

**INTEGRATING THE SNAKE AND LADDER GAME IN SPEAKING
INSTRUCTION FOR THE ELEVENTH-GRADE STUDENTS OF SMAN 1
PAPAR KEDIRI: ACADEMIC YEAR 2025-2026**

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of Education in English Language Education Department
Faculty of Teacher Training and Education
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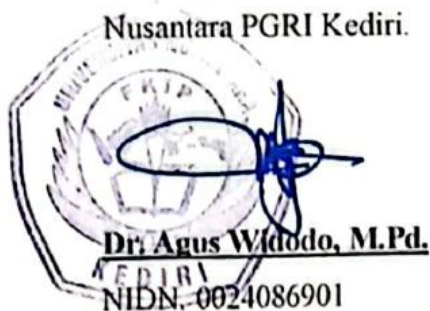
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Signed by,

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MOTTO AND DEDICATION

MOTTO:

“Jangan dulu lelah, yakin semua indah. Pejamkanlah mata, pada-Nya kita berserah”

- **Batas Senja**

DEDICATION:

1. This thesis is first and foremost dedicated to Allah SWT., for every blessing, strength, and guidance bestowed upon me throughout this journey.
2. To my beloved mother, whose endless love, prayers, and unwavering support have carried me through every difficult moment. Thank you for always believing in me.
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ABSTRACT

Jauharoh Nafisah Mutsila Arfila: Integrating The Snake and Ladder Game In Speaking Instruction For The Eleventh Grade Students Of SMAN 1 Papar Kediri: Academic Year 2025-2026, Skripsi, the Faculty of Teacher Training and Education, University of Nusantara PGRI Kediri, 2026.

Keywords: Snake and Ladder Game, Speaking Instruction, Student Involvement.

This study is based on the classroom reality that the eleventh-grade students at SMAN 1 Papar showed limited involvement in speaking activities, including hesitancy to speak in front of peers, difficulty communicating with classmates, and difficulty elaborating ideas spontaneously. Speaking is one of the most important skills in English language learning, yet students often lack confidence and opportunities to practice orally in the classroom. The use of conventional teaching methods tends to be less interactive, resulting in low student participation during speaking activities. These conditions indicated the need for a more engaging and communicative instructional medium.

The purpose of this study was to describe how the Snake and Ladder Game is integrated into English speaking instruction for eleventh-grade students at SMAN 1 Papar Kediri in the academic year 2025-2026, and to describe how students are involved during its implementation. This study employed a qualitative approach with a descriptive design. Data were collected through field notes, teaching documentation, and speaking assessment using a scoring rubric.

The findings indicate that the Snake and Ladder Game was integrated through a structured learning sequence encompassing preparation, implementation, and assessment stages. The game board was modified with Analytical Exposition-based speaking challenge cards and organized in a one-versus-one competition format, in which two groups took turns rolling the dice and moving their tokens on a shared board. In terms of student involvement, the findings show positive changes across behavioral, emotional, and social dimensions. The classroom atmosphere became more dynamic and communicative, peer interaction emerged naturally within the group-based format, and students showed greater willingness to speak. However, students' speaking orientation remained predominantly directed toward the teacher rather than toward peers.

The results of this study confirm that the Snake and Ladder Game can be meaningfully integrated as a speaking instructional medium in EFL classrooms at the senior high school level. It is suggested that English teachers align the game content directly with the learning objectives and curriculum competencies to maximize its pedagogical effectiveness. Future researchers are encouraged to extend the implementation across a longer instructional period and explore strategies to develop more peer-directed oral interaction during game-based speaking activities.

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CHAPTER I

INTRODUCTION

This chapter presents the background of the study, study questions, objectives of the study, significance of the study, and definition of key terms.

A. Background of The Research

English plays an important role in secondary education because it functions as a means of global communication, access to information, and preparation for students' future academic and professional needs. Mastering English is not only related to understanding written texts, grammar, and vocabulary, but also to using the language actively in oral communication. However, English proficiency in Indonesia still faces considerable challenges. Based on the EF (Education First) English Proficiency Index 2025, Indonesia is categorized as having *low proficiency*, ranking 80th out of 123 countries and regions with a score of 471 (EF, 2025). This condition indicates that English learning in Indonesia still needs improvement, particularly in communicative skills such as speaking. The challenge is also reflected in Indonesian students' literacy performance. The PISA (Programme for International Student Assessment) 2022 results show that only around 25% of Indonesian students reached Level 2 or higher in reading, while the OECD (Organisation for Economic Co-operation and Development) average reached 74%. Although this result mainly refers to reading literacy, it remains relevant to English language learning because speaking ability also depends on comprehension, vocabulary mastery, and the ability to organize ideas (OECD, 2023). Low literacy achievement may affect students' ability to express ideas clearly, understand communication contexts, and respond appropriately in English (Gustine et al., 2024). Therefore, English instruction at the senior high school level needs to provide more meaningful opportunities for students to use the language actively and communicatively (Muslim et al., 2020).

In English language learning, speaking is one of the most essential skills that students need to develop. Speaking enables students to express ideas, opinions, feelings, experiences, and responses directly in social interaction (Farhani et al., 2020). For Eleventh graders in senior high school, English learning is included in

Phase F of the Indonesian curriculum. The learning outcomes in this phase emphasize that students are expected to use English to communicate with teachers, peers, and others in various situations and for different purposes. Students are also expected to ask and respond to questions, initiate and maintain conversations, participate in discussions, and understand the main ideas and relevant details of discussions or presentations related to familiar topics (Sulaiman & Sueb, 2026).

These curriculum expectations show that speaking instruction cannot rely only on teacher explanation, memorized dialogues, or written exercises. Speaking instruction should provide students with opportunities to use English actively, spontaneously, and communicatively. In classroom practice, however, speaking is often one of the most difficult skills for students to master. Students may experience difficulties due to limited vocabulary, inaccurate pronunciation, weak grammar mastery, and low confidence. Many students feel afraid of making mistakes, embarrassed to speak in front of their classmates, or worried about being laughed at (Nazri, 2025). As a result, speaking activities often do not run effectively because only a few students participate actively, while others remain silent and passive. This situation indicates a gap between curriculum expectations and classroom reality. On the one hand, the curriculum expects students to communicate actively in English. On the other hand, many students still face linguistic and psychological barriers when they are asked to speak. This gap is important because speaking ability can only develop when students receive sufficient, repeated, and meaningful practice in a supportive learning environment (Rizky & Amal, 2025). If classroom activities are still dominated by the teacher, speaking practice is limited, or learning activities are not engaging, students may become less motivated and less accustomed to using English in real communication (Indriyani, 2025).

This issue is also relevant to English learning among Eleventh graders at SMAN 1 Papar in the academic year 2025–2026. As students who are in the early stage of senior high school, in speaking instruction, they need learning activities that do not only train their language ability but also build their confidence and willingness to speak (Ariani et al., 2020). If speaking instruction is conducted mainly through conventional methods, such as reading dialogues, answering textbook questions, or performing individual presentations without enjoyable

learning support, students may feel anxious, bored, and less motivated to participate (Farhani et al., 2020). Based on this problem, teachers need to apply learning strategies that can create an active, enjoyable, and communicative classroom atmosphere. One alternative strategy is *game-based learning* (Gunawan, 2025). Game-based learning allows students to learn through activities that are interesting, collaborative, and less stressful. In English learning, games can encourage students to interact with their classmates, listen to others, respond to questions, and use vocabulary or expressions in more natural situations. Through games, speaking activities are no longer perceived as frightening tasks, but as enjoyable and challenging classroom activities (Marzuki & Kuliahana, 2021).

Among the various instructional strategies that can support speaking development, game-based activities are considered particularly effective because they allow students to engage with language in a less pressured and more relaxed atmosphere, which encourages participation and reduces communication anxiety. One game that can be integrated into speaking instruction is the *Snake and Ladder Game*. This game is familiar to many students, easy to apply, does not require complex technology, and can be modified according to learning objectives (Sofyan et al., 2019). In speaking instruction, each square on the board can contain questions, pictures, vocabulary, prompts, or communicative situations that students must respond to orally. When students roll the dice and stop on a particular square, they are asked to answer a question, describe a picture, express an opinion, or perform a short conversation based on the instruction. Therefore, the *Snake and Ladder Game* function not only as entertainment but also as a structured and communicative medium for speaking practice (Sholikatin & Sofiana, 2025). The integration of the *Snake and Ladder Game* in speaking instruction has several potential advantages. First, it may increase students' participation because speaking tasks are presented in the form of an enjoyable game. Second, it may reduce students' speaking anxiety because they do not feel that they are being formally tested (Andriani & Syarif, 2021). Third, it encourages interaction among students through group work, turn-taking, and oral responses. Fourth, it allows teachers to provide repeated speaking practice with various questions and prompts. Therefore,

the *Snake and Ladder Game* has the potential to become a relevant medium to help eleventh graders become more active in speaking activities.

Several previous studies indicate that games, particularly board-game-based activities, can be used as effective learning media in English speaking instruction. Taka (2019) found that the use of the *Snake and Ladder Board Game* improved students' speaking skills among eleventh-grade students of SMA Kristen Mercusuar Kupang. The improvement was shown through the increase of students' scores from Cycle I to Cycle II, accompanied by more active participation and positive responses during speaking activities. This finding suggests that the *Snake and Ladder Game* is not merely a recreational classroom activity, but can function as a pedagogical medium that encourages students to speak more frequently and confidently. In line with this, Rismasari and Al Hakim (2025) also found that the implementation of the *Snake and Ladder Game* in teaching speaking to ninth-grade students at SMPN 18 Surakarta improved students' speaking performance and created a more active, enjoyable, and cooperative classroom atmosphere.

The potential of the *Snake and Ladder Game* in supporting speaking development is also reinforced by Sholikatin and Sofiana (2025), who examined its effect on elementary students' speaking skills. Their findings showed a significant improvement in students' speaking achievement after the use of the game, as reflected in the increase of the mean score from pre-test to post-test. Although the study was conducted at the elementary school level, it provides evidence that the *Snake and Ladder Game* can support oral language development through repeated practice, enjoyable interaction, and structured speaking tasks. This is relevant to the present study because speaking ability requires not only linguistic knowledge, but also opportunities to practice in a low-pressure environment. The game creates a learning situation where students can respond to prompts, interact with peers, and practice English without feeling overly burdened by formal classroom performance.

Other related studies also support the use of board games and game-based learning in speaking instruction. Nuraini and Mubarok (2025) developed an English board game to improve students' speaking skills and found that innovative board-game media could help students participate in meaningful speaking activities. Their study highlights that board games can be designed according to students' needs,

learning objectives, and classroom contexts. Similarly, Gunawan (2025) found that non-digital game-based learning, including board-game speaking activities, improved students' fluency, vocabulary, grammar, pronunciation, and confidence in an Indonesian EFL classroom. These findings strengthen the view that games can increase students' motivation, reduce anxiety, and promote classroom interaction. Therefore, game-based speaking activities are relevant for EFL classrooms because they allow students to learn through communication, cooperation, and repeated oral practice.

Nevertheless, there remains a study gap that needs further investigation. Most previous studies have focused mainly on the effectiveness of the *Snake and Ladder Game* or board games by measuring students' score improvement before and after the intervention. Fewer studies have examined in detail how the *Snake and Ladder Game* is integrated into speaking instruction. Moreover, each school has different student characteristics, classroom dynamics, learning needs, and instructional conditions. Therefore, the present study focuses on eleventh-grade students at SMAN 1 Papar in the academic year 2025–2026. By examining the implementation process and the challenges found during classroom practice, this study is expected to provide a more contextual understanding of the integration of the *Snake and Ladder Game* in EFL speaking instruction.

In addressing this gap, the present study specifically describes how the *Snake and Ladder Game* is integrated as an instructional medium within English speaking lessons for eleventh-grade students at SMAN 1 Papar in the academic year 2025–2026. The focus of the study is directed toward the classroom integration process, particularly how the game is incorporated into structured speaking activities, how the teacher organizes the learning sequence, and how speaking tasks are embedded within the game structure. In practice, each square on the modified board is designed to contain speaking prompts aligned with the speaking competencies of Phase F, such as stating a thesis, presenting arguments, providing supporting evidence, and expressing analytical opinions related to the Analytical Exposition text type. The study therefore does not aim to measure the statistical effectiveness of the game, but rather to describe how it functions as a speaking instructional medium in a real EFL classroom context. By examining the

implementation process, this study is expected to provide a contextual and practical account of how board-game-based speaking instruction can be systematically applied at the senior high school level.

Thus, the gap addressed by this study focuses on the need to investigate the integration of the *Snake and Ladder Game* in speaking instruction for eleventh-grade students at SMAN 1 Papar Kediri. The main gap lies in the difference between the curriculum expectation and the actual classroom condition found during the researcher's teaching practice. In the curriculum, eleventh-grade students are expected to communicate in English, respond to open-ended questions, express opinions, and present ideas in relation to various topics. However, in the classroom reality, many students still showed limited involvement in speaking activities. During speaking practice, some students were still hesitant to speak loudly in front of the class, tended to face the teacher rather than communicate with their classmates, and experienced difficulty expressing their ideas spontaneously in English. This condition indicates that the problem is not only related to students' speaking ability, but also to their classroom involvement during speaking instruction. To capture this condition more clearly, a speaking assessment was conducted using a rubric covering pronunciation, vocabulary, grammar, fluency, and comprehension. However, the assessment results are not analyzed statistically or compared quantitatively, but are used to support the qualitative description of students' speaking performance and involvement during the learning process.

Based on this gap, the *Snake and Ladder Game* is considered relevant to be integrated into speaking instruction. The game can provide students with structured speaking opportunities through prompts, questions, and oral tasks that are connected to the learning material. In the context of eleventh-grade students, the prompts can be adjusted to the topic of *analytical exposition text*, such as giving opinions, stating arguments, explaining reasons, responding to questions, and presenting ideas related to a poster. Through the game, students are encouraged to speak in turns, interact with peers, and practice oral communication in a more relaxed classroom situation. This can help reduce students' fear of speaking and increase their involvement during the learning process.

Therefore, this study is important to conduct because it provides a contextual description of how the *Snake and Ladder Game* can be integrated into speaking instruction for eleventh-grade students at SMAN 1 Papar Kediri in the academic year 2025–2026. This study is expected to give practical contributions for English teachers in designing creative, active, and communicative speaking activities. Academically, this study is also expected to enrich English language teaching studies, especially those related to game-based learning and student involvement in speaking instruction. Through this study, speaking instruction is expected not only to focus on material achievement and assessment results, but also to create an enjoyable learning experience that encourages students to participate, interact, and become more confident in using English orally.

B. Focus of the Research

This study focuses on the integration of the *Snake and Ladder Game* in English speaking instruction for eleventh-grade students at SMAN 1 Papar Kediri in the academic year 2025-2026. The study is specifically directed toward two aspects. First, how the *Snake and Ladder Game* is integrated as an instructional medium within the speaking learning process, covering the preparation of instructional materials, the implementation of the game in classroom activities, and the assessment of students' speaking performance. Second, how eleventh-grade students are involved in speaking instruction through the integration of the *Snake and Ladder Game*, particularly in terms of their behavioral, emotional, and social participation during the learning process. This study does not aim to measure the statistical effectiveness of the game or compare students' scores before and after the intervention. Rather, it seeks to provide a descriptive and contextual account of how the game functions as a speaking instructional medium in a real EFL classroom at the senior high school level.

C. Research Question

This study addresses two study questions related to the integration of the *Snake and Ladder Game* and students' involvement in English speaking instruction:

1. How is the *Snake and Ladder Game* integrated into English speaking instruction for the eleventh-grade students at SMAN 1 Papar Kediri in the academic year 2025–2026?
2. How is the involvement of the eleventh-grade students in speaking instruction through the integration of the *Snake and Ladder Game* at SMAN 1 Papar Kediri in the academic year 2025–2026?

D. Objective of the Research

Based on the study questions above, this study has two objectives. The objectives of this study are:

1. To describe how the *Snake and Ladder Game* is integrated into English speaking instruction for the eleventh-grade students at SMAN 1 Papar Kediri in the academic year 2025–2026.
2. To describe how the involvement of the eleventh-grade students in speaking instruction through the integration of the *Snake and Ladder Game* at SMAN 1 Papar Kediri in the academic year 2025–2026.

E. Significance of the Research

This study is expected to provide both theoretical and practical contributions to the development of English as a Foreign Language (EFL) instruction, particularly in the teaching of speaking skills through game-based learning.

1. For Students

This study is expected to provide students with a more engaging and meaningful speaking learning experience. Through the use of the *Snake and Ladder Game*, students are encouraged to practice speaking English in a more enjoyable, interactive, and less intimidating classroom atmosphere. The game-based activities are expected to help students become more confident, motivated, and willing to participate actively in speaking practice.

2. For Teachers

The findings of this study are expected to provide English teachers with practical insight into the use of the *Snake and Ladder Game* as an alternative instructional medium for teaching speaking. This study may help teachers

design more interactive speaking activities that can reduce students' anxiety, increase classroom participation, and create a more communicative learning environment. In addition, the game-based instructional approach explored in this study may inspire teachers to adapt similar interactive strategies for other English language skills, such as writing, reading, or listening learning. Furthermore, the study can serve as a reference for teachers in adapting simple board games into meaningful speaking tasks.

3. For Future Researchers

This study is expected to serve as a useful reference for future researchers who are interested in investigating game-based learning in EFL classrooms. It may also enrich the literature on the integration of traditional board games into English language teaching, particularly in speaking instruction at the senior high school level. Furthermore, the findings of this study can provide a basis for further study in different educational settings, student levels, or language skills.

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