

Using "Snakes and Ladders" Language Game Through Buzz Group to Improve Speaking Ability of the First Grade Students of SMAN 2 Pinrang, Indonesia

¹Andi Tri Putri Kusuma Wardani, ²Baso Jabu, ³Rafi'ah Nur

Universitas Muhammadiyah Parepare

ABSTRACT

The major problems of this research were how to enhance the students' speaking ability. Then how to make the students interest to speak in English so this research conducted to find out whether Using "Snakes and Ladders" language game through Buzz Group to Improve Speaking Ability of the First Grade students of SMAN 2 Pinrang. A Mix method was carried out by researcher in this research. The population was the first grade students of SMA Negeri 2 Pinrang. X.exact.1 and X.exact.5 were taken as sample which consists of 31 students for each class X.exact.1 was chosen as the experimental group, while X.exact.5 was chosen as control group. The instruments that used in collecting the data were interview test and questionnaire. The procedure in collecting data were divided into 3 stages namely pre-test, treatment, and post-test. The data obtained through the test were analyzed quantitatively and qualitatively.

The result of the research shows the students' speaking ability of the experimental was better than the control group. It was proved by the data of the students' mean score on experimental class was higher than the control group ($78.67 > 60.22$). Furthermore, Using "Snakes and Ladders" language game through Buzz Group to Improve Speaking Ability of the First Grade students of SMAN 2 Pinrang Besides, the research finding also shows the students interest toward the implementing of this simulation. It was proved by the data from questionnaire that the students' interest was which categorized as strongly agree.

Keywords: *Snakes and Ladders Game, Students' Interest, Buzz Group, Speaking Ability*

Introduction

English subject is compulsory to be taught from junior high school up to university level. In Indonesian, the final goal of teaching and learning process is the students are expected to master the four skills of language: listening, speaking, reading, and writing. Therefore, in teaching and learning English, the students must be trained continuously and intensively to communicate using English in their daily life. Especially for speaking skill.

In general, speaking consist of five elements they are sender (speaker), receipt (listener), message, channel, and responses. The frequency in using the language would determine the success in speaking ability. Speaking competence can be accomplished by practicing orally. Unfortunately when teacher teaching English in the class students remained passive, they chose to be silent even they tried to avoid the activity. They did not want to do the activity. Based on the interview this problem found in students with low score. It caused they have no interest in learning English because of the technique used by the teacher was less attractive for the students.

In the attempt to overcome the students' gap in speaking, the researcher tried to make speaking activities more effective for students. By conducting an appropriate and effective to teach speaking. It will help to improve students' speaking ability. Therefore, the researcher chose game as the media to teach English. According to Ersoz (2000), says that games are highly motivating since they are amusing and interesting and at the same time the game challenging then encourage and increase cooperation.

The researcher used Snakes and Ladders Game through buzz group as an active and collaborative learning of students to improve their skill in speaking. Buzz group is an effective technique to gather information and ideas in a short time". By dividing students into some small groups, more students had the opportunity to present their argument when playing game in the class. It was not difficult to play the game because the students famous with the game.

Based on the background, this study aims to determine; 1) To Find out how the use of “Snakes and Ladders” Language Game through Buzz Group in teaching learning is conducted. 2) whether or not the use of “Snakes and Ladders” Language Game through Buzz Group in Descriptive Text is able to increase the Speaking ability of the first grade students of SMAN 2 Pinrang. 3) To know the students’ interest of in using “Snakes and Ladders” Language Game through Buzz Group to increase their Speaking ability. The results of this research are expected to provide additional information and reference for governments, educators, and the next researchers.

Literature Review

A. Game Snakes and ladders

Snake and ladder is a kind of educational game that purpose on exercising students rapidity in speaking. It was popular game that can facilitate the students to learn language. The snakes and ladders facilitates them to learn about counting, life, interaction and socialization, stated Kursini (2012). In this research, the researcher modified the game. The researcher used the original snake and ladder but for each number has a question which must be answered by the students. In this game the students can learn about up and down in life or about joy and troubles. The ladders represent “ the up life and joy while the existence of the snakes represent “ the down in life or trouble “ stated Sari and Munaroh (2012).

B. Buzz Group Technique

A buzz group is a small, intense discussion group usually involving to 3 persons responding to a specific question or in search of very precise information. The full plenary group is subdivided into the small groups. The buzz group technique is a method used as an excellent means of getting total participation of students from small groups to a large group, which help students to dig their critical thinking dealing with some topics in their surroundings. Using this buzz group technique as a method in teaching and learning process. It hopes that teacher will be able motivated the students in learning.

C. Definition of Interest

Khasanah (2017) claims that students' interest is one of the internal factors that influence students' learning achievement. Interest known as a condition or situation was related to individual wishes or necessities. It is also define as the preference in someone's soul together with happiness. Interest does not appear by spontaneous, but it's turn up because of participation, experience, and habit when studying or working.

Method of the research

The Research used experimental research which used to designate combining qualitative and quantitative data in single study. Qualitative and quantitative research methods in order to understand a phenomenon more fully than is possible using either quantitative or qualitative methods alone. In this research, the researchers applied mix method which involves two groups with different treatment, namely experimental group and control group. Where, the researcher applied pretest and posttest, questionnaire and interview test as the instrument of the research. This research was conducted at SMAN 2 Pinrang. The subject of this research was the students of X.Exact 1 and X.Exact 2.

Finding

This part presented data about the result findings description of the research. The findings were divided into three parts: 1) the implementing of using snakes and ladders game through buzz group in teaching speaking through result of interview 2) The students' speaking ability in descriptive text through the scoring classification of pre-test and post-test components of speaking ability. 3) The students' interest through using snakes and ladders language game in buzz group as experimental class and Hot seat in control class. It also shows interview result, the mean score, standard deviation, t-test result of pre-test and post-test of students and the students' interest.

- a. The students' interview about students' participation and self confidence result after implementing using snakes and ladders through buzz group.

After implementing using snakes and ladders through buzz group, the researcher conducted an interview toward 5 participants. The students were asked 2 questions about

student's participation, confidence of the students. The result of the interview is presented through some extracts.

The students answered about their participation after implemented the game that they had high in participating in learning English using snakes and ladders game through buzz group. Nobody students wanted to sleep. Most of the students like played snakes and ladders game. According to the interview result, it showed that the first factors that influence students' participation in speaking skill. The students had opportunities to interact among the class. It showed that the first factors that influence students' participation in speaking skill. The students had opportunities to interact among the class so they weren't shy speak with their small group.

b. The result of scoring classification pre-test and post-test components of speaking ability.

Table 1.1. The students' mean score and standard deviation in pre-test

Pre-Test	Experimental Class	Control Class
Mean Score	51.77	48.12
Standard Deviation	9.36	6.07

Table 1.1 shows the students' mean score and standard deviation of the students in pre-test. Both classes were categorized in very poor classification. In experimental class, the data indicate that the mean score of the students' speaking performance in pretest between the experiment and control class is not quite different. In other words, they have the same ability before they are given treatment. While the standard deviation indicated that still many gaps among the students' speaking ability. The data indicate that the standard deviation of the students' speaking performance in pretest between the experiment and control class were nearly the same before they were given treatment.

Table 1.2. The students' mean score and standard deviation in post-test

Pre-Test	Experimental Class	Control Class
Mean Score	78.67	60.22
Standard Deviation	9.71	8.23

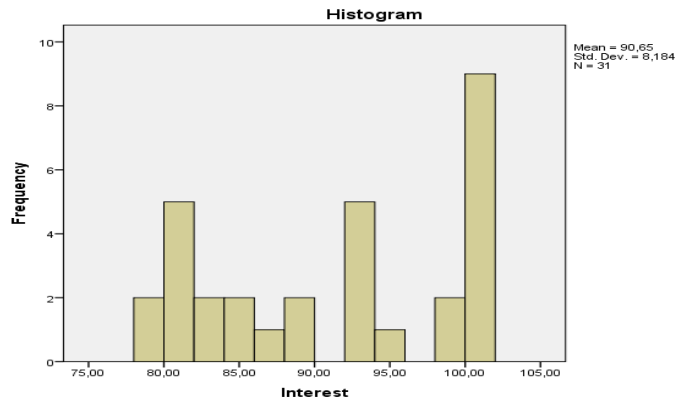
Table 1.2 showed the result of the data indicated that the mean score of the students' speaking performance for control class in posttest was quite different from experimental class the students have the different ability after they were given treatment, In other words, It indicated that there was a significant difference between the students' score in pretest and posttest after the treatment by using snakes and ladders game through buzz group.

Table 1.3. The rate frequency and percentage distribution of the students' post test scores of experimental and control class

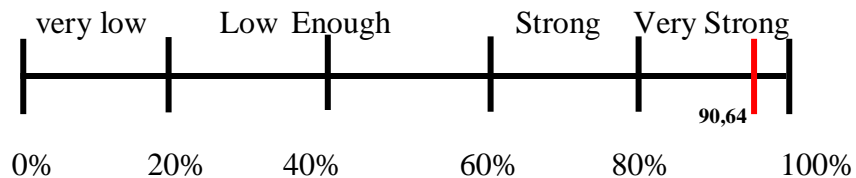
Classification	Range of Score	Experimental Group		Control Group	
		F	%	F	%
Very Good	85-100	10	32.25	-	-
Good	70-84	14	45.18	7	22.58
Fair	55-69	6	19.35	10	32.26
Poor	50-54	1	3.22	7	22.58
Very Poor	0-49	-	-	7	22.58
Total		31	100%	31	100%

The table 1.3 showed the frequency and percentage of students' score of speaking ability in post-test. From this table, it can be seen that the students' achievement in experimental class and control class enhanced. In the experimental class, the score of students tends to spread from poor to fair to good and very good classification. Based on the findings, it can be assumed that the speaking performance of the experimental and control class after conducting the treatments are somewhat different and totally improved.

1. The percentage of students' interest toward implementing snakes and ladders game through buzz group. Can be shown in the table below:



Based on histogram it can be seen that the mean score of the students' interest in snakes and ladders game through buzz group in learning speaking was 90.65 which is categorized as Very high interest then standard deviation showed that 8.18.



The mean score of the questionnaire was 90,64 is in the 86-100 category. It means that students have very strong or very high interest with snakes and ladders game through buzz group in learning speaking.

Conclusion

Based on the findings and discussion in the previous chapter, the conclusion of the findings in teaching speaking was improved the students' speaking ability and interest are as follow:

- A. The researcher presents the conclusion in the following statement of students' participation and their self confidence in the class by using interviewing them after implementing of snakes and ladders through buzz group. The students enthusiastic in learning speaking conducted because she could cooperate with their friends. So that's way they had high in participating in learning English using snakes and ladders game through buzz group.
- B. The first grade students' speaking ability of SMAN2 Pinrang was significantly improved after learning speaking through Snakes and ladders game through buzz group. It can be proved that the mean score of students' post-test (78.67) was higher than pre-test (60.22). it can be seen from the improvement of the speaking ability of the students after given treatment.
- C. The first grade students who are taught speaking using Snakes and ladders game through buzz group had very high interest. It proved from the mean score of the questionnaire was 90,65 category. The data of the students' interest was categorized very strong interest, the result proves that All of the students got in high classification of questionnaire's results.

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