

CHAPTER IV

RESEARCH FINDING AND DISSCUSION

In this chapter, the researcher presented about the finding of the research. Therefore, this chapter discusses data of research finding, hypothesis testing, data analysis and discussion.

A. Data of Research Finding

After completing the teaching learning process, the researcher measured the effectiveness of using snake and ladder game toward the students speaking achievement for eleventh grade students at MAN 1 Tulungagung which consists of 30 students. The researcher directly stated the data taken from the field of study. In this researcher, the researcher elaborated the students score based on scoring criteria, the students' mean score of both test, and presentage of the students' score.

In administering speaking test; both pre-test and post-test, the researcher took the different title or topic of the narrative story. The researcher also made the same level of difficulty from those two tests, but the text in post-test little bit long than in the pre-test. The topic of pre-test and post-test about narrative story such as, legend, fable and fairy tale. In the pre-test, the story about Malin Kundang, Roro Jonggrang, Surabaya, Cinderella, Rapunzel, Timun Mas, Pinokio, Joko Kendil, Lutung Kasarung, Kancil dan Buaya. Whereas in the post-test,

the story still about legend, fable and fairy tale such as Sangkuriang, Danau Toba, Frozen, Snow White, Bawang Merah Bawang Putih, Jaka Tarub, Ande-Ande Lumut, Keong Mas, Kancil dan Kura-Kura, Singa dan Tikus.

To know the students' speaking achievement, the researcher gave scoring criteria as adapted from (Sulthon, 2000:13) as follows:

Table 4.1 Criteria of the Score

No.	Interval	Criteria
1.	91 up to 100	Excellent
2.	81 up to 90	Very Good
3.	71 up to 80	Good
4.	61 up to 70	Enough
5.	51 up to 60	Poor
6.	≥ 50	Very poor

Table above explained about the criteria of students score in speaking achievement belong to the criteria of poor, enough, good and very good. The researcher wanted to know criteria of the students achievement in pre-test and post-test, the researcher gave data of the test result about the students' score before using snake and ladder game and after using snake and ladder game in teaching speaking and presentage score in pres-test and post-test will be presented in the table as follows. It was proved by the result of pre-test that the minimum score was 50. There were 25 students got the score under the criteria of good. It means that the speaking achievement of students in XI IIK U were less.

a. The Students' Score Before Being Taught By Using Snake and Ladder Game

Before treatment process was done, the researcher observed the condition of the students' speaking achievement by using pretest. The pre-test was administered on March, 21th 2016. The result of pretest showed that their speaking were so enough.

From the pre-test score of students, when they were gotten the test before given the treatment. The descriptive statistic of pre-test score would be presented in tables as follows:

Table 4.2 Descriptive Statistic of Pre-test Score

N	Valid	30
	Missing	0
Mean		63.5000
Median		65.0000
Mode		65.00
Std. Deviation		9.48229
Sum		1905.00

The table showed that from 30 students dividing of score in pre-test. The result of the mean of pre-test score is 63.5000. It means that the average of 30 students' score was 63.5 as the pre-test score. According to the criteria of students' achievement in table 4.1 above, the students' means 63.5 belong to enough categories. Then, can be seen from the median, the result was 65. It means that the

middle score of students' score of pre-test was 65 from total of students (30 students). The mode of pre-test was 65 and there was seven students who get score sixty five. The last, the value of standard deviation of the pre-test was 9.48229.

After getting the result of pretest, the researcher gave treatment to all students. The treatment was teaching speaking by using snake and ladder game. It is a media to help their students speaking achievement. **Apparently;** the students were enthusiastic to play the game. When teaching and learning process by using snake and ladder game was done, the students were very happy and *got new spirit to learn English*. Although the media were simple and cheap, the students were enjoy and interested.

b. The Students' Score After Being Taught By Using Snake and Ladder Game

After doing treatment, the researcher gave post-test to all students. The post-test was administered on May, 5th 2016. Post-test is used to know the students speaking achievement after taught by using snake and ladder game. The researcher wanted to know how far the students understand about speaking that given when treatment process was done. Apparently, the result of the test showed that the students' speaking mastery improved significantly.

From the post-test score of students, when they were gotten the test after given the treatment. The descriptive statistic of post-test score would be presented in tables as follows:

Table 4.3 Descriptive Statistic of Post-test Score

N	Valid	30
	Missing	0
Mean		76.8333
Median		75.0000
Mode		70.00
Std. Deviation		8.85548
Sum		2305.00

The table showed that from 30 students dividing of score in post-test. The result of the mean of post-test score is 76.8333. It means that the average of 30 students' score was 76.8 as the post-test score. According to the criteria of students' achievement in table 4.1 above, the students' means 76.8 belong to good categories. Then, can be seen from the median, the result was 75. It means that the middle score of students' score of post-test was 75 from total of students (30 students). The mode of post-test was 70 and there was seven students who get score seventy. In addition, the value of standard deviation of the post-test was 8.85548.

In addition, the significance of the research can be seen from this statistical calculation below:

Table 4.4 Paired Sample Test

Paired Samples Test									
		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	pre_ test - post _tes t	-13,33333	8,23505	1,50351	-16,40835	-10,25831	-8,868	29	,000

Based on the table above, the t-value is 8.86 and the degree of freedom is 29. We can see the t-table using 5% (0.05) of significant level and 29 as the degree of freedom. Whereas, the result in 5% significant level is 1.69.

The calculation above shows that the result of t_{count} is 8.86 and to know whether it is significant or not, the researcher used t_{table} . It can be known that t with significant level 5% and degree of freedom 29 it is 1.69 while the result of t_{count} is 8.86. Thus, it can be categorized that t_{count} is greater than t_{table} ($t_{\text{count}} > t_{\text{table}}$)

From the result above, we can see that $8.86 > 1.69$. It means that, t_{count} is higher than t_{table} . So, the alternative hypothesis (H_a) that is state

there is significant effect of using snake and ladder game toward the students' speaking achievement is accepted, and the null hypothesis (Ho) that there is no significant effect of using snake and ladder game toward the students' speaking achievement is rejected.

B. Hypotesis Testing

As mentioned previously in chapter 1, the research follows:

1. The null hypothesis (Ho)

The significance level $>$ the standard level of significant 0.05, the alternative hypothesis (Ho) is accepted and the Null hypothesis (Ha) is rejected. It means that there is no significant different between students' score of speaking achievement before and after taught by using snake and ladder game.

2. The alternative hypothesis (Ha)

The significance level $<$ the standard level of significant 0.05, the alternative hypothesis (Ha) is accepted and the Null hypothesis (Ho) is rejected. It means that there is significant different between students' score of speaking achievement before and after taught by using snake and ladder game.

C. Data Analysis

Table 4.5 Paired Sample Statistic

Paired Samples Statistics				
	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 pre_test	63,5000	30	9,48229	1,73122
post_test	76,8333	30	8,85548	1,61678

					Lower	Upper			
Pair	pre_test -	-	8.23505	1.50351	-	-	-	29	.000
1	post_test	1.333			16.40	10.25	8.8		
		331			835	831	68		

By calculating of t-test above, it can be recognize that the t-value is 8.868 with the degree of freedom (Df) is 29. The students' speaking score before being taught by using snake and ladder game is enough category because the mean in pre-test is 63.5. After the researcher gave the treatments, the mean score of speaking test in the post-test was changed. The mean increased up to 76.8 and it belongs to good category. The negative that being visible in t-value above has meaning that the mean score before the treatment is lower than after the treatment occurred. Therefore, by using snake and ladder game, the students' speaking achievement can improve significantly.

The researcher interpreted the result of the data from statistics calculation. First, the researcher contemplated the D or Degree of Freedom. Df means the sum of subject minus one ($Df = N - 1$). The result is $30 - 1 = 29$. Second, the researcher observed the level of significant 2 tails in table 4.8. The standard level of significance level is 0.05. If the result of statistic calculation show that the significant level in the table $<$ the standard of significance level (0.05), it conclude that there is significant different on the students' speaking score before and after taught by using snake and ladder game.

Conversely, if the significance 2 tails in the table $>$ the standard of significance level (0.05), it means that there is no significant different on the students' speaking score before and after taught by using snake and ladder game.

D. Discussion

From the data analysis, the objective of this study was to know if there was any effect of using snake and ladder game toward the students' speaking achievement at MAN 1 Tulungagung. In fact, the result of the test, snake and ladder made the students have fun in learning speaking. According to Carrier (in Sanchez, 2007:50), game raise the students' motivation and the students enjoy with their learning.

Some difficulties of speaking it makes the students feel afraid to express their feeling. By using snake and ladder, the students can be used interesting and felt enjoy in learning activities. 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. Snake and ladder is a kind of educational game that purpose on exercising students rapidity in speaking. This game requires some kind of tool among others board, snake and ladder are equipped image paper, and dice. Teacher can make the dice by herself in English number (Mujib and Rahmawati: 2011).

Based on the research method in chapter III in this research, the researcher was divided into three steps. First step is pre-test where the researcher conducted pre-test to know the students' speaking achievement before using snake and ladder.

The second step was given treatment to the students. The treatment here was teaching speaking by using snake and ladder game as media. The students were given material about narrative text. At the first treatment, the researcher told about narrative text. The researcher decided student into five groups. Each group there was six students. Then the researcher asked the students to tell story about narrative by using snake and ladder game. After got treatment, the students more active, effective and enthusiasm to study speaking because they enjoyed in teaching learning speaking.

After the steps were conducted, the researcher got data in pretest and posttest scores. The researcher analyzed the descriptive statistics of both pretest and posttest score. The mean of pretest was 63.5, and the mean of posttest was 76.8. It showed that mean of posttest score was higher than mean of pretest score ($76.8 > 63.5$).

Next, the researcher analyzed them by using paired sample t-test through SPSS Statistics 16.0. In table 4.6, the result showed the significant of 2 tails was 0.000, it indicated that the significant level in the table $<$ the standard of significance level ($0.00 < 0.05$). Because of it, the use of snake and ladder game was effective and increased the students' speaking achievement.

In this case, the result of post-test showed that strategy was given influence toward the students' speaking achievement. Especially, the raising of students' progress in speaking, the teaching and learning process to become effective, and also it can make students interested. It is appropriate with previous research done by Syarifah Mawaddah about *Teaching Speaking by Using Snake and Ladder Game*.

Snake and ladder game has some of advantages for the students. One of the snake and ladder helps the students to explore their knowledge about the stories of narrative such as, legenda, fable, fairy tale, etc. Arinil Janah (2009) said that snake and ladder game successfully enhance students' active participation and be expressive during learning. In addition, learning becomes fun with the use of media-learning. This strategy also helps students to the students become more active because, when teacher teach without using snake and ladder strategy the students are very passive, which the classroom situation are quiet and the learning process becomes ineffective. They were afraid wrong with grammar composition, the possible of vocabulary to use and there are other things that make them shame. When the teacher asks students to use snake and ladder strategy to learn speak, as long time they become more active and the situation in the classroom is not visible silence.

According to Sanchez (2007:50), games stimulate students' participation and give them confidence. This is when students free

themselves in order to participate to get the best score or even to be the best in the class. They usually feel much more confident with their performance and this makes them learn and practice new structures. I learn from their mistakes, and fulfill the goals of the class, indeed.

Based on the research finding, snake and ladder game was the real effectiveness to improve *speaking* achievement. It was because snake and ladder game can encourage the young learners to study *speaking* more active, effective and enthusiastically. In addition, as well as Wright, Erzoz also said that the game encourage and increase cooperation.

According to Sanchez (2007:50), a game is considered a valuable technique, which includes three principal elements: competition, rule(s), and enjoyment, which should be well established by a teaching-learning objective. Any teacher would be able to use games in order to increase the student's motivation towards the English language, at the same time that students can better develop or improve his/her own abilities of learning. Such is the purpose that the use of dynamic games has in class. Snake and ladder game also gave fun activities in study speaking. The young learner can study *speaking* easily and relax without hard feeling. The situation that conducive and comfort for their sense, it will make them enjoy to learn and getting good result. It can be done because by fun learning, information can be understood and maintained in memory well.