Topic	Things around us (this/these, has/have)	Time	1 x 40 menit
<b>Basic Competence :</b>			
<ol style="list-style-type: none"> <li>1. Master the things around us in English</li> <li>2. Practice and use it in daily life especially in the class</li> </ol>			
<b>Teaching Objectives:</b>			
<b>By the end of the lesson, learners should be able to:</b>			
<ol style="list-style-type: none"> <li>1. Pronounce the things around us correctly in English</li> <li>2. Respond and repeat the teacher's utterance about things around us loudly</li> <li>3. Mention or pronounce the word based on snakes and ladders game that teacher used during the class</li> </ol>			
The things around us that teacher used during the class is based on the book. That are:			
			
Staples	Highlighters	Scissors	Paper clips
			
Rubber bands	Papers	Tape	Glue
			
Envelopes	Stamps		

Appendix 8

<p>Sentences example:</p> <ol style="list-style-type: none"> <li>1. This is an envelope</li> <li>2. These are envelopes</li> <li>3. She has paper clips</li> <li>4. I have paper clips</li> </ol>		
<p><b>First meeting (cycle 1)</b></p>		
Time/ Duration	Activity	Media and Resources
5 menit	<p><b>Pre Activity:</b></p> <ul style="list-style-type: none"> <li>➤ Greeting, Praying, and checking students attendances.</li> <li>➤ Giving warm-up activity</li> <li>➤ Introduce the topic</li> </ul>	<p>Snakes and Ladders game Gogo love English Geade 5, Pearson Longman</p>
30 menit	<p><b>Main activity:</b></p> <ul style="list-style-type: none"> <li>➤ Teacher introduce the things around us</li> <li>➤ Teacher ask the students to read and repeat the things around us together after the teacher</li> <li>➤ Teacher gives an example in arranging the word Example: This is an envelope (1 envelope) These are an envelopes (more than 1 envelope)</li> <li>➤ Make a group and play snakes and ladders based on the material</li> <li>➤ Teacher divided the class into 5 groups. Each group consist of 4/5 person</li> <li>➤ The teacher shows 1 thing (highlighters) the students should answer the teacher question in complete sentence ‘‘These are highlighters’’</li> <li>➤ The other groups do the same</li> <li>➤ For group who reaches 100 box, they win</li> </ul>	

Appendix 8

5 menit	<b>Post Activity:</b> <ul style="list-style-type: none"><li>➤ Teacher gives comment to their activity</li><li>➤ Teacher ask the students to practice it at home</li><li>➤ Teacher inform about the next material</li></ul>	
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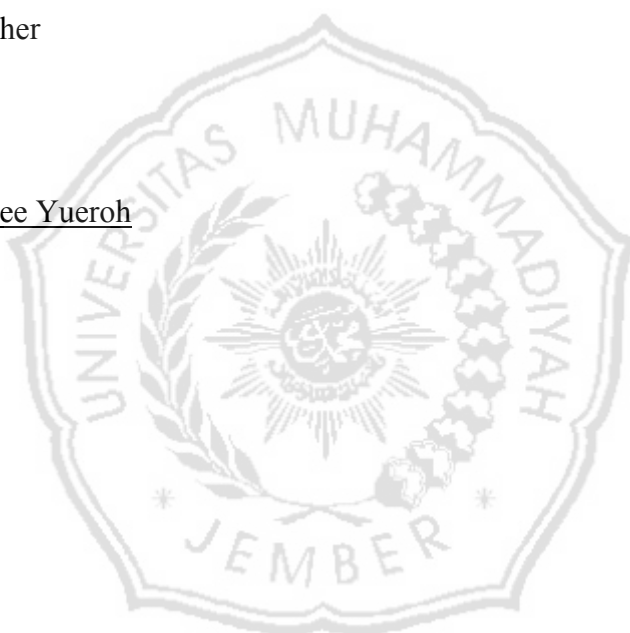
Yala, August 14<sup>th</sup> 2017

Teacher

Researcher

Hayatee Yueroh

Umul Faizah



Appendix 9

Name	Umul Faizah	Skill	Speaking
Subject	English	Class	Pra'thom 5
Unit	2	Date	August 17 <sup>th</sup> 2017
Topic	has/have, some/any	Time	1 x 40 minutes
<b>Basic Competence:</b>			
<ul style="list-style-type: none"> <li>- Master the use of has/have based on pronoun</li> <li>- Master the use of some or any</li> <li>- Practice and use in daily life especially in the class</li> </ul>			
<b>Teaching Objective:</b>			
<b>By the end of the lesson, learners should be able to:</b>			
<ol style="list-style-type: none"> <li>1. Understand the use of has/have especially in speaking            Example:            She <u>has</u> an envelope            They have a glue</li> <li>2. Answering the question or give responses            Example:            Do you have any glue?                      Does she have any envelopes?            Yes, I have                                      Yes, she does. She has some envelopes            No, I don't. but I have some tape</li> </ol>			
<b>Second meeting</b>			
<b>Time Allocation</b>	<b>Activity</b>		<b>Media and Resource</b>
5 minutes	<b>Pre Activity:</b> <ul style="list-style-type: none"> <li>- Greeting, Praying, and checking students attendances.</li> <li>- Giving warm-up activity</li> <li>- Introduce the topic</li> </ul>		Snakes and Ladders game, Gogo love English Geade 5, Pearson Longman
30 minutes	<b>Main activity:</b> <ul style="list-style-type: none"> <li>- Teacher asking about the last material</li> <li>- The teacher introduce about pronoun and the use of has/have</li> </ul>		

Appendix 9

	<ul style="list-style-type: none"> <li>- Teacher ask the students to read and repeat the sentences that teacher made after the teacher</li> <li>- The students playing the game snakes and ladders based on the teacher instructions</li> </ul>	
5 minutes	<p><b>Post Activity:</b></p> <ul style="list-style-type: none"> <li>- Teacher gives comment to their performance</li> <li>- Teacher ask the students to practice it at home</li> <li>- Teacher inform about the next material</li> </ul>	

Yala, August 14<sup>th</sup> 2017

Teacher

Researcher

Hayatee Yueroh

Umul Faizah



Appendix 10

Observation Checklist and Result Cycle 1

(Meeting 1)

No	Name	Participation				Active	Passive
		1	2	3	4		
25.	Fudla Qadiree	√	√	√	√	√	
26.	Nareemal Keeya'	√	√	–	–		√
27.	Amani Doloh	√	√	√	√	√	
28.	Husaifee Maha'	√	√	√	√	√	
29.	Hasib Yama	√	√	–	–		√
30.	Weeam Meeso	√	√	√	√	√	
31.	Sainuddeen Diyoh	√	–	√	–		√
32.	Akrom Jeh'po	√	√	√	√	√	
33.	Amru Suda' Karing	√	√	√	–	√	
34.	Tasneem Je'long	√	√	–	–		√
35.	Amru Ka'doo	√	√	–	√	√	
36.	Masyareefa Saiwaree	–	√	–	√		√
37.	Afnan seh	√	√	√	√	√	
38.	Hasanee Jeh'long	√	√	√	√	√	
39.	Ahmad Shodiq Dopo	√	–	√	–		√
40.	Anan bin Idris	√	√	√	√	√	
41.	Da'ee Yusoh	–	√	–	√		√
42.	Fatehah Puyee	√	√	√	√	√	
43.	Mustakeem Niji	√	√	–	–		√
44.	Hafiz Bunmaha	√	√	–	√	√	
45.	Nasrudin lammin	√	√	–	–		√
46.	Muhammad Alif Wading	√	√	–	–		√
47.	Nujum Su'laiman	√	√	√	√	√	
48.	Aiman Binloding	√	√	–	–		√

Notes :  $E = \frac{n}{N} \times 100 \%$

Active =  $\frac{13}{24} = 54.16 \%$

Passive =  $\frac{11}{24} = 45.83 \%$

(Based on the observation checklist in cycle 1 at the first meeting above, 13 of 24 students participation were active, while the rest was passive during teaching and learning process)

## Appendix 10

## Observation Checklist and Result Cycle 1

## (Meeting 2)

No	Name	Participation				Active	Passive
		1	2	3	4		
1.	Fudla Qadiree	√	√	√	√	√	
2.	Nareemal Keeya'	√	√	√	–	√	
3.	Amani Doloh	√	√	√	√	√	
4.	Husaifee Maha'	√	√	√	√	√	
5.	Hasib Yama	√	–	–	√		√
6.	Weeam Meeso	√	√	√	√	√	
7.	Sainuddeen Diyoh	√	√	–	–		√
8.	Akrom Jeh'po	√	√	√	√	√	
9.	Amru Suda' Karing	√	√	√	–	√	
10.	Tasneem Je'long	√	√	√	–	√	
11.	Amru Ka'doo	√	√	–	√	√	
12.	Masyareefa Saiwaree	√	√	–	–		√
13.	Afnan seh	√	√	√	√	√	
14.	Hasanee Jeh'long	√	√	√	√	√	
15.	Ahmad Shodiq Dopo	√	–	√	–		√
16.	Anan bin Idris	√	√	√	√	√	
17.	Da'ee Yusoh	–	√	–	√		√
18.	Fatehah Puyee	√	√	√	√	√	
19.	Mustakeem Niji	√	–	√	–		√
20.	Hafiz Bunmaha	√	√	–	√	√	
21.	Nasrudin lammin	√	√	–	–		√
22.	Muhammad Alif Wading	√	√	–	–		√
23.	Nujum Su'laiman	√	√	√	√	√	
24.	Aiman Binloding	√	–	–	√		√

Notes :  $E = \frac{n}{N} \times 100 \%$

Active =  $\frac{15}{24} = 62.5 \%$

Passive =  $\frac{9}{24} = 37.5 \%$

(Based on the observation checklist in the cycle 1 at the second meeting above, 15 of 24 students participation were active, while the rest was passive during teaching and learning process)

## Appendix 11

Field note cycle 1: August 16<sup>th</sup> and 17<sup>th</sup> 2017

1. The students are enthusiastic following teaching and learning process.
2. The atmosphere is enjoyable, when they will learn English through playing snakes and ladders game.
3. In the planning, the students divided in the group which consist of 4 person of each. The teacher gave special direction for the students about how to play and what should they do. Firstly, the game does not running well, because some of them do not understand the rules in playing. Little students have understand what the teacher said, the rest is not. It is happened because the teacher and the students have different language and it makes difficult to make them understand about what the teacher mean. So, he teacher explain using body language then directly found the solution. The teacher gave students real thing of vocabulary and ask to the students. The questions have been answered by the students together. The teacher gave some question again and again untill the students reached finish box.
4. Because they have known the rules, in the next meeting they will play with thier friend and by turn taking they will make question based on the teacher instruction and one other answer the question. All students do the same untill they reached the finish box.
5. The weaknesses in cycle 1 is, the deviation of the group is too large. It makes students long waiting for their turn. Only few students active in following the game.



Speaking Test of Cycle 1

The question is in the form of subjective test.

Question:

Please make short conversation with your partner using your own word and choose one topic below!

1. Borrowing highlighters
2. Asking about envelopes
3. Borrowing scissors
4. Asking about glue
5. Borrowing staples
6. Asking about paper clips

Example:

A : B, do you have highlighters

B : Yes, I have

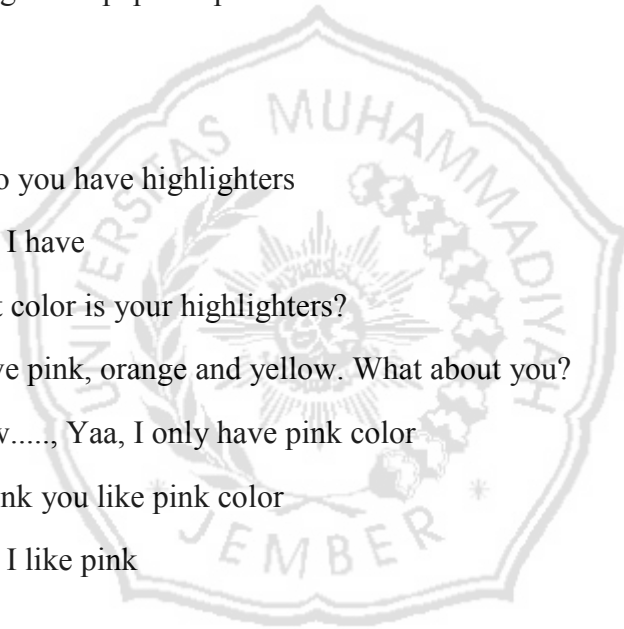
A : what color is your highlighters?

B : I have pink, orange and yellow. What about you?

A : Wow....., Yaa, I only have pink color

B : I think you like pink color

A : Yes, I like pink



## Appendix 13

## Result of Speaking Test (Cycle 1)

No	NAME	Aspect of Speaking					Total Score	Speaking Score
		M/F	F	P	G	V		
1.	Fudla Qadiree	F	5	4	4	4	17	85
2.	Nareemal Keeya'	F	2	3	4	3	12	60
3.	Amani Doloh	F	3	4	4	3	14	75
4.	Husaifee Maha'	M	3	4	3	3	13	70
5.	Hasib Yama	F	2	3	3	3	11	55
6.	Weeam Meeso	M	4	4	4	3	15	75
7.	Sainuddeen Diyoh	M	2	3	3	3	11	55
8.	Akrom Jeh'po	M	4	4	4	3	15	75
9.	Amru Suda' Karing	M	2	3	2	3	10	50
10.	Tasneem Je'long	F	2	3	4	3	12	60
11.	Amru Ka'doo	M	3	2	3	3	11	55
12.	Masyareefa Saiwaree	F	3	3	4	3	13	65
13.	Afnan seh	M	4	4	4	3	15	75
14.	Hasanee Jeh'long	F	4	4	4	3	15	75
15.	Ahmad Shodiq Dopo	M	2	3	4	3	12	60
16.	Anan bin Idris	M	2	3	3	3	11	55
17.	Da'ee Yusoh	M	3	3	3	3	12	60
18.	Fateehah Puyee	F	2	3	4	3	12	60
19.	Mustakeem Niji	M	2	2	3	3	10	50
20.	Hafiz Bunmaha	M	2	2	3	3	10	50
21.	Nasrudin lammin	M	2	2	3	3	10	50
22.	Muhammad Alif Wading	M	3	3	3	3	12	60
23.	Nujum Su'laiman	F	4	3	4	3	14	70
24.	Aiman Binloding	M	2	2	3	3	10	50
<b>Total Score</b>			<b>67</b>	<b>74</b>	<b>83</b>	<b>73</b>	<b>297</b>	<b>1,495</b>

$$\begin{aligned}
 E &= \frac{n}{N} \times 100 \% \\
 &= \frac{1495}{24} \\
 &= 62\%
 \end{aligned}$$

$$\bar{X} = \frac{\sum X}{n}, \quad \bar{X} = \frac{1,495}{24}$$

$$= 62,29$$

Appendix 14

Name	Umul Faizah	Skill	Speaking
Subject	English	Class	Pra'thom 5
Unit	2	Date	September, 18 <sup>th</sup> 2017
Topic	Animals (Wild and Domestic)	Time	1 x 40 minutes
<b>Basic Competence:</b>			
<ul style="list-style-type: none"> <li>- Master vocabularies both wild and domestic animals</li> <li>- Apply the name of animal in daily life, especially in the class</li> </ul>			
<b>Teaching Objective:</b>			
<b>By the end of the lesson, learners should be able to:</b>			
<ol style="list-style-type: none"> <li>1. Remember the name of animal both wild and domestic animals</li> <li>2. Pronounce each name of animals correctly in English</li> <li>3. Answering the question about animals based on the picture that the teacher showed</li> </ol>			
<b>First meeting (cycle 2)</b>			
<b>Time Allocation</b>	<b>Activity</b>		<b>Media and Resource</b>
5 minutes	<b>Pre Activity:</b> <ul style="list-style-type: none"> <li>- Greeting, Praying, and checking students attendances.</li> <li>- Giving warm-up activity</li> <li>- Introduce the topic</li> </ul>		Flashcards, Snakes and Ladders game. Gogo love English Geade 5, Pearson Longman
30 minutes	<b>Main activity:</b> <ul style="list-style-type: none"> <li>- Teacher asking about the last material</li> <li>- The teacher introduce about animals both wild and domestic animals</li> <li>- Teacher ask the students to read and repeat the name of animal after the teacher</li> <li>- The students playing the game snakes and ladders based on the teacher instructions</li> </ul>		
5 minutes	<b>Post Activity:</b> <ul style="list-style-type: none"> <li>- Teacher gives comment to their performance</li> </ul>		

Appendix 14

	<ul style="list-style-type: none"><li>- Teacher ask the students to practice it at home</li><li>- Teacher inform about the next material</li></ul>	
--	--	--

Yala, September 12<sup>th</sup> 2017

Teacher

Researcher

Hayatee Yueroh

Umul Faizah



Appendix 15

Name	Umul Faizah	Skill	Speaking
Subject	English	Class	Pra'thom 5
Unit	2	Date	September, 19 <sup>th</sup> 2017
Topic	Present tense (do/does, s/es)	Time	1 x 40 minutes
<b>Basic Competence:</b>			
<ul style="list-style-type: none"> <li>- Master the use present tense (s/es)</li> <li>- Practice and use in daily life especially in the class</li> </ul>			
<b>Teaching Objective:</b>			
<b>By the end of the lesson, learners should be able to:</b>			
<ol style="list-style-type: none"> <li>1. Understand the rule of present tense especially in speaking            Example:            I eat rice everyday            You wake up at 6 o'clock            Rabbit eats carrot            Does rabbit eat carrot?            Yes, she does            No, she doesn't</li> <li>2. Answering the question or give responses</li> </ol>			
<b>Second meeting</b>			
<b>Time Allocation</b>	<b>Activity</b>		<b>Media and Resource</b>
5 minutes	<b>Pre Activity:</b> <ul style="list-style-type: none"> <li>- Greeting, Praying, and checking students attendances.</li> <li>- Giving warm-up activity</li> <li>- Introduce the topic</li> </ul>		Snakes and Ladders game. Gogo love English Geade 5, Pearson Longman
30 minutes	<b>Main activity:</b> <ul style="list-style-type: none"> <li>- Teacher asking about the last material</li> <li>- The teacher introduce about present tense (do/does and s/es)</li> <li>- Teacher ask the students to read and repeat the sentences that teacher made after the teacher</li> </ul>		

Appendix 15

	- The students playing the game snakes and ladders based on the teacher instructions	
5 minutes	<b>Post Activity:</b> <ul style="list-style-type: none"><li>- Teacher gives comment to their performance</li><li>- Teacher ask the students to practice it at home</li><li>- Teacher inform about the next material</li></ul>	

Yala, September 12<sup>th</sup> 2017

Teacher

Hayatee Yueroh



Researcher

Umul Faizah

## Appendix 16

## Observation Checklist and Result Cycle 2

(Meeting 1)

No	Name	Participation				Active	Passive
		1	2	3	4		
1.	Fudla Qadiree	√	√	√	√	√	
2.	Nareemal Keeya'	√	√	√	–	√	
3.	Amani Doloh	√	√	√	√	√	
4.	Husaifee Maha'	√	√	√	√	√	
5.	Hasib Yama	√	√	–	–		√
6.	Weeam Meeso	√	√	√	√	√	
7.	Sainuddeen Diyoh	√	–	√	–		√
8.	Akrom Jeh'po	√	√	√	√	√	
9.	Amru Suda' Karing	√	√	√	–	√	
10.	Tasneem Je'long	√	√	√	–	√	
11.	Amru Ka'doo	√	√	–	√	√	
12.	Masyareefa Saiwaree	√	√	–	√	√	
13.	Afnan seh	√	√	√	√	√	
14.	Hasanee Jeh'long	√	√	√	√	√	
15.	Ahmad Shodiq Dopo	√	–	√	√	√	
16.	Anan bin Idris	√	√	√	√	√	
17.	Da'ee Yusoh	–	√	–	√		√
18.	Fatehah Puyee	√	√	√	√	√	
19.	Mustakeem Niji	√	√	–	–		√
20.	Hafiz Bunmaha	√	√	–	√	√	
21.	Nasrudin lammin	√	√	–	–		√
22.	Muhammad Alif Wading	√	√	√	–	√	
23.	Nujum Su'laiman	√	√	√	√	√	
24.	Aiman Binloding	√	√	–	–		√

Notes :  $E = \frac{n}{N} \times 100 \%$

Active =  $\frac{18}{24} = 75 \%$

Passive =  $\frac{6}{24} = 25 \%$

(Based on the observation checklist in the cycle 1 at the second meeting above, 18 of 24 students participation were active, while the rest was passive during teaching and learning process)

## Appendix 16

## Observation Checklist and Result Cycle 2

## (Meeting 2)

No	Name	Participation				Active	Passive
		1	2	3	4		
1.	Fudla Qadiree	√	√	√	√	√	
2.	Nareemal Keeya'	√	√	√	√	√	
3.	Amani Doloh	√	√	√	√	√	
4.	Husaifee Maha'	√	√	√	√	√	
5.	Hasib Yama	√	√	√	–	√	
6.	Weeam Meeso	√	√	√	√	√	
7.	Sainuddeen Diyoh	√	–	√	–		√
8.	Akrom Jeh'po	√	√	√	√	√	
9.	Amru Suda' Karing	√	√	√	√	√	
10.	Tasneem Je'long	√	√	√	–	√	
11.	Amru Ka'doo	√	√	–	√	√	
12.	Masyareefa Saiwaree	√	√	–	√	√	
13.	Afnan seh	√	√	√	√	√	
14.	Hasanee Jeh'long	√	√	√	√	√	
15.	Ahmad Shodiq Dopo	√	–	√	√	√	
16.	Anan bin Idris	√	√	√	√	√	
17.	Da'ee Yusoh	√	√	–	√	√	
18.	Fatehah Puyee	√	√	√	√	√	
19.	Mustakeem Niji	√	√	–	–		√
20.	Hafiz Bunmaha	√	√	–	√	√	
21.	Nasrudin lammin	√	√	–	–		√
22.	Muhammad Alif Wading	√	√	√	–	√	
23.	Nujum Su'laiman	√	√	√	√	√	
24.	Aiman Binloding	√	√	–	–		√

Notes :  $E = \frac{n}{N} \times 100 \%$

Active =  $\frac{20}{24} = 83.33 \%$

Passive =  $\frac{4}{24} = 16.66 \%$

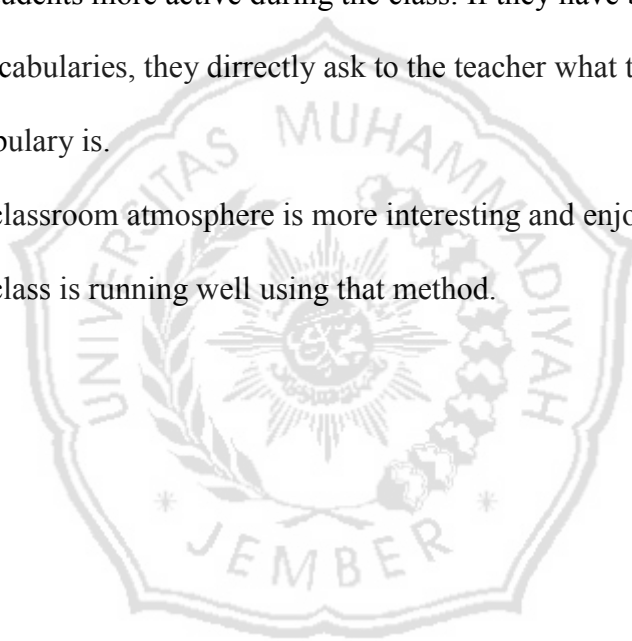
(Based on the observation checklist in the cycle 1 at the second meeting above, 20 of 24 students participation were active, while the rest was passive during teaching and learning process)



## Appendix 17

Field note cycle 2: September 18<sup>th</sup> and 19<sup>th</sup> 2017

1. The students have been knowing and familiar with the rules of playing snakes and ladders game in the class.
2. In the last meeting, the students play snakes and ladders game in group consist of 4 person, but now, the students play in pair. So they were more focus on learning and little playing or disturbing the other friends.
3. The students more competitive in playing snakes and ladders game. Then, the students more active during the class. If they have been forgetting some of vocabularies, they directly ask to the teacher what the name of vocabulary is.
4. The classroom atmosphere is more interesting and enjoyable learning.
5. The class is running well using that method.



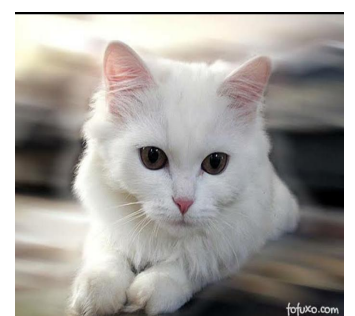
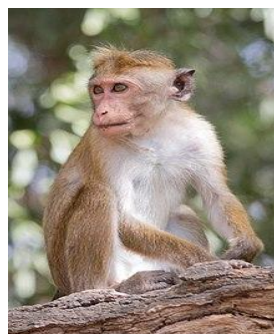
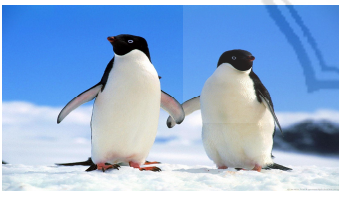
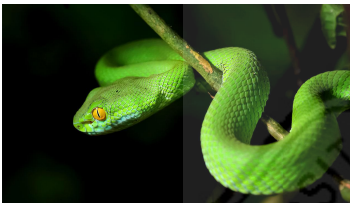
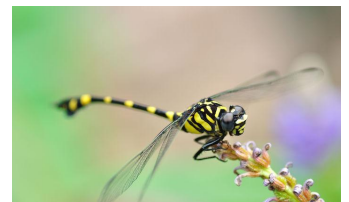
Appendix 18

Speaking Test of Cycle 2

The question is in the form of subjective test.

Question:

Please choose one of animal picture then describe it using your own word!



## Appendix 18

Example:

Hello everybody my name is Fudla.

Today I want to tell you about my cat.

Look! This is my cat

Her name is kitty

She has white and smooth hair

She is very cute and beautiful

I always play with her

I love my cat

Thank you



## Appendix 19

## Result of Speaking Test (Cycle 2)

No	NAME	Aspect of Speaking					Total Score	Speaking Score
		M/F	F	P	G	V		
1.	Fudla Qadiree	F	5	4	5	5	19	95
2.	Nareemal Keeya'	F	4	3	5	4	16	80
3.	Amani Doloh	F	3	4	5	5	17	85
4.	Husaifee Maha'	M	4	3	5	5	17	85
5.	Hasib Yama	F	3	3	4	4	14	70
6.	Weeam Meeso	M	5	4	4	5	18	90
7.	Sainuddeen Diyoh	M	3	3	4	3	13	65
8.	Akrom Jeh'po	M	5	4	5	4	18	90
9.	Amru Suda' Karing	M	3	3	4	4	14	70
10.	Tasneem Je'long	F	3	3	3	4	13	65
11.	Amru Ka'doo	M	4	4	5	4	17	85
12.	Masyareefa Saiwaree	F	3	4	4	4	15	75
13.	Afnan seh	M	4	3	4	4	15	75
14.	Hasanee Jeh'long	F	4	4	4	5	17	85
15.	Ahmad Shodiq Dopo	M	3	3	5	4	15	75
16.	Anan bin Idris	M	4	3	5	4	16	80
17.	Da'ee Yusoh	M	2	3	3	4	12	60
18.	Fateehah Puyee	F	3	4	5	4	16	80
19.	Mustakeem Niji	M	2	2	4	3	11	55
20.	Hafiz Bunmaha	M	2	3	3	3	11	55
21.	Nasrudin Lammin	M	2	3	4	3	12	60
22.	Muhammad Alif Wading	M	3	3	4	4	14	70
23.	Nujum Su'laiman	F	4	4	5	4	17	85
24.	Aiman Binloding	M	2	3	4	4	13	65
<b>Total Score</b>			<b>74</b>	<b>80</b>	<b>96</b>	<b>96</b>	<b>360</b>	<b>1,800</b>

$$\begin{aligned}
 E &= \frac{n}{N} \times 100 \% \\
 &= \frac{1,800}{24} \\
 &= 75\%
 \end{aligned}$$

$$\begin{aligned}
 \bar{X} &= \frac{\sum X}{n}, & \bar{X} &= \frac{1,800}{24} \\
 & & &= 74,79
 \end{aligned}$$



**Tarbiatulwatan Mulniti**

**89 M.1 T.Bannangsareng A. Muang Ch. Yala 9500**

**LETTER OF STATEMENT**

Number: 230/2560

Assalamu'alaikum Wr, Wb

**This is notify the undersigned**

Name : Arif Dattoo  
Employ ID Number NIP : 58123040027680  
Address : 89. M1 T.Bannangsareng A. Muang Ch. Yala 9500

**Stated Truly That**

Name : UMUL FAIZAH  
Student's Number : 1310231067

Has truly conducted her try out and research in Tarbiatulwatan Mulniti School 15 August - 28 September 2017 in order to accomplish the thesis under the title:

“Improving students’ Speaking Ability by using Snakes and Ladders Game at Fifth Grade Students’ (Prathom 5/1) of Tarbiatulwatan Mulniti School – Bannag Sareng, Yala Thailand in the 2017/2018 Academic Year. (A classroom Action Research)

We make this letter in all conscience, and use it as necessarily.

Wassalamu'alaikum, Wr. Wb.



Yala, September 28<sup>th</sup> 2017

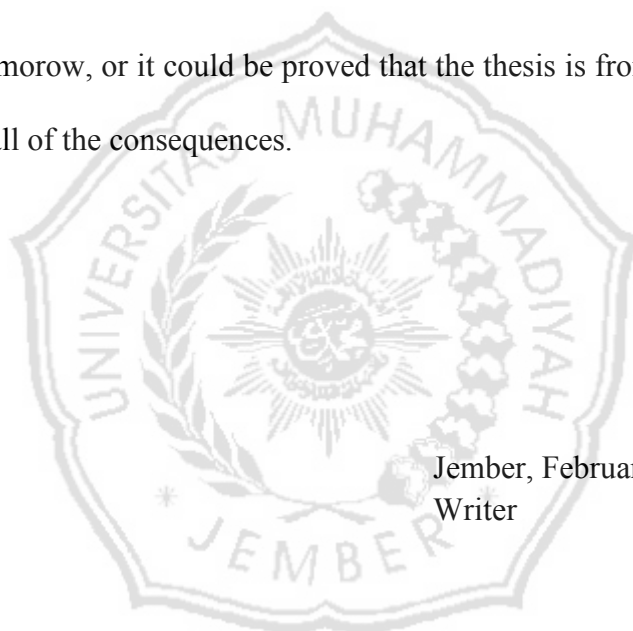
## STATEMENT OF ORIGINALITY OF SARJANA THESIS

The undersigned:

Name : Umul Faizah  
Students Number : 1310231067  
Program : English Education  
Faculty : Teacher Training and Education

I state that this thesis is my own creation. It doesn't copy from other resource that I claim as my own creation.

If it is proved tommorow, or it could be proved that the thesis is from only copy and paste, I will be ready to all of the consequences.



Jember, February 20<sup>th</sup> 2018  
Writer

Umul Faizah  
NIM. 1310231067

## CURRICULUM VITAE

Umul Faizah is last daughter of Mr. Satam and Mrs. Ramidi. She was born on August 13<sup>th</sup> 1993, in Jember.

She began her study at TK Hidayah Sampit Kalimantan Tengah in 1999. Then, she continued to study at Elementary School in 2000. After that, she decided to study at junior high school at MTs. Baitul Hikmah Tempurejo in 2006. For her Senior high school, she learned at SMK Bustanul Ulum Al-Ghozali Wuluhan. After graduating from senior high school, she decided to continue to the university. She took English Education Program because she believed that being a teacher is the best job for her.

Everything was done by her to fulfill her need. Untill now, she is teaching at SMP Islam Al-Amin Mumbulsari and at Winda's English Course Jember being a tutor in that course.

