The Implementation of Using Snake and Ladder Game on Speaking Program at Genta English Course Pare - Kediri

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Abstract
This research is about observing to find the answer of the implementation of students' ability. Those are (1) implementation using snake and ladder game of speaking program at Genta English Course, (2) how are the students' responses toward using snake and ladder game at the speaking program?. In this study, the author only took one class consisting of 5 students in the speaking class. In this study, the researcher uses qualitative descriptive and the instruments used in this thesis was observation, interviews and documentation. To get the data, the researcher joins the class. The researcher describes the situation in the classroom and teaching learning process. It is used to find out if there is implementation using snake and ladder of speaking program. The results of observations, interviews and documentation conducted by researchers are about students who can be more active or more confident to speak what they want. So that students can develop their English skills much better even though there are some obstacles they get when the learning process is in the classroom. The implementation of this method is good for developing their speaking skills. The results of this study show that the snake and ladder game method is very popular with students and teachers in the class. Because this method is very easy to apply in class, especially in speaking class. By using this method. Students' abilities can develop very well. They can improve their speaking skill well. Not only improve speaking skills but also increase students' self-confidence.

Keywords : Implementation, speaking, and snake and ladder game.

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Introduction

One of the ways in communication in English is through speaking. Speaking is the easiest way because people just need to say what they want to say. As one of the English four skills, speaking is really important for English learners, especially for junior high school students. According to (Permendiknas), the aim of speaking in the curriculum is to make students able to express meanings in transactional and interpersonal languages in the daily life context[3]. According to Richards the mastery of speaking skills in English is priority formally in second language of foreign learners[4]. It is important for people to be able to master speaking because it is much needed for communication in the real life. The first thing that people do when they communicate is by speaking. In addition, Richard also adds that learners often evaluate their success in language learning as well as the effectiveness of their course on basic of how much they feel they have improved their spoken language proficiency. However, to be able to master speaking is not easy thing to do. Students need a lot of practices to be able to speak fluently but they conditions of their environment rarely support them to speak English.

English is one of the languages that is currently widely used throughout the world. With this language, it is easy for us to communicate with people around the world. English is the international language used in many countries. as the younger generation today we are required to be able to master English as a language that we must master by getting learning at school or being able to get learning outside of school hours. English is the main priority used by all people around the world. The limited understanding of English is one of the problems to communicate with each other at this time. With English being an international language, it helps us

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[3] Bavuningsih, Agnes Ambar Pratiwi (2016), Improving Students' Speaking Ability Using the Snakes And Ladders Board Game, Magelang: Sanata Dharma University.

[4] Richards J.C. (2009), Teaching Listening and Speaking From Theory to Practice, Sidney: The University of Sidney

to communicate with each other.

There are some problems in teaching English in the classroom in generaly, especially those related to activeness or to increase people's confidence, namely speaking. Many students who cannot speak well because they rarely practice, embarrassed and afraid of wrong pronunciation. This is usually a common problem for developing speaking skills and students mostly prefer to be quiet than to practice it. This problem can be identified that they are struggling to learn a foreign language and they are also less motivation from family and from the surrounding environment to practice their daily activities. Many other factors can be a problem for students. And this will be sustainable if a teacher cannot find a way to overcome these problems.

From these problems a teacher needs a way to find the effectiveness of a way to teach speaking. A teacher must create a media in teaching that aims to make students interested in speaking up. Lots of media that can be used when learning both speaking and other skills. But here the observer only focus on teaching speaking only, by using game to teach speaking, will be one of the more effective and attractive ways to make students want to practice their speaking and speak well in learning. Because the material in speaking has many variations so the teacher can adjust the material that matches the game that will be used. In a study also must balance the material and the media that is suitable to fit the desired target. And using media in learning will make students more interesting and learning will be fun. Teachers can use board games as a teaching medium and learning process. Hornby states, game is an activity that you do have some fun. The board game in this case is Snake and Ladder game.[5]

Snake and ladder game is a game that is used for teaching speaking. Using this method will help to develop speaking skills. By using this game will make students interested in learning. The aim of the game is to be able to make students

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[5] Hormby A.S. (1995), Oxford Learner's Dictionary of Current English, London: Oxford University Pres

more confident to speak English disappeared (vanished) feeling afraid to speak. The most important thing from this activity besides the teacher is the students. Because students are people who need to practice not teachers (Harmer).[6]

Basically this game is done in class and in pairs. This snake and ladder game can be done in online and offline classes. As found in one of the institutions in the English village, namely Genta English Course. In the era of the pandemic that is currently happening in our country, many course institutions in the English village open offline classes. But the researcher chose Genta English Course institution to be examined. So observers are observing here, because the system has also been pre-arranged.

In clapper there are many programs. This program starts from basic level, intermediate level, advanced level, microteaching level. Researchers here only focus on the basic level, in the speaking program. There are many regular classes such as basic classes A, B and C. But the researchers here only take 1 class, namely class A. The researchers take the speaking program in the general English program, because at this level most of them are beginners in learning English and at this level this, basic speaking material varies greatly.

From the above results, it can be seen and concluded that the researcher research about teaching speaking in different ways using snakes and ladders in teaching and this is a different method that people usually do in other courses. So the researcher uses the Genta course as a place to research that focuses on "THE IMPLEMENTATION OF USING SNAKE AND LADDER GAME AT THE SPEAKING PROGRAM OF GENTA COURSE''.

Based on the research questions above, the research objectives can be formulated as follows: 1) to describe the implementation of using snake and ladder game at the speaking program; 2) to analyse students' responses toward using

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[6] Harmer, Jeremy, (1998). How to teach English. Introduction to the Practice of English Language Teaching (Second Edition). Singapore.

snake and ladder game at the speaking program. The researcher has an expectation to make this research useful for the readers, students, teachers, Owner of course, and the next researcher to be able to be capable to encounter the early method in learning process especially in speaking mastery. It might be beneficial theoretically and practically: 1) The result of this study are expected to the teacher know more about new reference to teach English and spread the concept to the teaching learning process of English lesson; 2) The result of this study is expected to the users of method in teaching process for teachers, students, readers, Owner of course, and the next researcher.

Research Method

The researcher employed the qualitative research method as the research methodology. This is because the researcher analyze the data descriptively and the presentation of the result was in a form of an explanation of words that would be supported by data present in the paragraph. In relation to this, Suryana stated that descriptive research is focused to make a description systematically and accurately based on facts about a certain object.[7].

This research focuses on how the implementation of using snake and ladder game of speaking program among them are about planning, process, and also evaluation. Not only that, but here the researcher also examine the problem using the snake and ladder game in the speaking program. Then how to solve the problems that occur in the implementation of using the snake and ladder game in speaking program. Then researcher will also discuss how students respond using snake and ladder game of speaking program.

This research is taken in English course institution called Genta English Course, on Jalan Kemuning No. 39 Tulungrejo Pare-Kediri, East Java. This institution was created in 2003 by Moh. Qomar M.Pd.I and where this institution

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[7] Suryana. 2010. Research Methods Practical Models of Quantitative and Qualitative Research. Bandung: UPI.

has the motto "master of character" and at this GENTA institution there are several programs offered such as course programs, diploma programs that have a longer duration and holiday program. On this occasion, the researcher conducted his research in the basic level class in the period of the month of ramadhan. There are 5 students who the lessons in class and are guided by 1 teacher who is proficient in their field. The learning process on lasts 90 minutes in 1 meeting or learning in class.

Researcher used instruments to search for data. Instrument is a tool use to collect data or information that aims to help answer a problem in research. The instrument as a tool at the time of research using the method. According to Suharsimi Arikunto, research instruments are tools chosen and used by researchers in carrying out their activities to collect data so that these activities become systematic and facilitated by them[8]. In this qualitative research, the instruments use to collect research data are observation, interviews, and also documentation. Sukmadinata suggests qualitative descriptive research that aims to describe and describe phenomena, both natural and human engineering, which pay more attention to the characteristics, quality, and interrelationships between activities. In addition, descriptive research does not provide treatment, manipulation or modification of the variables study, but describes a situation as it is.[9] The only treatment that will provide is the research itself, which is carried out through observation, interviews, and documentation.

To get the data, the observer will use three techniques the method of collecting data. Because that study is case study, thus the researcher use observation and interview method as the primary of collecting data, and then it is followed by documentation to find out the activities carried out.

1. Observation

The first data collection method is observation. Observation according to

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[8]Suharsimi Arikunto, Research Procedure A Practical Approach (Jakarta: PT. Rineka Cipta. 2013), p.203.
[9] Sukmadinata, N.S. 2011. Metode Penelitian Pendidikan. Bandung: Remaja Rosadakarya

Bungin is a data collection technique use to collect research data through observation and sensing[10]. In this case, Observation will be carried out by observing the teacher's methods and student behavior during the teaching and learning process. Observers join the class meeting and take notes during class to make observations. The role of the snack in the learning process is only as an observer. He research all the students in the class. Observation in class is approximately 90 minutes. The researcher observe how the teacher use the snake and ladder game in the teaching and learning process.

2. Interview

Interview is a method of collecting data by interviewing selected individuals as respondents. Next is face-to-face to get reliable and valid data in the form of verbal responses from one or more respondents. According to Bungin, in-depth interviewing is a process to obtain information for research purposes by asking face-to-face questions between interviewers and informants[11]. The first interview will be conducted with the teacher. It will be done after observation. This interview will be conducted face to face. And researcher make notes to write some important information during the interview. And the second interview will be conducted with Genta English Course students. Interviews will be conducted after class face to face. Researchers ask their responses about the lesson using the game of snakes and ladders.

3. Documentation

And finally, by collecting documentation data, observing will take photos while making observations in class during the learning process to find out the activities. Other documentation data is the syllabus and lesson plans. The data is needed by the researcher to find out how the teacher prepares the class, handles the class, and evaluates the class in the end.

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[10] Bungin, Burhan.2007.Penelitian Kualitatif: Komunikasi, Ekonomi, Kebijakan Publik dan Ilmu Sosial lainnya.Jakarta:Putra Grafika
[11] Bungin, Burhan. 2007. Penelitian Kualitatif. Jakarta: Kencana Prenada Media Grup.

Data analysis is a process or effort that will be carried out by observers to process data into new information so that the characteristics of the data become easier to understand and useful for solving problems, especially those related to research. Data analysis can also be interpreted as an activity carried out to change research data into new information that can be used in making conclusions in a study. According to Miles and Huberman (2015) there are three steps, namely data reduction, data presentation, and drawing conclusions/data verification.[12]

1. Data Reduction

   Data reduction is the process of reducing the amount of capacity require to store data. Data reduction can increase storage efficiency and reduce costs. Data reduction techniques can be applied to obtain a reduce representation of a data set that is much smaller in volume but still contains important information. Data reduction can be done in several ways. The main types are data deduplication, compression, and single-instance storage

2. Data Display

   Data display is a process to simplify data in the form of sentences, narratives, or tables. Data display refers to displaying reduce data in the form of a pattern. This is useful to assist observers in understanding the data. On the basis of data presentation, the data to be selected and concentrated are constructed and organized as in a narrative text which will be supported by observations. There are two data that can be retrieved. There is ethics of data obtained by observers and ethics of data obtained by informants from instrument results. Then the data display is directed to confirm the results of data analysis until the data analysis process reaches the verification stage.

3. Withdrawal/verification of data conclusions

   This is related to data reduction and display where the important results of

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[12] Miles and Huberman in Margono, Metodologi Penelitian…, 39

the analysis are focused first on the general research object "the implementation of using snakes and ladders in speaking programs". All data from observations, interviews, and documentation will be selected. The required data will be retrieved and the required data barrier will be removed.

Findings and Discussion

Research Findings Fact

In conducting research to get the desired data, the researcher conducted research at an English course institution called Genta English Course, the teacher teaches speaking program in basic level using snack and ladder game. This study interviewed one of the student in basic class and the teacher at Genta English Course, which experienced in teaching and learning to speak english using snake and ladder game. That the result of observation, interview and documentation that define three main provisions that will be discussed in research findings related to the research question. How is the implementation of using snake and ladder game at the speaking program? And how are the students' responses when the teacher teach using snack and ladder game at the speaking program and documentation. The detail information about three terms will be explained as following.

1. Observation Results

Based on the result of the check list in appendix 1, the are several points from the check list that can be explained, such as:

- There is syllabus in speaking program

Based on the observations that have been made that the institution does not use the syllabus as a guide for teaching teachers in the classroom, because the conditions are often not appropriate as in the syllabus.

- This course uses lesson plan in the class

According to the check list conducted by the researcher. Lesson plans are used by teachers in class to support the learning process that will be given by teachers in class to their students.

- The course provides the material sources or handbook

Source materials or handbooks are given to students from the beginning of learning in class. Handbooks are given to students so that students more easily understand the material explained by the teacher and also students can prepare or study the next material to be taught.

- This course use media in speaking program

The media used in the snake and ladder game method also plays an important role in supporting the success of the teaching and learning process in the classroom.

- Student list / attendant list

The student attendance list is given to the teacher in the class from the beginning of the lesson until the end of the lesson. With the attendance list of students, teachers can control/know the activities of students to participate in the teaching and learning process. So that the teacher can find out which students are present, students who do not participate in learning and students who are not permitted to participate in the teaching and learning process.

- Material delivery and practice

In the teaching and learning process the teacher provides material to be studied by students. With discussion material that has been collaborated with the snake and ladder game method and students will practice the material using the snake and ladder game.

- Evaluation/feedback teaching

At this point the learning outcomes using the snake and ladder game method. The teacher provides several evaluations of the findings during the learning process in class and also motivates students to always be eager to try and keep trying.

2. Interview Results

Based on the result of the interview guide with the teacher and student on 23rd April 2022 in Basic level at Genta English Course. It had been found that the level basic teaching speaking class in Genta English course Pare Kediri has lesson plan, list material and handbook:

Table 1 Interview Results

Interview with the teacher

Object	Question	Answer
teacher	1.How long have you been an English teacher?	Almost 1 year as an English teacher
	2. How was your experience as an English teacher?	If the experience as an English teacher is actually there are joys and there are difficulties, the experience is how to control the learning of children in the classroom and also the material in the class.
	3. May I hear how you started learning English?	"Usually before class starts. Many student are playing cellphones in class and I give directions to them to stop playing cellphones. After they stopped playing on their cellphones, I just opened the class by greeting them by saying "let's open out the program today by reciting basmallah togather" after finishing praying it was continued by reading holy qur'an together
	4. What steps do you take to create a pleasant classroom atmosphere?	Usually ask the condition of students in class and discuss issues that are currently a hot topic of discussion so that students are interested in telling stories from each individual so that students are more cheerful. Can also be provoked by making their own stories in class
	5. Have you ever applied the learning method by playing?	Have applied the learning method by playing, usually the game is connected with words after that usually also uses battle vocabulary and others
	6. What kind of games have you used in the previous class?	Vocabulary connecting games and vocabulary battles in which students will be divided into two groups and increase their vocabulary.

	7. Have you ever applied snake and ladder game as a teaching method in class?	I've never used the snake and ladder game method before and this is the first time I've used this method
	8. After applying the snake and ladder game method to students, what do you think about this method?	This method is very fun to use to play. So it can be used to develop students' ability to conversation, after that it can also be used to develop their vocabulary and when they don't know vocabulary they don't know they are more active to ask the teacher
	9. Is this method easy to apply in learning English?	I think it's still easy if applied in English
	10. In your opinion, how do students respond to this method?	They are very happy because they are given a game using this snake and ladder game, after that they are also happy that they can develop conversations, tell stories and they are happy to learn while playing
	11. Can the snake and ladder game method help students in mastering vocabulary?	It is very possible, if they often use this method 1 month 2 times, the increase is very big because students are very enthusiastic to find vocabulary that they do not know and they will immediately write it down
	12. What are your obstacles when applying the snake and ladder game method in class?	The problem is only 1 when students are more active and noisy because besides their class they are also next to other classes
	13. What are the advantages of the snake and ladder game method?	The advantages in using this method are many, such as being able to develop vocabulary, improve their mentality when they don't dare to try, finally they dare to try and they are more active
	14. What are your impressions after using the snake and ladder game method?	In my opinion, the snake and ladder game method is very cool, students are very enthusiastic about telling stories and conversations. Because it is balanced with storytelling and students are more enthusiastic

	15. What are the benefits of using the snake and ladder game method?	The first benefit is that students are happier, more active and get lessons in class. In class they can also have fun and everything is balanced with what is instructed in the snake and ladder game

Interview with student

Object	Question	Answer
Student	1. Do you think English is important? What is the reason?	Yes, it is important to learn English, because we are social beings. Whereas in the future we can take advantage of our English language skills by communicating with other people because English itself is an international language
	2. Do you think English is easy or difficult? Why?	50% easy 50% difficult, because indeed in learning we will find something difficult
	3. Regarding question no. 1, do you actually enjoy learning English?	Of course I like English
	4. Does your teacher always give the purpose of the material taught in the first session?	always give a goal when studying
	5. What kind of teaching and learning process do you like the most? Why?	Learn while playing, because in addition to getting knowledge, we can also enjoy learning because we can learn while having fun
	6. Do you think that the success of a student in English language skills really depends on the teaching method applied by the teacher? Why?	Yes, because I myself as a student if the teacher is monotonous and the method is just like that, over time I myself also feel bored and finally my interest in learning in that lesson is decreasing and decreasing
	7. (If you have) did the teaching help you in mastering speaking?	that's very helpful
	8. Have you heard of snake and ladder games before?	never been at all and just got it in this class

	9. Have you ever practiced the snake and ladder game in class?	For the Snake and Ladder game itself, I have never done it, but in a method that provides challenges like in English itself, I have never done it before and this is the first time
	10. Did your teacher's method inspire you to learn? Why?	Yes, very excited, because in this game we are also asked to explain something that we don't think about, because it's sudden and we get the number that is in the game so we are told to think faster
	11. Do snake and ladder games really help in your speaking mastery?	It's very helpful

This is the result of the interview guide that was done with the teacher about opening in speaking program. She explained that:

> *"*Usually before class starts. Many student are playing cellphones in class and I give directions to them to stop playing cellphones. After they stopped playing on their cellphones, I just opened the class by greeting them by saying "let's open out the program today by reciting basmallah togather" after finishing praying it was continued by reading holy qur'an together*"*

According to the interview with the teacher in the class who explained about how to open a class in Genta English course. They usually use an opening with a prayer which is the hallmark of Genta English course and continue with reading the Qur'an.

After interviewed about the opening speaking class to the teacher. The Researcher also asked about how to liven up a fun class atmosphere. The teacher explained:

> " usually ask the condition of students in class and discuss issues that are currently a hot topic of discussion so that students are interested in telling stories from each individual so that students are more cheerful. Can also be provoked by making their own stories in class.

The teacher in the class uses methods such as bringing up current trending

issues and sometimes making up their own stories so that the students in the class are more active and cheerful before starting the core class. Students are also expected to be able to make up their own stories by being provoked with such a method.

After interviewed about how to liven up a fun class atmosphere, the researcher asked about apply the learning method by playing. The teacher explained:

> "Have applied the learning method by playing, usually the game is connected with words after that usually also uses battle vocabulary and others"

The teacher has used several games that have been applied in learning English in her class, the games used are word connection and battle vocabulary.

After interviewed about apply the learning by playing the researcher asked about apply the snake and ladder game method as a teaching method in the classroom. The teacher explained:

> "I've never used the snake and ladder game method before and this is the first time I've used this method"

Previously the teacher in the class had never used the snake and ladder game method in the speaking class and this was also the first time using the snake and ladder game method in the speaking class.

After interviewed about apply the snake and ladder game method as a teaching method in the classroom. The researcher asked about the teacher opinions after using the snake and ladder game method to students. The teacher explained:

> "This method is very fun to use to play. So it can be used to develop students' ability to conversation, after that it can also be used to develop their vocabulary and when they don't know vocabulary they don't know they are more active to ask the teacher".

This snake and ladder game method is very fun to play in speaking class, this snake and ladder game method greatly affects the abilities of students in class. They can develop conversation skills, develop their vocabulary and when they don't know the vocabulary they need. They are more active to ask the teacher.

After interviewed about the teacher opinion using snake and ladder game method to student. The researcher asked about student responses to the snake and ladder game method. The teacher explained:

> "They are very happy because they are given a game using this snake and ladder game, after that they are also happy that they can develop conversations, tell stories and they are happy to learn while playing"

Students are very happy when they learn while playing using snake and ladder in speaking class, because by using this method they can develop vocabulary, conversation, storytelling and they are very happy with the learning method applied by playing.

After interviewed about student responses to the snake and ladder game method. The researcher asked about the snake and ladder game method can help students in mastering vocabulary. The teacher explained:

> "It is very possible, if they often use this method 1 month 2 times, the increase is very big because students are very enthusiastic to find vocabulary that they do not know and they will immediately write it down"

The snake and ladder game method is very possible if it is often used in speaking classes, because students are very enthusiastic when using this method. By using this method students can develop new vocabulary that they do not know.

After the researcher asked about the snake and ladder game method can help students in mastering vocabulary, the researcher asked about problems when using the snake and ladder game method in class. The teacher explained:

> "The problem is only 1 when students are more active and noisy because besides their class they are also next to other classes"

When students are more active, noisy and end up disturbing other classes, it becomes a problem that needs attention. Because the class they use is next to other classes. So that it can interfere with the teaching and learning process in the area.

After interviewed about the problem using snake and ladder game method

in class, the researcher also asked about the advantages of using the snake and ladder game method. The teacher explained:

> "The advantages in using this method are many, such as being able to develop vocabulary, improve their mentality when they don't dare to try, finally they dare to try and they are more active"

In the snake and ladder game method that is applied in the speaking class, there are many advantages that can be obtained with this method. Such as developing vocabulary, improving their mental abilities. Previously, students were not willing to try to practice English, finally they wanted to try and finally they could be more active.

After interviewed about the advantages of using snake and ladder game method, the researcher asked about the impression after using the snake and ladder game method. The teacher explained:

> "In my opinion, the snake and ladder game method is very cool, students are very enthusiastic about telling stories and conversations. Because it is balanced with storytelling and students are more enthusiastic"

Students are very enthusiastic about this method in the speaking class. The snake and ladder game method is very cool for application in the speaking class. Because it is very balanced with storytelling and conversations.

After the researcher asked about the impression after using the snake and ladder game method, the researcher also asked about the benefits obtained after using the snake and ladder game method. The teacher explain:

> "The first benefit is that students are happier, more active and get lessons in class. In class they can also have fun and everything is balanced with what is instructed in the snake and ladder game"

After using the snake and ladder method students get many benefits with this method. Students become happier and more active in class. In the teaching and learning process in the classroom they can also have fun. All balanced with what

was instructed by the snake and ladder method.

After finishing the interview with the teacher in the class. The researcher also conducted an interview with one of the students who were in the teaching and learning process in the classroom. The researcher asked about important to learn English. The student explained:

> "Yes, it is important to learn English, because we are social beings. Whereas in the future we can take advantage of our English language skills by communicating with other people because English itself is an international language"

English is the most needed language in today's world. Because as social beings we have to open the window of the world by mastering English which is the international language. By mastering English, we can communicate with people who speak different languages from us.

After interviewed about the important to learn English, the researcher asked about kind of teaching and learning process do you like the most. The student explained:

> "Learn while playing, because in addition to getting knowledge, we can also enjoy learning because we can learn while having fun"
> Learning by playing method can increase students' desire to learn. With

this method students are able to improve their abilities with a strong desire,

because students can have fun while learning.

After interviewed about the important to learn English, the researcher asked about kind of teaching and learning process do you like the most, the researcher asked about The success of a student in the ability to speak English is very dependent on the teaching method applied by the teacher. The student explained:

> "Yes, because I myself as a student if the teacher is monotonous and the method is just like that, over time I myself also feel bored and finally my interest in learning in that lesson is decreasing and decreasing"

Students like the learning by playing method. If the teacher explains the

material in a monotonous way it will make students bored and lose the desire to learn. In the end, the students' desire to learn decreased little by little.

After interviewed about the success of a student in the ability to speak English is very dependent on the teaching method applied by the teacher, the researcher asked about the snake and ladder game method. The student explained:

> "For the Snake and Ladder game itself, I have never done it, but in a method that provides challenges like in English itself, I have never done it before and this is the first time"

This snake and ladder method is the first time it has been obtained in a speaking class. Previously, students had never known this method in learning English.

After asked about the success of a student in the ability to speak English is very dependent on the teaching method applied by the teacher, the researcher asked about the method applied by your teacher in class makes you enthusiastic in learning. The student explained:

> "Yes, very excited, because in this game we are also asked to explain something that we don't think about, because it's sudden and we get the number that is in the game so we are told to think faster"

This method is very fun to be applied in speaking class. Because students have to explain something they have not thought of before. So students get a number that they have to explain directly to their friends. So they have to think a little faster to explain what they got from the numbers in the snake and ladder game.

> Briefly, based on interviews that researchers conducted with teachers and students. They said that learning to use the snake and ladder game method is very interesting and enthusiastic to learn using this method is very good.

3. Documentation result

Based on the results of the planned documentation, it can be found that teaching by using snake and ladder game at speaking program of Genta English course based on the observation checklist and interview guide in this course there

are lesson plan, list of materials and student handbooks.

According to the results of observations, interviews, and documentation. The teacher opened the class by reading prayers and reciting the Qur'an and continued by greeting the students in the class and also asking about the condition of the students in the class. After finishing with the opening class. And in the core class, the teacher explains the material to be studied and the teacher uses the snake and ladder game method in the discussion material with free topics. There is a discussion that they can use on every number in the snake and ladder game that they should tell to their friends.

In conclusion, based on the result of documentation in teaching speaking by using snake and ladder game. Teacher improve the students' speaking ability using daily conversation. And the teacher using media snake and ladder game as media for improving their speaking.

Research Result Analysis

1.   Students' Responses

Based on the results of observations, interviews and documentation in the classroom. Students respond very well to the method used by the teacher in the classroom. Students are very enthusiastic in learning using snake and ladder in the speaking program. In the teaching and learning process in the class, students are very active in explaining or telling what they get from every material in the snake and ladder game that is applied in the speaking program.

The methods used in the teaching and learning process in the speaking program have a very positive impact on students. Because by using the Snake and Ladder Game method, students can develop their ability to improve speaking skills and also develop vocabulary that they don't know when they apply the Snake and Ladder Game method.

From this method, sometimes students' experience problems regard the vocabulary that must be used to explain the material points they get from snake and

ladder game. They also actively ask their teacher who always accompanies every learning process that occurs in the classroom. Students are much more confident with the learning by playing method. Previously, they were embarrassed to try and finally they dared to try to explain what they got. The snake and ladder game method in the speaking program had a very good impact on the process of developing students' abilities in the classroom. Not only learning while playing which is done in the teaching and learning process. However students can develop speaking skills, increase their vocabulary and increase their confidence.

For last meeting, the researcher asked some members who braves came forward for telling any topic using English language although they still combined with their first language. Then the results are 6 members be able to tell their hobbies and ambition. 2 members discribe their family and 1 member just silent and 1 member was getting sick. Those are the researcher found in the last meetting before researcher close this program

2.   Teacher's Responses

Based on the results of observations, interviews and documentation, the teacher responded well to the snake and ladder game method which was applied in the speaking program. In using this method, several problems were found in the learning process. a less effective learning place because it is close to other classes because it can interfere with the teaching and learning process of other classes and when students are more active in class the teacher can only remind students not to be too loud when talking so as not to disturb.

Another problem that often arises when the teaching and learning process in the classroom using the snake and ladder game method is the lack of vocabulary that students have. So that when students are confused with vocabulary they don't know. The teacher quickly helps students by telling the vocabulary that students want to know and the teacher will immediately tell and record the vocabulary on the blackboard that has been provided. Another problem that arises is about the

mentality of students who are still embarrassed to try to practice their English in front of their friends. So that the teacher in the class provides motivation for students who are still shy to practice their English to their friends. After trying and the students feel they can finally dare to try to practice their English.

This snake and ladder game method is easy to use in the discussion material. The teacher in the class responded well with this method. Because this method is very easy to apply in class and has a good impact on students. It can be concluded that by applying the snake and ladder game method, it can improve students' speaking skills.

Conclusion and Suggestion
Conclusion

Based on the results of observations and interviews, the problem in teaching using the snake and ladder game of speaking program at Genta English Course is the condition of the class that is close to other classes. So that when the class runs and when students start to be too active in practicing the material they are learning it will disturb the class adjacent to their class.

The problems that occur in teaching are one of the success factors of the teaching and learning process in the classroom. Because with a conducive class it will support a good learning process for students.

Another problem that arises in class is also sometimes about the condition of students who are still embarrassed to practice their English. Because they are afraid they will make a mistake. However, every teacher has a solution in every class. So as professional teachers, they must always think for problems that always come.

Based on the results of the research findings of observations and interviews. Solutions to problems found by the teacher. Having a conducive class greatly affects the teaching and learning process that occurs in the classroom. So that it does not interfere with the teaching and learning process of other classes. By that problem, the teacher sometimes offer to the student moving the class outside.

Another problem arises in students who feel ashamed to practice their English. From

that problem, the teacher motivates the students and helps the students in the constraints of their limited vocabulary. The teacher writes down any vocabulary that the students don't know.

Based on previous observations and interviews. Researchers have taken a note about the students' responses toward snake and ladder game in implementation of using snake and ladder game of speaking program are:

1. They feel it is very helpful to improve their English speaking skills through a board game. It can help improve the learning process to be interesting. This is a great method for the learning process.

2. They feel this is great for making them more confident. Some of them are shy to speak in class. but after using the snake and ladder method, they feel more confident and dare to speak up.

So, it can be said that the students' response to this method is very good. It can be this method is used by other teachers to teach outside the Genta English Course

Suggestions

The researcher suggests teachers to have other good methods such as the implementation of using snake and ladder of speaking program because in teaching teachers also have to be more innovative to find good media.

The researcher advises students to be enthusiastic in learning and always practice what they learn in class, because if they want to be able to speak English fluently. They must always put into practice what they learn.

The researcher suggests that future researchers must have good observations and good preparation in case studies, because it has an impact on the results of learning that can be a reference for the next researchers or teachers.

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