

CHAPTER IV

FINDING AND DISCUSSION

In this chapter presented the findings as the result of analyzing the data. Therefore, this chapter discussed the description of data, the result of normality and homogeneity testing, hypothesis testing, and discussion.

A. The Description of Data

In this sub chapter, the researcher presented the descriptive statistics of the research. The description of data was described by providing numbers and tables. The sample of this research were the second grade students at SMP Negeri 1 Sumbergempol where class VIII H as experimental class and VIII K as control class. For class VIII H consisted of 32 students and VIII K consisted of 35 students. Class VIII H was given a treatment taught by using Snake and Ladder game and VIII K was not given a treatment or using conventional strategy. Before and after doing treatment, the researcher gave a pre-test and post-test. It was done to know the students' mastery on simple past tense.

The score are divided into five criterions. They were excellent, good, fair, poor, and very poor. The students would categorice into excellent criteria if they got range of score 81–100 which meant that they were able to do the test very

well. The students would categorize into good criteria if they got range of score 71–80 which meant that they had a little doubt but they were able to do the test well. The students would categorize into fair criteria if they got range of score 61–70 which meant that they were able to do the test well enough. The students would categorize into poor criteria if they got range of score 51–60 which meant that they just do the test. The last criteria was the students would categorize into very poor criteria if they got range of score 0–50 which meant that they cannot do the test well. (See the table 4.1)

Table 4.1 : The Score's Criteria

| No | Range of Score | Grade | Criteria |
|-----------|-----------------------|--------------|-----------------|
| 1 | 81 – 100 | A | Excellent |
| 2 | 71 – 80 | B | Good |
| 3 | 61 – 70 | C | Fair |
| 4 | 51 – 60 | D | Poor |
| 5 | 0 – 50 | E | Very Poor |

(Adapted from Sulthon, 2000: 13)

The description of data discussed about the data of each variable and reports being computed using descriptive statistic like mean, median, standard deviation, etc. The presentation were as follows:

1. The Data of Experimental Class

After conducting pre-test and post-test for experimental class, the researcher obtained the data. The data were as follows:

A. Pre-Test of Experimental Class

The researcher used SPSS 16.0 version to know the descriptive statistic and the percentage of students' pre-test in experimental class. The percentage

divided into five criterions: excellent, good, fair, poor, and very poor (see table 4.1). The result of the calculation was as follows:

Table 4.2 : Descriptive Statistic of Pre-Test in Experimental Class

| Descriptive Statistics | | | | | |
|------------------------|----|---------|---------|-------|----------------|
| | N | Minimum | Maximum | Mean | Std. Deviation |
| Students' scores | 32 | 47 | 86 | 64.59 | 9.179 |
| Valid N (listwise) | 32 | | | | |

Based on the table 4.2 above, it showed that the minimum score of pre-test was 47, the maximum score was 86, and the mean was 64.59

Table 4.3 : Frequency of Students' Mastery on Simple Past Tense before Taught by Using Snake and Ladder Game

Pre-Test

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------|-----------|---------|---------------|--------------------|
| Valid 47 | 1 | 3.1 | 3.1 | 3.1 |
| 48 | 1 | 3.1 | 3.1 | 6.2 |
| 53 | 1 | 3.1 | 3.1 | 9.4 |
| 55 | 3 | 9.4 | 9.4 | 18.8 |
| 56 | 3 | 9.4 | 9.4 | 28.1 |
| 60 | 1 | 3.1 | 3.1 | 31.2 |
| 61 | 1 | 3.1 | 3.1 | 34.4 |
| 63 | 1 | 3.1 | 3.1 | 37.5 |
| 64 | 1 | 3.1 | 3.1 | 40.6 |
| 65 | 3 | 9.4 | 9.4 | 50.0 |
| 67 | 4 | 12.5 | 12.5 | 62.5 |
| 68 | 5 | 15.6 | 15.6 | 78.1 |
| 69 | 1 | 3.1 | 3.1 | 81.2 |
| 71 | 2 | 6.2 | 6.2 | 87.5 |
| 73 | 1 | 3.1 | 3.1 | 90.6 |
| 81 | 1 | 3.1 | 3.1 | 93.8 |
| 84 | 1 | 3.1 | 3.1 | 96.9 |
| 86 | 1 | 3.1 | 3.1 | 100.0 |
| Total | 32 | 100.0 | 100.0 | |

From the table 4.3, the frequency of pre-test after being distributed there were 2 students getting score between 0–50 which means the students' mastery on simple past tense is very poor, there were 8 students getting score between 51–60 which means the students' mastery on simple past tense is poor, there were 16 students getting score between 61–70 which means the students' mastery on simple past tense is fair, there were 3 students getting scores between 71–80 which means the students' mastery on simple past tense is good, there were 3 students getting score between 81–100 which means the students' mastery on simple past tense is excellent.

B. Post-test of Experimental Class

The researcher used SPSS 16.0 version to know the descriptive statistic and the percentage of students' post-test in experimental class. The percentage divided into five criterions: excellent, good, fair, poor, and very poor (see table 4.1). The result of the calculation was as follows:

Table 4.4 : Descriptive Statistic of Post-test in Experimental Class

| Descriptive Statistics | | | | | |
|-------------------------------|----|---------|---------|-------|----------------|
| | N | Minimum | Maximum | Mean | Std. Deviation |
| Students' scores | 32 | 56 | 92 | 73.75 | 9.466 |
| Valid N (listwise) | 32 | | | | |

Based on the table 4.4 above, it showed that the minimum score of post-test was 56, the maximum score was 92, and the mean was 73.75

**Table 4.5 : Frequency of Students' Mastery on Simple Past Tense
Taught by Using Snake and Ladder Game**

Post-Test

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 56 | 1 | 3.1 | 3.1 | 3.1 |
| | 60 | 2 | 6.2 | 6.2 | 9.4 |
| | 61 | 1 | 3.1 | 3.1 | 12.5 |
| | 63 | 1 | 3.1 | 3.1 | 15.6 |
| | 65 | 3 | 9.4 | 9.4 | 25.0 |
| | 68 | 1 | 3.1 | 3.1 | 28.1 |
| | 69 | 1 | 3.1 | 3.1 | 31.2 |
| | 71 | 5 | 15.6 | 15.6 | 46.9 |
| | 73 | 3 | 9.4 | 9.4 | 56.2 |
| | 74 | 2 | 6.2 | 6.2 | 62.5 |
| | 77 | 1 | 3.1 | 3.1 | 65.6 |
| | 79 | 3 | 9.4 | 9.4 | 75.0 |
| | 82 | 1 | 3.1 | 3.1 | 78.1 |
| | 84 | 3 | 9.4 | 9.4 | 87.5 |
| | 87 | 1 | 3.1 | 3.1 | 90.6 |
| | 89 | 1 | 3.1 | 3.1 | 93.8 |
| | 90 | 1 | 3.1 | 3.1 | 96.9 |
| | 92 | 1 | 3.1 | 3.1 | 100.0 |
| | Total | 32 | 100.0 | 100.0 | |

From the table 4.5, the frequency of post-test after being distributed there were not students getting score between 0–50 which means the students' mastery on simple past tense is very poor, there were 3 students getting score between 51–60 which means the students' mastery on simple past tense is poor, there were 7 students getting score between 61–70 which means the students' mastery on simple past tense is fair, there were 14 students getting scores between 71–80 which means the students' mastery on simple past tense is good, there were 8

students getting score between 81–100 which means the students' mastery on simple past tense is excellent.

2. The data of Control Class

After conducting pre-test and post-test for control class, the researcher obtained the data. The data were as follows:

A. Pre-Test of Control Class

The researcher used SPSS 16.0 version to know the descriptive statistic and the percentage of students' pre-test in experimental class. The percentage divided into five criterions: excellent, good, fair, poor, and very poor (see table 4.1). The result of the calculation was as follows:

Table 4.6 : Descriptive Statistic of Pre-Test in Control Class

| Descriptive Statistics | | | | | |
|------------------------|----|---------|---------|-------|----------------|
| | N | Minimum | Maximum | Mean | Std. Deviation |
| Students' scores | 35 | 47 | 73 | 62.09 | 7.868 |
| Valid N (listwise) | 35 | | | | |

Based on the table 4.6 above, it showed that the minimum score of pre-test was 47, the maximum score was 73, and the mean was 62.09

Table 4.7 : The Frequency of Students' Pre-Test in Control Class**Pre-Test**

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------|-----------|---------|---------------|--------------------|
| Valid 47 | 1 | 2.9 | 2.9 | 2.9 |
| 48 | 2 | 5.7 | 5.7 | 8.6 |
| 49 | 2 | 5.7 | 5.7 | 14.3 |
| 53 | 2 | 5.7 | 5.7 | 20.0 |
| 55 | 2 | 5.7 | 5.7 | 25.7 |
| 56 | 2 | 5.7 | 5.7 | 31.4 |
| 60 | 2 | 5.7 | 5.7 | 37.1 |
| 61 | 1 | 2.9 | 2.9 | 40.0 |
| 64 | 2 | 5.7 | 5.7 | 45.7 |
| 65 | 3 | 8.6 | 8.6 | 54.3 |
| 67 | 4 | 11.4 | 11.4 | 65.7 |
| 68 | 5 | 14.3 | 14.3 | 80.0 |
| 69 | 3 | 8.6 | 8.6 | 88.6 |
| 70 | 1 | 2.9 | 2.9 | 91.4 |
| 71 | 2 | 5.7 | 5.7 | 97.1 |
| 73 | 1 | 2.9 | 2.9 | 100.0 |
| Total | 35 | 100.0 | 100.0 | |

From the table 4.7, the frequency of pre-test after being distributed there were 5 students getting score between 0–50 which means the students' mastery on simple past tense is very poor, there were 8 students getting score between 51–60 which means the students' mastery on simple past tense is poor, there were 19 students getting score between 61–70 which means the students' mastery on simple past tense is fair, there were 3 students getting scores between 71–80 which means the students' mastery on simple past tense is good, there were not students getting score between 81–100 which means the students' mastery on simple past tense is excellent.

B. Post-test of Control Class

The researcher used SPSS 16.0 version to know the descriptive statistic and the percentage of students' post-test in experimental class. The percentage divided into five criterions: excellent, good, fair, poor, and very poor (see table 4.1). The result of the calculation was as follows:

Table 4.8 : Descriptive Statistic of Post-test in Control Class

| Descriptive Statistics | | | | | |
|------------------------|----|---------|---------|-------|----------------|
| | N | Minimum | Maximum | Mean | Std. Deviation |
| Students' scores | 35 | 53 | 84 | 67.23 | 8.193 |
| Valid N (listwise) | 35 | | | | |

Based on the table 4.8 above, it showed that the minimum score of pre-test was 53, the maximum score was 84, and the mean was 67.23

Table 4.9 : The Frequency of Students' Post-test in Control Class

| Post-Test | | | | | |
|-----------|-------|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | 53 | 1 | 2.9 | 2.9 | 2.9 |
| | 55 | 4 | 11.4 | 11.4 | 14.3 |
| | 56 | 2 | 5.7 | 5.7 | 20.0 |
| | 61 | 1 | 2.9 | 2.9 | 22.9 |
| | 63 | 2 | 5.7 | 5.7 | 28.6 |
| | 65 | 6 | 17.1 | 17.1 | 45.7 |
| | 67 | 2 | 5.7 | 5.7 | 51.4 |
| | 68 | 1 | 2.9 | 2.9 | 54.3 |
| | 70 | 2 | 5.7 | 5.7 | 60.0 |
| | 71 | 4 | 11.4 | 11.4 | 71.4 |
| | 73 | 5 | 14.3 | 14.3 | 85.7 |
| | 74 | 1 | 2.9 | 2.9 | 88.6 |
| | 79 | 2 | 5.7 | 5.7 | 94.3 |
| | 84 | 2 | 5.7 | 5.7 | 100.0 |
| | Total | 35 | 100.0 | 100.0 | |

From the table 4.9, the frequency of post-test after being distributed there were not students getting score between 0–50 which means the students which means the students’ mastery on simple past tense is very poor, there were 7 students getting score between 51–60 which means the students’ mastery on simple past tense is poor, there were 14 students getting score between 61–70 which means the students’ mastery on simple past tense is fair, there were 12 students getting scores between 71–80 which means the students’ mastery on simple past tense is good, there were 2 students getting score between 81–100 which means the students’ mastery on simple past tense is excellent.

3. The Difference Data between Experimental and Control Class

After conducting post-test for experimental and control class, the researcher want to draw the difference data between experimental and control class. The data were as follows:

Table 4.10 : The Differences’ Score between Experimental Class and Control Class

| No | Name | Scores of Experimental Class | Name | Scores of Control Class |
|----|------|------------------------------|-------|-------------------------|
| 1 | ADA | 61 | AL | 55 |
| 2 | AHS | 84 | AFDU | 65 |
| 3 | AEW | 56 | DYF | 55 |
| 4 | DM | 60 | FDA | 53 |
| 5 | DSPP | 77 | KFS | 71 |
| 6 | DAS | 65 | LNL | 65 |
| 7 | ECK | 74 | MTF | 67 |
| 8 | FF | 60 | MWS | 55 |
| 9 | FAZ | 82 | MF | 71 |
| 10 | FDC | 71 | MFB | 71 |
| 11 | FDP | 65 | MBT | 65 |
| 12 | FDR | 65 | MYP A | 65 |
| 13 | IASE | 79 | MAFR | 67 |

| | | | | |
|----|------|----|------|----|
| 14 | IK | 71 | MFN | 73 |
| 15 | IPAP | 63 | MARW | 55 |
| 16 | JOP | 71 | MBF | 63 |
| 17 | JPS | 79 | MBS | 79 |
| 18 | LAS | 84 | MFR | 84 |
| 19 | LA | 73 | MHB | 70 |
| 20 | MVDS | 69 | NFR | 56 |
| 21 | MDTS | 90 | NA | 73 |
| 22 | MFSW | 68 | PRA | 63 |
| 23 | MHA | 73 | RD | 65 |
| 24 | MAMR | 74 | SRD | 73 |
| 25 | MAI | 84 | SMA | 71 |
| 26 | MK | 71 | SM | 68 |
| 27 | MSIH | 71 | SFZ | 70 |
| 28 | MEPA | 73 | TSM | 73 |
| 29 | NN | 89 | URBP | 74 |
| 30 | RNS | 79 | VRF | 79 |
| 31 | SHS | 87 | WYI | 61 |
| 32 | SNEP | 92 | WRPS | 84 |
| 33 | | | YR | 73 |
| 34 | | | YNA | 56 |
| 35 | | | YS | 65 |

The table consist of the result score of the students on simple past tense test after taught by using Snake and Ladder game and without using Snake and Ladder game. The researcher got data from the student's score on simple past tense test. The subject of this study were VIII H and VIII K class which consist of 32 students for VIII H class and 35 students for VIII K class.

To know the significant differences of the students' score taught by using Snake and Ladder game and those taught without using Snake and Ladder game on simple past tense at the second grade of SMP Negeri 1 Sumbergempol, the researcher analyzed the result by using *Independent Sample T-test* and the result of this analysis was consulted with t-table.

Table 4.11 : Statistic Significant Differences Score between Experimental Class and Control Class

| | | Statistics | |
|--------------------|---------|-------------------|---------|
| | | Experimental | Control |
| N | Valid | 32 | 35 |
| | Missing | 3 | 0 |
| Mean | | 73.75 | 67.23 |
| Std. Error of Mean | | 1.673 | 1.385 |
| Median | | 73.00 | 67.00 |
| Mode | | 71 | 65 |
| Std. Deviation | | 9.466 | 8.193 |
| Variance | | 89.613 | 67.123 |
| Range | | 36 | 31 |
| Minimum | | 56 | 53 |
| Maximum | | 92 | 84 |
| Sum | | 2360 | 2353 |

From the table above, the researcher got the data of the test between experimental class and control class. The table above showed that the mean score of experimental class was 73.75 and the mean score of control class was 67.23. The standard error of mean of experimental class was 1.673 and control class was 1.385. The median score of experimental class was 73 and control class was 67. The mode of experimental class was 71 and control class was 65. The standard deviation of experimental class was 9.466 and control class was 8.193. The variance score of experimental class was 89.613 and control class was 67.123. The range score of experimental class was 36 and was control class 31. The minimum score of experimental class was 56 and control class was 53. The maximum score of experimental class was 92 and control class was 84. The total score of experimental class was 2360 and control class was 2353.

B. The Result of Normality and Homogeneity Testing

In this sub chapter, the researcher presented and discussed the result of normality and homogeneity testing by using SPSS 16.0. Calculating normality is used to know the data has been normal contributed or not. Meanwhile, homogeneity is used to make sure whether the sample of data is homogeneous or not. By knowing the result of both testing, the researcher can decide what appropriate hypothesis testing type need to be used.

1. The Result of Normality Testing

Normality testing as mentioned before is conducted to check whether the data distribution is normal or not. The researcher used SPSS 16.0 One-Sample Kolmogorov-Smirnov test by the value of significance (α) = 0.050. The instrument called as have normality if Asymp sig > 0.050 so that Ho (null hypothesis) is accepted and Ha (alternative hypothesis) is rejected. So that, it can be concluded as follow:

- a. Ho : The data is in normal distribution
- b. Ha: The data is not in normal distribution

Here, the result of normality testing computed by using SPSS 16.0 version.

It can be seen below:

Table 4.12 : The Result of Normality Testing in Experimental and Control Class

One-Sample Kolmogorov-Smirnov Test

| | | Experimental | Control | Unstandardized Residual |
|--------------------------------|----------------|--------------|---------|-------------------------|
| N | | 32 | 35 | 32 |
| Normal Parameters ^a | Mean | 73.75 | 67.23 | .0000000 |
| | Std. Deviation | 9.466 | 8.193 | 6.54865550 |
| Most Extreme Differences | Absolute | .114 | .115 | .170 |
| | Positive | .114 | .115 | .170 |
| | Negative | -.079 | -.107 | -.128 |
| Kolmogorov-Smirnov Z | | .648 | .679 | .959 |
| Asymp. Sig. (2-tailed) | | .796 | .746 | .317 |

a. Test distribution is Normal.

Based on the table above, it showed that the value of Asymp. Sig (2-tailed) significance values in experimental class was 0.796 and the significance values of Asymp. Sig (2-tailed) in control class was 0.746. It means that both of them were higher than 0.050 ($0.796 > 0.050$ and $0.746 > 0.050$). So, it can be concluded that both of them had normal distribution.

2. The Result of Homogeneity Testing

Homogeneity testing is conducted after ensuring whether the data has been normal distributed. Homogeneity testing is intended to know whether the variance of data is in homogeneous or not. Here, the result of homogeneity testing computed by using SPSS 16.0 version. It can be seen below:

Table 4.13 : The Result of Homogeneity Testing

Test of Homogeneity of Variances

Students' Score

| Levene Statistic | df1 | df2 | Sig. |
|------------------|-----|-----|------|
| .724 | 1 | 65 | .398 |

Based on the table above is known that the number of *Levene statistic* was 0.724 and the significance value was 0.398, and it was bigger than 0.050. So, the homogeneity testing of variance in post-test of experimental and control class shown that the data distribution was homogeneous.

C. Hypothesis Testing

Hypothesis testing was used to test the hypothesis of the research. It was to test whether the null hypothesis (H_0) was rejected or not. There were two kinds of hypothesis, they were H_a (Alternative Hypothesis) and H_0 (Null Hypothesis). The hypothesis which become basic decision in determining the quality of standard deviation of F-test were as follows:

1. $H_0 : \mu_1 = \mu_2$ or the mean of experimental group is not different from the control one.

Null Hypothesis (H_0) there is no significant difference score on the students' mastery on simple past tense taught by using Snake and Ladder game and without using Snake and Ladder game at the second grade of SMP Negeri 1 Sumbergempol.

2. $H_1 : \mu_1 \neq \mu_2$ or the mean of experimental group is different from the control one.

Alternative Hypothesis (H_1) there is significant difference score on students' mastery on simple past tense between taught by using Snake and Ladder game and without using Snake and Ladder game at the second grade of SMP Negeri 1 Sumbergempol.

To know whether there is any significant difference on students' mastery on simple past tense between students who were taught by using Snake and Ladder game and those taught without using Snake and Ladder game, the researcher computed *Independent Sample T-test* by using SPSS 16.0 Version. The outputs are as follows:

Table 4.14 : The Output of Group Statistic

| Group Statistics | | | | | |
|------------------|--------------|----|-------|----------------|-----------------|
| Group | | N | Mean | Std. Deviation | Std. Error Mean |
| Students' Scores | experimental | 32 | 73.75 | 9.466 | 1.673 |
| | control | 35 | 67.23 | 8.193 | 1.385 |

Table 4.15 : The Output of Independents Sample Test

| Independent Samples Test | | | | | | | | | | |
|--------------------------|-----------------------------|---|------|------------------------------|--------|-----------------|-----------------|-----------------------|---|--------|
| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
| | | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
| | | | | | | | | | Lower | Upper |
| Students' scores | Equal variances assumed | .724 | .398 | 3.022 | 65 | .004 | 6.521 | 2.158 | 2.212 | 10.831 |
| | Equal variances not assumed | | | 3.002 | 61.640 | .004 | 6.521 | 2.172 | 2.179 | 10.864 |

Before computing the t-test, the researcher did the homogeneity testing using F-test (Lavene's Test) to know whether to use *Equal Variance Assumed* or

use *Equal Variance Not Assumed*. If the variance is the same, then the t-test use *Equal Variance Assumed*. If the variance is different, then the t-test use *Equal Variance Not Assumed*. The hypotheses in F-test are as follows:

1. H_0 : both variance are the same (experimental and control group)
2. H_1 : both variance are different (experimental and control group)

H_0 is accepted if P value $> \alpha$ (0,05) and H_0 is rejected if P value $< \alpha$ (0,05).

Based on the table 4.15 above, it shows that P value (Sig) is 0,398. It means that 0,398 is bigger than 0,05 and H_0 is accepted. It can be concluded that both variance (experimental and control group) are same and that the researcher used *Equal Variance Assumed* in making decision of T-test.

Based on the table 4.16, the data presented are the performance scores of members of one group which the students who are taught by using Transformation Drill and who are taught by using Snake and Ladder game. Output independent sample statistics shows that there is mean score differences between experimental group and control group. The mean score of experimental group is 73,75. The means scores of control group is 67,23. So, the mean score of experimental group is higher than the mean score of control group. It means that the students' scores increase being taught using Snake and Ladder on simple past tense's mastery. The number of subjects or experimental group of each sample (N) is 32 students and control group is 35 students. Then, standard deviation of experimental group (9.466) and standar deviation of control group is (8.193). Mean standard error for experimental group is (1.673), while mean standard error for control group is

(1.385). So, we can conclude that the value increases being taught using Snake and Ladder game on simple past tense's mastery.

Based on table 4.15, the t-value is 3.022, with the $df = 65$, and the p-value (two-tailed) is 0.004. The significance level is 0.05. For interpretation of decision based on the result of probability achievement, that is:

- a. If the probability value (sig) > 0.05 then the null hypothesis is not rejected.
- b. If the probability value (sig) < 0.05 then the null hypothesis is rejected.

Since 0.004 is smaller than significance level (α) 0.05. The Null Hypothesis is rejected. In other word, the hypothesis is saying that There is no significant difference score on the students' mastery on simple past tense taught by using Snake and Ladder game and without using Snake and Ladder game at the second grade of SMP Negeri 1 Sumbergempol was rejected. In the other hand, the alternative hypothesis is saying that There is significant difference score on the students' mastery on simple past tense taught by using Snake and Ladder game and without using Snake and Ladder game at the second grade of SMP Negeri 1 Sumbergempol was accepted. In addition, the finding verified that Snake and Ladder was effective to be used for the second grade students' in teaching simple past tense at SMP negeri 1 Sumbergempol.

D. Discussion

In this research, the researcher conducted the research in two class during the teaching learning process. The subjects of the research consisted of 67 students. The sample was gotten by using purposive sampling technique where the

researcher decided VIII H class as experimental class which was given a treatment that taught by using Snake and Ladder game as teaching media and VIII K class as control class which was given a treatment that taught without using Snake and Ladder game. In this research, the researcher administered two kinds of test; those were pre-test and post-test to know whether which one is effective for the students' mastery on simple past tense.

After the data were collected, the data were analyzed by using SPSS 16.0 version. The result of computation between pre-test and post-test in experimental and control class showed that there is a significant difference on the students' mastery on simple past tense between who are taught by using Snake and Ladder game and without using Snake and Ladder game.

As the requirement of hypothesis, if the significant value is smaller than significant level (0.05), it means that the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. It can be said that there is a significant difference score toward students' mastery on simple past tense between who are taught by using Snake and Ladder game and those taught without using Snake and Ladder game.

In fact based on the table of independent sample t-test, the result showed that the number of p-value (two-tailed) is $0.004 < 0.05$. It means that there is a significant difference between experimental class and control class. The difference can be seen deeply in the result of the result of pre-test and post-test scores below.

Finding result by using Snake and Ladder game can increase students' mastery on simple past tense. Based on the mean of pre-test 64.59 became 73.75 in post-test. It could be said that Snake and Ladder game was effective to be used as teaching media on simple past tense. By using snake and ladder game, the students can felt interesting and enjoyed in teaching-learning process. The situation in classroom was monotonous before the researcher taught without using snake and ladder. Whereas, the students can active after the researcher taught by using snake and ladder game.

According to Andrew Wright and Michael Buckby (2015: 850) game is an activity in which is interesting and engaging, often challenging. Also if they study grammar by using the game, they don't think too much about the formula or guidelines, because they are studying while playing, they are remembering and learning the formula or guidelines unconsciously. One of them is snake and ladder game. According to Dussart, G.B. (1984: 96) said, "snakes and ladders game is a popular for children in many countries of the world." Because the game is easy to make and it is applicable, teachers can use it as a media to teach grammar in their class. Besides, snake and ladder game gave some advantages in teaching-learning process, such as can stimulate children to learn how to solve simple problem unnoticed by children, can be used in teaching and learning activities because these activities enjoyable so that children are interested to learn while playing.

Regarding on the result of data analysis above, it's also strongly with previous study as stating that Snake and Ladder game is considered as an effective media toward students' mastery on simple past tense. The first research conducted

by Sidiq (2016) a study of Snake and Ladder in teaching speaking. The result of this quasi-experimental research, there is a development on students' achievement of speaking by using grammatical snakes and ladders game. Also, the writer has gotten the good scores and responses from the students in this research. The second, a research by Albaniyah (2016) who conducted a study concerns with the use of snakes and ladders game as a medium to develop students' understanding on direct-indirect speech. The result showed that Snakes and Ladders game encouraged students' participation during teaching learning process and develop students' understanding of direct-indirect speech. And the third, a research conducted by Saputra (2016) concern with use of Snake and Ladder game in teaching reading. The result showed that the use of Snakes and Ladders Game was effective in the teaching reading of narrative texts.

From the explanation above, it can be conclude that Snake and Ladder game is effective in teaching simple past tense. But in this research the researcher used Snake and Ladder game to teach grammar especially on simple past tense. And the result stated that Snake and Ladder game gave contribution to the teaching and learning on simple past tense at the SMP Negeri 1 Sumbergempol. And the media above is accepted, especially on the students' mastery on simple past tense to the Junior High school because it can increase the students' mastery on simple past tense at the second grade of SMP Negeri 1 Sumbergempol in academic year 2018/2019.