

The Effectiveness of Snakes and Ladders Board Game to Improve Student's Speaking Skills In Present Perfect and Past Perfect Tense

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Abstract

This thesis explores the development and effectiveness of a modified Snakes and Ladders board game as a pedagogical tool for improving English speaking skills. Focused on present and past perfect tenses, the study aimed to create an interactive learning environment emphasizing fun, challenge, and collaboration. Using a quasi-experimental method, the research involved 60 Grade 11 students at SMK Gondang Wonopringgo, divided into experimental and control groups. Speaking performance was assessed using a 100-point rubric covering pronunciation, grammar, vocabulary, fluency, and comprehension. Statistical analysis via independent samples T-tests revealed that the experimental group significantly outperformed the control group ($M = 74.0$ vs. 67.6) with a medium-to-large effect size ($d = 0.75$). Qualitative interviews confirmed positive student engagement. The findings conclude that gamification can be systematically re-engineered into effective instructional instruments, significantly enhancing speaking proficiency while maintaining high levels of learner enjoyment and motivation in the classroom.

Keywords: Snakes and ladders, gamification, speaking skills, present perfect tense, past perfect tense.

Abstrak

Tesis ini meneliti pengembangan dan efektivitas modifikasi permainan papan Snakes and Ladders (Ular Tangga) sebagai alat pedagogis untuk meningkatkan keterampilan berbicara bahasa Inggris. Berfokus pada present perfect dan past perfect tenses, penelitian ini bertujuan menciptakan lingkungan pembelajaran interaktif yang menekankan kesenangan, tantangan, dan kolaborasi. Menggunakan metode kuasi-eksperimental, penelitian ini melibatkan 60 siswa kelas 11 di SMK Gondang Wonopringgo yang dibagi menjadi kelompok eksperimen dan kontrol. Performa berbicara dinilai menggunakan rubrik 100 poin yang mencakup pengucapan, tata bahasa, kosakata, kelancaran, dan pemahaman. Analisis statistik melalui independent samples T-test menunjukkan bahwa kelompok eksperimen secara signifikan mengungguli kelompok kontrol ($M = 74,0$ vs $67,6$) dengan ukuran efek kategori menengah ke besar ($d = 0,75$). Wawancara kualitatif mengonfirmasi keterlibatan siswa yang positif. Temuan ini menyimpulkan bahwa gamifikasi dapat direkayasa ulang secara sistematis menjadi instrumen instruksional yang efektif, sehingga meningkatkan kemahiran berbicara secara signifikan tanpa mengorbankan kesenangan dan motivasi belajar di kelas.

Kata kunci: Ular tangga, gamifikasi, kemampuan berbicara, present perfect tense, past perfect tense.

INTRODUCTION

Effective English communication is an interactive process of producing and processing meaning. However, learners frequently struggle with pronunciation, limited vocabulary, and complex grammatical structures—specifically the

Present Perfect and Past Perfect tenses.

Traditional teaching methods often fail to engage students, leading to a fear of making errors and a reliance on their native language.

To address these barriers, this study proposes using **Snakes and Ladders** as an

innovative educational tool. Gamification transforms the classroom into a low-pressure, experiential environment that boosts motivation and peer collaboration. By integrating specific tense-related challenges and daily-life topics into the game mechanics, the board game encourages expressive language use and provides a platform for immediate teacher feedback. Ultimately, this approach aims to replace conventional pedagogy with an interactive strategy that makes mastering English tenses both comprehensible and enjoyable for students.

METHODOLOGY

This study utilizes a quantitative quasi-experimental design to evaluate the effectiveness of using the “Snakes and Ladders” board game as a teaching medium for improving English speaking skills. Conducted at SMK Gondang Wonopringgo Pekalongan, the research compared two groups: an experimental class that received the game-based treatment and a control class taught through conventional methods. The primary objective was to determine if this interactive media could significantly enhance students’ oral performance compared to traditional instruction.

Data collection relied on a pre-test and post-test structure, complemented by teacher interviews and classroom documentation. The research instrument was a performance-based oral test where students were assessed on five key criteria: pronunciation, grammar, vocabulary, fluency, and comprehension. To ensure the accuracy of the results, the data underwent rigorous statistical validation, including normality and homogeneity testing via SPSS, followed by an Independent-Samples T-Test.

The final analysis focused on comparing the mean scores of both groups to test the

research hypothesis. By applying a 0.05 level of significance, the study aimed to confirm whether the “Snakes and Ladders” game serves as a statistically significant tool for language acquisition. The results provide insight into how gamified learning can be integrated into the vocational school curriculum to foster better communication skills among students.

FINDING(S) AND DISCUSSION

The results of this research indicate a significant improvement in students’ speaking skills through the implementation of the “Snakes and Ladders” board game.

Table 1

	Experimental	Control	Significance
Pre-test mean	61.0	59.1	$t(58) = 0.97, p = .336$
Post-test mean	74.0	67.6	$t(58) = 2.91, p = .005$
Mean gain	13.0	8.5	$t(58) = 5.05, p < .001$
Cohen’s d			0.75 (medium-large effect)

The study’s results showed that the experimental group improved so much that the initial theory (the null hypothesis) was proven wrong. Researchers also noticed that as the students played the games more often, they became more confident speakers, the class felt more positive, and everyone stayed more focused on the lessons.

Table 1:
T-Test Result

	Kelompok	N	Mean	Std. Deviation	Std. Error Mean
Nilai	Experimental	30	72.53	7.519	1.373
	Control	30	67.07	7.041	1.286

Independent-samples T-test was used to compare the post-test scores in experimental and control groups. The test by Levene showed that the variances were homogeneous ($F 0.037, p.849$), which met the necessary assumption. The experimental group ($M = 72.53, SD = 7.52$) showed statistically significant higher mean than the control group ($M = 67.07,$

SD = 7.04, $t(58) = 2.91$, $p = .005$, two-tailed).

Table 2:
T-Test Gained Score

	Kelompok	N	Mean	Std. Deviation	Std. Error Mean
Nilai	Experimental	30	11.93	3.947	.721
	Control	30	7.13	3.391	.619

Based on the analysis of data, the mean result of t-test experimental class was 11.93 with std. deviation 3.947, compared to control class with mean 7.13 and std.deviation 3.391, the result of experimental class after received a treatment significantly higher than control class, therefore, it may be concluded that the null hypothesis (H_0) is rejected in favor of the alternative hypothesis (H_a).

Table 3
Effect Size Calculation:

This formulation was created to see the effect size level of this research.

$$\text{Pooled standard deviation} = \frac{sd \text{ group 1} + sd \text{ group 2}}{2}$$

$$\text{Pooled standard deviation} = \frac{7519 + 7041}{2} = 7280$$

$$d = \frac{\text{Mean Group A} - \text{Mean Group B}}{\text{pooled standard deviation}}$$

$$d = \frac{72.53 - 67.07}{7280} = 0.75$$

Size-effect calculation gave a Cohen's $d = 0.75$. The calculated effect size was in the medium range based on the traditional thresholds by Cohen: 0.20 a small effect, 0.50 a medium effect, and 0.80 a large effect. As a result, learners taught to speak English with and without a Snake and Ladder board game, categorized as medium.

CONCLUSION(S)

The present quasi-experiment investigated

whether a 'Snakes and Ladders' board game could improve Grade 11 students' oral proficiency in the present and past perfect tenses. The results from the experimental class were analyzed in contrast to a control group utilizing standard instructional techniques.

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