THESIS
IMPLEMENTING LANGUAGE GAMES “SNAKES AND LADDERS” TO IMPROVE STUDENTS’ SPEAKING ABILITY

(A Classroom Action Research in the Seventh Year Students of SMPIT Nurul Islam Tengaran in the Academic Year of 2009/2010)

By
HALIMAH
(S8909080118)

Submitted to Graduate School of Sebelas Maret University
as a Partial Fulfillment of the Requirements
for Obtaining the Graduate Degree in English Education

ENGLISH EDUCATION DEPARTMENT
GRADUATE SCHOOL
SEBELAS MARET UNIVERSITY
SURAKARTA
2012
APPROVAL

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ABSTRACT

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The research was carried out in 2009/2010 academic year in the seventh years students of SMPIT Nurul Islam Tengaran. This was conducted in two cycles: the first cycle consists of four meetings and so was the second cycle. The procedures of the research consist of planning, acting, observing, and reflecting. To collect the data some instruments were used namely: questionnaire, interview, classroom observation, diary, and test. The tests were in form of pre-test and post-test. The qualitative were analyzed by using the constant comparative method and the quantitative data were analyzed by using descriptive statistic.

The result of the research shows that (1) language games could improve students’ speaking ability in the term of raising students’ achieving in the case of (a) fluency, (b) grammar, (c) vocabulary, (d) content, (e) pronunciation. (2) language games can improve class situation, in term of the students were (a) being active during the speaking class especially in responding teacher’s question, (b) being more attentive to the speaking class (c) being braver to speak during the speaking class, (d) being active both individual and partner group activities, and (e) being more interest to the speaking class.

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Key word: improving speaking, language game, Snakes and Ladders
MOTTO

There are no secrets to success.
It is the result of preparation, hard work, and learning from failures.

(Collin Powel)
DEDICATION

This Thesis is dedicated to:

My cherished husband, son, and daughter

My honored mother

My beloved brothers and sisters
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BSE : Buku Elektronik Sekolah
C  : Content
CS  : Classroom Situation
CAR : Classroom Action Research
Elm : Element
ESL : English Second Language
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G  : Grammar
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CHAPTER I

INTRODUCTION
A. Background of the Study

A common objective of all tertiary level English teaching and learning is the ability to communicate fairly fluent in English. With regard to English foreign language, in secondary school, the common objective of English foreign language is to give pupils the opportunity to increase and intensify their communication skills (Braine, 2005: 2).

Being able to communicate in situations in everyday life can be listed as the major objective of English teaching in Indonesia. The basic teaching and learning English concept in Indonesia is based on the curriculum of Kurikulum Tingkat Satuan Pendidikan (KTSP—Educational Unit Level Curriculum). In KTSP Curriculum, it is clearly stated that one of the objectives of the English subject in Junior High School is developing the ability to communicate in English, either in written or oral form which covers listening, speaking, reading and writing (Panduan Lengkap KTSP 2007: 96).

The basic competence of speaking should be mastered by students in junior high school is the ability of comprehending meaning in conversation of simple interpersonal and transactional for the interaction of with environment closest. The result of mastering speaking skills in the second semester is the students are able to respond the meaning in conversation of transactional (to get thing done) and interpersonal using oral language manner very simple in accurate figure, fluent and accept for the interaction of with environment closest entangling to act to say: giving direction, describing e/things using adjectives, etc.
SMP Islam Terpadu Nurul Islam Tengaran (An Integrated Islamic Junior High School Nurul Islam) Tengaran is an institution on the level of Junior High School. It is a boarding school that makes use English as one of the superior programs. As one of the superior programs, hopefully English can be mastered by the students for the daily communication tool. As it is stated in the vision of this school, “Preparing the generation which has good believe supported with the mastery of Arabic and English”. In this case, the students of SMP IT Nurul Islam have to master Arabic as well as English well and use them as their daily communication tool. It is hoped that when their speaking is good it can increase their academic achievement, especially for English subject.

Many efforts have been done in order to support to the achievement of the goal, such as Language Day Program, English Club, and drilling vocabulary. Nevertheless, their ability in speaking and the learning outcome is still considered as unsuccessful. The very few students who apply English as their daily communication tool indicate it. Moreover, the average of English score for semester test was only 53 from the benchmark of 6.00 in 2008/2009 academic year.

Most students of VII E of SMP IT Nurul Islam Tengaran whom I teach have the similar situation with the previous students. Their English proficiency was also below. It could be seen from their average mark for mid-semester test which was 71 of 75 benchmark in 2009/2010 academic year.

There were some problems encountered by the students related to their low speaking ability. They could be classified into two categories. (1) the problems
related to the students’ speaking ability; and (2) the problems related to the
classroom situation during teaching and learning of speaking.

Problems related to the students’ speaking ability can be classified as
follows: (1) the students could not produce sentence(s) or express ideas fluently;
(2) the students could not make grammatically correct sentence(s); (3) the students
could not use appropriate vocabulary; (4) the students’ speech is completely
inadequate and does not reflect college-level work, and (5) the students’
pronunciation was relatively not accepted.

The second problem categorization was related to the class situation
during the teaching and learning of speaking in progress. (1) the students were
passive during the speaking class; (2) most of students showed no interest toward
speaking; (3) the students had low level activity during the speaking class; (4)
the students tend to do the non academic activities; and (5) the students felt bore
toward speaking class.

These problems call for immediate action. Based on the primary
observation of the students of VII E, it shown that they found some difficulties
dealing with speaking ability. The students’ difficulties in speaking ability were
shown through the following indicators: (1) they could not produce sentences
fluently even a simple sentence, this difficulty was indicated as students there
were many fillers when they speak and sometimes used Indonesian expression. (2)
Most of the students could hardly produce sentences grammatically; students
often made some errors in grammar when they were speaking indicated it. (3) The
students lacked of vocabulary mastery; it was indicated that they often found
difficult in choosing the appropriate words when they wanted to say something.
(4) many of students were lack of speech organization, it was indicated that the
students must imitated the teacher’s sentences example when they produced
sentences. (5) most of them were unable to produce speech in accepted
pronunciation; this difficulty was indicated when they pronounced “name” in
/nɛm/ instead of /nɛm/, when they introduced themselves “My name is…” as I
asked them to mention their names.

The class situation made these situations even worse. (1) The students
were passive during the speaking class; Students kept silent during the speaking
class indicated the students’ passivity in the classroom and they had no respond
when they were given question. (2) Most of students showed no interest toward
speaking; It was proved that many of the students laid their heads on the table, and
many of them often asked permission to go out during the class. (3) the students
had low level activity during the speaking class; Furthermore, their low level
activity was identified as they had no courage to speak during the speaking class;
sitting calmly on their seat and seem listening to the teacher explanation, and
talked with their own topics that out of the discussion. (4) the students tend to do
the non academic activities; it was indicated by some of the students were busy
with their own activity that was out of the subject being learnt. Such as they did
drawing something and some others kept looking outside of the classroom. (5)
the students felt bore of the speaking class, the students’ boredom was indicated by the students’ had no courage in following the speaking class.

I found some sources that caused the problems mentioned above. The first cause was from the students. This cause was identified by some factors: (1) the students lack of time drilling uttering sentences; (2) the students’ were not eager to memorize the grammar rules; (3) the students’ vocabulary mastery was poor; (4) they were very seldom in practicing constructing sentences; and (5) the students lacked of time in drilling to practice pronunciation.

The second cause was from the teacher. This cause was identified by some factors: (1) Instead of having made the students practiced to speak, the teacher consumed much time on explained the material. Therefore the speaking class was dominated by the teacher’s speak. (2) the teacher usually delivers and explain the material fully in English and in a very high speed. (3) the teacher was busy with her own speech in front of the classroom made the students had no chance to participate in the class. (4) the teacher’s presentation was fully in English made the students did not understand the subject being talk. The students liked to do with their own activity better than listening to the teacher. (5) the monotonous teaching technique made the student felt bore of the speaking class. The speaking lesson usually started with giving example on how to utter the dialogue presented in the book. Then the students repeated uttering the utterances of the dialogue. Following this activity, I asked the students to translate the dialogue into Indonesian language. After translation activity, the students had to practice the dialogue in pairs. The next activity was teacher explained the key point of the
dialogue, including grammar and the form of interpersonal and transaction feature of the dialogue. When the teacher thought that the students had already mastered the form, she asked the students to construct a similar dialogue in pairs. Students would memorize the dialogue before presenting it in front of the class. Those activities made the students easily predicted what would be done in the speaking class. That was done in every speaking class. Besides that, the speaking class was always done in the classroom. It made the students bored.

Due to this fact, it was necessary to make an attempt to improve students’ speaking ability by applying other technique. English teacher must be able to improve students’ motivation to study English better by creating an interesting situation that makes students actively ask, discuss, and express their ideas and feeling. Actually, there were several techniques in teaching English as a foreign language to increase the students’ motivation to pay attention to the items being taught. One of them was by implementing language games in the English class. Snakes and Ladders game was chosen to be applied in the teaching speaking class in the seventh grade of students of SMPIT Nurul Islam Tengaran.

Games are obvious types of self-motivating material. They have strong appeal. As stated by Adenan (1997: 9), that “… and games are self-motivating because they offer a challenge that can commonly be met successfully”.

There were some benefits in using games in language teaching; 1) the vocabulary and sentence structure were in a controlled range so that the learner could meet the challenge they offered; 2) the focus was on language. The learner should be able to make good use of language; and 3) games offered much
opportunity for the learner to practice and repeat the sentence patterns and vocabulary. As it was summarized by Huyen and Nga (2003: 6) that “Games are useful and effective tools that should be applied in vocabulary classes”.

Further, Huyen and Nga (2003: 5) state that:

“Games have been shown to have advantages and effectiveness in learning vocabulary in various ways. First, games bring in relaxation and fun for students, thus help them learn and retain new words more easily. Second, games usually involve friendly competition and they keep learners interested. These create the motivation for learners of English to get involved and participate actively in the learning activities. Third, vocabulary games bring real world context into the classroom, and enhance students’ use of English in a flexible, communicative way”.

Games were highly motivating because they were amusing and interesting. They could be used to give practice in all language skills and be used to practice many types of communication. This was supported by Ersoz (2000: 2) that says “Games are highly motivating since they are amusing and at the same time challenging”. Besides, games are motivating and challenging, they also entertaining, and they can give shy students more opportunity to express their opinions and feelings (Hansen, 1994: 118 in Uberman 1998: 20).

Wright, Betteridge and Buckby (1984: 1) state that games help and encourage many learners to sustain their interest and work. The learners want to take part and in order to do so must understand what other are saying or have written, and they must speak or write in order to express their own point of view or give information.

Games also helped the teacher to create contexts in which the language was useful and meaningful. The learners waned to take part and in order to do so
must understand what others are saying or have written, and they must speak or write in order to express their own point of view or give information.

Based on those mentioned experts’ arguments, I define games, in line with the need of the research, are obvious types of self-motivating material that can encourage learners to sustain their interest and work and increase cooperative learning because they were amusing and interesting. They could be used to give practice in all language skills and be used to practice many types of communication.

In teaching English, I always covered every theme into four skills; listening, speaking, reading and writing. And I also served some aids for each skill, such as I used cassette about monologue or dialogue and some times I also used English song in my listening session; I served modeling of text in my reading class; and I usually used pictures in my writing session. Nevertheless, so far, in my speaking session I used to use my traditional technique, which was considered monotonous. The teacher’s activities such as translating the dialogue, explaining vocabularies, and the key expression took the biggest portion of the time; as the result there was limited time for the students to practice speaking. Most of the speaking activities were in the written form, such as answering the questions from the dialogue, translating the dialogue, and making written dialogue in pair. Furthermore, the technique, which was applied during teaching learning process, made the students passive as they often got broad oral explanation from me.

I do believe that my way in teaching speaking was not effective since I just asked the students to read and memorize the expression or the dialogue on
their textbook. As it is stated by Decarrio, 2001 in Huyen and Nga (2003: 5) that “words should not be learnt separately or by memorization without understanding”

Therefore, I was sure that Snakes and Ladders as one kind of language games that could be used in language teaching and learning was good selection to solve the students’ problems on vocabulary. Moreover, by implementing this game, they were forced to be able to speak fluently, grammatically, of using vocabulary appropriately, pronounce accuracy, and lexically. Fluent means use the language quickly and confidently with few unnatural pauses. Grammatical is able use word and sentence stress, intonation patterns and the rhythm of the second language, while accuracy means select appropriate words and sentences according to the proper social setting, audience, situation and subject matter; and lexically is use language as a means of expressing values and judgments. Because the Snakes and Ladders provides colorful pictures can be the visual aid to practice speaking. As it is stated by Pike (1989) in Silberman (2007: 2) that “adding visual to lesson increasing retention from 14 to 38 percent”. In line with Pike, Silberman (2007: 2) reports that:

“Studies also showed an improvement of up to 200 percent when vocabulary is taught using visual aids. Moreover, the time required to present a concept is reduced up to 40 percent when visuals are used to augment a verbal presentation. A picture may not be worth a thousand words, but it is three times more effective than words alone”.

"com. iser"
There are some reasons why I do believe that Snakes and Ladders as one of language games can overcome the students speaking problems:

1. **Snakes and Ladders game improved students’ vocabulary.** Snakes and Ladders games were served in colorful pictures. Through this game, I could teach noun, personal pronouns, verbs, adverbs and adjectives.

2. **Snakes and Ladders game increased students’ pronunciation.**

   Pronunciation refers to the way a words or language is usually spoken. By doing this game the students will learn how to say a word in an appropriate pronunciation since there is some repetition for some same word.

3. **Snakes and Ladders game helped students produce sentence fluently.**

   “Games encourage, entertain, teach, and promote fluently” (Uberman: 1998: 20). Early (2009: 1), “English language learning games are fun way to help English as a Second Language mastery and fluency”, supports it. Because of there is some repetition for some same words, the students later on will familiar with the words, and also there is a possibility for the repetition of sentence question and as well as the answer.

4. **Snakes and Ladders could help students answer the question directly.**

   Students stop thinking about language and begin using it in a spontaneous and natural manner within the classroom (Schutz, 1988 in Deesri (2002).

   a. **Snakes and Ladders helps the students to find the appropriate word when they want to construct the sentence since there are pictures available.**

   b. **This game helps to force the students to move their body; as a result they will stay awake during the lesson. “For many children between four and**
twelve years old, especially youngest, language learning will not be they key motivation factor. Games can provide this stimulus” (Lewis, 1999 in Mei and Yu-jing, 2000: 1)

5. Snakes and Ladders game was fun.
   a. Junior high school students are mostly still like to play. By doing this game the students will study while they are learning. “Games are fun and children like to play them” (Mei and Yu-jing: 2000: 1).
   b. Snakes and Ladders game increase the students’ activities and decrease the non academic activities during the lesson.
   c. Snakes and Ladders game can increase the students’ time to speak and decrease the teacher’ speaking time. By doing this game the students have a lot of opportunities to practice speaking with their partner, and the teacher can be as the facilitator and controller the activities without speak much.
   d. Academic achievement can be increased. By having practice lots, the students will be able to speak fluency, grammatically, vocabulary appropriately, contextual accurately, and pronunciation acceptably. When the students can speak in this way of course their speaking ability increases. It means that their academic achievement also increase.

In short, it was believed that Snakes and Ladders as one kind of language games could be one of the best ways to overcome the students speaking problems in term of the lack in fluency, grammaticality, vocabulary appropiacy,
contextual accuracy, and pronunciation acceptably. By implementing Snakes and Ladders game, it is sure that the student’s speaking ability can improve well.

B. Problems Statement

Based on the explanation in the background of the study, the problems in this research can be formulated as follows:

1. Do and to what extent language games improve students’ speaking ability?
2. What happens with the class when language games are used to improve students speaking ability?

C. Objectives of the Research

Based on the problem statement above the objectives of the research are:

1. To identify whether and to what extent the language games can improve students’ speaking ability or not.
2. To describe the class situation when language games are applied in teaching speaking.

D. Benefits of the Research

Some teachers think that language games are a waste of time and prefer not to use them in classroom since games sometimes have been considered only for its one element that is fun. In fact, games can provide EFL and ESL students more than that. Among several strategies used to improve students' proficiency such as visual aids, CALL (Computer Assisted Language Learning), drama, role-
play, and so on, games are another useful strategy to promote students' language proficiency.

It is hoped that this research can be useful for the students, the other teachers, further research, and SMP IT Nurul Islam Tengaran.

1. For the students

Playing games in the classroom could enormously increase students' ability in using language because students have a chance to use language with a purpose in the situations provided. Hadfield (1990) in Deesri (2002: 4) confirms that “games provide as much concentrated practice as a traditional drill and more importantly, they provide an opportunity for real communication, albeit within artificially defined limits, and thus constitute a bridge between classroom and the real world”.

Form the Snakes and Ladders game, will enrich the students’ speaking ability because they were taught using the language games that was theoretically effective for improving students’ speaking ability. Moreover, Snakes and Ladders game provided many kind of pictures. From those pictures, students could increase their vocabularies. In addition, the students could make it as a strategy which helped them to have a better ability in speaking fluency, and correctly.

2. For the other teachers

Traditionally, games have been used in the language class as warm-ups at the beginning of class, fill-ins when there is extra time near the end of class, or as an occasional bit of spice stirred into the curriculum to add variety. All
these are fine, but games can also constitute a more substantial part of language courses (Lee, 1979; Rixon, 1981, Uberman, 1998). I hope that through this research the English teacher of this institution will get a large knowledge about teaching speaking using language games and the result of the research can be a useful input in English teaching learning process especially for improving speaking ability.

In addition, hopefully not only the English teachers of this institution who got benefit from this research but also the other teachers who read this research. They would get inspiration in improving their teaching method so that they could attract students and finally improved the students’ mastery of the material that they taught.

3. For further research, this research will be useful as valuable resource in conducting the similar research.

4. For the government, especially the Minister of Education, this research can enrich the seminar material of teaching and learning technique on educational department.

5. Finally, for SMP IT Nurul Islam Tengaran, this research will be useful for increasing the point when it has accreditation.
CHAPTER II

REVIEW OF RELATED LITERATURE

For the development of this study, I studied some important aspects about the speaking skills and games. In order to do it, I explored different theories, explained below, that are related to these topics.

A. Speaking

1. Definition of Speaking

Every language has two kinds of skills. The first one is the receptive skill which involves two aspects: understanding and reading; and the second one is the productive skill, which involves writing and speaking. Bygate (1987) in Leon and Esperanza (2010: 15) stated, “Speaking is a skill which deserves attention as much as the literary skills in both native and foreign languages”. When students speak in a confident and comfortable way, they can interact better in real daily situations. Because of this, the purpose of this research was to encourage the development of fluency in spoken English. It’s even for students with elementary English language abilities. For us, developing fluency implies taking risks by using language in a relaxed, friendly atmosphere – an atmosphere of trust and support. Speaking fluently, of course, involves speaking easily and appropriately with others.

According to Hornby (1987: 827), speaking is making use of words in an ordinary voice; uttering words; knowing and being able to use a language; expressing oneself in words; making a speech.
Widdowson (1996: 59) states that speaking is the way in which the language system is manifested through the organs of speech.

To develop this research, it was not necessary to concentrate on particular aspects such as the differences between key sounds with basic stress forms and intonation patterns or to master grammatical items. The main idea was to focus on those general oral items to communicate in a foreign language. Therefore, the idea was to invite our students to talk to each other in describing a single picture by using games as the main strategy. Being in a classroom learning a language was essentially a social experience and should be memorable. In part, this was because of the relationship during a time of being and learning together. In fluency work, our aim was to make learners less conscious of their vulnerability in the target language by challenging them to become interested in participating.

From some definitions above it can be concluded that speaking is the way in which the language system is manifested through the organs of speech that is making use of words in an ordinary voice. The focus of this research is to improve the students’ speaking ability by implementing the language game “Snakes and Ladders” game

2. **Speaking Areas of Knowledge**

Many language learners regard speaking ability as the measure of knowing a language. They regard speaking as the most important skill they can acquire and they assess their progress in terms of their accomplishments in spoken
communication. These learners define fluency as the ability to read, write, and comprehend oral language.

There are three areas of speaking knowledge: 1) mechanics (pronunciation, grammar and vocabulary) is the knowledge of using the right words in the order with the correct pronunciation; 2) functions (transaction or interaction). It regards to knowing when clarity of message is essential (transaction or information exchange) and when process understanding is not required (interaction or relationship building); 3) social and cultural rules and norms (turn taking, rate of speech, length of pauses between speakers, relative roles of participants). This is called as understanding how to talk into account who is speaking, to whom, in what circumstances, about what and for what reason.

3. Element of Speaking

Harmer (2001: 269) writes two elements of speaking; language feature and mental or social processing.

a. Language Feature

1) Connected Speech; effective speakers of English need to be able not only to produce the individual phonemes of English but also to use fluent ‘connected speech’. In connected speech sound are modified (assimilation), omitted (elision), or weakened (through contractions and stress patterning)

2) Expressive device; native speakers of English change the pitch and stress of particular parts of utterances, vary volume and speed, and show by other physical non-verbal (paralinguistic) means how they are feeling (especially in
face to face interaction). The use of this devise contributes to the ability to convey meanings.

3) Lexis and grammar; spontaneous speech as marked by the use of number common lexical phrases, especially in the performance of certain language functions. Teacher should therefore supply a variety of phrases for different functions such as agreeing or disagreeing, expressing surprise, sock or approval.

4) Negotiation language: effective speaking benefits from the negotiatory language we use to seek clarification to show the structure of what we are saying.

b. Mental or Social Processing

1) Language processing: effective speakers need to be able to process language. In their own heads and put it into coherent order so that it comes out in forms that are not only comprehensible, but also convey the meanings that are intended. Language processing involves the retrieval of words and phrases from memory and their assembly into syntactically and proportionally appropriate sequences.

2) Interacting with others: most speaking involves interaction with one or more participants. This means that effective speaking also involves a good deal of listening, an understanding of how the other participants are feeling, and knowledge of how linguistically to take turns or allow other to do so.
3) Information processing: quite apart from our response to others’ feeling, we also need to be able to process the information they tell us the moment we get it.

4. Micro and Macroskills in Speaking

a. Microskills


1) Produce chunks of language of different length.
2) Orally produce differences among the English phonemes and allophonic variants.
3) Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonational contours.
4) Produce reduced forms of words and phrases.
5) Use an adequate number of lexical units (words) in order to accomplish pragmatic purposes.
6) Produce fluent speech at different rates of delivery.
7) Monitor your own oral production and use various strategic devices (pauses, fillers, self-corrections, backtracking) to enhance the clarity of the message.
8) Use grammatical word classes (nouns, verb, etc), system (tenses, agreement, pluralization), word order, patterns, rules, and elliptical forms).
9) Produce speech in natural constituents – in appropriate phrases, pause groups, breath groups, and sentence constituents.
10) Express a particular meaning in different grammatical forms.
11) Use cohesive devices in spoken discourse.

b. Macroskills

12) Appropriately accomplish communicative functions according to situations, participations, and goals.
13) Use appropriate registers, implicature, pragmatic conventions, and other sociolinguistic features in face-to-face conversations.
14) Convey links and connections between events and communicate such as relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
15) Use facial features, kinesics, “body language,” and other nonverbal cues along with verbal language in order to convey meanings.
16) Develop and use battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.

5. Ability

According to Crystal (1994: 75), ability or competence is a person’s unconscious knowledge of system of rules underlying his/her language: referring to the ability to produce and understand sentences appropriate to the social context in which they occur. Ability is something done successfully with effort and skill. The word ability is derived from “able” that is equal to complete, accomplish or get something done, gain or reach up by an effort. It can be concluded that ability is something done by effort or skill required and then get a good result or successfully.

6. Characteristics of a Successful Speaking Activity

According to Littlewood (1981: 120), there are some characteristics of activities that make judge in successful speaking; learners talk a lot, participation is even, motivation is high, and language is often an acceptable level.

a. Learners talk a lot. As much as possible of the period allotted to the activity is in fact occupied by learner talk.

b. Participation even. It means that a minority of talkative participants does not dominate the classroom discussion: all get a change to speak, and contribution is fairly evenly distributed.
c. **Motivation is high.** It is regard to the learners are eager to speak because they are interested in the topic and have something new to say about it, or because they want to contribute to achieving a skill objective.

d. **Language is of an acceptable level.** It means that learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.

7. **Assessing and Evaluating Speaking**

Among the macro skill of language, it has been widely recognizes that speaking, particularly in a second or foreign language, is the most difficult language skill to assess" (Luoma: 2004).

Assessment is an ongoing process that encompasses a much wider domain. It includes a students responds to a question, offers a comment, or tries out a new word or structure (Brown, 2004: 4).

a. **Kinds of classroom assessments**

Spandel & Stiggins (1990: ix) state that there are varieties of classroom assessments which provide better pictures of learning and instruction. They are performance assessment, teacher observation, conferencing, self-assessment, peer assessment, and portfolio assessment.

Performance assessment is kind of assessment when students are required to create a product or formulate a response that demonstrates proficiency in a skill or understanding of a process or a concept. Typically, performance assessments are “authentic” in that they are structures around real-life problems or situation.
The second assessment is teacher observation, which is the teacher observes students engaging in a variety of tasks or activities using checklists, rating scales, etc., to record his or her judgment about a student’s performance in reaching a specific benchmark. The next assessment is conferencing. It is when the teacher and student dialogue to evaluate the student’s progress on reaching one or more specific goals. Another assessment is self-assessment it is kind of assessment when students reflect upon and evaluate their own work with assessment developed by the teacher and/or student. Peer assessment is then the assessment in which students evaluate each other’s work with assessment criteria developed by the teacher and/or students. Finally, Portfolio Assessment is reached as the student’s work is recorded in a collection of material decided upon by the student and/or teacher, spanning a period of time, that reflect the student’s learning processes, growth, and achievement in an organization and systematic way.

Further Spandel & Stiggins (1990: ix) mention the three types of assessment and evaluation that occur regularly throughout the school year: diagnostic, formative, and summative.

Diagnostic assessment and evaluation usually occur at the beginning of the school year and before each unit of study. The purposes are to determine students' knowledge and skills, their learning needs, and their motivational and interest levels. By examining the results of diagnostic assessment, teachers can determine where to begin instruction and what concepts or skills to emphasize. Diagnostic assessment provides information essential to teachers in selecting relevant learning objectives and in designing appropriate learning experiences for all
students, individually and as group members. Keeping diagnostic instruments for comparison and further reference enables teachers and students to determine progress and future direction. Formative assessment and evaluation focus on the processes and products of learning. Formative assessment is continuous and is meant to inform the student, the parent/guardian, and the teacher of the student's progress toward the curriculum objectives. This type of assessment and evaluation provides information upon which instructional decisions and adaptations can be made and provides students with directions for future learning. Involvement in constructing their own assessment instruments or in adapting ones the teacher has made allows students to focus on what they are trying to achieve, develops their thinking skills, and helps them to become reflective learners. As well, peer assessment is a useful formative evaluation technique. For peer assessment to be successful, students must be provided with assistance and the opportunity to observe a model peer assessment session. Through peer assessment students have the opportunity to become critical and creative thinkers who can clearly communicate ideas and thoughts to others. Instruments such as checklists or learning logs, and interviews or conferences provide useful data. Summative assessment and evaluation occur most often at the end of a unit of instruction and at term or year-end when students are ready to demonstrate achievement of curriculum objectives. The main purposes are to determine knowledge, skills, abilities, and attitudes that have developed over a given period of time; to summarize student progress; and to report this progress to students, parents/guardians, and teachers. Summative judgments are based upon criteria
derived from curriculum objectives. By sharing these objectives with the students and involving them in designing the evaluation instruments, teachers enable students to understand and internalize the criteria by which their progress will be determined. Teachers as decision makers strive to make a close match between curriculum objectives, instructional methods, and assessment techniques.

b. Areas of Assessment

According to Park (2009), there are four areas assessed by examiners in the speaking: fluency and coherence, lexical resource, grammatical range and accuracy, and pronunciation.

From what Park has mentioned it can be explain as follows: 1) fluency and coherency is the ability to talk at a normal rate of speech (not too fast and not too slow), with normal effort, and without too many pauses or corrections and the ability to present and link ideas in an understandable and connected way; 2) lexical resource means how clearly can the speaker present his information, ideas and opinions through the words he/she chooses to use; 3) grammatical range and accuracy is how broad is the range of grammatical structures, how complex are those structures, and how long are the answers; and 4) pronunciation is how difficult is it for the examiner to understand what is saying because of the way is pronouncing words.

In line with Park (2009), Admin (2008: 3) listed four area of speaking assessment. They are pronunciation, vocabulary, sentence structure, and fluently and coherence.
Madsen (1983: 147) writes the criteria to choose in evaluating oral communication; grammar, vocabulary, pronunciation, fluency, and appropriateness of expression.

In term of evaluation in speaking, Weir (1988: 73) proposes eight techniques; verbal essay, oral presentation, interview, information transfer: description of a picture sequence, information transfer: question on a single picture, interaction task, and role play.

The evaluation process, which is carried out parallel to instruction, is a cyclical one that involves four phases: preparation, assessment, evaluation, and reflection. There are five criteria are evaluated in this research. They are grammar, vocabulary, pronunciation, fluency, and content or appropriateness of expression. The technique is adopted from Weir (1988: 73), technique; information transfer question on a single picture. In which, I ask the students to describe a picture that were available on the board of the game which they have had time to study.

8. Types of Speaking Task

The testing of speaking is widely regarded as the most challenging of all language exams to prepare, administer, and score. There are some reason why speaking seem so challenging. One of them is that the nature of speaking skill itself is not usually well defined (Madsen, 1983: 147).

Another challenge is the design of elicitation techniques. Because most speaking is the productive of creative construction of linguistic strings, the speaker makes choices of lexicon, structure, and discourse (Brown, 2004: 140).
Speaking is a productive skill that can be directly and empirically observed. In productive performance, the oral or written stimulus must be specific enough to elicit output within an expected range of performance such that scoring or rating procedures apply appropriately.

Brown (2004: 140-142) lists five possible task categories: imitative, intensive, responsive, interactive, and extensive.

a. Imitative

Drills offer students an opportunity to listen and to orally repeat certain strings of language that may pose some linguistic difficulty either phonological or grammatical.

b. Intensive speaking

Drills or repetitions focusing on specific phonological or grammatical point, such as minimal pairs or repetition of a series of imperative sentences.

c. Responsive

Responsive assessment task included interaction and test comprehension at the limited level of very short conversations, standard greeting and small talk, simple requests and comments, and the like.

d. Transaction

Dialogue conducted for the purpose of information exchange, such as information gathering interviews, role play, or debates.

e. Interpersonal

Dialogue to establish or maintain social relationships, such as personal interviews or casual conversation role play.
f. Extensive

Extended monologues such as short speech, oral reports, or oral summaries.

In teaching speaking, those types of task are applied in order to drill the students to speak.

In this research, responsive speaking is used to assess speaking ability. Assessment of responsive tasks involves brief interactions with an interlocutor. The form of the task is question and answer task. The question and answer task consist of one or two questions from an interviewer. The responsive speaking task is chosen because it tends to give the test-taker more opportunity to produce meaningful language in response.

9. The Criteria for Speaking Test

a. International English Language Testing System (IELTS)

Admin (2008) lists four elements of speaking to be tested; fluency and coherence, lexical resource, grammatical range and accuracy, and pronunciation.

For the scoring rubric can be seen in the table 2.1.

1) Fluency and coherency

It refers to the ability to talk with normal levels of continuity, rate and effort and to link ideas and language together to form coherent, connected speech. Fillmore (1979) in Nation (1989: 377) defines fluency is “the ability to fill time with talk…a person who is fluent in this way does not have to stop many times to think of what to say next or how to phrase it”. The key indicators of fluency are speech rate and speech continuity.
The key indicators of coherence are logical sequencing of sentences, clear marking of stages in a discussion, narration or argument, and the use of cohesive devices within and between sentences.

2) Lexical resource

It refers to the range of vocabulary the candidate can use and the precision with which meanings and attitudes can be expressed. The key indicators are the variety of words used, the adequacy and appropriacy of the words used and the ability to circumlocute with or without noticeable hesitation.

3) Grammatical range and accuracy

It refers to the range and accurate and appropriate use of the candidate’s grammatical resource. The key indicators of grammatical range are the length and complexity of the spoken sentences, the appropriate use of subordinate clauses, and the range of sentence structure. The key indicators of grammatical accuracy are the number of grammatical errors in a given amount of speech and the communicative effect of error.

4) Pronunciation

It refers to the ability to produce comprehensible speech to fulfill the speaking test requirements. The key indicators are the amount of strain caused to the listener, the amount of the speech, which is unintelligible, and the noticeability of L1 influence.
Table 2.1. Admin (2008) Scoring Rubric

<table>
<thead>
<tr>
<th>Skills</th>
<th>Score</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fluency and Coherency</td>
<td>0</td>
<td>- Speech very disconnected and difficult to follow</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Sometimes unable to take an active part in interaction or conversation</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>- Hesitation sometimes demands unreasonable patience of the listener</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Able to take part in the conversation at a sufficient level</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Contributes for much of the interaction, but with intrusive difficulties or deviations at times</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>- Some hesitation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Able to take part in the conversation at most times</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Contributes for much of the interaction</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>- Maintain the flow of language, although hesitation may occur</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Able to take an active part in the conversation at most times</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Contributes with ease for most of the interaction with occasional difficulties</td>
</tr>
<tr>
<td>Lexical resource</td>
<td>0</td>
<td>- Knowledge of subject limited</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Pointless repetition</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Limited variety of ideas/arguments</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>- Sufficient knowledge of subject</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Sufficient variety of ideas/arguments</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Frequent digression from task</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>- Adequate knowledge of subject</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Adequate variety of ideas/arguments</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Occasional digression from task</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>- Lexical accuracy is high</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- High range of vocabulary</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Appropriate register</td>
</tr>
<tr>
<td>Grammatical range and accuracy</td>
<td>0</td>
<td>- Numerous structure errors</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Frequent error of tense, word order, articles, etc.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Meaning often obscured</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>- Several inaccuracies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Frequent error of tense, word order, articles, etc. which do not obscure meaning</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>- Some inaccuracies, problems mainly with complex constructions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Some error of tense, word order, articles, etc.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Meaning is conveyed</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>- Grammatical accuracy is high</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Good use of structures</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Few errors of tense, word order, articles, etc.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Meaning is conveyed effectively.</td>
</tr>
<tr>
<td>Pronunciation</td>
<td>0</td>
<td>- Pronunciation is generally intelligible, but, L1 features may put a train on the listener</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>- Pronunciation is sufficiently clear</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- L1 accent may be evident, and frequently affects the clarity of the message.</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>- Pronunciation is generally clear</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- L1 accent may be evident, and sometimes affects the clarity of the message.</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>- Pronunciation is of a high level, L1 accent may be evident, but doesn’t affect the clarity of the message.</td>
</tr>
</tbody>
</table>


1) Fluency

Fluency is smooth, rapid, effortless, accurate use of language. The notion is chiefly applied to oral fluency/speech, but also used with reference to ability in writing, reading, and singing.

2) Grammar

It is a systematic analysis of the structure of language. A descriptive grammar which provides a precise account of actual usage and a prescriptive grammar which attempts to establish rules for the correct use of language in society.

3) Vocabulary/Diction

It refers to the effective choice of words. The notion is usually employed in describing the vocabulary of a literary author, but any kind of writing can have its diction evaluated—as indeed can the spoken language, clarity of pronunciation becomes an additional factor in achieving a particular effect.

4) Content is the speech material that is relevant and adequate response to the task set.

Table 2.2. The Weir (1998) Scoring of Speaking Test

<table>
<thead>
<tr>
<th>Elm</th>
<th>Sc</th>
<th>Criteria</th>
</tr>
</thead>
</table>

*com. user*
10. Construct of Speaking

Based on the explanations above, it can be summarized that speaking ability is an ability to express or communicate opinion, thoughts, and ideas by speech production or talking. Student has a certain language speaking ability if his/her utterances meet the five criteria of good speaking. They are fluency, grammar, vocabulary, content, and pronunciation.

Student has a certain language speaking ability if the student is able to produce oral language to participate in any kind of activity within the range of
his/her experience with a high degree of fluency. Student is able to use grammatical word classes (nouns, verb, etc), system (tenses, agreement, pluralization), word order, patterns, and rules). Errors in grammar are quite rare. Student is able to understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary. Student is able pronounce the words correctly and accurately. Errors in pronunciation are quite rare. Student is able to use the speech material that is relevant and adequate response to the task set.

11. Scoring Rubric

The scoring rubric that I used in this research is the combination of Admin (2008) and Weir (1998), as follow:

<table>
<thead>
<tr>
<th>Elm</th>
<th>Sc</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>Utterances halting, fragmentary and incoherent</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Utterances hesitant and often incomplete except in a few stock remark and responses</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Sign of developing attempts at using cohesive devices, especially conjunction</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Utterances, whilst occasionally, are characterized by an evenness and flow hindered, very occasionally, by grouping, rephrasing and circumlocutions. Inter-sentential connectors are used effectively as fillers.</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>Unable to function in the spoken language; almost all grammatical patterns inaccurate, except for a few stock phrases.</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Syntax is fragmented and there are frequent grammatical inaccuracies; some patterns maybe mastered but speech may be characterized by a telegraphic style and confusion of structural elements.</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Some grammatical inaccuracies; developing a control of major patterns, but sometimes unable to sustain coherence in longer utterances.</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Almost no grammatical inaccuracies; occasional imperfect control of a few patterns</td>
</tr>
</tbody>
</table>
B. Language Games

Keeping in mind that our 12th grade students felt afraid of speaking during the classes, we considered games as the best motivation to help them speak in an appropriate atmosphere. The games also provided them with opportunities for free expression. According to the idea mentioned above, Mora & Lopera (2001) in Leon and Esperanza (2010: 16) stated, “games and fun activities have always been one of everybody’s favorite things to do in a class, both for teachers and students”.

1. Definition of Language Games

Before talking about the role of games to improve the student’s speaking skills, we introduced some definitions of game. A game is an activity of sport
involving skill, knowledge or chance in which a person follows fixed rules and
tries to win against an opponent. It is an activity engaged in for amusement. It can
also be defined as the manner of playing in a contest, a situation that involves
rivalry or struggle.

Certainly, games can be related to language learning. Language games can
add fun and variety to conversation sessions if the participants are fond of games.
In addition, games are especially refreshing after grammar activities. Also a game
is a wonderful activity to break the routine of classroom drills by providing
relaxation while remaining within the framework of language learning. A game
can in fact be stimulating and entertaining.

Language game is a concept developed by Wittgenstein in Wikipedia “is
a simple language, combined with a context that shows what to do with the
language”. The term of “language games” refers to the models of primitive
language that invent to clarify the working of language in general. It refers to
games that children which enable them to learn the language. So it can be said that
language games not only function as time filling activities but also they can bring
some educational values that enable the children to learn the language.

In Wikipedia, the free encyclopedia, language game (also called secret
language or ludling) is a system of manipulating spoken words to render them
incomprehensible to the untrained ear. Language games are used primarily by
groups attempting to conceal their conversations from others.

From the definition above, it can be seen clearly that language games do
not only provide supportive activities and practices that can motivate the students
to interact and communicate, but games can also create opportunities for students to acquire the language in a meaningful way. In short, it can be said that language games are able to help students use and practice the target language in a relaxed way.

2. Characteristics of Language Games

The key of successful language games is that the rules are clear, the ultimate goal is well defined and the game must be fun” (Hong, 2002: 1).

A game is basically play governed by rules. A language game is exactly the same, but with clear linguistic rules to which all participants in the activity must conform.

A game has objectives. One of the rules, and probably the main one, is the achievement of an objective. This objective can be something like making points for correctness or finishing an activity first. A game is a closed activity. Games must have a beginning and an end. It must be easy for the players, or the teacher, to know who is about to reach the aim. A game needs less supervision from the teacher. This must be understood as linguistic supervision. Sometimes the game is conducted by the teacher who acts as judge, scorer and/or referee. It is easier for students to keep going. Compared with pair or group work, a game has a ludic element that other interaction patterns do not have. This makes the activity more
attractive. The key of successful language games is that the rules are clear, the ultimate goal is well defined and the game must be fun.

3. Types of Language Games

Klauer (1998: 1) mentions four types of language games: 1) cooperative games. In this type of game, the main action is centered in trying to reach the aim in cooperation. This type of game is excellent to encourage the shy students, since it requires the participation of all the members of a team, group or pair. Some typical activities may include the completion of a drawing, putting things in order, grouping things, finding a pair or finding hidden things. Students are involved in the exchange of information to complete the task and in giving/following instructions, 2) Competitive games. As the name indicates, in this type of game there is an overt competition between teams, or sometimes of an individual against the rest of the class (as in 20 Questions). The competition may also be of individuals against other individuals. The object of this type of game is finishing or reaching the end before the other competitions, making more points, surviving elimination, or avoiding penalties. The rules may require the players to produce correct language as part of the game and force students to draw conclusions more quickly, 3) Communication games. The main objective in this type of game is getting the message over to the other players and reacting appropriately to their messages. For example, when giving instructions, the player giving them must be clear, and the player following them must do exactly what he is required to. The tasks are usually practical, like following instructions, drawing, persuading other
players, etc. This means that players will concentrate on the task rather than on the language, besides, students can see the results of their use of language at once which will help to build students confidence, 4) Code-control games. This type of game requires that students produce correct language: structures, spelling, pronunciation, etc. The production of correct language will make the players of the team win points.

In this research, I applied a kind of language games as the other name of communication games.

4. **Kinds of Language Games**

Cazzane (2009: 1) proposes seven types of language games types of language games that can be used in connection with the Language teaching. Those are can be explain as follows:

**a. Board games**

Board games use as a central tool a board on which the players' status, resources, and progress are tracked using physical tokens. Many also involve dice and/or cards. Virtually all board games involve "turn-based" play; one player contemplates and then makes a move, then the next player does the same, and a player can only act on their turn. These games can be adaptations of several well-known card games and board games like snakes and ladders.

**b. Card games**

Card games use a deck of cards as their central tool. These cards may be a standard Anglo-American (52-card) deck of playing cards (such as for bridge, poker, Rummy, etc), a regional deck using 32, 36 or 40 cards and different suit
signs (such as for the popular German game *skat*), a *tarot deck* of 78 cards (used in Europe to play a variety of *trick-taking games* collectively known as Tarot, Tarock, and/or Tarocchi games), or a deck specific to the individual game (such as *Set* or *1000 Blank White Cards*).

c. Dice games

Dice games use a number of *dice* as their central element. Board games often use dice for a randomization element, and thus each roll of the dice has a profound impact on the outcome of the game, however dice games are differentiated in that the dice do not determine the success or failure of some other element of the game; they instead are the central indicator of the person's standing in the game. Such games are thus popular as gambling games; the game of *Craps* is perhaps the most famous example, though Liar's dice and Poker dice were originally conceived of as gambling games.

d. Domino and tile games

Domino games are similar in many respects to card games, but the generic device is instead a set of tiles called *dominoes*, which traditionally each have two ends, each with a given number of dots, or "pips", and each combination of two possible end values as it appears on a tile is unique in the set. The games played with dominoes largely center around playing a domino from the player's "hand" onto the matching end of another domino, and the overall object could be to always be able to make a play, to make all open endpoints sum to a given number or multiple, or simply to play all dominoes from one's hand onto the board.

e. Pencil and paper games
Pencil and paper games require little or no specialized equipment other than writing materials, though some such games have been commercialized as board games (Scrabble, for instance, is based on the idea of a crossword puzzle, and tic-tac-toe sets with a boxed grid and pieces are available commercially).

f. Guessing games

A guessing game has as its core a piece of information that one player knows, and the object is to coerce others into guessing that piece of information without actually divulging it in text or spoken word. Charades is probably the most well-known game of this type, and has spawned numerous commercial variants that involve differing rules on the type of communication to be given, such as Catch Phrase, Taboo, Pictionary, and similar. The genre also includes many game shows such as Win, Lose or Draw, Password and $25,000 Pyramid.

g. Video games

Video games are computer- or microprocessor-controlled games. Computers can create virtual tools to be used in a game between human (or simulated human) opponents, such as cards or dice, or can simulate far more elaborate worlds where mundane or fantastic things can be manipulated through game play.

In this research, the board game is applied in a form of Snakes and Ladders. Snakes and Ladders is chosen because in fact it has the same characteristic with the board games that are: it uses a piece of board, and a token in playing this.
5. The Benefits of Using Language Games

In the previous discussion, it is explained that as a teaching technique, language games are not just time-filling activities in the class, but also have a great educational value. Lee (in Uberman, 1998: 3) holds that most language games make learners use the language instantly without thinking about the correct form of the language itself. So at this phase, the language games can lower students’ anxiety in using the target language, they are also highly motivating and entertaining so that the shy students will get more opportunities to express their opinion and feeling.

Further support comes from Zdybiewska (as cited in Uberman, 1998: 3), she believes that games can be a good way in practicing the target language that being learned by the children, since they are able to provide a model of language on what the learners will use in the real life. Related to that statement, Kim (1995: 35) presents six advantages of using the language games in the classroom, which are: 1) games are motivating and challenging; 2) games are as a welcome break from the usual routine of the language class; 3) games help the students to make and sustain the effort of learning; 4) games provide language practice in the various and integrated language skills; 5) games encourage students to interact and communicate to each other; 6) games create a meaningful context for language that is being learned by the students.

In line with Kim, Mei and Yu jing (2000) also believe that through playing games, students can learn English as the way the children learn and say
their mother language without being aware they are studying; thus without stress, the students can learn a lot in learning the target language.

While Wright et al. (1984) write that games can help the teacher to create contexts in which the language is useful and meaningful. The learners, who want to take part in the activities, must understand what others are saying or have written, and in order to do so, the students then must speak or write in expressing their own point of views or give information.

Another words of the benefits of using game in teaching and learning is delivered Tuysuz (2009), “The fact that games present effective practice opportunity and supply motivation for learning”

In conclusion, games are able to help the students use and practice the target language being learned in a relaxed way. Games are also highly motivating since they are amusing and interesting. Games also can be used in giving practice in all language skills and the use to practice many types of communication, which is in line with the objectives of the teaching skill.

C. Teaching Speaking using Language Games

1. Teaching Speaking

In English Second Language, teaching speaking means to teach ESL learners to: 1) produce the English speech sounds and sound patterns; 2) use word and sentence stress, intonation patterns and the rhythm of the second language; 3) select appropriate words and sentences according to the proper social setting, audience, situation and subject matter; 4) organize their thoughts in a meaningful
and logical sequence; 5) use language as a means of expressing values and judgments; 6) use the language quickly and confidently with few unnatural pauses, which is called as fluency (Nunan 2003 in Kayi: 2006).

The goals of teaching speaking should improve students’ communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance.

2. The Techniques of Using Language Games

As it has been mentioned in the previously, that there are many kinds of games that can be used in language teaching and learning. In this research, I will use board games suggested activities of using language games in teaching speaking skill which is in the form of Snakes and Ladders games.

a. Snakes and Ladders Game

Snakes and Ladders game is a popular board game for young children. This game usually involves two or more players and they take turns to move by rolling a dice. On the way to the finishing point, the players will meet with some hurdles in the form of snakes and some opportunities in the form of ladders. Whenever the player encounters a snake (or more accurately, the snake’s head), he or she will be thrown back to an earlier box (which is at the snake’s tail). On the other hand, whenever the player encounters a ladder, he or she can climb up the ladder to a higher box. The player who reaches the finishing point first wins the game.
Snakes and ladders, or Chutes and ladders, is a classic children's board game. It is played between two or more players on a playing board with numbered grid squares. On certain squares on the grid are drawn a number of "ladders" connecting two squares together, and a number of "snakes" or "chutes" also connecting squares together. The size of the grid (most commonly 8×8, 10×10 or 12×12) varies from board to board, as does the exact arrangement of the chutes and the ladders: both of these may affect the duration of game play (Wikipedia).

b. Procedure

Students are playing in small group of four. Each player starts with a token in the starting square (usually the "1" grid square in the bottom left corner, or simply, the imaginary space beside the "1" grid square) and takes turns to roll a single die to move the token by the number of squares indicated by the die roll, following a fixed route marked on the game board which usually follows a oxcrow track from the bottom to the top of the playing area, passing once through every square. If, on completion of this move, they land on the lower-numbered end of the squares with a "ladder", they can move their token up to the higher-numbered square. If they land on the higher-numbered square of a pair with a "snake" (or chute), they must move their token down to the lower-numbered square. A player who rolls a 6 with their die may, after moving, immediately take another turn; otherwise, the play passes to the next player in turn. If a player rolls three 6s on the die, they return to the beginning of the game and may not move.
until they roll another 6. The winner is the player whose token first reaches the last square of the track.

A variation exists where a player must roll the exact number to reach the final square (hence winning). Depending on the particular variation, if the roll of the die is too large the token remains where it is.

c. The Teacher’s Role in Games

Depending on the type of interaction pattern caused by the game and the type of game played, the teacher’s roles are very different.

1) The teacher may be the Master of Ceremonies and direct the game, or give that responsibility to a good student, in which case she will become the evaluator of the responses and occasionally the scorer of the game. Also the teacher might play the role of language consultant or informant. Other roles are those of monitor/corrector and referee.

2) Organizing games in class. Before a game is played the teacher must make sure that she has all the necessary materials ready: Are worksheets necessary? Role cards? Boards? Dice? Pointers? Score cards? The game rules must be made clear to the players, most of the times a demonstration is the best thing to do. A round of questions about the rules is another good method to check that everything is clear. This is crucial for the success of the activity, so every
effort should be made. After rules are understood, the game itself is to be set up. In competitive games, the formation of the teams is extremely important. The teacher must try and put together groups where there are players with different abilities and levels of competence. In communication games, it is a good idea to write some useful phrases on the board to “signal “the target language. During the game, the teacher must note down every recurrent mistake without interfering. A way to do this is by classifying the mistakes by vocabulary, grammar, pronunciation and so on. It is also good to try and copy the exact words the student said. This information is to be used in two ways, either as the source for a delayed correction stage after the game is over or as the base for the planning of remedial work in the next lessons. After the game finishes, a summary must be given. In this summary the teacher should be very careful to encourage students, highlight the good points that occurred during the game and take the opportunity to motivate his students. Here the teacher might want to correct the mistakes he noted down during the game, but making sure no student is referred to directly as the “mistake maker”. Group corrections must refer only to identify mistakes in general giving corrections for the whole group and not for individuals. In this way all students will benefit from the correction.

D. Review on Related Research

For my research, I chose a kind of games: board game because I thought this game is useful in order to encourage the students’ participation, and develop
the students’ speaking skills taking into accounts the games’ characteristics and my pupils’ behavior when engaged in games.

There are certain studies conducted in various classrooms that can help me had better explain my interest in games. First, Pluto (1982), “The Use of Games in Teaching a Second Language in the Classroom: A Workshop. Using games in the classroom is discussed as a means of promoting the learning of second language structure, fluency, and culture, and complementing concept development and learning. He suggests that when students are in games natural use of language occurs. In the application of games to the second language is possible to use a game n such away hat he target language skill is incidental to the pay wining of he game, but language skills will be learned and practiced at the same time. It is recommended that students make their own game boards ad cards in order lettering, writing and reading, and that multiple sets of any game be made so that small group students can play the game at one time. The board game format can be adapted to their skill such as listening comprehension and repent of sounds or sentence

Second, in her study about Interacting in English Through Games, Ariza (2001) conducted a project with second grade students in order to encourage oral participation in English through the use of games. This project intended to help shy and slow students improve their oral production. Through the implementation of this project she could conclude that role plays and dramatizations are good activities for developing speaking in a fun and interesting way because these help
students to use the language in communicative situations that are related to their lives.

Third, in her study, “Growing self-esteem and discovering intelligences though oral production,” Ochoa (2002) noticed that there was a big lack of security and self-confidence in her students. They expressed via different data-gathering instruments their fear when speaking in front of the class. At the end of the project, Ochoa concluded that self-confidence is a factor that really influences the way students learn and perform their activities inside the classroom. The experiences students live inside the schools have to be meaningful for their lives. The creation of a good atmosphere inside the classroom is important for getting participants to develop a communicative competence.

Fourth, Huyen and Nga (2003) write “Learning Vocabulary through Games- The Effectiveness of Learning Vocabulary through Games”. Their article is about the Vietnam students’ boredom in vocabulary lessons because they have not changed their learning habits, such as writing words on paper, trying to learn by heart or learning passively through the teacher’s explanation. In their research, stated that games have been shown to have more advantages and effectiveness in learning vocabulary in various ways. First, games bring relaxation and fun for the students, thus help them to learn and retain new words more easily. Second, games usually involve friendly competition and they keep learners interested in the activities. These create the motivation for learners of English to get involved and participated actively in the learning activities. Third, vocabulary games bring real world context into the classroom and enhance students in using English
language in a flexible and communicative way. They have a conclusion that
learning vocabulary through games is one effective and interesting way that can
be applied in any classrooms. Their result of the research suggest that games are
used not only for mere fun, but more importantly, for the useful practice and
review language lessons, thus leading toward the goal of improving learners’
communicative competence.

Fifth, there is Chandra, Noor Eka (2008) who writes “Teaching Speaking
Skill through Language Games” In English Department of FKIP UNLAM
Banjarmasin”. She writes the main problem in her research was that most of the
students are quite difficult to improve their English speaking ability since they are
accustomed to use their native language in their daily life. She than in her article,
offers one teaching strategy which is language games as the way to solve the
problem. She argues that language games are believed can give the positive effect
and joyful learning to the students in developing their speaking skill. In her article
she concludes that language games is a useful technique in learning and
developing speaking skill, since it can create positive classroom interaction that
can lower the students’ anxiety in learning the foreign language. Games also help
the students to develop their speaking skill in interesting activities so that their
speaking ability can be developed in natural ways.

Sixth, Yusnita (2008) writes “A Study on Teaching Speaking through
Language Games to the nine year Students of SMP N 3 Pare-Kediri in the
Academic Year 2007-2008”. The main problems were from the students and the
teacher. From the students view was: most students get bad mark in English, the
students feel ashamed and afraid to speak English, and from the teacher view: the teacher did not serve appropriate visual aid, and the teaching technique considered monotonous. From the result of the research she found that games are effective may to gather students to speak even for the shy students.

Seventh, Herman (2009) who writes "Improving the EFL Speaking Skill of the Second Grade Students of MTs Tarbiyah Takalar through Language Game “( an Action Research on MTs Tarbiyah Takalar in Class VIII C). The problem faced by his students was the students scores in speaking English was the lowest score among the four skills. He discovered some factors behind the failure of the students, namely fear of making mistakes, low motivation, monotonous technique of the teacher, and lack of vocabulary. He has two conclusions on his research. The finding of his research showed that the effective procedures of language games for teaching speaking involved different procedures. The other finding revealed a significant improvement both the students’ involvement and the students’ speaking performance. There were 86% of the students on the average actively involving in the teaching and learning process. Whereas, the average scores of the students in performing simple dialogue was 76 and in presenting oral reports was 74. He concluded that the findings in cycle II had met the three criteria’s of success set.

Eighth, León and Esperanza (2010), in Encouraging Teenagers to Improve Speaking Skills through Games in a Colombian Public School. Federico García Lorca School, Colombia Our project was implemented with tenth grade students of a public school located in the Usme Zone in Bogotá. We decided to develop
this action research project because we were concerned about our students’
difficulties when attempting to speak English. They felt inhibited with activities
that involved oral interaction mainly because they were afraid of criticism and
jokes about what they said. To develop our project we used video recordings, the
teacher’s journal and questionnaires answered by the students. The results showed
that students felt better, free and confident when they participated in oral tasks,
particularly during games. We saw collaboration, solidarity and interaction among
them. In addition, they were relaxed and happy at the time they had to perform in
small groups.

E. Rationale

The review of related theories functions as the base to make rationale.
Rationale represents the relationship between variables stated in the review of
related theories.

The goals of teaching speaking is to improve students’ communicative
skills, because only in that way, students can express themselves and learn how to
follow social culture rules appropriate in each communicative circumstance.

Most of the students of VII E of SMP IT Nurul Islam Tengaran whom I
taught have low proficiency in English. It could be seen from their average mark
for mid-semester test was only 68 from benchmark of 75 in 2009/2010 academic
year. Based on the preliminary observation of the students of VII E, it shown that
they lacked of speaking ability.

The students’ difficulties in speaking ability were shown through the
following indicators: (1) they could not produce sentences fluently even a simple
sentence, this difficulty was indicated as students there were many fillers when they speak and sometimes used Indonesian expression. (2) Most of the students could hardly produce sentences grammatically; students often made some errors in grammar when they were speaking indicated it. (3) The students lacked of vocabulary mastery; it was indicated that they often found difficult in choosing the appropriate words when they wanted to say something. (4) many of students were lack of speech organization, it was indicated that the students must imitated the teacher’s sentences example when they produced sentences. (5) most of them were unable to produce speech in accepted pronunciation; this difficulty was indicated when they pronounced “name” in /nɛm/ instead of /n伊始/, when they introduced themselves These indicators were then orderly called as A1, A2, A3, A4, and A5.

The class situation made these situations even worse. (1) The students were passive during the speaking class; Students kept silent during the speaking class indicated the students’ passivity in the classroom and they had no respond when they were given question. (2) Most of students showed no interest toward speaking; It was proved that many of the students laid their heads on the table, and many of them often asked permission to go out during the class. (3) the students had low level activity during the speaking class; Furthermore, their low level activity was identified as they had no courage to speak during the speaking class; sitting calmly on their seat and seem listening to the teacher explanation, and talked with their own topics that out of the discussion. (4) the students tend to do the non academic activities; it was indicated by some of the students were busy
with their own activity that was out of the subject being learnt. Such as they did
drawing something and some others kept looking outside of the classroom. (5)
the students felt bore of the speaking class, the students’ boredom was indicated
by the students’ had no courage in following the speaking class. These indicators
were then orderly called as B1, B2, B3, B4, and B5.

I found some sources that caused the problems mentioned above. The first
cause was from the students. This cause was identified by some factors: (1) the
students lack of time drilling uttering sentences; (2) the students’ were not eager
to memorize the grammar rules; (3) the students’ vocabulary mastery was poor;
(4) they were very seldom in practicing constructing sentences; and (5) the
students lacked of time in drilling to practice pronunciation.

The second cause was from the teacher. This cause was identified by some
d factors: (1) Instead of having made the students practiced to speak, the teacher
consumed much time on explained the material. Therefore the speaking class was
dominated by the teacher’s speak. (2) the teacher usually delivers and explain the
material fully in English and in a very high speed. (3) the teacher was busy with
her own speech in front of the classroom made the students had no chance to
participate in the class. (4) the teacher’s presentation was fully in English made
the students did not understand the subject being talk. The students liked to do
with their own activity better than listening to the teacher. (5) the monotonous
teaching technique and the class that were always done in the classroom made the
student felt bore of the speaking class.
Due to those facts, it was necessary to make an attempt to improve students’ speaking ability by applying on other technique. This research proposes a solution to overcome those problems by implementing language games in the speaking class that was Snakes and Ladders game.

I had a design to do some activities during the implementation of this game in order to solve those problems above. Overall, my design activities were listed in the table below.

<table>
<thead>
<tr>
<th>No</th>
<th>Activity</th>
<th>Purpose</th>
<th>Solving Indicator No</th>
</tr>
</thead>
</table>
| 1  | Presenting material step by step                                         | • Introducing the topic and providing a model of the speech they are to produce.  
    |                                           | • Eased the students in constructing sentences grammatically             | A2                   |
| 2  | Using game on the speaking class                                         | • Encourage the student interest toward speaking class                   | B2                   |
| 3  | Using real object in explaining the material                             | • To ease the students recall the vocabulary when expressing ideas       | A4                   |
| 4  | Using pictures on the speaking class                                     | Fostered the students’ creativity in constructing speech and imagination | A4                   |
| 5  | Using some same pictures in each meeting                                 | Giving students time repetition of the sentences describe                | A1                   |
| 6  | Listing at least 3 new vocabulary in each meeting and giving sentence example using those words | • Helped the students to increase vocabulary  
<pre><code>|                                           | • Decreased the used of Indonesian expression                            | A3                   |
</code></pre>
<p>| 7  | Giving example on how to utter the given words on specific vowels and consonants | Helped the students with a good example of pronunciation               | A5                   |
| 8  | Giving students words transcription symbol                               | Helped the students with a good example of pronunciation               | A5                   |
| 9  | Giving the students written task                                         | Drilling the student in constructing sentences grammatically             | A2                   |</p>
<table>
<thead>
<tr>
<th>No.</th>
<th>Activities</th>
<th>Indicators</th>
<th>Activities No</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Giving the students oral task</td>
<td>• Gathering the students to speak</td>
<td>B1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Break the silence and get students communicating</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Asking the students to play the game out door</td>
<td>Decreased the students’ boredom during the speaking class</td>
<td>B5</td>
</tr>
<tr>
<td>12</td>
<td>Asking the students to work in group</td>
<td>• Increase the students participation in speaking class</td>
<td>B3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Decreased the students non academic activity</td>
<td>B4</td>
</tr>
<tr>
<td>13</td>
<td>Giving students independent activity</td>
<td>Giving the students time to have an activity on the subject matter</td>
<td>B4</td>
</tr>
<tr>
<td>14</td>
<td>Using bilingual in explaining the material</td>
<td>To ease the students on catching the material being conveyed</td>
<td>B5</td>
</tr>
<tr>
<td>15</td>
<td>Giving the students some leading question</td>
<td>• To give the students idea to speak</td>
<td>A4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• To involve the students in the class</td>
<td>B1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• To help the students to answer the teacher’s question directly</td>
<td>B1</td>
</tr>
<tr>
<td>16</td>
<td>Asking the students to repeat to utter sentences</td>
<td>Developing students fluency</td>
<td>A1</td>
</tr>
<tr>
<td>17</td>
<td>Create opportunities for the students to speak</td>
<td>Encourage the students to speak</td>
<td>B1</td>
</tr>
</tbody>
</table>

These activities were supposed to solve problems A1, A2, A3, A4, and A5 and B1, B2, B3, B4, and B5 as describe in table 2.5.

**Table 2.5 Indicators of Problem and Activities that are Supposed to Improve them**

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Indicators</th>
<th>Activities No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaking ability</td>
<td>• Students made many filers and using Indonesian expression when they speak.</td>
<td>5,6,16</td>
</tr>
<tr>
<td></td>
<td>• Students often made an error in grammar use when they were speaking.</td>
<td>1,9</td>
</tr>
<tr>
<td></td>
<td>• Students often found difficult in choosing the appropriate words when they wanted to say something.</td>
<td>3,4,6</td>
</tr>
<tr>
<td></td>
<td>• Students were lack to organize the idea to speak.</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>• Students answered in their very unacceptable pronunciation.</td>
<td>7,8</td>
</tr>
<tr>
<td>The classroom situation</td>
<td>• Students kept silent during the speaking class, did not answer the teacher’s questions directly.</td>
<td>5,6,15,17,17</td>
</tr>
<tr>
<td></td>
<td>• Many students laid their heads on the table, and many of them often asked permission to go out during the class.</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>• Students had no courage to speak during the speaking class; sitting calmly on their seat and seem listening to the teacher explanation, and talked with their own topics that out of the discussion.</td>
<td>12,13</td>
</tr>
<tr>
<td></td>
<td>• Some of the students were busy with their own activity that was out of the subject being learnt. Such as, they did drawing something and some others kept looking outside of the classroom.</td>
<td>11,14</td>
</tr>
</tbody>
</table>
The students felt bored during the teaching and learning process.

Based on the problems A1, A2, A3, A4, A5 and B1, B2, B3, B4, B5 and the activities designed using Snakes and Ladder games in speaking class as described above, finally I assumed that the use of language game Snakes and Ladders can overcome the students speaking problems in the terms of lack of fluency, grammar, vocabulary, content, and pronunciation.

CHAPTER III
RESEARCH METHOD

This research was an action research consisted of the implementation of Snakes and Ladders game for improving the students’ speaking ability. Burns (1999) stated that action research is a process that implies the participation and collaboration of each one of the members of a given community by showing evidences which may provide different changes in a specific situation.

A. Context of the Research

In December 2009 when I carried out the research, my school community was made up of a principal, 230 students and 18 teachers. The teaching staff included 4 coordinators and 3 English teachers.
The place of the research was SMPIT Nurul Islam Tengaran (an Integrated Islamic School of Nurul Islam Tengaran), located on Jl. Solo-Salatiga Km. 8 Tengaran Semarang Regency, Central Java. This school is one of the favorite schools in Tengaran. This condition is proved by number of students who was from many provinces in Indonesia. There was a student who came from Bengkulu East Sumatra, one student came from Palembang, one student came from Irian Jaya and two students came from Australia. The other students came from different regions nearby such as Salatiga, Magelang, Solo, Banjar Negara, Cilacap, and many others.

SMP IT Nurul Islam Tengaran considers as a new institution. Its still had three grades and had not ever conducted the National examination yet. Even though, it had big number of students.

There were three grades, which different in the class numbers. In the academic year of 2007/2010, there were five classes for the seventh year, three classes for eighth year, and 2 classes for ninth year. Therefore, the total class in SMP IT Nurul Islam was ten classes.

The facilities provided for the students were good enough. One laboratory and sewing room were available for the students even in the morning and afternoon. Library opens for students from 08.00 a.m. up to 7.00 p.m. Another important facility was computer laboratory and internet room. However, this facility was only occupied by the certain levels of students who were on that subject.

**Commit to user**

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*com user*
The subject of this classroom action research was the seventh grade students of SMPIT Nurul Islam Tengaran in the academic year of 2009/2010 that consisted of 16 students. They were all male. The reason for choosing this class as research subjects was their speaking ability was below. The students found difficulty in delivering ideas fluently, producing sentences in a good grammar, using appropriate words to produce sentences, constructing speech in good flow of idea, and uttering sentences in a good pronunciation. Besides that, their attitude toward speaking teaching-learning process was in such passive atmosphere. This situation was indicated as their silence during the class. Further, the students had no interest in speaking class. Some of them laid their head when the teacher explain the material, some others talk each other about the topic out of the subject, and the others often went out during the class process. Another indication was that the students had low level activity during the speaking class. The next indication was during the speaking class, the students liked to do the non academic activities better than listening to the teacher’s explanation. The last indication was the student felt bore of the speaking class.

Based on my personal reflection and observation, it could be concluded that the technique should be changed; since my last teaching learning process made students in such passive situation by dominating the class with broad oral explanation. The students lacked of time for practice either as groups or in pairs. So, in this classroom action research, language games were used to solve students’ problems in speaking ability and their attitude toward the speaking class. By
implementing language games, it was hoped that they could increase students’ motivation; so that their speaking ability improves as well.

I planed to carry out my research within seven months from August 2009 up to June 2010. Preliminary research as the initial stage was conducted on August. Following this stage was designing research proposal that was done in four months started on September up to December. As the research proposal completed, the proposal seminar was held. This was held on December. Another stage that followed would be making research instruments. This stage was done on December. The treatment of the action and collecting of the data were done on January 2010 and collecting the data. Analyzing the collecting data and discussing the data was also done on January. Finally, writing the research report was on February 2010. The planning of research’s schedule is seen in Table 3.1 below:

<table>
<thead>
<tr>
<th>NO</th>
<th>DESCRIPTION</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Preliminary Observation</td>
<td>Aug</td>
</tr>
<tr>
<td>2</td>
<td>Designing Research Proposal</td>
<td>Sep</td>
</tr>
<tr>
<td>3</td>
<td>Seminar Proposal</td>
<td>Oct</td>
</tr>
<tr>
<td>4</td>
<td>Developing Research Instrument</td>
<td>Nov</td>
</tr>
<tr>
<td>5</td>
<td>Research Action</td>
<td>Dec</td>
</tr>
<tr>
<td>6</td>
<td>Writing Report</td>
<td>Jan</td>
</tr>
<tr>
<td>7</td>
<td>Collecting Research Report</td>
<td>Feb</td>
</tr>
<tr>
<td></td>
<td></td>
<td>June</td>
</tr>
</tbody>
</table>

In fact, this classroom action research was carried out in fourteen months from August 2009 up to October 2010. It took longer time than what I had planed before. My lateness in finishing my research was caused by two factors. The first,
because of my institution was still a new one and at that time was the first time for us to do the National Final Exam for our ninth grade students, so as the English teacher who also responsible in teaching the ninth grade, I had to concentrate in helping the students preparing for the exam. I should give extra classes every day. It took 6 month in totally. Having finished doing the exam, we should prepare for the school accreditation. It needed much preparation. Again, the headmaster told me to help in preparing the materials dealing with the accreditation. It spent 3 month. As the result, I lost 9 months in doing my thesis.

B. Research Method

In this research, I applied Classroom Action Research (CAR). In this session, it is provided with concept of CAR, design of CAR, and the reasons of the use of classroom action research.

1. The Concept of CAR (Classroom Action Research)

There are a number of definitions available in literatures. The following are three definitions of action research quoted from Hopkins (1993: 44-45). The first definition is given by Stephen Kemmis, who says that

Action research is a form of self-reflective enquiry undertaken by participants in social (including education) situations in order to improve the rationality and justice of (a) their own social or educational practices, (b) their understanding of these practices, and (c) the situation in which the practices are carried out. It is most rationally empowering when undertaken by participants collaboratively, though it is often undertaken by individuals, and sometimes in cooperation with ‘outsiders’.
Supporting the definition stated by Kemmis above, Elliot in Hopkins (1993: 45) states that:

Action-research might be defined as “the study of a social situation with a view to improving the quality of action within it. It aims at practical judgment in concrete situations, and the validity of the ‘theories’ or hypotheses it generates depends not so much on ‘scientific’ tests of truth, as on their usefulness in helping people to act more intelligently and skillfully. In action-research, ‘theories’ are not validated independently and then applied to practice. They are validated through practice.

McNiff (1998: 18) states that:

“Action research is different from other more traditional or conventional types of research in that it is much focused on individual or small-group statement. The main function of action research is to facilitate the ‘reflective cycle’ and in this way provide an effective method for improving professional action”.

Burn (1993: 30) states that action research is the application of fact finding to practical problem solving in social situation with a view to improve the quality of action within it, involving the collaboration and cooperation of researcher, practitioners and laymen.

Bodgan and Biklen (in Burn, 1999: 30) define action research as the systematic collection of information that is designed to bring about social change.

Based on the two theories above, I defined the classroom research as an applicative process of research to improve the classroom-activities quality, which is based on the real problems, identifies in the teaching learning processes and its environment. Further, in implementing the action research, the theory does not
function as an independent part, but, it is applied when the necessity for it makes sense with the identified problems in the research.

2. The Reason of Choosing Classroom Action Research

In line with the characteristics of classroom action research, I applied the teaching and learning process of speaking focusing on vocabulary including noun, verb, there is/there are, have/has (possessive) to be, constructing sentence grammatically and contextually, and drilling the fluency and accuracy by using language games. In doing this, I notified to the ongoing process of the teaching and learning, and compared the starting point toward the end of each cycle that would determine the need of another cycles.

This research was carried out as classroom action research in collaboration with an English teacher of SMP IT Nurul Islam Tengaran in the academic year of 2009/2010. The selection of CAR was based on some characteristics. The first characteristic was that CAR was contextualized, small-scale and localized. This meant that CAR could adapt the problems identified without any bother for quantity of the students, other institution and even other class. The second characteristic was that CAR was evaluative and reflective as it aimed to bring about change and improvement was practice. The next characteristic was that CAR was participatory as it provided for collaborative investigations by teams of colleagues, practitioners and researchers. The last characteristic was that changes in practice in CAR were based on the collection of information, which provided the stimulus for change.
3. Design of Classroom Action Research

The design of classroom action research in this research was taken from Kurt Lewin (1946) in McNiff (1992: 23) which involved four steps in this modeling method of the research namely: (1) planning; (2) action; (3) observation; and (4) reflection. Visually, the phases can be seen in figure 3.1

a. General plan

In this stage, I firstly identified the problems referring to teaching and learning process in my classroom. In this case, the problems related to the speaking ability. After identifying the problems, I made a plan about what kind of action that would be carried out. Next, I prepared everything dealing with the action research requirements such as preparing the material, making lesson plan, preparing observation sheets to record students’ activities, and preparing teaching aids instrument for testing. I involved my collaborator since the planning state. I prepared two cycles that were expected to overcome the students’ problems in
speaking. At the end of first cycle, I analyzed and evaluated the students’ improvement and made a decision of the importance of applying the second cycle.

b. Action

I carried out the lesson plan in the classroom. I conducted the teaching activities step by step based on the lesson plan. I applied language game “Snakes and Ladders” in teaching speaking to the seventh grade students of SMPIT Nurul Islam Tengaran.

c. Observation on action

I observed the important occurrences during the teaching and learning process. I was helped by my collaborator to observe teacher and students’ activities during the speaking class. The collaborator then gave inputs and suggestions. They noted the strength and weaknesses of the lesson plan implementation using language game “Snakes and Ladder” in teaching speaking.

d. Reflection on action

After carrying out teaching and learning activity using language games, I recited the occurrences in the classroom as the effect of the action. My collaborator and I evaluated the process and the result of the implementation of language games in teaching speaking. The evaluation gave advantages in deciding what I had to do in the next cycle.

Table 3.2 The Research Design in every Cycle

<table>
<thead>
<tr>
<th>Planning</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>·</td>
<td>Identifying the problem</td>
</tr>
<tr>
<td>·</td>
<td>Making a plan about the kind of action</td>
</tr>
<tr>
<td>·</td>
<td>Preparing material, making lesson plan, preparing observation sheet,</td>
</tr>
<tr>
<td>·</td>
<td>Preparing teaching aids/instruments for testing.</td>
</tr>
</tbody>
</table>
Action

- Carried out the lesson plan in the classroom
- Conducted the teaching activities step by step based on lesson plan

Observation

- I observed the important occurrences during the teaching and learning process.

Reflection

- I recited the occurrences in the classroom as the effect of the action.
- Together with the collaborator evaluated the process and the result of implementing language games

There were two cycles in this research. Four meetings were considered in each cycle. There was also a pre-test at the beginning of the first cycle and a post-test at every the end of the cycle using standardized of speaking achievement. The overview of the design of the research is showed in Table 3.3 below:

**Table 3.3 The Overview of the Design of the Research**

<table>
<thead>
<tr>
<th>I Pre-Research</th>
<th>II Research Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td>: Gaining Baseline Data</td>
<td>: Describing things</td>
</tr>
<tr>
<td>: Interviewing students</td>
<td>: things around us, there is/are, and a/an.</td>
</tr>
<tr>
<td>: Giving Questionnaire</td>
<td>: Preposition of position (Object)</td>
</tr>
<tr>
<td>: Conducting pre-test</td>
<td>: Personal pronoun and to be.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cycle I</th>
<th>Meeting I : January, 2010 : Describing things</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cycle I</td>
<td>Meeting II : January, 2010 : Pronoun and adjectives</td>
</tr>
<tr>
<td>Cycle I</td>
<td>Meeting III : January, 2010 : have/has</td>
</tr>
<tr>
<td>Cycle I</td>
<td>Meeting IV : January, 2010 : Present Continuous Tense</td>
</tr>
<tr>
<td>Cycle II</td>
<td>Meeting I : January, 2010 : Post test 1</td>
</tr>
<tr>
<td>Cycle II</td>
<td>Meeting II : January, 2010 : Post test 2</td>
</tr>
<tr>
<td>Cycle II</td>
<td>Meeting III : January, 2010 : Post test 2</td>
</tr>
</tbody>
</table>

4. Research Procedure

I conducted the research in two cycles; Cycle 1 and Cycle 2. In the first cycle, I used Snakes and Ladders game to teach vocabulary and the material were about things around us, there is/there are, article a/an, and preposition. Meanwhile the second cycle I used Snakes and Ladders game to teach grammar. The materials for this cycle were personal pronoun, to be, have/has, verb, adjective,
and present continuous tense. The result of the first cycle became the consideration of the planning of the second cycle. Each cycle was considered of four meetings. Every meeting had time duration 90 minutes. Each cycle was considered four steps. The steps were: (1) planning the action; (2) implementing the action; 3) observing the action; and 4) reflecting of the observation result.

Table 3.4 The Overview about Description of the Research Procedure

<table>
<thead>
<tr>
<th>Problem</th>
<th>Students have low speaking ability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Solution</td>
<td>Teaching speaking using language games</td>
</tr>
<tr>
<td>Students</td>
<td>Seventh year students of SMPIT Nuri Islam Tengaran class 7E</td>
</tr>
<tr>
<td>Number of cycle</td>
<td>2 cycles</td>
</tr>
<tr>
<td>Cycle 1</td>
<td>Using Snakes and Ladders to teach things around us, there is/there are, a/an, preposition of position, to be, and personal pronoun.</td>
</tr>
<tr>
<td>Action</td>
<td></td>
</tr>
<tr>
<td>Meeting 1</td>
<td>Vocabulary (things around us, and there is/there are, a/an)</td>
</tr>
<tr>
<td>Meeting 2</td>
<td>preposition of position</td>
</tr>
<tr>
<td>Meeting 3</td>
<td>to be, and personal pronoun</td>
</tr>
<tr>
<td>Meeting 4</td>
<td>Post test 1</td>
</tr>
<tr>
<td>Observation</td>
<td>Students</td>
</tr>
<tr>
<td>Teacher</td>
<td>Observing the students’ speaking improvement</td>
</tr>
<tr>
<td>Class Situation</td>
<td>Observing the situation on the class during the implementation of language games</td>
</tr>
<tr>
<td>Reflection</td>
<td>-</td>
</tr>
<tr>
<td>Cycle 2</td>
<td>Using Snack and Ladder to teach grammar</td>
</tr>
<tr>
<td>Planning</td>
<td></td>
</tr>
<tr>
<td>Action</td>
<td></td>
</tr>
<tr>
<td>Meeting 1</td>
<td>personal pronoun, and adjective</td>
</tr>
<tr>
<td>Meeting 2</td>
<td>Have/has</td>
</tr>
<tr>
<td>Meeting 3</td>
<td>Present Continuous Tense</td>
</tr>
<tr>
<td>Meeting 4</td>
<td>Post test 2</td>
</tr>
<tr>
<td>Observation</td>
<td>Students</td>
</tr>
<tr>
<td>Teacher</td>
<td>Observing the students’ speaking improvement</td>
</tr>
<tr>
<td>Class situation</td>
<td>observing on the activities during the speaking class on the implementing language games</td>
</tr>
<tr>
<td>Reflection</td>
<td>-</td>
</tr>
<tr>
<td>Final</td>
<td></td>
</tr>
</tbody>
</table>
5. **Data and Data Sources**

In this research, there were two kinds of data; quantitative data and qualitative data. The quantitative data is the data, which is in the form of numbers, while qualitative data is the data which is in the form of words or description. The quantitative data in this research were gathered from the achievement of the students’ speaking ability obtained from the tests; pretest, posttest 1, and posttest 2. The qualitative data in this research were gathered from the questionnaire, interview, observation, and researcher’s diary. The data in this classroom action research include:

a. The student’s score

The scores taken from:

1) The student’s score before the treatment in cycle 1
2) The students’ score after the treatment in cycle 1
3) The students’ score after the treatment in cycle 2

b. Result of the interview

1) The result of the students’ interview before the treatment
2) The result of the students’ interview after the treatment

c. Result of observation

1) The result of the observation before the treatment.
2) The result of the observation after the treatment.

d. Result of Questionnaire

1) The result of the questionnaire before the treatment.
2) The result of the questionnaire after the treatment.

e. The researcher’s diary

1) The researcher’s notes during the implementation of language game Snakes and Ladders.

C. Data Collecting Techniques

I used different techniques in order to develop my research. They were tests, questionnaires, interview, observation, and researcher’s diary. I chose them to provide the validity to my action research.

a. Test

Tests were used to obtain quantitative data. Pretest and Post-Test were used to find out the students’ achievement in speaking. The purpose of these tests was to know whether the students’ speaking ability improved or not. In giving score to the students, the researcher and collaborator used the scoring rubric. The skills that were scored were fluency, grammar, vocabulary, content, and pronunciation (see Table 2.3).

In analyzing the students’ tests in describing the picture, I used those five elements as stated above. The maximum score of each item is 3, so the total maximal score will be 15. Those five elements were analyzed were:

a. Fluency (F) refers to utterances of communication

b. Grammar (G) refers to the accuracy of using grammar rules

c. Vocabulary (V) refers to diction

d. Content (C) refers to the relevant respond
e. Pronunciation (P) refers to clearness in uttering words

In describing the students’ achievement, I used scoring range as it seen in Table 3.5 below:

**Table 3.5 The Scoring Range**

<table>
<thead>
<tr>
<th>No</th>
<th>Score Interval</th>
<th>Score</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>80 – 100</td>
<td>4</td>
<td>Excellent</td>
</tr>
<tr>
<td>2</td>
<td>70 – 79</td>
<td>3</td>
<td>Good</td>
</tr>
<tr>
<td>3</td>
<td>56 – 69</td>
<td>2</td>
<td>Fair</td>
</tr>
<tr>
<td>4</td>
<td>45 – 55</td>
<td>1</td>
<td>Poor</td>
</tr>
<tr>
<td>5</td>
<td>0 – 44</td>
<td>0</td>
<td>Fail</td>
</tr>
</tbody>
</table>

In order to ease in scoring the students’ speaking ability, I constructed the scoring table as follow:

**Table 3.6 Table for Scoring the Students**

<table>
<thead>
<tr>
<th>No</th>
<th>TOTAL POINTS</th>
<th>STUDENT’ SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>6.7</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>13.3</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>20.0</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
<td>26.7</td>
</tr>
<tr>
<td>5</td>
<td>5</td>
<td>33.3</td>
</tr>
<tr>
<td>6</td>
<td>6</td>
<td>40.0</td>
</tr>
<tr>
<td>7</td>
<td>7</td>
<td>46.7</td>
</tr>
<tr>
<td>8</td>
<td>8</td>
<td>53.3</td>
</tr>
<tr>
<td>9</td>
<td>9</td>
<td>60.0</td>
</tr>
<tr>
<td>10</td>
<td>10</td>
<td>66.7</td>
</tr>
<tr>
<td>11</td>
<td>11</td>
<td>73.3</td>
</tr>
<tr>
<td>12</td>
<td>12</td>
<td>80.0</td>
</tr>
<tr>
<td>13</td>
<td>13</td>
<td>86.7</td>
</tr>
<tr>
<td>14</td>
<td>14</td>
<td>93.3</td>
</tr>
<tr>
<td>15</td>
<td>15</td>
<td>100.0</td>
</tr>
</tbody>
</table>

b. Questionnaires

With regard to questionnaires, Cárdenas (2006) stated that questionnaires and interviews can be used to elicit many different kinds of data. Tuckman (1973: 197) states, “Questionnaires and interviews are a way of getting
data about persons by asking them rather than watching them behave or by sampling a bit of heir behavior”

Further, he says “...these techniques measure not what persons believe but what they say they believe, not what they like but what they say they like”.

The questionnaire was carried out to get information from the students about the information that covered their idea about teaching the use of language games in teaching speaking, and the strengths and the weaknesses of the implementation of language games in teaching speaking. I used questionnaires because, thanks to them, I could learn in a written way how students felt after the game applications.

c. Interview

Gay (1990: 202) writes, “An interview is essentially the oral, in-person, administration o a questionnaire to each member of a sample”.

The interview was carried out to get information from the students and the collaborator. The information covered their idea about the use of language games in teaching speaking, and their motivation toward speaking, the strengths and weaknesses of the implementation of language games when they were used in teaching speaking. The interview covered their personal perception, opinion, and ideas related to this classroom action research. To get the valid qualitative data, the triangulation is used. In this research, the data were collected from three sources; (1) the students; (2) the collaborator; and (3) the researcher.

d. Observation
Observation is the way of collecting data by observing the phenomena not by asking questions. Observation data can be collected on inanimate objects such as books as well as human beings. (Gay, 1990: 205).

In this research, observation was carried out to the process of implementation of language game in the teaching speaking. The observation notice class events and interaction between teachers and the students and among students in the class. In this research, I as the teacher who teach speaking using language games and as an observer who observes the class activities while the implementation of teaching speaking using language games was happening. I also asked my collaborator to observe and make notes about the teaching learning process. The collaborator helped me to observe, evaluate, and offer suggestions about the implementation of language games in teaching speaking. I used students as the observers as well.

e. Researcher’ Diary

Diary is a kind of personal document that is frequently used in qualitative research. A researcher diary is a diary where a researcher records what happens in his/her class and his/her thoughts about it. It is a bit like a personal diary where a researcher records events, thoughts, and observations. It provides a focus for reflecting on things which happen in the class and why they happened in the way that they do. “Teacher diaries are a good way to start a course development; a natural second step would be peer observation; i.e. getting another teacher to analyze the class in the same way” (Wood: 1996 in Cardenas)
In this research, I wrote my diary after the class went on. I made notes in my diary about what happened in my speaking class, what I thought the causes were, ideas about how to change them and a short action plan.

D. Data Analysis Techniques

a. Analysis of the test

To know whether there were some progresses of the students’ speaking ability or not after applying the language games “Snakes and Ladders”, I conducted the pretest and the posttest (see appendix 4 for the blueprint). The speaking test was done by recording the students’ voice individually in describing a single picture. The scoring used inter-rater technique. The collaborator was the first rater and I was the second rater. After the score was collected, I analyzed them using descriptive statistics. I used mean as a technique to describe the description of the speaking ability based on the average score of VII E. According to Ngadiso (2007: 5) mean is obtained by adding all the scores of the students divided by the number of the students in the group. The formula is as follows:

\[ M = \frac{\sum X}{n} \]

Where:

\( M \) = mean (average)

\( \sum X \) = the total score of the whole students

\( n \) = the number of the students
b. **Analysis of the Questionnaire, Interview, Observation, and Researcher’s Diary**

For the qualitative data, I did some steps in analyzing them by using constant comparative method. It is a research design for multi-data source, which is likely analytic introduction in that formal analysis, begins early in the study and is nearly completed by the end of data collection (Glasser & Strauss, 1967; Strauss, 1987; Strauss & Cobin, 1994 in Bogdan & Biklen, 2003: 66). There are six steps in constant comparative method: (1) collecting data; (2) looking for key issues, recurrent events, or activities in the data hat become categories of focus; (3) collecting data that provide many incidents of the categories of focus, with an eye to see the diversity of the dimension under the categories; (4) writing about the categories explored, attempting to describe for all incidents in data while continually searching for new incidents; (5) working with the data and emerging model to discover basic social process and relationship; (6) engaging in sampling coding, and writing as the analysis focuses on the core categories.

c. **Data Validity**

The qualitative data were gathered from the questionarrire, interview, observation, and reseracher’s diary. To obtain the validity of the qualitative data, I used the triangulation principle. These four techniques helped us to work under the triangulation principles for validating data. In connection to this, Burns (1999) stated that when different research techniques are used in the same problematic situation and we obtain the same results, the investigation is valid. We also
followed Silverman (1993, cited in Burns, 1999) when he argued that triangulation helps us to see if different research techniques in collecting data produce similar results with regard to the same investigation question. In the process of collecting the data, Elliot & Edelman (in Burns, 1999) asserted that triangulation is a research method that involves three participants with their different points of view: the teacher, the students, and a participant observer. We considered that triangulation was to help us gather and analyze data in a less subjective way. The summary of the collecting and analyzing data can be seen in the following table.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Subject</th>
<th>Place</th>
<th>Instruments</th>
<th>Data</th>
<th>Analyzing Technique</th>
</tr>
</thead>
<tbody>
<tr>
<td>To gain baseline data</td>
<td>Ss</td>
<td>Observation</td>
<td>Result of questionnaire follows: The teacher and students’ activities</td>
<td>Triangulation</td>
<td></td>
</tr>
<tr>
<td>To know the process of implementation of language games in the teaching speaking class</td>
<td>T</td>
<td>Researcher’s diary</td>
<td>The comment of the activities in the classroom, the materials and technique</td>
<td></td>
<td></td>
</tr>
<tr>
<td>get information about the use of language games in teaching speaking</td>
<td>Ss</td>
<td>Questionnaire</td>
<td>The result of the students’ questionnaire before the treatment.</td>
<td>Triangulation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ss</td>
<td>Interview</td>
<td>The result of the students’ questionnaire after the treatment.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity</td>
<td>Methodology</td>
<td>Data Collection</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------------------</td>
<td>----------------------</td>
<td>-----------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To know about the strengths and the weaknesses of the implementation of language games in teaching speaking.</td>
<td>C</td>
<td>Interview</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To find out the students’ speaking achievement in speaking.</td>
<td>Ss</td>
<td>Tests</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To know whether the students’ speaking ability improves or not.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Triangulation

Descriptive statistic

To find out the students’ speaking achievement in speaking.

To know whether the students’ speaking ability improves or not.

The comment of the activities in the classroom, the materials and technique

The student’s score before the treatment in cycle 1

The students’ score after the treatment in cycle 1

The students’ score after the treatment in cycle 2

Descriptive statistic

| com | zser |
CHAPTER IV
RESEARCH RESULT AND DISCUSSION

As it was described in the “Techniques for Collecting Data” section, five techniques were applied in order to get information for solving the research questions. These were test, questionnaires, researcher’s diary, interview, and observation. I decided to use one kind of game to develop my research. This was a board game in the form of Snake and Ladder games.

A. Situation Prior to the Research

This research aimed to find out whether the use of language games improved the students’ speaking ability and changed the class situation when language games are implemented in speaking class. The research was carried out at SMPIT Nurul Islam, especially in 7E of the seventh grade.

The situation before the research was that the students of VII E lacked of speaking ability. There were some problems faced by the students related to their low speaking ability. They could be classified into two categories. (1) the problems related to the students’ speaking ability; and (2) the problems related to
the classroom situation during teaching and learning of speaking. Problems related to the students’ speaking ability can be classified as follows: (1) The students could not produce sentence(s) or express ideas fluently; (2) the students could not make grammatically correct sentence(s); (3) the students could not use appropriate vocabulary; (4) the students could not use appropriate words or concepts for the knowledge and experience of a general audience; and (5) the students’ pronunciation was relatively not accepted.

The second problem categorization was related to the class situation during the teaching and learning of speaking in progress. (1) the students were passive during the speaking class; (2) most of students showed no interest toward speaking; (3) the students had low level activity during the speaking class; (4) the students tend to do the non academic activities; and (5) the students felt bored during the teaching and learning process. The result of the pre-research is described in Table 4.1.

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Situation to the prior knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Students speaking ability</strong></td>
<td></td>
</tr>
<tr>
<td>1. the students could not express sentence(s) or ideas fluently</td>
<td>11 students made many fillers and/or Indonesian expression when they make sentence(s) S1: <em>I was m.....m...bo ehm...born...on the e...e...</em> S2: <em>It is a bedroom. (m...m...m... ada itu bahasa inggrisnya apa us?) m..m..</em></td>
</tr>
<tr>
<td>2. the students could not make grammatically correct sentence(s);</td>
<td>• 13 A lot of students were not able to use ‘there is’ or ‘there are’ to show the availableness • 10 students were not able to use article ‘a’ or ‘an’ on the singular noun and –s for plural noun. • 5 students were not able to use ‘personal pronoun’ as a reference. • 16 students were able to use correct preposition of position correctly • Only a few students that were able to use adjective to describe about something/someone • Only 1 students was able to use correct have/has to show ownership to describe someone/something performance.</td>
</tr>
</tbody>
</table>
3. the students could not use appropriate vocabulary
- Only 2 students were able to use correct tenses “present continues tense”
- only 8 students who were able to mention more than 20 names of the given pictures from the 29 pictures available
- 11 students were not able to use appropriate vocabulary (See Appendix 30)

4. the students could not use appropriate words or concepts for the knowledge and experience of a general audience
- only 4 students who were able to develop idea completely (See Appendix 30)

5. the students’ pronunciation was relatively not accepted
- 13 students were not able to pronounce dipthong ‘eI’; name, they pronounce it /e/ as in ten.
- vowel /ә/ : as in introduce, they pronounced it /ә:/ as in dog
- consonant ‘d’ as in introduce, they pronounced it /d/ as in duck
- ‘t’ as in thanks, they pronounce it /t/ as in tank (See Appendix 30)

6. The students’ speaking achievement is below the minimum standard of achievement, the SKM = 75.00.
- The students’ mean of the pre-test score is 57.9
- From 16 students, those who got more than 75.00 were 2 students (12.5%), none of student who got the same benchmark (0%), and those who got lower than 75 were 14 students (87.5%).

B. Class situation
1. the students were passive during the speaking class
- Students kept silent during the speaking class and they had no respond when they were given question

2. most of students showed no interest toward speaking
- many of the students laid their heads on the table, and many of them often asked permission to go out during the class

3. the students had low level activity during the speaking class
- they had no courage to speak during the speaking class; sitting calmly on their seat and seem listening to the teacher explanation, and talked with their own topics that out of the discussion.

4. the students tend to do the non academic activities the students tend to do the non academic activities
- some of the students were busy with their own activity that was out of the subject being learnt. Such as they did drawing something and some others kept looking outside of the classroom

5. the students felt bore during the speaking class
- The activities of the speaking class usually started with giving example on how to utter the dialogue, the students repeated the teacher, translated the dialogue, practiced the dialogue in pairs, and constructing the similar dialogue.

The condition before the research is described more detail in the following section:
1. Students’ Speaking Ability

The ability of students 7E of SMP IT Nurul Islam Tengaran in speaking was poor. This condition was identified as (1) they could not produce sentences fluently. They made many types of filler and sometimes used Indonesia expression. It supported by the result of the students’ questionnaire respond of question no. 1, “Apakah Anda mengalami kesulitan ketika akan mengungkapkan ide menggunakan bahasa Inggris?” and 88.24% of students responded that they always found difficulty in delivering their idea. It was strengthened by the question no. 29, “Ketika Anda berbicara bahasa Inggris, Apakah Anda menyisipkan menggunakan bahasa Indonesia?”, 88.24% students responded “Selalu”.

(2) Their grammatical sentence ability also became their difficult parts. It could be seen from the result of the pretest score of grammar element, that the students’ score was 31 or 64.58%. From the result of the questionnaire, the grammar took position number 1, that 70.59%. (3) The next problem encountered by the students was the lack of vocabulary. Based on the primary observation, it could be recorded that there were only eight students who were able to mention more than 20 names of the given pictures from the 29 pictures available. Those words were about things around us (15 pictures about things in the classroom, 8 pictures about things in the living room, and 6 pictures about things in the bedroom), other students could master less than 20, and surprisingly, there was a student who was only able named one picture. Moreover, it was proved by the result of questionnaire respond, “Apakan Anda mengalami kesulitan dalam menemukan kata yang tepat ketika berbicara dalam bahasa Inggris?” and 88.24% students
responded “Selalu”. (4) Another important skill to notice was that the students were lack on constructing the speech in a complete idea. (5) The last problem was dealing with the pronunciation ability. When they speak, they pronounced the sentences unintelligibly. The students’ respond to questionnaire of question no 5 proved this indicator.

Overall, this condition was reflected in their pre-test scores gained in preliminary research that were mostly unsatisfying. The complete distribution of the students’ scores in the pre-test is listed in the Graphic 4.1

**Graphic 4.1 The Students’ Score of Pre-test**

![The Students’ Score of Pretest](chart.png)

Based on the chart above, it can be concluded that students’ speaking ability was low. The proof is that from the sixteen students; The result of the pre-test which I conducted with my collaborator indicated that the total score of the students’ mark were those who got more than or the same as 75 were only 2 students (12.5%) while those who got lower than 75 were 14 students (87.5%) from the total of 16. The summary of the students’ pre test scores can be seen in Table 4.2.

**Table 4.2 The Students’ Scores of Pre-test**

<table>
<thead>
<tr>
<th>E1</th>
<th>E3</th>
<th>E5</th>
<th>E7</th>
<th>E9</th>
<th>E11</th>
<th>E13</th>
<th>E15</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.0</td>
<td>10.0</td>
<td>20.0</td>
<td>30.0</td>
<td>40.0</td>
<td>50.0</td>
<td>60.0</td>
<td>70.0</td>
</tr>
</tbody>
</table>
Table 4.3 The Students’ Scores of Pre test Viewed from each Element

<table>
<thead>
<tr>
<th>No</th>
<th>Explanation</th>
<th>Students’ score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Highest score</td>
<td>80.0</td>
</tr>
<tr>
<td>2.</td>
<td>Lowest</td>
<td>3.3</td>
</tr>
<tr>
<td>3.</td>
<td>Average score</td>
<td>57.9</td>
</tr>
</tbody>
</table>

The following graphic supports the students’ problems viewed from each element of speaking. It was gained from the students’ pre-test.

**Graphic 4.1 The Students’ Pretest Score Viewed from each Element**

From the table and the graphic above, it could be seen that the students were below of all the five elements of speaking from the benchmark of 75.

2. **Class Situation**
The class situation made these situations even worse. (1) The students were passive during the speaking class; Students kept silent during the speaking class indicated the students’ passivity in the classroom and they respond very seldom when they were given question. It was supported by the result of questionnaire question 13, “Apakah Anda menjawab pertanyaan yang diberikan oleh guru ketika pelajaran speaking” and the students respond was 82.35% answered “kadang-kadang”. (2) Most of students showed no interest toward speaking; It was proved that many of the students laid their heads on the table, and many of them often asked permission to go out during the class. It was supported by the result of students’ interview and questionnaire no. 9 “Apakah Anda pernah ijin meninggalkan kelas pada jam pelajaran speaking? And there was 64.71% students left the class during the speaking class. (3) the students had low level activity during the speaking class; their low level activity was identified as they had no courage to speak during the speaking class; no participation on the class. This was supported by the result of the students’ question on the questionnaire no 11, “Apakah Anda berpartisipasi secara aktif selama pembelajaran speaking?” and the students respond was 88.24% the students rare in participate in the speaking class. (4) the students tend to do the non academic activities; it was indicated by some of the students were busy with their own activity that was out of the subject being learnt. Such as they did drawing something and some others kept looking outside of the classroom. It was supported by the teacher’s diary, the teacher’s observation, and the photograph. (5) Students felt boring during the speaking class. It was indicated that the students did not have any attentive to
follow the speaking class. 58.82% students stated that they did not have any attentive in following the speaking class supported this indication.

3. Causes of Speaking Problems

Knowing that speaking was difficult for students, I tried to know what aspect that caused their difficulties. The difficulties of speaking were based on the two important aspects. They were from the students and from the teacher.

The causes from the students were identified that (1) the students were lack of sentence pattern drilling. grammar mastery was poor. This was supported by the students’ respond on the questionnaire question no.27, “Pada pelajaran speaking, apakah Anda diajar bagaimana cara membuat kalimat dengan baik dan benar?”. 70.59% students responded that they never thought how to construct sentence grammatically. Furthermore, from the result of pretest that the students’ scores of the element of grammar was 31 or 64.58% supported that statement. (2) students’ vocabulary mastery was low. The students had no contributive model in using vocabulary that they mastered in the real situation sentences. Actually, they had some storage vocabularies, yet they did not know how to arrange those vocabularies into meaningful sentences, so that it could be used as a tool for. From the result of students’ questionnaire, vocabulary mastery took position number 2 below the grammar. Furthermore, students agreed that they had lack of
guidance in constructing sentences using vocabulary they had mastered. It was proved by the result of the questionnaire that 70.59% students stated that they never taught how to construct a good sentence. (3) The students were lack in drilling uttering the sentences. It was proved by the students’ respond of the questionnaire point 25. (4) the students were lack to practice contracting sentences completely based on the idea. (5) the students were lack of drilling pronunciation. The summary of the students’ questionnaire answers can be seen in appendix 4.

The causes from the teacher was (1) the students’ passivity was caused by the teacher consuming much time in presenting the material. So, the students were lack time to practice speaking. Moreover, the students kept silent when they were asked by the teacher. From the result of the researcher diary, there were not more than 5 students who were eager to respond the teacher question from the 6 times of delivering questions. It was caused by the students’ difficulty on constructing the sentences to answer the given question. Another caused was that 35.5% students agreed that they felt depression when they were asked by the teacher. (2) the students were not interested in the speaking class. It was caused by the use of the conventional technique in the speaking class. Where the speaking class started from the modeling, translating, constructing the similar dialogue, and practice inn partner. (3) the students’ low level activity was caused by the teacher did not gathered the student to participate in the teaching and learning process. They just sat and listened to the teacher long explanation. (4) the students tend to do the non academic activities was caused by the teacher consumed much time on explaining the material and full in English on the very high speed. (5) the monotonous
teaching learning process since the exercises were taken from the textbook where the students have learned it before in their dormitory, lacked of media to practice English. These causes were in line with the students’ result from the questionnaire. It showed that 70.59%, after being graded, students felt bored with the teaching technique. Furthermore, 70.59% stated that the teaching and learning was always done in the classroom, this situation made the students bore since they had to face the white board along the lesson. 58.82% from 16 students stated that the teacher’s presentation was very fast, and 82.35% stated that the teacher never served media when teaching speaking. In accordance to the interview result, a student initialed FA said that boring technique to be her first impression during the last speaking class. The other student, AF, mentioned that the teacher spoke in English very fast during explaining the material. In short, the teacher had caused the difficulties in speaking in term of monotonous teaching learning process; lacked of media, and the fast presentation using fully English.

I observed, there were many problems had to be solved immediately. The students lacked of interest in speaking. Some often asked permission to go outside for the reason they wanted to wash their face to sweep away their sleepiness. In addition, many others laid their heads on the table during the teaching and learning. Moreover, the teacher presented the material using English that resulted on the confusion of the students. Most of the speaking activities were in the written form, such as answering the questions from the dialogue, translating the dialogue, and making written dialogue in pair. For those reasons students felt that the teacher is dominating the class and the students had less chance to practice.
There was a way to overcome these problems. According to me, the first thing to do was to change the technique of teaching speaking from teacher-centeredness into student-centeredness; the technique that can enhance students’ communication and put them as active ones. Furthermore, the technique should fulfill the need of the teaching speaking. In this case, I used language games “Snakes and Ladders”.

**B. Research Implementation**

After finding the reality that the speaking learning failure was caused by the fact that the students faced difficulties in speaking and the class situation were not attracting, I tried to overcome those problems by implementing language games in teaching speaking. I was sure that by using it, the students would get improvement in speaking ability, and increased the speaking class situation more alive. The research implementation was divided into two cycles; cycle 1 and cycle 2. The overview of the implementation of the research is showed in the Table 4.4

<table>
<thead>
<tr>
<th>Problem</th>
<th>Students had low speaking ability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Solution</td>
<td>Teaching speaking using language games “Snakes and Ladders”</td>
</tr>
<tr>
<td>Students</td>
<td>Seventh year students of SMPIT Nurul Islam Tengaran; class 7E</td>
</tr>
<tr>
<td>No of cycle</td>
<td>2 cycles</td>
</tr>
<tr>
<td><strong>Cycle 1</strong></td>
<td>Using Language game “Snakes and Ladders”</td>
</tr>
<tr>
<td>Planning</td>
<td>Doing the main teaching activities into three phases; e.g. presentation, practice, and product.</td>
</tr>
<tr>
<td>Action</td>
<td>M1: Things around us, demonstrative pronoun, there is/are, article a/an, M2: Preposition of position, M3: To be, personal pronoun, M4: Post test 1</td>
</tr>
<tr>
<td>Observation</td>
<td>Ss: Students’ attitude toward speaking class, T: Teacher’s attitude in teaching and learning, CS: Group work and individual activities.</td>
</tr>
<tr>
<td>Reflection a. CS Situation</td>
<td><strong>Strengths</strong>: more interest, more attentive, fewer students left the class, the teacher centered decreased, teacher could not assist the students equally, complain about the game anymore, complain about the teacher’s presentation, <strong>Weaknesses</strong>: teacher presentation was still fast, use of fully English.</td>
</tr>
<tr>
<td>b. Ss Ability</td>
<td><strong>Strengths:</strong> fluency increased, grammar increased well, vocabulary increased well. The average score increased from 57.9 in the pre-test into 72.13 in the post test 1. <strong>Weaknesses:</strong> content less increased, pronunciation decreased.</td>
</tr>
<tr>
<td>Post-test</td>
<td>The post-test was conducted</td>
</tr>
<tr>
<td><strong>Cycle 2</strong></td>
<td>Pronouns, adjectives, have/has, and present continuous tense to describe people.</td>
</tr>
<tr>
<td>Planning</td>
<td>Conducting the main teaching activities into three phases; e.g. opening, main activities, and closing</td>
</tr>
<tr>
<td>Action</td>
<td>M1: pronoun, adjective, M2: have/has, M3: present continuous tense, M4: Post test 2</td>
</tr>
<tr>
<td>Observation</td>
<td>Ss Students’ attitude toward speaking class</td>
</tr>
<tr>
<td></td>
<td>T Teacher’s attitude in teaching and learning</td>
</tr>
<tr>
<td>CS</td>
<td>Group work and individual activities</td>
</tr>
<tr>
<td>Reflection</td>
<td>a. CS Situation</td>
</tr>
<tr>
<td></td>
<td>Strengths: more interest, more attentive, no students asked permission to go out from class, participation activities and group work activities increased. Weaknesses: mother tongue used in the dialogue.</td>
</tr>
<tr>
<td></td>
<td>b. Ss Ability</td>
</tr>
<tr>
<td></td>
<td>Strengths: improved in fluency, grammar, vocabulary, content, and pronunciation better. The average score increased from 72.1 in post test 1 into 84.8 in post test 2. Weaknesses: One student was still unable to improve her speaking ability well.</td>
</tr>
<tr>
<td></td>
<td>Final reflection</td>
</tr>
<tr>
<td></td>
<td>Speaking ability improved significantly, fluency and accuracy of speech achieved, pronunciation better. Vocabulary increased, deeper understanding on grammar. The class situation: very active, the students had high interest toward the speaking class. The teacher could control her way of presenting better</td>
</tr>
</tbody>
</table>

Based on the table above, it could be described that the first cycle used language games “Snakes and Ladders” to describe things and the materials were noun (things in the classroom, things in the bathroom and things in the bedroom), demonstrative pronoun there is/are, article a/an, preposition of position, to be, and personal pronoun. Meanwhile the second cycle was using language games “Snakes and Ladders” to describe people. The materials for this cycle were grammar (pronoun, adjectives, has/ have, and present continuous tense). The result of the first cycle became the consideration of the planning of the second cycle. Each cycle considered of four meetings. Every meeting had time duration for 90 minutes. Each cycle considered four steps. The steps were: (1) planning the
action; (2) implementing the action; 3) observing the action; and 4) reflecting of the observation result. The implementation of the research in each cycle is described in the following section.

1. Description of Cycle 1

In the description of cycle 1, it involved four important stages. They were planning, action, observation, and reflection. The detail about those four stages is explained as follows;

a. Planning

In order to get the maximum result in the research, researcher had planned some activities to do before carrying the research. Those activities were sharing ideas with collaborator, making lesson plan, preparing the games aids and tools, and dividing the main teaching activities into three phases.

1) Sharing ideas with collaborator

In order that the research could run optimally, I asked an English teacher, Usth. Galuh, to be my collaborator. She was a professional and experienced English teacher. She has been teaching for many years in different institution. She was responsible for many different grades each year in SMP IT Nurul Islam Tengaran. When I asked her to be my collaborator, she was responsible for the seventh year students. Being a teacher at the same school eased me to have coordination with her. Therefore, I was sure that she was the one that could assist me in doing the research.
There were many things that I shared with my collaborator. There were about the designing the lesson plan that reflected what would be applied in the classroom, how to observe what happened in the classroom when Snakes and Ladders was implemented in teaching speaking, and how to score students’ performance in the classroom. Furthermore, I also asked her to give suggestions for the better practices for next meeting.

Based on the result of the sharing with collaborator, there were many things that the collaborator and I discussed. First, the collaborator agreed that I would like to implement Snakes and Ladders into classroom practices to improve students’ speaking. She suggested that to implement the Snakes and Ladders into the classroom practices I should present the stages very clearly to avoid misunderstanding among the students. She added that good modeling would maximize the result of the students’ progress.

Second, both collaborator and I agreed that to evaluate the students’ progress during treatments or classroom process, there should be at least one open ended questions that consisted of six different skills that would be improved; they were fluency, grammar, vocabulary, content, and pronunciation. To score the open-ended questions, there would be score range 1 – 3. Therefore, the total score would be 15. The meeting that would be taken as consideration would be meeting 2 and meeting 3; since the first meeting was aimed giving a model to the students.

Third, the collaborator reminded me to observe some other points during the implementation of Snakes and Ladders. The first point was about the students’ communication ability. It included the students’ presence and attention to the
class, the students’ braveness when asking about the material, the students’ voice in answering teacher’s questions, and the students’ participation in the game. The second point was about the students’ mastery of the lesson; willing to answer questions using the required pattern, able to answer questions about the pattern of the sentences, able to construct sentences grammatically, and able to utter sentences fluently, and accurately. The third point was the social and personal ability; willing to participate actively during the teaching and learning process, able to work in a group actively, and unexpected things happened in the classroom.

2) Making lesson plan

This research focused on encouraging students to improve speaking ability through games by taking into account that my students did not speak fluently or freely because they lacked vocabulary and grammar knowledge. Besides, many of them were very difficult to deliver their ideas when they wanted to express their ideas. Furthermore, they found difficulty on how to construct meaningful sentences using their storage vocabularies. To avoid students’ difficulties related to the speaking skills, I chose a kind of game; that was Snakes and Ladders games. I implemented my project with six lessons. Those all lessons used Snakes and Ladders game. For the development of each game, I designed a lesson plan (see Appendix 8,9,10,11,12,13,14,15,16,17,18,19,21, and Appendix 21). It followed the scheme of a topic, strategy (name of game) objective, resources, warming up and activities (procedures to develop the game). The class was divided into three important moments. First, the presentation in which the teacher