

The Effect of Snake and Ladder Game on Students' Speaking Skill

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Abstract

Fourth-grade students at SDN 01 Purwogondo struggle with English speaking skills, especially vocabulary and pronunciation, due to limited confidence, low motivation, and monotonous teaching methods lacking engaging media. The purpose of this study was to determine the use and effect of snakes and ladders game activities on students' speaking skills. This study investigated at SDN 01 Purwogondo in Grade IV totaling 30 students. This study used a quantitative research design using a pre-test and post-test. Speaking performance was evaluated based on vocabulary, fluency, pronunciation, and comprehension. The results showed a significant increase in students' speaking skills, with an average pre-test score of 66.2 and a post-test score rising to 92.9. The results of the paired sample t-test calculation with a sign (2 tails) the result was .000, lower than 0.05 as a significance level. The results of the analysis obtained a p-value of 0.000, so H0 was rejected and H1 was accepted, and the results of the hypothesis showed that there was a significant increase in students' speaking skills after using the snakes and ladders game.

Keywords: *Speaking skill, Snake and ladder game, Students' perspective.*

Abstrak

Siswa kelas empat di SDN 01 Purwogondo mengalami kesulitan dalam keterampilan berbicara bahasa Inggris, terutama dalam hal kosakata dan pelafalan, akibat kurangnya kepercayaan diri, motivasi yang rendah, dan metode pengajaran yang monoton tanpa media yang menarik. Tujuan dari penelitian ini adalah untuk menentukan penggunaan dan pengaruh aktivitas permainan ular tangga terhadap keterampilan berbicara siswa. Penelitian ini menyelidiki di SDN 01 Purwogondo pada Kelas IV yang berjumlah 30 siswa. Penelitian ini menggunakan desain penelitian kuantitatif dengan menggunakan pre-test dan post-test. Kinerja berbicara dievaluasi berdasarkan kosakata, kelancaran, pengucapan, dan pemahaman. Hasilnya menunjukkan peningkatan yang signifikan dalam keterampilan berbicara siswa, dengan skor rata-rata pra-tes menjadi 66,2 dan skor pasca-tes naik menjadi 92,9. Hasil perhitungan uji-t sampel berpasangan dengan tanda (2 ekor) hasilnya adalah .000, lebih rendah dari 0,05 sebagai tingkat signifikansi. Hasil analisis memperoleh nilai p sebesar 0,000, jadi H0 ditolak dan H1 diterima, dan hasil hipotesis menunjukkan bahwa ada peningkatan yang signifikan dalam keterampilan berbicara siswa setelah menggunakan permainan ular tangga.

Kata kunci: Keterampilan Berbicara, Permainan Ular Tangga, Perspektif Siswa.



INTRODUCTION

Speaking is a crucial skill to be learned by student in order to talk with others and aspect language use. Speaking is also used to establish and maintain social relationship, convey information, exchange ideas that depend on the context in which it occurs, including the speaker's purpose, it also about how meaning is created and comprehended via interpersonal contact. Speaking is an important skill that students must have because oral communication is one of the most important tasks of every English teacher who works with students. (Al Hosni, 2014). Speaking is defined as a conversation involving two or more people concerning facts, concepts, options, or emotions.

Speaking skill are seen as having central role in language learning because the essence of learning language is learning communication, especially in oral communication. Speaking skill can also support other language skill, it often seen as the primary benchmark for assessing success in language learning. By mastering speaking skill the students can express his thoughts and feelings intelligent according to material and situation at the time he is speaking. In addition, speaking skill can also give birth to critical future generation because they can express ideas, thought, or feelings to others sequentially and systematically (Permana, 2016). Speaking is considered the most important skill to be thought to young learners. A number of previous studies suggest that students should be expose to oral skill in English rather than reading or writing.

Speaking is the most difficult skill to master. For students to interact effectively with others, they must be proficient in English. Furthermore, words must be produced quickly and without practice (Wahyudi, 2022). English is one of the most important languages in the world and is taught as a foreign language in Indonesia. One of the key components in learning English is speaking, which allows learners to express ideas and thoughts effectively. Researchers use speaking skills teaching strategies to provide students with opportunities to express their thoughts, opinions, and ideas verbally. These strategies encourage students to actively participate and create a safe and supportive environment where they feel comfortable speaking. Furthermore, these strategies can provide opportunities for students to speak in public. Speaking skills boost students' self-confidence, improve their academic performance, and prepare them for various opportunities. Researchers chose speaking skills because they can improve their vocabulary and pronunciation.

However, many students in elementary school, particularly at SDN 01 Purwogondo, still find it difficult to speak in English, especially in mastering vocabulary and pronunciation. The preliminary study that was conducted by the researcher on an English teacher in fourth-grade SDN 01 Purwogondo found that the students still have difficulties in mastering speaking skill. The researcher research that elementary school because the students have difficulties to speak English in English speaking skill. Some students have difficulties to spell the vocabulary and they have difficulty speaking English with others because they don't know what to talk about. This study was conducted to address this issue by using a fun and interactive media—Snake and Ladder game—to stimulate students' interest and engagement in speaking activities. The game provides a playful learning environment, encouraging students to practice English vocabulary and pronunciation.

Game-Based Learning is a learning method that use game applications that have been specifically designed to support the learning process. Game-Based Learning can helps teachers achieve learning objectives effectively. Characteristics that can motivate and entertain students, the use of game in learning can increase students' interest in the subject matter. Additionally, games can also teach various skills that can be used as an alternative medium in education (Widiana, 2022: 2-3). Game –based learning is a teaching method where students have a dominant role by using games to achieve

learning objectives. According to Winatha and Setiawan (2020), the application of Game-Based Learning can improve students' ability to understanding, knowing and evaluating subject matter (Ulfa et al., 2022: 9346) This approach combines game elements into learning process more engaging, interactive, and enjoyable for students. By using games as a learning tool, the teacher can create a situation where students can learn while playing, which effectively increase students' interest and engagement in learning. Based on these problems, the author was research conducting about "The Effect of Snake and Ladder game to Improve Students' Speaking Skill".

Game-based learning has gained significant attention in recent years due to its ability to engage learners and improve retention. In speaking skill development, games like Snake and Ladder can stimulate students to practice vocabulary and pronunciation in a fun and less stressful environment. Even though all of the students realize that English is important subject that need to be learn in school they do not enjoy speaking in English because the teacher less stimulation of games. So that the researcher uses media that increase students' pronunciation an their vocabulary, it also encourages the students to interact with others using the English language.

The researcher give the treatment that make the students learning while playing. In the teaching process, the use of appropriate media and approaches is crucial. Researchers must help students develop ideas and encourage them to speak. Learning media is an effective tool for implementing the planned teaching process (Al Halim, 2020). Using learning approaches that do not motivate students to speak or lack teacher encouragement can also cause problems. For years, games were considered useless. Much research now examines how games can be used in the teaching and learning process. Many believe that learning through play helps students overcome boredom with complex, rigorous, and monotonous classroom lessons.

If speaking instruction is to be successful, teachers must use appropriate teaching approaches. Research has shown that games can help teachers improve their skills and increase their motivation (Nainggolan & Siallagan, 2022). One method can be an alternative to make learning English easier and more enjoyable is by learning while playing which is through games can provide several benefit. First, what is learned by students is not only in the form of more knowledge of reason but experienced in real terms; such as experience are difficult to forget. Second the lessons provide are pleasantly accepted, because they are related for the nature of the game which is entertaining and joyful. Third, because the game is fun, that playing at the same time generate excellent interest for students about certain things or topic. Elementary school students still enjoy playing games because learning is easier while playing. Traditional games are a cultural heritage that must be preserved, stemming from local wisdom and passed down from ancestors.

In this study, the researcher was using cooperative learning that use of small groups to maximize their learning of other members in group that in completing group assignments, each member works together and help each other to understand the material. Cooperative learning is a learning method that is carried out by working together between students. Defines cooperative learning as a group of students working together to solve problem, complete tasks, or achieve a shared goal. He emphasizes the importance of positive independence among group members by Miftahul Huda (2015). The snake and ladder game was using the card to develop their thinking focus on the material that was about time and daily activities. The students were guess the picture from the card by the teacher. This strategy can make students are closer each other and they can think together to solve the problems.

This research was used snake and ladder game by the researcher. One of the interesting media that implementing games like the snake and ladder games into speaking lesson is a creative approach to engaging students. However, there has been

no study regarding the snake and ladder game media based on artificial to improve elementary school students' learning outcomes. The advantage of the media developed is that in the Snake and Ladder, Students do not play individually but in groups accompanied (Student Worksheets) so that in the learning process, they are assisted by the Snake and Ladder learning media, which provides direct feedback in the hope of making the learning process more effective and fun. Besides enhancing students' competitiveness and striving to win, these games have the potential to increase interaction between students and improve the quality of learning. Students may develop better speaking skills due to increased enthusiasm and enjoyment in class, resulting in a more active and interactive learning environment. An effective way to teach speaking skills is to create media that engages students' interest in learning to speak.

Research about the effect of snake and ladder game on students speaking skill was also done by Rahmawati, F. (2020). The result found that the snake and ladder game had a positive effect on students speaking skill and motivation. The study revealed: First improved speaking skill that showed significant fluency, vocabulary and pronunciation, second, increase motivation that the game motivated students to practice speaking English, as it provided a fun and interactive way to learn. The snake and ladder game can be an effective game in enhancing students' speaking skill and motivation in language learning. The Snakes and Ladders game can help students understand and memorize English vocabulary effectively. They can play this game as a medium for learning English or use it as a way to motivate themselves to learn more.

Previous research indicates that researchers choose the Snakes and Ladders game as a learning medium to help teachers teach speaking skills. The purpose of this study is to determine how and whether the Snakes and Ladders game impacts elementary school students' speaking skills. The game is specifically designed to teach Time and Daily Activity material according to the problems and needs of students at SDN 01 Purwogondo. This snake and ladder game and also the cards features various color and image that are attractive to students. The size of this product is medium, making it practical for teaching-learning activities. By using images as a basis for speaking, students not only gain a sense of uncertainty about the new language but also have something to talk about and focus on. In this study the researcher used card picture on snake and ladder game that the material about time and daily activity. Based on this, this research aims to develop h the effect of snake and ladder game to improve speaking skill.

This research applied in this discussion is the "The Effectiveness of Using Snake and Ladder Game on Students' Speaking Achievement, Explained by Fitriyah H (2018) The result showed that learning models can improve students learning outcomes, as evidenced by the difference in average scores before and after using the treatment. Then, the other previous research from Muhammad Ainul Yakin, (2022) that the title was "The Effect of Game-Based Learning Through the Snake and Ladder Game on Students' Speaking Skill" which showed the result that the effect of learning media in learning activities made is easier for students to gain understanding and motivate students to learn English. This research gave significant effect on the students speaking skill that the average score increased from pretest and posttest. Both of previous researchers used quantitative method, pre-experimental (pretest and posttest) that significantly increase after treatment was used by the researcher.

This research there was a novelty with new research result that provides new and significant contributions to exiting research field. The novelty from this research was the snake and ladder game media that used dice and picture on the cards to guess the picture in English learning process in the speaking skill. This study used cooperative learning of small groups to maximize their learning of other members in group that in completing group assignments, each member works together and help each other to

understand the material. Cooperative learning is a learning method that is carried out by working together between students. The research above aims to improve students' speaking skill, including vocabulary, fluency, pronunciation and comprehension. Furthermore, cooperative learning increased students' enthusiasm for learning, helping each other and working together to understand the material. Using snake and ladder games as media, the students can stimulate their focus and learning enjoyable.

This result of the research are expected to offer practical implication for enhancing English language teaching by providing a game-based learning medium specifically design to improve speaking skill among elementary school student. Additionally, the game-based media develop in this research could be adapted from various language levels. This study aims to improve students' speaking skill using snake and ladder game where students feel comfortable in enjoyable leaning process. This study can improve their speaking ability such as vocabulary, fluency, pronunciation and comprehension. The title also highlights target audience: elementary school students, whose language development need are often overlooked by game-based learning methods. Furthermore, this title captures the core objective of this study that to encourage active students participation and improve speaking skill through interactive play-based learning. Thus study mark a practical contribution to English language education, aiming to provide teachers with a creative tool to support the acquisition of speaking skills. The research acquisition are as follows:

1. How was the process of the effect snake and ladder game media to teach speaking skill to elementary school students?
2. How is the result of the effect snake and ladder game media to teach speaking skill for elementary school students?

METHODS

This section outlines the researcher methodology used in this study. It includes various subsections that detail in the research design, setting and participant, data collection, Result and Discussion.

1. Research Design

Quantitative research is a type of research that discovers new things.. According to (Cresswell, 2012), quantitative method requires that explain how one variable affects another. In addition, this research used pre-experimental design. Pre-experimental is one of type of research design that carried out by research before giving a treatment that to the object being observed. According to Sugiyono (2013), pre-experimental research design is a type of research where there are external variables that the effect of treatment on a group without comparing it to a group that did not receive the treatment.

This study used a quantitative method with a pre-experimental design with a one-group pretest and posttest. This study is classified as pre-experimental because it involved one class (Rukminingsih et al., 2020). So, in this study one class, pretest and post-test was used. This plan only accepts one group as subjects and conducts pre-test testing, exploratory treatment that is modified by subject, and post-test testing. Researchers use a paired-samples t-test for only one group. One way to assess the effectiveness of the treatment is by using the difference in means before and after the procedure.

2. Setting and Participant

This research was conducted at SDN 01 Purwogondo in 2025 . The participant of 4th grade students consists of 30 students. This study was research about the effect of snake and ladder game to improve students' speaking skill. The researcher took only one class in fourth grade. In this research, the researcher divided into several groups for learning English. This study use snake and ladder

game to find out the extent to which students understand the lesson and they can improve their speaking skill. The material was about time and daily activity. During the learning process, the researcher accompany the participants and explain how to play snake and ladder game. In this game, the students have to guess the picture about time and daily activity on the card. Then, the students was took turns playing game using the dice provided by the researcher. The students turn while text was develop from the criteria of vocabulary, fluency, pronunciation and students' comprehension of the speaking English. The researcher was identification before collect the data, instrument can be test. The test is used to consider students' mastery of speaking skill. In this study, the researcher conducted research was 4 meetings. Assessing the effect of snake and ladder game on student academic achievement. The study took the score before treatment and after treatment in teaching students' speaking skill.

3. Data Collection

This research, the data collected through a quantitative approach using pre and post-tests to measure academic achievement in speaking skill of using snake and ladder game. Researchers can obtain the information they need through data collection techniques. Researchers can draw conclusions about solutions to research problems after they have all the necessary data. Decisions not based on data are assumptions or hypotheses that cannot be scientifically validated. Therefore, knowledge and skills in data collection methods are crucial for researchers. Pre-tests and post-tests are used by researchers to assess the teaching and learning process before and after the research in the classroom. The pre-test is administered at the first meeting, and the post-test is administered before the treatment. This investigation is conducted to determine student learning achievement. In addition, a post-test is administered after the treatment, and scores are taken both before and after the treatment.

Pre-tests and post-tests are two types of tests used in this study to collect data. The pre-test is the test before the treatment, and the post-test is the test after the treatment. Before the treatment, the researcher asked students to present orally at their seats, stating the time and their daily activities. The pre-test was conducted to measure students' initial speaking abilities. Students completed the pre-test in approximately forty minutes.

After treatment was given, the researcher gave post-test. The content of the post-test is they have to guess the picture about time and daily activities on the card and also do questions, and the task when they play snake and ladder game. The purpose of post-test is to find out the result of the treatment. The teacher ask the students each groups then the teacher takes the point from the students' performance. After collecting the data, the researcher analyzing the data itself by using statistical. In data analysis researcher have to present the information about step following the researcher stages that aims to make it easier for the readers to understand involve in research.

The researchers then used a paired-sample t-test, also known as a dependent-sample t-test, to analyze the mean difference between the two related groups. This study only involved one class. Sugiyono (2015) stated that the paired-sample t-test is a way to measure the effectiveness of a treatment, as indicated by the difference in means after treatment. To calculate the data analysis in this study, the researchers used SPSS software.

RESULT AND DISCUSSION

Research Result

After conducting the procedure of the research to measure students' speaking skill using snake and ladder game, the result were obtained as follows. The pre-test provided a base line of the students' initial speaking knowledge, while the treatment sessions involved engaging them learning activities with the game. Finally the post-test evaluated their progress significantly and the effect of the game as media learning. The table 1 below displays the descriptive statistics for both pre-test and post-test and paired sample t-test. In the table below there were students' name that the researcher have assessed each students from the test that have been carried out, starting from the pretest and posttest.

Table 1. Descriptive statistics N Gain
Descriptive Statistics

| | N | Minimum | Maximum | Mean | Std. Deviation |
|--------------------|----|---------|---------|---------|----------------|
| Ngain_score | 30 | .63 | 1.00 | .7964 | .09418 |
| Ngain_persen | 30 | 62.50 | 100.00 | 79.6390 | 9.41841 |
| Valid N (listwise) | 30 | | | | |

According to N-Gain categories, there were into three categories by Richard R. Hake (1998):

1. High if N-Gain > 0.7
2. Moderate if $0.3 \leq \text{N-Gain} \leq 0.7$
3. Low if N-Gain < 0.3

According to N-Gain interpretation (percent) there were four categories by Hake. R.R, (1999):

1. < 40%: Ineffective
2. 40 - 55%: Less effective
3. 56 - 75%: Quite effective
4. > 76%: Effective

Based on the table above for N Gain score the mean value obtained was greater than 0,7 then the category obtained was high which means its effectiveness high, Then for N Gain percentage the mean value or average value obtained was 79.6390 for the effectiveness interpretation category. N gain score in the form of this percentage was greater than 76% that the interpretation was effective, so it can be interpreted that the effect of snake and ladder game as a media is effective from the result obtained.

Table 2. Paired Samples Statistic
Paired Samples Statistics

| | Mean | N | Std. Deviation | Std. Error Mean |
|----------------|---------|----|----------------|-----------------|
| Pair 1 PreTest | 66.2333 | 30 | 4.46969 | .81605 |
| PostTest | 92.9667 | 30 | 3.64345 | .66520 |

Paired Samples Correlations

| | N | Correlation | Sig. |
|---------------------------|----|-------------|------|
| Pair 1 PreTest & PostTest | 30 | .572 | .001 |

Based on the table 3 paired samples statistics the data shows that speaking skill of 4th grade students in SDN 01 Purwogondo before treatment the pretest mean score

was 66.23% It was categorize low. Then, after treatment the posttest mean score was 92.96%, it was significantly increase. It means that students were 100% passed the test. Then paired sample correlations in pretest and posttest was correlation .572, the significance was .001. if significance low 0,05 it means the significance between pretest and posttest was interconnected.

In this research, the researcher collect the data of students' speaking skill showed the improving of students' speaking skill by using the treatment. It was proved by paired samples statistic of pretest and posttest result from the component of speaking after treatment. The researcher conducted a test at 4th grade students. All students were increase they score, the scores were increase significantly after treatment.

Table 3. Paired Sample Test
Paired Samples Test

| | Paired Differences | | | |
|---------------------------|--------------------|-----------|------------|--|
| | | Std. | Std. Error | 95% Confidence Interval of the Difference |
| | Mean | Deviation | Mean | Lower |
| Pair 1 PreTest – PostTest | -26.73333 | 3.82310 | .69800 | -28.16090 |

Paired Samples Test

| | Paired Differences | T | Df | Sig. (2-tailed) |
|---------------------------|--|---------|----|-----------------|
| | 95% Confidence Interval of the Difference | | | |
| | Upper | | | |
| Pair 1 PreTest – PostTest | -25.30576 | -38.300 | 29 | .000 |

The paired sample t-test result analyze the difference between pre and post test score to understand the effect snake and ladder game to improve students' speaking skill. The average (mean) difference the scores before and after the treatment is -26.7333 it means that students score improved by an average of 26 points after playing the game. The standard deviation shows how much the scores vary, is 3.82310, indicating that while most students improved, the amount of improvement varied among them. The standard error mean of 69800 suggest the data are precise enough for reliable conclusions.

The test also provides as range of values with 95% certainty. For the mean difference ranging from -28.16090 to -25.30576. This means 95% certain that the true average improvement in scores lies between 25 and 28 points. The negative values show that the post-test score are higher than pre-test score, proving an increase in speaking skill. The t-value of -38.300 is a measure of how strong the difference is between pre-test and post-test scores. With 29 degrees of freedom, the sig (2-tailed) was .000 which is much smaller typical significance level of 0.05.

The data analysis shows a significant improvement in students' speaking skills after using the Snake and Ladder game. The pre-test average score was 66.2, while the post-test average increased to 92.9. This indicates that the game effectively helped students enhance their vocabulary, pronunciation, and fluency. Moreover, the game

created a relaxed and supportive classroom atmosphere which encouraged active participation. So the result of the analysis obtained a p value of 0,000, so H0 was rejected and H1 was accepted, and the result of the hypothesis showed that there was significant increase in students' speaking skill after the implementation of the snake and ladders game media.

Discussion

Based on the results of observations and student scores, it shows that the game used in this study influences the teaching and learning process. There is a significant difference between the average scores of the pretest and posttest. The results of the N-Gain test and the Paired Sample T-test show that the average N-Gain score is greater than 0.7 and the N-Gain score in percentage form is greater than 76%, which indicates an effective interpretation and a greater value for the results obtained. Meanwhile, the sig. value (2-tailed) is 0.000, lower than d. This is enough to reject the null hypothesis, which indicates a large influence. Both show that the Snakes and Ladders game has a significant impact on students' speaking ability.

In the pre-research phase, the researchers sought to determine students' speaking skills, participation levels, and willingness to learn before the cycle began. Observations during this phase showed significant improvements in students' speaking skills after the intervention (Al Halim & Yaqin, 2022).

To assess students' participation and motivation, the researchers posed questions and asked each student individually, sometimes even asking them to answer together. The questions focused on time and daily activities. All students were given the opportunity to speak.

The findings of this study align with previous research highlighting the effectiveness of games like Snakes and Ladders. Research conducted by (Fitria & Ervina, 2020) demonstrated that the Snakes and Ladders game proved effective in improving students' speaking skills. Similarly, research conducted by (Kadnawi & Muhammad Rizal Fanani, 2022) demonstrated that the game successfully increased students' participation, motivation, and confidence in speaking English, making the learning process more enjoyable, interactive, and easy to follow.

Research conducted by (Mawaddah et al., 2018) demonstrated that the use of the Snakes and Ladders game had a positive impact on students' speaking performance. Meanwhile, research conducted by (Rismasari, 2025) demonstrated that the Snakes and Ladders game can improve student motivation and learning outcomes.

Pretest results showed that all students scored low on aspects of pronunciation, fluency, and vocabulary. Almost all students were not fluent in English. Several factors contributed to this: first, they lacked vocabulary pronunciation, second, they lacked confidence, and third, they were afraid of spelling mistakes. Posttest results showed that students' scores improved. They were able to pronounce words clearly, increased their vocabulary, and were less nervous.

The snakes and ladders game encouraged students to take turns speaking and gave them more opportunities to demonstrate their understanding. After the lesson, students engaged in question-and-answer activities and explanations improved their speaking skills. Aspects such as fluency, pronunciation, and vocabulary continued to improve, according to analyses of the various treatments. Throughout the learning process, researchers and other students were able to develop these three components.

CONCLUSION

The study explored the impact of snake and ladder game in English language on students' speaking skill. The finding provided was significant, The study revealed that the effectiveness of snake and ladder game based on contextual factors such as

vocabulary, fluency, pronunciation and students' comprehension. Additionally, students' preparedness, motivation and participation in class discussions and activities influence their experience and outcomes in snake and ladder game. They got significantly increase of this game.

Based on the research results, it can be concluded that the speaking skills of fourth-grade students at SDN 01 Purwogondo were positively and significantly influenced by the snakes and ladders game. This influence can be seen from the results of the N-gain, pretest and posttest, and paired-sample t-test. The researcher concluded that the effect of snake and ladder game activity in increasing students' speaking skill, especially in learning time and daily activity. The result of the researcher were proven by students' means score of pretest and posttest by the researcher. The researcher found that score of posttest were higher than students pretest. It can be conclude that there was an improvement in students' speaking skill after giving treatment snake and ladder game.

The researcher found that the mean score of students' N gain, pretest and posttest was higher. N Gain score the mean value obtained was greater than 0,7 then the category obtained was high which means its effectiveness high, Then for N Gain percentage the mean value or average value obtained was 79.6390 for the effectiveness interpretation category. N gain score in the form of this percentage was greater than 76% that the interpretation was effective. Before giving a treatment the mean score of pretest was 66,2, then after the researcher gave the treatment the mean score was 92,9 that calculate from paired sample statistics. It means the mean score was improved significantly than the pretest score. The researcher can conclude that the students speaking skill before and after treatment by using snake and ladder game activity was improved.

Lastly, the researcher calculated the value of paired sample t-test to find out the effect of snake and ladder game to improve students' speaking skill of SDN 01 Purwogondo. The sample t-test is a method used to assess the effectiveness of treatment, which is characterized by the different between average before and the average after the treatment has been given. The result of calculation of paired sample t-test was the t-value of -38.300 is a measure of how strong the difference is between pre-test and post-test scores. With 29 degrees of freedom, the sig (2-tailed) was .000 which is much smaller typical significance level of 0.05. According to the result of paired sample t-test, the researcher concluded that snake and ladder game was effective in improving students speaking skill at fourth-grade students of SDN 01 Purwogondo. The findings suggest that using the Snake and Ladder game can significantly improve students' speaking skills in vocabulary, pronunciation, and fluency. It is recommended that English teachers at the elementary level adopt game-based techniques to foster a more engaging and enjoyable language learning environment.

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