

**THE EFFECTIVENESS OF USING SNAKE AND LADDER  
GAME TOWARD THE STUDENTS' SPEAKING  
ACHIEVEMENT AT MAN 1 TULUNGAGUNG**

**THESIS**



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JULY 2016**



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**THESIS**

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**State Islamic Institute of Tulungagung in Partial Fulfillment of  
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English Education**



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Declare that:

1. This paper has never been submitted to any other tertiary education institution for any other academic degree.
2. This thesis is the sole work for the author and has not been written in collaboration with any other people, nor does it include without due acknowledgment or the work of any other people.
3. If in later time, it is found that this thesis is a product of plagiarism, I am willing to accept any legal consequences that may be imposed to me.

Tulungagung, July22<sup>th</sup>, 2016

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## MOTTO

*“We should not be speaking to, but with. That is  
second nature to any good teacher.”*

*-Noam Chomsky-*

## **DEDICATION**

Alhamdulillahirobbil'alamiin, I dedicate this thesis to;

- My beloved parents (Mr. Bakri and Mrs. Musripatun) who give me true love and everything to support my study and my live.
- My lovely brother and his wife (Danang Setiawan and Sartumi) who always give me support to finish this thesis.
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- All of my lectures, thanks for the science and guidance given to me.



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The writer realizes that this research is far from being perfect. Therefore, any constructive criticism and suggestion will be gladly accepted.

Tulungagung, July 22<sup>th</sup>,2016

**The Writer**

## ABSTRACT

Nafi'ah, Lailatun. Registered student. 2813123096. 2016. *The Effectiveness of Using Snake and Ladder Game Toward The Students' Speaking Achievement at MAN 1 Tulungagung*. Thesis. English Educational Program Department of Islamic Education State Islamic Institute of Tulungagung. Advisor: Nany Soengkono Madayani, S.S, M.Pd

Keyword: Effectiveness, snake and ladder, students' speaking achievement

Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. Speaking involves speaker (s) and listener (s) who interact each other, convey message or transfer information. Therefore, mastery of speaking is important to express ideas, opinions, feelings, thoughts and emotions and to respond what others say orally. By this study the researcher wants to implement snake and ladder in teaching speaking.

The formulation of the research problems were: 1) How is the students' speaking achievement before being taught by snake and ladder game? 2) How is the students' speaking achievement after being taught by snake and ladder game? 3) Is there any significant difference in scores of the students before and after being taught by snake and ladder game?

The purpose of this study were: 1) To know the students speaking score before being taught by snake and ladder game, 2) To know the students speaking score after being taught by snake and ladder game, 3) To know the significant difference in score before and after being taught by snake and ladder game. The subject of this study is students in eleventh grade at MAN 1 Tulungagung, especially for XI IIK U.

The research methodology: quantitative approach used in this study with pre-experimental research design. Because of the subject of study is single class that is XI IIK U, thus the researcher used one group pre-test and post-test research design. The population was the entire students of eleventh grade at MAN 1 Tulungagung which consist of eleven classes. Then, the sample of this study was XI IIK U (Excellent Religion) consisting of thirty students. The instrument in this study was speaking test both pre-test and post-test. The researcher used SPSS Statistics to analyze the reliability testing and the t- test.

According to the result of this study, the students' mean before the treatment were 63.5. Besides, the students' mean after the treatment was 76.8. Then, the significant level two tails is 0.00, while the standard level of significant is 0.05. By balancing the significant level and the standard level significant, the researcher

got calculation. The calculation shown that the result of  $t_{\text{count}}$  is 8.86 and to know whether it is significant or not, the researcher used  $t_{\text{table}}$ . It can be known that  $t$  with significant level 5% and degree of freedom 29 it is 1.69. In short, the output was  $8.86 > 1.69$ . Thus, it can be categorized that  $t_{\text{count}}$  is greater than  $t_{\text{table}}$  ( $t_{\text{count}} > t_{\text{table}}$ ) or the significant level two tails is  $<$  the standard level significant ( $0,00 < 0,005$ ). Because the significant level two tails is  $<$  the standard level significant, it can be concluded that the alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis is rejected.

On the basis of explanation above, it means that there is significant different between students' speaking achievement before being taught using snake and ladder and after being taught using snake and ladder. The conclusion is snake and ladder game is effective toward the students' speaking achievement. In line that that snake and ladder game can be applied by English teacher in teaching and learning process especially for speaking learning.

## ABSTRAK

Nafi'ah, Lailatun. Nomorsiswa. 2813123096. 2016.  
*Keefektifan Penggunaan Permainan Ular Tangga Terhadap Kemampuan Berbicara Siswa di MAN 1 Tulungagung.* Skripsi. Tadris Bahasa Inggris Institut Agama Islam Negeri Tulungagung. Penasehat: Nany Soengkono Madayani, S.S, M.Pd

Keyword: Keefektifan, ular tangga, kemampuan berbicara siswa

Berbicara adalah proses interaksi dari gagasan makna yang meliputi memproduksi, menerima, dan memproses informasi. Berbicara meliputi pembicara dan pendengar yang berinteraksi dengan yang lain, menyampaikan pesan atau menyalurkan informasi. Oleh sebab itu, penguasaan terhadap berbicara itu sangat penting untuk mengekspresikan ide, pendapat, perasaan, pemikiran dan emosi, dan untuk merespon apa yang dikatakan orang lain secara lisan. Adapun dengan penelitian ini, peneliti ingin mengimplementasikan ular tangga dalam pengajaran berbicara.

Perumusan masalah meliputi: 1) Bagaimana kemampuan berbicara siswa sebelum diajar menggunakan ular tangga?, 2) Bagaimana kemampuan berbicara siswa sebelum diajar menggunakan ular tangga?, 3) Apakah ada signifikansi perbedaan skor sebelum dan sesudah diajar menggunakan permainan ular tangga?

Tujuan dari penelitian ini adalah: 1) Untuk mengetahui skor berbicara siswa sebelum diajar menggunakan permainan ular tangga, 2) Untuk mengetahui skor berbicara siswa sesudah diajar menggunakan permainan ular tangga, 3) Untuk mengetahui perbedaan skor berbicara siswa sebelum dan sesudah diajar menggunakan ular tangga. Subjek dari penelitian ini adalah siswa kelas XI di MAN 1 Tulungagung, khususnya kelas XI IIK U.

Metodologi dalam penelitian ini meliputi: penelitian ini menggunakan pendekatan kuantitatif dengan desain penelitian yaitu pre-eksperimental. Karena subjek dari penelitian ini adalah satu kelas, maka peneliti menggunakan satu kelas yang diberikan tes berbicara sebelum dan sesudah treatment. Populasi dari penelitian ini adalah seluruh siswa kelas XI di MAN 1 Tulungagung yang terdiri dari sebelas kelas. Kemudian, sampel dari penelitian ini adalah kelas XI IIK U (Agama Unggulan) yang terdiri dari tiga puluh siswa. Alat untuk mengukur pemahaman berbicara siswa dalam penelitian ini adalah tes yang disebut pre-test dan post-test. Peneliti menggunakan SPSS untuk menganalisis tingkat reliabilitas tes yang dipakai, dan menganalisis t-test.

Berdasarkan hasil penelitian ini dapat dilihat bahwa nilai rata-rata siswa sebelum treatment dilakukan adalah 63.5. Adapun nilai rata-rata siswa setelah

diberikan treatment adalah 76.8. hasil dari significant level two tail adalah 0.00 sedangkan standart level significant yaitu 0.05. dengan membandingkan significant level dan standart level significant, peneliti mendapatkan penghitungan. Penghitungan telah menunjukkan bahwa hasil dari t-hitung adalah 8.86 dan untuk mengetahui apakah perhitungan tersebut signifikan atau tidak, peneliti menggunakan t-tabel. Dari penghitungan yang dilakukan peneliti dapat diketahui bahwa pada significant level 0.05 (5%) dan degree of freedom 29, nilainya adalah 1.69. Dapat disimpulkan bahwa hasilnya adalah  $8.86 > 1.69$ . Jadi, dapat dikategorikan bahwa t-hitung lebih besar daripada t-tabel ( $t_{hitung} > t_{tabel}$ ) atau level significant two tail  $<$  standart level significant. Oleh karena level significant two tail  $<$  standart level significant, maka dapat ditarik kesimpulan bahwa hipotesa kerja ( $H_a$ ) dapat diterima dan hipotesa nol tertolak.

Berdasarkan uraian diatas, dapat diartikan bahwa ada perbedaan yang signifikan antara kemampuan berbicara siswa sebelum diajar menggunakan ular tangga dengan sesudah diajar menggunakan ular tangga. Kesimpulannya adalah permainan ular tangga dapat meningkatkan kemampuan berbicara siswa. Secara garis besar, hasil penemuan ini berarti bahwa permainan ular tangga dapat dipakai oleh guru bahasa inggris dalam pembelajaran khususnya untuk pembelajaran berbicara.

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